



saga

JOURNAL OF ENGLISH LANGUAGE TEACHING
AND APPLIED LINGUISTICS

Professional English Language Skills for Employability in Portugal
Ana Cunha, Anabela Mateus, Amanda Bruscato, Inês Renda

Improving Eighth Graders' Vocabulary Mastery Through Students' Learning Style-Vark-Based Flashcards
Nurhaliza, Valentina Dyah Arum Sari

Telegram to Accommodate English Learning of Narrative Writing: Students' Perceptions
Mega Mulianing Maharani, Nadya Intan Arisanti

"Practicing Translating Makes Me Autonomous!": The Indonesian EFL Learners' Attitude on Translation Strategy in ELT
Adriani Yulia Purwaningrum

Student's Perspective of Using Quora: An Authentic Learning Experience in Digital Platform
Sari Dewi Noviyanti

Whatsapp for Mathematics Education Students' Activeness in Learning English for Mathematics: A Case Study
Susanti Malasari, Paulina Besty Fortinasari

Technology Goes to Classroom: Learning Media Application Possibilities for Writing
Khilda Husnia Abidah

Published by:
ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA



SAGA	Vol. 4	No. 1	Pages 1-76	Yogyakarta, February 2023	P-ISSN 2715-7512	E-ISSN 2716-0246
------	--------	-------	---------------	------------------------------	---------------------	---------------------



saga

JOURNAL OF ENGLISH LANGUAGE TEACHING
AND APPLIED LINGUISTICS

Vol. 4 No. 1 February 2023

saga, VOL 4 NO 1, 2023

saga (P-ISSN: 2715-7512; E-ISSN: 2716-0246)

SAGA: Journal of English Language Teaching and Applied Linguistics (P-ISSN: 2715-7512, E-ISSN: 2716-0246) is a scientific journal published by the English Language Education Department of Universitas Kristen Duta Wacana (UKDW), Yogyakarta, Indonesia.

It publishes articles twice a year, in February and August.

©All Right Reserved

No parts of this publication may be reproduced in any form without prior written permission from **saga**, to whom all requests to reproduce copyright materials should be redirected. **saga** grants authorisation for individuals to photocopy copyright materials for private use. This authorisation does not extend to any other kind of copying, in any form, and for any purpose other than private research use.

Open Access Information

saga provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. The journal provides full contents at: <http://saga.ukdw.ac.id/index.php/SAGA>

Mailing Address

saga

Journal of English Language Teaching and Applied Linguistics

English Language Education Department

Faculty of Education and Humanities

Universitas Kristen Duta Wacana (UKDW)

Jl. dr. Wahidin Sudirohusodo 5-25, Yogyakarta 55224

e-mail: saga@staff.ukdw.ac.id

website: <http://saga.ukdw.ac.id/index.php/SAGA>



saga, VOL 4 NO 1, 2023

EDITOR IN CHIEF

Adaninggar Septi Subekti, M.Sc.

MANAGING EDITOR

Lemmuela Alvita Kurniawati, M.Hum.

EDITORS

Made Hery Santosa, Ph.D. (Universitas Pendidikan Ganesha, Indonesia)

Fransisca Maria Ivone, Ph.D. (Universitas Negeri Malang, Indonesia)

Dr. Fransisca Endang Lestariningsih (UKDW, Indonesia)

Ignatius Tri Endarto, M.A. (UKDW, Indonesia)

Paulus Widiatmoko, M.A. (UKDW, Indonesia)

Andreas Winardi, M.A. (UKDW, Indonesia)

Arida Susyetina, S.S., M.A. (UKDW, Indonesia)

Dra. Mega Wati, M.Pd. (UKDW, Indonesia)

Anesti Budi Ermerawati, M.Hum. (UKDW, Indonesia)

EXTERNAL REVIEWERS

Prof. Suwarsih Madya, Ph.D. (Universitas Negeri Yogyakarta, Indonesia)

Prof. Dr. Joko Nurkamto (Universitas Sebelas Maret, Indonesia)

Dr. Willy A. Renandya (Nanyang Technological University, Singapore)

Lusia Marliana Nurani, Ph.D. (Bandung Institute of Technology, Indonesia)

Joseph Ernest Mambu, Ph.D. (Satya Wacana Christian University, Indonesia)

Peter Suwarno, Ph.D. (Arizona State University, USA)

Dr. Umar Fauzan (IAIN Samarinda, Indonesia)

Usep Syaripudin, Ph.D. (Universitas Swadaya Gunung Jati, Indonesia)

Narin Loa, M.TESOL (Arizona State University, USA)

Ali Garib, M.A. (Lebanese American University, Lebanon)

COVER DESIGN and LAYOUT

Sumantyo Kartika Nugroho

SECRETARY and DISTRIBUTION

Dini Susanti Tri Yanuartin

TECHNICAL SUPPORT

Antonius Rachmat C., S.Kom., M.Cs.



CONTENTS

Professional English Language Skills for Employability in Portugal Ana Cunha, Anabela Mateus, Amanda Bruscato, Inês Renda	1-14
Improving Eighth Graders' Vocabulary Mastery Through Students' Learning Style-Vark-Based Flashcards Nurhaliza, Valentina Dyah Arum Sari	15-24
Telegram to Accommodate English Learning of Narrative Writing: Students' Perceptions Mega Mulianing Maharani, Nadya Intan Arisanti	25-32
“Practicing Translating Makes Me Autonomous!”: The Indonesian EFL Learners' Attitude on Translation Strategy in ELT Adriani Yulia Purwaningrum	33-44
Student's Perspective of Using Quora: An Authentic Learning Experience in Digital Platform Sari Dewi Noviyanti	45-52
Whatsapp for Mathematics Education Students' Activeness in Learning English for Mathematics: A Case Study Susanti Malasari, Paulina Besty Fortinasari	53-64
Technology Goes to Classroom: Learning Media Application Possibilities for Writing Khilda Husnia Abidah	65-76



PROFESSIONAL ENGLISH LANGUAGE SKILLS FOR EMPLOYABILITY IN PORTUGAL

Ana Cunha¹, Anabela Mateus², Amanda Bruscato³, Inês Renda^{4*}

^{1,2}*Lusófona University of Humanities and Technologies, Lisbon, Portugal*

³*University of Algarve, Faro, Portugal*

⁴*University Institute of Lisbon, Lisbon, Portugal*

*Corresponding author's email: rendaines@gmail.com

Received: 29 August 2022

Accepted: 1 November 2022

Abstract

This paper reports on the research carried out by a Portuguese university in the scope of *PESE – Professional English Language Skills for Employability Across EU* project, which highlights the importance of appropriate English skills for the workplace. The present study focuses on the Portuguese labor market and identifies the English skills employers currently require from their employees based on the review of a job search website and the application of questionnaires to 22 Portuguese companies, as well as 6 experienced English trainers. The data collection is part of the project's *Handbook on the current Professional English requirements throughout partner countries*, from which a framework for a curriculum can be established. The curriculum will then form the basis of an e-course on professional English skills targeted toward unemployed citizens in Europe.

Keywords: Adult education, employability, English skills

INTRODUCTION

Overview of the project

This paper reports on the research carried out by Lusófona University, a Portuguese higher education institution, in the scope of *PESE – Professional English Language Skills for Employability Across EU* (reference no: 2020-1-UK01-KA202- 079035), an Erasmus+ funded project which brings together the following partner institutions from different six countries: Center for Social Innovation (CSI), in Cyprus; MECB Ltd, in Malta; Lusófona University, in Portugal; TEAM4Excellence (T4E), in Romania; Babel Idiomas, in Spain; and Eurospeak Language Schools Ltd, in the United Kingdom.

The project implementation started in 2020 and its main objectives are (i) to make high-quality professional English training available, particularly for unemployed citizens across Europe; (ii) to produce a sensible ready-to-go framework for a curriculum for professional English that can have an impact on language teachers and trainers; (iii) and to upskill unemployed citizens with professional English skills required by employers.

This project highlights the importance of English skills and their appropriateness in the context of the workplace. Therefore, our research was focused on the labor market in each partner country and its first purpose was to establish the type of English skills employers currently require from their employees. This information, collected in a handbook, serves as a reference from which a framework for a curriculum can be established. The curriculum will then form the basis of an e-course on professional English skills targeting unemployed citizens in Europe.

Świątkiewicz et al. (2015) stated that Portuguese companies usually demand from their employees a set of soft skills and a fluent command of foreign languages, particularly English. However, even though English is taught for general purposes in a variety of educational settings, there has been little emphasis on providing learners with the professional English skills they need in the workplace. Some of these include, for instance, writing professional emails and making effective presentations with full awareness of the needed psycho-linguistic devices. At the University of Aveiro, for example, Kerklaan et al. (2008) confirmed that, despite the recognized relevance of English proficiency for employability, few courses included the language in their programs.

While access to such training can be gained with in-company Business English classes, this option relies on an uncertain employment situation and, oftentimes, a professional status that cannot be associated with all sectors and hierarchy degrees. For the unemployed, who vitally need the training, no such pathways exist. As a result, even though the ability to use English is crucial to access employment and carry out specific professional tasks, the acquisition of these skills is currently largely left either to chance or specific in-company on-the-job training. Aiming to solve this issue, the PESE project adopts a socially inclusive approach by providing unemployed learners the necessary skills to use English in a professional context, thus enhancing learners' employability.

Pinto and Araújo e Sá (2016, p. 6) stated that “languages are perceived as an investment that allows for greater professional mobility and growth in the job market, thus enabling access to employability and well-paid/prestigious careers.” Indeed, globally, over 90% of employees are already aware of the importance of English in their career progression. Nonetheless, less than 10% believe they can communicate effectively in English at work. Insufficient and inadequate English skills have an impact not only on employability but also on businesses' productivity. Appropriate English skills are beneficial for companies, translating financially into a productivity boost of one working week per year, per employee.

At the beginning of the century, Watson (2010) had already analyzed the return on investment of communications, reporting that “companies with highly effective communication had 47 percent higher total returns to shareholders over the five-year period (mid-2004 to mid-2009) compared with companies with less effective communication practices” (p. 3). Hence the priority of supporting the adoption of innovative approaches and digital technologies for teaching

and learning, making results easily accessible online. This represents cost-effective training for the unemployed and removes the burden on employers who would otherwise have to invest in narrowing a new employee's language skills gap.

As previously mentioned, the *Handbook on the Current Professional English Requirements throughout Partner Countries*, which was prepared with the full contribution of all project partners is the first result of this project. The handbook is divided into three main sections: (i) the findings of the research carried out by partner organizations in their own countries on the types of English skills that employers currently require from their employees; (ii) a description of intervention methods, techniques and best practices used in each partner organizations' country to teach and train unemployed people in general and in terms of the English language for professional purposes; (iii) and insight on the different types of skills and competencies required in a professional context.

In this paper, we will focus on the Portuguese case. First, we will review the current training strategies to upskill Portuguese unemployed citizens. Then, we will explain our research methods, which were based on desktop and field research. The desktop research allowed us to identify the main sectors which require English skills based on data collected from a Portuguese job search website. For the field research, we contacted companies and organizations and assessed their requirements in terms of English skills. Additionally, we interviewed English trainers aiming to understand what they do to prepare students for job vacancies where English skills are mandatory. All the information presented below is based on the abovementioned project handbook.

The case of Portugal

Simões et al. (2019) stated that language skills have been increasingly valued by both individuals and businesses in Portugal, with significant progress being made between 2007 and 2016 when 71.8% of adults (18-64 years old) stated they spoke at least one foreign language. This represented an approximate 20% increase in just nine years. Besides the growing percentage of English speakers, it seems the level of English skills is also high, as a more recent study by Education First (2020) places Portugal in 7th place of the very high proficiency band. At this level, individuals can, for example, “use nuanced and appropriate language in social situations, read advanced texts with ease, and negotiate a contract with an English native speaker” (Education First, 2020, p. 46).

English is nowadays a necessary skill for employability, as previous studies have shown by analyzing job advertisements in Portugal. Laranjeiro et al. (2020) reviewed 813 job offers for recent Portuguese graduates in 2015, of which 78% required foreign language skills, with 56,6% requiring a mastery of English from prospective employees. In the Viseu region, Lopes et al. (2018) analyzed 180 job offers, finding that 41% required foreign language skills and 53% of them required mastery of English.

English & Symonds (2016), based on survey data provided by over 5,300 employers in 38 countries/territories, also found that, regarding Portugal's situation, workers are quite adequately prepared: 84% of staff at the top management level had the English skills needed to succeed in their role (well above the 78% of global average). The same was true for employees in marketing and accounting and finance (respectively, 81% and 67% for the Portuguese, compared to 74% and 64% for the global average). Sales are the only area where the Portuguese case equals

the global average: 70% of workers in this area have the English skills it takes to succeed at their job. Furthermore, the study indicated that 9% of employers (compared to a mere 4% global average) were planning to improve the English skills of their employees, a result which is equal across the four targeted job roles: top management, marketing, accounting and finance, and sales. These results seem to point to the importance of English skills for Portuguese business owners, particularly those in top and middle management roles. Existing training strategies to upskill Portuguese unemployed citizens are usually organized by the Institute for Employment and Vocational Training (Instituto do Emprego e Formação Profissional), which works under the Ministry of Employment and Social Security and aims to develop and implement employment and vocational training policies.

This institution runs vocational training centers and holds central and regional structures responsible for most of the vocational training offered by the Government to unemployed people. Alongside the Institute for Employment and Vocational Training, some private companies are certified to deliver vocational training. In addition to offering tailor-made solutions to companies from different business sectors, they also offer vocational training funded by the EU. These companies, along with language schools, provide paid English courses for specific purposes. However, since they are not targeting unemployed people, we will not discuss them in detail. Since 2007, Portugal has had a National Qualification System (Decree-Law No. 396/2007, of 31 December 2007) that constitutes the framework for all vocational training provisions. This system aims to harmonize, normalize, and articulate the qualifications obtained in different educational and vocational training subsystems, while also taking into account the competencies obtained in non-formal or informal contexts.

This system included the creation of a National Catalog of Qualifications (2022) that establishes profiles of qualifications according to educational and vocational training areas, classified by levels according to the European Qualification Framework. It also identifies the educational and vocational training terms of reference necessary to obtain those profiles. These training terms of reference are organized by modules. All the educational and vocational training terms of reference in the Catalog include modules in the English language.

Currently, there are in Portugal six types of vocational training programs for unemployed people: *Learning* – aimed at young people under 25 years old with at least lower secondary education. The training is carried out on an alternate basis, between a Vocational Training Center and a company. The courses have a 3-year duration. This program, which includes several modules of English, allows young people to obtain a Level 4 qualification and to complete one of the profiles of qualifications defined in the National Catalog of Qualifications (2022).

Educational and Vocational Training courses for adults – for people over 18 years old. Organized as a flexible training pathway adapted to the skills already held by the trainees, this training allows them to complete their lower or upper secondary education. When completing the program, each trainee is expected to have achieved one of the profiles of qualifications in the National Catalog of Qualifications (2022) which includes several English modules.

Modular Vocational Training – an individualized program for adults that wish to complement their knowledge and professional skills to re-enter the labor market. These are short-term vocational training actions, with a minimum duration of 25 hours. The purpose of this program is to

allow adults to build gradually and over several years their qualification pathway to be able to complete one of the profiles of qualifications in the Catalog.

Active life - Qualified employment – this program aims to help unemployed adults with very low qualifications to re-enter the labor market. It includes short-term vocational training actions and a period of on-the-job training. These vocational training actions are organized according to the National Qualifications Catalog.

Technological Specialization – a program for young people and adults with upper secondary education. These courses have a social and cultural component that may include English modules.

Considering that all the training references which are part of the National Catalog of Qualifications (2022) include English language learning and that the professional training programs aimed at the unemployed are organized according to the same catalog, we can conclude that English language learning is part of the whole training offer aimed at this public.

In practice, while this is true for training programs with a longer duration that allows the achievement of a training term of reference (such as Learning and Education-Training Courses), it is not necessarily the case for programs developed as short-term training actions (such as Modular Training or Working Life - Qualified Employment), since these correspond only to some modules of a training term of reference. In fact, these shorter duration programs in modules aim to solve the immediate problem of the unemployed, preparing them for a rapid reintegration into the labor market.

On the other hand, these programs also safeguard longer-term objectives, making it possible for each individual to progress in their qualifications, according to their needs. One can, for instance, complete one of the qualification profiles in the catalog by attending several short-term training courses over the years. The long-term training paths include learning the English language, and it is important to bear in mind, that all training programs prioritize teaching ICT (Information and Communication Technologies), which often uses English terminology. This works as an incentive to include English language modules in training activities. Regarding specific vocational training in English, we can point out some examples of short-duration courses offered by the Institute for Employment and Vocational Training, such as “English Language – Writing Techniques”, “English Language – Business Activity”, “English Language – Stock Management and Logistics”, “Multimedia Training in the Tourism, Hospitality and Restaurant Areas – English”, and “Business English”.

Currently, training actions are available in different parts of the country according to the activity sectors present in each region, but this reality may be changing at a faster pace due to current developments in distance teaching and learning processes. Due to space constraints, we are not analyzing the contents of these courses in this text, but it is worth mentioning that most of them seem focused on vocabulary and grammar acquisition, are not innovative in terms of topics, and do not cater to different levels.

Based on the information presented above and on OECD (2018), we can confirm that English skills are essential in many sectors in Portugal, especially in tourism, due to the closer and constant contact with foreigners. Almeida (2017) stated:

Successful communication in tourism, in a context where the linguistic consequences of globalisation are more and more evident, depends on proficiency in foreign languages which, in turn, leads training institutions to educate plurilingual and pluricultural individuals. In the field of tourism, besides the communicative language ability, it is also extremely important to develop intercultural competence, i.e., the ability to interact appropriately with people from different cultures. (p. 80)

In our paper, we analyzed job advertisements in order to understand which fields require English the most. Additionally, we conducted interviews with companies and English teachers working in Portugal to identify the competencies/skills valued by employers.

METHODS

To identify the English skills that employers in Portugal currently require from their employees, we conducted a search on a Portuguese job search website (www.emprego.sapo.pt) on 5 December 2020. Based on the data gathered, we then prepared two questionnaires, included in the Appendices, which were sent to Portuguese companies, organizations and experienced English trainers in the following month, January 2021.

The desktop research intended to identify which job fields included knowledge of English as a requirement. The results pointed to 2,137 job offers, although the actual number was lower since some job ads were repeated.

After we grouped the job offers, we contacted 22 companies/organizations based in the Lisbon area and outskirts. We asked them which English skills they require from their employees, what is their staff's English knowledge and experience, which tasks need to be performed in English, and how frequent these are in their workplace.

Finally, we also asked 6 experienced English teachers, who provide ESP (English for Specific Purposes) classes in companies, to rank the different language skills (listening, speaking, reading, writing) according to their importance for employers, since we wanted to compare their answers with the companies' responses. We then asked them to indicate the average number of study hours dedicated to each language skill in their classes and the strategies/activities/exercises they use to teach each language skill.

By analyzing the data collected from the job search website, companies, and trainers, we identified the current English requirements in the Portuguese labor market. Shortly, this work will help us develop an e-course alongside our partners on professional English skills targeted toward unemployed citizens in Europe.

FINDINGS AND DISCUSSION

Portuguese job search website

In our initial research on the previously mentioned Portuguese job search website, we found that the majority of the jobs which included English as a requirement were technology-related positions, such as hardware technicians, network managers, software developers, systems administrators, programmers, technology consultants, business intelligence, and mobile developers. Call centers and customer care positions included knowledge of English as a requirement and that was also the case in many vacancies in real estate firms. It is interesting to note that

these firms are located in areas with a stronger presence of foreign customers, such as Cascais, Estoril, Sintra (and adjacent areas), the Algarve, or Madeira.

Sales positions included English as a required skill when the company in question had an international dimension, and the few job offers in law and accounting that required English skills were from firms that specifically dealt with foreign clients. There were few jobs in hospitality and catering that included English as mandatory, which is surprising since jobs in this field usually require advanced proficiency in the language.

These findings in terms of the relative weight of professional areas are in keeping with data provided by the EURES platform of the European Labour Authority (2020) on the Portuguese situation, which listed the ICTs and contact/business centers as the two fields where the need for professionals was found.

Companies and organizations in Portugal

After identifying the fields that most require English skills, we asked and analyzed the actual needs of 22 companies/organizations of varied sizes (4 micro, 11 small-medium, and 7 large companies) and a wide variety of sectors, such as Banking, Communications, Education, Health, Industry, Insurance, IT, Tourism, Services, and the Third sector.

Most of them explicitly required both spoken and written English proficiency, and one of the companies mentioned the relevance of cultural knowledge as well. The remaining organisations prioritize oral communication, for example, giving basic instructions or making phone calls; while another two, which were travel companies, explained that the quality of customer service in English is of extreme importance. Finally, only one of the companies, a bank, valued reading skills and specialized vocabulary.

Table 1. Companies/Organizations Surveyed by Size and Sector

Number	Size	Sectors
4	Microenterprise	Consulting Marketing Services Education/Training
11	Small and medium-sized enterprises	Services Banking Industry Tourism Insurance Communications Third sector Education/Training
7	Large enterprise	IT Education/Training Tourism Banking Health

When it comes to the specific tasks carried out in English, most companies mentioned writing emails and making phone calls. As shown below in Graph 1, some also use the language for conference meetings, face-to-face customer service, and the writing of manuals and reports. There was only one company, in the area of Web Design and Digital Marketing, which required English mainly for written communication. We may therefore conclude that, in most cases, both oral and written communication are needed.

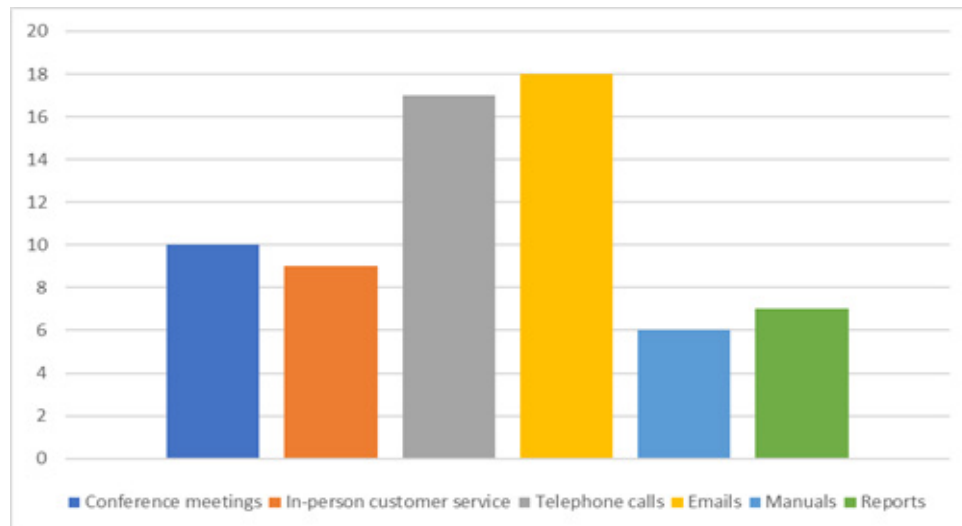


Figure 1. Tasks Performed in English by the 22 Companies or Organizations under Study

As for the frequency of the use of English in the workplace, 72% of the respondents use English on a daily basis, with only one company reporting low frequency and the rest reporting weekly/monthly use of English (see Appendix 1).

The interviewed companies require different levels of proficiency, as shown in Graph 2. While three of them hire basic English users, seven prefer independent users, and seven need proficient users. The remaining five organizations, of which three were banks, explained that the English requirements vary according to the employee’s position and that they expect those in the highest positions to be proficient users of English.

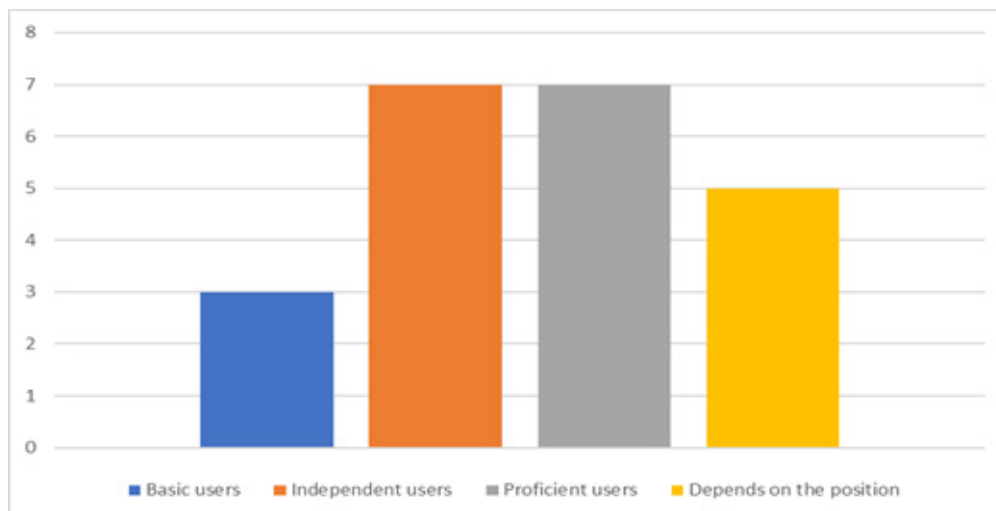


Figure 2. Required Level of English Proficiency by the 22 Companies or Organizations under Study

Companies were also asked about their employees' experience with business English courses. While two did not have this information, the three organizations that hire basic English users and the two which prefer independent users said their employees did not have any previous experience. As for the remaining companies, they explained their staff learned English at school or university. Finally, only two companies offered ESP courses to their teams, particularly targeting those in management positions. Based on the information gathered, we can say that companies value and expect their employees to have fluency in oral and written English, as well as knowledge of the vocabulary used in the company/sector. Nonetheless, only one of the respondents (a bank) mentioned that skills are evaluated regularly and development plans are made according to the identified needs. Another respondent drew attention to the fact that the teaching of English should target current business realities and needs, and only one company focused on the need for cultural knowledge in addition to oral and written skills.

We conclude that, although companies expect their employees to be fluent in English, they usually do not provide any type of English courses. In fact, 22% of the companies said that their employees have not attended any courses, 22% reported that their employees had or are having Business English classes and the remaining 12 (56%) companies mentioned that English was learned only in secondary schools, universities or private language schools (see Appendix 1).

Experienced English trainers

After talking to the organizations, we interviewed six experienced English trainers who provided ESP classes in companies. They confirmed that most of the time, only people in middle to top management positions have access to Business English courses and said that there is an increasing demand for individual classes aimed at addressing the specific needs of a given person. These professionals also explained that, in many cases, oral communication skills tend to be at the same level as written communication skills in terms of what companies require from their employees since these organizations communicate in English during their daily business activities.

The data collected from the trainers allowed us to divide them into two groups: the first one believes the four language skills are equally important and thus uses about $\frac{1}{4}$ of the lessons for each of them; the second one however prioritizes audio-oral proficiency, spending $\frac{2}{3}$ of the lessons developing it. The focus on oral communication fits with some companies' expectations. Although most of them value both spoken and written proficiency, 27% actually prioritize oral skills.

To prepare students for the necessities of the labor market, trainers include different activities in their classes, such as roleplays, discussions, and presentations. They also highlight that, since the requirements differ according to the business sector, the materials match the students' specific fields and are used to teach them the necessary terminology and text genres.

We present below a tentative summary of tasks carried out in a professional setting per oral and written skills, as well as a set of activities developed by trainers aimed at preparing and/or developing learners' proficiency.

Regarding oral communication, employees must be able to understand different accents and cultural values, express and discuss opinions, know and use terminology according to the business activity, make phone calls, conference presentations, and provide adequate customer service. According to the English trainers, many activities can be implemented during training ses-

sions to address speaking and listening goals, such as (1) watching videos without any subtitles to identify the main ideas, specific information, and vocabulary, (2) listening to audio files with repetition exercises to correct pronunciation, (3) and roleplay relevant situations to prepare the students for conference meetings and customer service, for example.

Regarding written communication, employees must be able to structure ideas, use the appropriate style and tone, understand the grammar, spelling, and punctuation rules to write emails, manuals, and reports. The English trainers mentioned different activities which can improve learners' reading and writing skills, such as (1) reading and interpreting different text genres, (2) answering more controlled exercises for example filling in the gap, (3) and writing and reviewing different types of documents used in their field.

Even though we chose to separate tasks and activities in these two groups, they are all intertwined dialogue in the teaching/learning process and the use that individuals make of them. In professional settings, the more specialized and demanding the position a person holds, the more comprehensive and higher the requirements will be.

The general and vague wording of job ads when it comes to English requirements makes it difficult to ascertain which area is more in demand in terms of communication in this language, or which particular skill is required in a specific industry or sector of the economy. Given the degree of specialization in some areas, such a general characterization is not at all helpful. What speakers of English as a foreign language in the workplace today need is what Celce-Murcia (2008) describes as 'interactional competence', which includes knowledge of how to perform certain speech acts involving interpersonal interactions, the ability to take turns in conversation, and the adequate use of silence, body language and space between speakers. The importance of these abilities was also recognized by Didiot-Cook et al. (2000), since English use in business at advanced and near-native skill levels involves negotiating, making decisions, and solving problems. Even though 20 years have elapsed since this study was carried out and much has changed in business, the need for these skills, if anything, has become more pressing, given the heightened complexity and breadth of business interactions nowadays.

Based on the findings of the research conducted with companies and organizations in Portugal, as well as with English trainers, and on the additional research mentioned in the previous section of this paper, it was possible to map out insight into the different skills and competencies required in a professional context in Portugal.

Despite the relevance of the four main language skills (listening, speaking, reading, and writing), it is clear from the mentioned tasks and necessities of companies that the goal is to communicate well with others. As Cunha (2020, p.2) explains, "competence in English goes beyond the ability to use the language correctly in terms of grammar and vocabulary, it involves functional competence, the mobilization of linguistic and cultural awareness to achieve meaningful and effective interaction and communication."

As Didiot-Cook et al. (2000, p. 20) noticed decades ago, "indeed, it is not always easy to separate communication skills from language skills and they are often perceived as one and the same by recruiters". Despite this lack of awareness, in a company's daily activities the difference is evident. The fact that a member of the staff is proficient in a language and masters the language

skills does not mean that this person is a good communicator, since communication involves the ability, for example, to listen to others and give feedback, to be aware of and tackle cultural differences, to be able to speak in public, and share ideas in a clear manner. Still, we can assume that language skills are interlocked, overlapped, and contribute to the act of communicating.

In general, the level of proficiency of users of English (or any foreign language) is sometimes unbalanced, and this is especially true in a professional context since it is closely related to the types of tasks employees carry out within the company and the type of business sector to which the company belongs. Moreover, this unbalance tends to accentuate as years go by. When companies seek tailor-made training in English, they ask for courses that privilege their own very specific needs, and sometimes this does not cater to all language skills.

According to our research, most employers in Portugal seem to put their requirements in terms of oral and written skills at the same level when referring to the tasks in which their employees are expected to use English. However, addressing these matters with trainers who have extensive experience in teaching English in professional contexts, drew our attention to the fact that the requirements differ a lot according to the business sectors. For instance, both tourism and the travel industry are very much focused on listening and speaking whereas in banking, financing, and law, companies tend to be particularly demanding in all four language skills.

CONCLUSION

This paper reports on the research carried out by Lusófona University in the scope of PESE – Professional English Language Skills for Employability Across EU project, with a focus on the Portuguese labor market. Limitations of this study include the small dataset and, as a consequence, the lack of statistical data analysis. Still, by checking a Portuguese job search website and interviewing companies and English trainers, we were able to identify some of the English skills employers currently require from their employees.

Our research confirms that English is used daily in many companies, regardless of the business sector, and is considered a must-have skill for employees. With regards to the skills required from employers, our findings suggest that all four language skills are given equal importance when we consider oral and written communication, while at the same time they have become aware that only writing, reading, listening, and speaking do not suffice to communicate effectively in English, and therefore point out the relevance of non-verbal communication, such as politeness, friendliness, and clarity in communication.

Due to the internationalization of companies, contacts are now being made on a daily basis with people from different geographical locations. As a result, cultural awareness is of growing importance. However, only one of the interviewed companies mentioned its relevance. The majority of them still focus on tasks, such as writing emails, manuals, and reports, making phone calls, participating in conference meetings, and providing in-person customer service.

Regarding the interventions available to upskill unemployed people, we may say that in Portugal there is a lack of offers for unemployed people to learn business and professional English. The professional English courses available in Portugal seem to be short and focused on the specific sectors they cater to, based on a more traditional approach that does not give special relevance to crucial aspects, such as cultural awareness.

Therefore, we see this project as an opportunity to innovate in building a professional English course that is based on a more comprehensive approach that integrates language skills, cultural competence, non-linguistic communication, and professional skills, and foresees the use of technological tools to enable a more dynamic teaching and learning process.

We consider languages as “economic and professional assets, i.e. as individual resources, since they allow for greater professional mobility and growth in the labor market” (Pinto & Araújo e Sá, 2019, pp. 10-11) and defend that the government and educational institutions should cooperate to better prepare the country’s workforce.

REFERENCES

- Almeida, M. A. (2017). *Content and language integrated learning in tourism vocational education and training in Portugal*
- Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language teaching. In *Intercultural language use and language learning* (pp. 41-57). Springer.
- Cunha, A. (2020). *What type of English communication skills are required by employers?* [Unpublished Manuscript].
- Didiot-Cook, H., Gauthier, V., & Scheirlinckx, K. (2000). Language needs in business, a survey of European multinational companies.
- Education First (2020). *EF English proficiency index. A ranking of 100 countries and regions by English skills*.
- English, C., & Symonds, Q. (2016). English at work: Global analysis of language skills in the workplace. *Cambridge Assessment English*.
- European Labour Authority. (2020). *Labour market information: Portugal*. EURES.
- Kerklaan, V., Moreira, G., & Boersma, K. (2008). The role of language in the internationalisation of higher education: An example from Portugal. *European Journal of Education*, 43(2), 241-255.
- Laranjeiro, A. C., Suleman, F., & Botelho, M. (2020). The employability of graduates: Skills sought in job advertisements. *The employability of graduates: skills sought in job advertisements*(93), 49-69.
- Lopes, A. C., Oliveira, A., Amante, F., Oliveira, I., Abrantes, J., Jesus, M., Pato, O., Relvas, S., Fidalgo, S., & Delplancq, V. (2018). Foreign languages and employability: A complex relationship. Case study in the region of Viseu (Portugal). Edulearn 18. 10th International Conference on Education and New Learning Technology:(Palma, 2nd-4th of July, 2018). Conference proceedings,
- National Catalog of Qualifications. (2022, May 14). <http://www.catalogo.anqep.gov.pt/>
- OECD (2018). Skills strategy implementation guidance for Portugal: Strengthening the adult learning system. In: OECD Publishing Paris.
- Pinto, S., & Araújo e Sa, M. H. (2016). Language learning in higher education: Portuguese student voices. *International Journal of Multilingualism*, 13(3), 367-382.
- Pinto, S., & Araújo e Sá, M. H. (2019). Language education policy in Portuguese public universities: The voices of institutional stakeholders. *Current Issues in Language Planning*, 20(2), 140-159.
- Simões, A. V., & Calvão, A. R. (2019). Competências linguísticas requeridas pelos empregadores portugueses nos últimos 40 anos: O caso dos profissionais de secretariado: El caso de los profesionales de secretariado. *Millenium-Journal of Education, Technologies, and Health*(9), 79-89.

- Świątkiewicz, O., Perło, D., & Perło, D. (2015). What kinds of skills are expected by Portuguese and Polish employers? *Journal of Intercultural Management*, 5-21.
- Watson, T. (2010). Capitalizing on effective communication. *How Courage, innovation and discipline drive business results in challenging times. Communication ROI Study Report.*

APPENDICES

Appendix 1. Questionnaire 1 - Portuguese companies

1. What English communication skills do you require from your employees?
2. What English communication skills do you require from employees working in an administrative role within your organization?
3. Of the communication skills not mentioned above, which of the following do you consider vital for employees in professional appointments active in your organization:
Writing: emails, reports, witness statements, tenders, legal letter writing, letters of apology and thanks, witness statements, estimates, rules, legal briefs, meeting agendas, inventory trackers, manuals, memos, newsletters, press releases, proposals.
Oral: Conference meetings, giving presentations, providing staff feedback, disciplining and dismissals, questioning interrogating, giving spoken instructions, explaining details, placing orders, making telephone calls, in-person customer service,
4. What are the tasks that staff need to perform using English at work?
5. How frequently is each identified task performed?
6. What are the business professionals' previous experiences with business English courses?
7. Is there anything else you would like to add with regard to verbal and non-verbal communication?
8. Please provide any further information that you believe would help us understand the English language requirements of an employer.

Appendix 2. Questionnaire 2 - English trainers

1. Based on your experience as an English language trainer in a professional context, please rank the different language skills (listening, speaking, reading, writing) according to their importance for employers.
2. Please indicate the average number of study hours dedicated to each language skill in your classes.
3. Please indicate the strategies/activities/exercises you use to teach each language skill.



IMPROVING EIGHTH GRADERS' VOCABULARY MASTERY THROUGH STUDENTS' LEARNING STYLE-VARK-BASED FLASHCARDS

Nurhaliza¹, Valentina Dyah Arum Sari^{2*}

^{1,2}*Universitas Mercu Buana Yogyakarta, Indonesia*

*Corresponding author's email: valentina@mercubuana-yogya.ac.id

Received: 17 November 2022

Accepted: 14 December 2022

Abstract

Mastering vocabulary will help students in expressing their ideas or understanding others in an EFL context. However, it turns out that students have difficulty learning English due to a lack of vocabulary mastery. Therefore, the selection and the use of appropriate media were needed to help students achieve the learning objectives. In this study, the VARK questionnaire was distributed to students to see their learning styles. The results were that most of them are Read/Write type of learners. Considering that fact, students learning style VARK-based flashcards were implemented as a medium in this Classroom Action Research. This study aims to find out how flashcards can improve vocabulary mastery in class VIII C students of one state Junior High School in Teluk Keramat, Kalimantan. This study applied Classroom Action Research with 2 cycles with 33 student participants. The data analysis technique used mixed-method research; qualitative and quantitative. The instrument used questionnaires, interviews, observation checklists, and tests. The results indicated that students gained improvement after learning by using flashcards media. It was found that the average score of students in the pre-test was 34.9, post-test cycle I was 54.2, and post-test cycle II was 72.5. This proved that students' vocabulary mastery by using students' learning style VARK-based flashcards was improved. Further, it could be concluded that students learning style VARK-based flashcards gave a positive impact on the use of learning media in a Junior High School in Teluk Keramat to improve their vocabulary mastery.

Keywords: Classroom Action Research, flashcards, vocabulary

INTRODUCTION

In learning English, generally English has several skills to learn. According to Husain (2015) define language has four skills which are as follows Listening, Speaking, Reading, and Writing (LSRW) is divided into two parts, there are speaking and writing as productive skills and also listening and reading as receptive skills. Besides that, English also has several components or elements that are also important to master in order to improve the four skills, namely grammar, pronunciation, and vocabulary. Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that mastering vocabulary is very important in the learning process of mastering the four skills (listening, speaking, reading, and writing). Mastering vocabulary can also be said to be the foundation in the process of learning English as Gardner (2013) said that the foundation of language and language learning is vocabulary and as such, knowledge of how to facilitate learners' vocabulary growth is an indispensable teaching skill and curricular component. Based on preliminary research that was conducted by the researcher when doing *Program Praktek Lapangan* (PPL), and the result of interviews with teachers who teach English in VIII C class of one state Junior High School in Teluk Keramat. The researcher found that the students' vocabulary mastery was very low and that made it difficult for students to understand English lessons. They lack motivation in learning English because they assume that learning English was difficult because of a lack of vocabulary. They had difficulty understanding the learning material because they did not understand the meaning of much of the vocabulary in the textbook because they had a lack of vocabulary. The students even had difficulty answering the questions in the textbook because they did not know the meaning of the instructions and questions given, so they always asked the teacher for meaning.

Vocabulary was one of the English elements that were important in learning English. Therefore, students need to master vocabulary to help students to express ideas and understand learning. Vocabulary plays an important role in language learning (Salawazo et al., 2020). The more people master vocabulary the more they can speak, write, read, and listen as they want. Hence it was important to master vocabulary to improve the skills of learning English. The researcher made a media to improve the students' vocabulary mastery using flashcards on the students' learning style. Jaleel and Thomas (2019) stated that learning style refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. In this research, the researcher used a VARK questionnaire to determine the learning style of students. Peyman, et al. (2014) further stated that visual, aural, reading and writing, and kinesthetic (VARK) is one of the instruments which can be used to determine learning styles. Based on the syllabus, the goal was about writing skills, and combined with the result of the VARK questionnaire was read/write. Therefore, the researcher used the learning style-VARK-based flashcard to improve students' vocabulary mastery.

Media is a communication tool in order to get the learning process more effectively (Harmer & Rohimajaya, 2018). Media plays an important role in the teaching and learning process because using media makes it easier for the teacher to deliver the material in the process of teaching and learning. One of the media that effectively is used to improve a student's ability, especially vocabulary, is flashcards. Komachali and Khodareza (2012) said that the flash card use approach is an effective training and learning method for teachers and students and also flashcards can be used to effectively help teachers teach, students learn and comprehend vocabulary. According to Sinaga (2020) flash cards are cards on which words and/ or pictures are printed and drawn. They should be big enough to be seen clearly by every student in the class. He also says that

flash cards can be used for consolidating vocabulary, practicing structure and word order, or a variety of games. with their work or profession. For this reason, the learning style-VARK-based flashcards was used as a medium to improve students' vocabulary mastery in learning English. Accordingly, the problems formulated from this research was How is the improvement of students' vocabulary mastery by implementing students' learning style VARK-based flashcards?

METHODS

This study used mixed-method research by applying qualitative and quantitative data analysis. According to Creswell and Clark (2017), mixed methods research is a research design (or methodology) in which the researcher collects, analyzes, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry. While Regnaul et al. (2018) define Mixed-Method Research as research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry. Quantitative data was in the form of a test that was used to determine the improvement of students' vocabulary mastery. The qualitative data was in the form of questionnaire, interview, and observation checklist. The questionnaire was used to find out the students' opinion about the learning process by using the learning style-VARK-based flashcards. The interview was used to get information about the benefits and obstacles of the implementation of the learning style-VARK-based flashcards. And the observation checklist was used to observe the activity of the students and teacher during the process of learning by using the learning style-VARK-based flashcards. This research was used in classroom action research that applied the Kemmis and McTaggart model. There were four stages in one cycle. The four stages were planning, action, observation, and reflection. As cited in Khasinah (2013), action research is the systematic collection of information that is designed to bring about social change. There are four steps that are used in this research: Planning, Action, Observation, and Reflection.

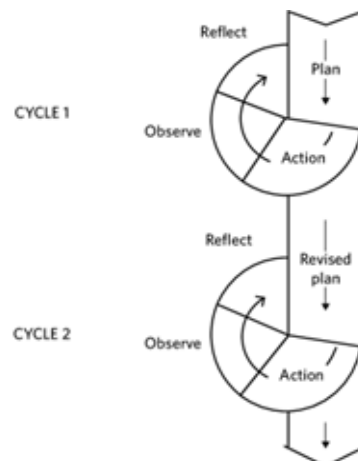


Figure 1. Steps of an Action Research Designed by Kemmis and McTaggart in Burns (2010)

This research was conducted in the VIII C class of one state Junior High School in Teluk Keramat as the participant of this research. The class consisted of 33 students; 17 male students, and 16 female students. The researcher chose this class because the students' vocabulary mastery was still less and vocabulary mastery in VIII C class was lowest when compared to the four other classes that the researchers taught.

FINDINGS AND DISCUSSION

In this result, the researcher would present the results before and after conducting the research. The researcher conducted this research to improve students' vocabulary mastery through students' learning style-VARK-based flashcards in VIII C class of one state Junior High School in Teluk Keramat, Kalimantan. This research was conducted in 2 cycles which had four steps in each cycle.

In July-August 2021 the researcher conducted PPL which is a program provided by the university for field practice to schools in order to give students an idea of the actual field conditions. In PPL program, students would be placed in their hometown because at that time it was still in a state of the Covid-19 pandemic where students were returned to their hometowns and continued to undergo the learning process through the online method. During PPL, the researcher experienced two learning methods, namely two weeks online and two weeks offline. For the two weeks of online learning, the researcher did not see any problems faced by the students in learning English. However, the problems were found during two weeks of offline learning when the researcher explained the material by using English as the introductory language but the students looked confused and did not understand the words.

After observing and confirming with the teacher who taught in class VIII C, the researcher found that the students had poor vocabulary so they had difficulty understanding the material that the teacher explained. The researcher also gave a pre-test to ensure the truth of the problems experienced by the students of class VIII C.

Table 1. The Result of Students' Vocabulary Mastery Pretest

Total Score	Average	The Lowest Score	The Highest Score
559	34.9	22.5	47.5

At this stage, the researcher found that the condition of the 7th graders was lack of vocabulary, this is evidenced by the results of the lowest score of 22,5 and the highest score was 47,5 with a total average of 34,9. This is the focus of researchers to make improvements by making media that can be used to help students master vocabulary in learning English.

In August 2022 the researcher started by giving the VARK questionnaire to students in order to analyze the learning styles used by students in learning. The results of the VARK questionnaire show that most of them have a read or write style. Next, the researchers began to design a media by collecting some references such as syllabus and material collected the vocabulary based on the material and then designed the media that is learning style-VARK-based flashcards.

Cycle I

Planning

The first stage of Classroom Action Research was planning, the researchers prepare everything that is used for purposes in the learning process. The researcher used a learning style-VARK-based flashcard to teach vocabulary. The topic studied at the meeting was about invitations. The researcher will give flashcards to students who have been divided into 6 groups, then the researcher explains the material and introduces flashcards as learning media. Then the researcher also used the "repeat after me" method during the lesson. After that, the researcher explained the instructions to assist students in working on the posttest questions to ensure students had understood the material well.

Action

The second stage of Class Action Research was Action, the researcher came to the class to teach the VIII C class. The researcher started the lesson by giving learning style-VARK-based flashcards to the students, the students were divided into six groups, and each group consisted of 5-6 people. Before explaining the material the researcher started the class by introducing the flashcards, the researcher was mentioned in the vocabulary and the students were asked to repeat what the researcher said. After that, the researcher started explaining the material. At first, the students were very enthusiastic about starting learning, but after some time learning, some of the students in each group started to get engrossed in their chatter and paid less attention to the teacher. The teacher tried to resolve the problem by asking the students who were chatting. Learning became effective again after the teacher gave that treatment, but it did not last long because the students repeated the problem.

Observation

The third stage of Classroom Action Research was observation, in this stage, the teacher of class VIII C and the researcher came to the class. The researcher as a teacher and the teacher as the collaborator that observed by filling out the observation checklist. This observation checklist is carried out to re-observe whether the treatment carried out by the researcher is in accordance with the research objectives.

Reflection

The last stage of Classroom Action Research was the reflection, the process of learning and what the researcher planned to run well. However, the learning process still had some problems, there were some students that still played and chatted with their group and did not pay attention to the teacher. The problem affected students' understanding of the learning process, therefore the implementation of using learning style-VARK-based flashcards in cycle one had not been the maximum result. This observation checklist is carried out to re-observe whether the treatment carried out by the researcher is in accordance with the research objectives.

Cycle II**Planning**

A learning style-VARK-based flashcards would be used in this cycle two with another topic. The topic for cycle two was greeting cards. To help students focus more on the learning process, the teacher decided to reduce the number of members in the group in order to minimize the problems that occurred in the first cycle. The first thing the teacher did at that time was to divide the groups, each group containing 2-3 members. Then the teacher gave the flashcards to the students and started explaining the material.

Action

The researcher as the teacher in the class started the class, before starting to deliver the material the teacher greeted the students, checked the attendance list of students, and discussed the previous material before moving on to the new material. and then the teacher gives some questions related to the material at the meeting to check whether the students are ready to start class. The teacher gave flashcards to the students, and the teacher read the flashcards loudly, and asked the students to repeat what the teacher said. For the main activity, the teacher gave some explanation that related to the topic "Greeting Card", the teacher explained the expression and also gave some examples of greeting cards.

Observation

In this phase, after cycle two was conducted, the students became more focused and enthusiastic about a new topic of the material. The students paid attention during the learning process, which supported the students in understanding the material. The observation result concluded that the implementation of learning style-VARK-based flashcards was successful in improving students' vocabulary mastery.

Reflection

The last phase was reflection. The teacher used a learning style-VARK-based flashcards as a medium to improve students' vocabulary mastery. The result of post-test two was higher than the result of post-test one. In cycle two, the students are more focused, active, and also confident in their understanding. The implementation of using the learning style-VARK-based flashcards in cycle two got the maximum result, the total score was 2320 with an average was 72,5. The results of CAR data were conducted in two cycles by using the learning style-VARK-based flashcards to improve students' vocabulary mastery, from the observation it was found that the students were more focused, enthusiastic, and also paid attention to the teacher's explanation. The students showed improvement in their vocabulary mastery. They are able to easily remember new vocabulary and are also able to understand well the material presented by the teacher.

Table 2. The Result of Students' Vocabulary Mastery Posttest I

Total Score	Average	The Lowest Score	The Highest Score
1790	54,2	30	85

Based on the result of post-test I, the total score was 1790 with an average of 54,2 The result found that after using the learning style-VARK-based flashcards as a medium in learning English has increased from the score before using flashcards. But this is still not maximal where students who got the lowest score was 30 and the highest score was 85.

Table 3. The Result of Students' Vocabulary Mastery Posttest II

Total Score	Average	The Lowest Score	The Highest Score
2320	72,5	70	95

After conducting cycle II, the researcher found the maximum results where the total score of the students was 2320 with an average was 72,5, the students increased their learning outcomes by getting 70 as the lowest score and 95 as the highest score. The students were focused and paid attention to the teachers' explanations so they got the maximum score in this cycle.

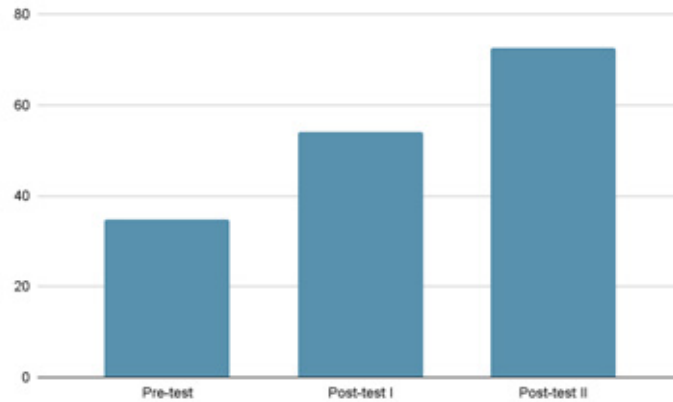


Figure 2. The Mean Score of Pre-test and Post-test

The result of the chart showed that using learning style-VARK-based flashcards has proven to be used as a medium for teaching vocabulary mastery in learning English. After the implementation of learning style-VARK-based flashcards, the average score of pre-tests, post-test I, and post-test II students has increased. Before using flashcards as a medium for learning, the average score of students was 34,9. That means that students lack vocabulary. The statement was relevant to Taufik et al. (2019) that a Re-test or pretest can be used at the beginning of the lesson to build a knowledge base related to the subject and then at the end of the lesson to see that less knowledge can be added. Pre-tests can also be used as a way to assess the depth of understanding needed. After implementing the media in cycle one the average score was 54,2 and after doing the post-test in cycle two it was seen that the result of the average score was 72,5. And the students got a maximum score. It means that the student has improved their vocabulary and understood the material after using the media.

The implementation of the learning style-VARK-based flashcards in mastering vocabulary had a good response. From the questionnaire that had been shared the number of respondents who answered was 30 students of 33 students. In this questionnaire, there was the implementation of the learning style-VARK-based flashcards in mastering vocabulary, while the part of the questionnaire consisted of 13 questions. The result from the questionnaire found the percentage of students who chose (SA = 37%, A = 43%, D = 20%) about mastering vocabulary could help students to express their own ideas or understand others. Furthermore, the second statement was that mastering vocabulary could help students to be able to speak, write, read, and listen in a particular language. It could be seen (SA = 40%, A = 40%, D = 20%). As said in a student's interview, by giving the vocabulary and examples of how to pronounce the sound, the student can be familiar with the vocabulary. Then (SA = 30%, A = 57%, D = 13%) of students agreed that being given the strategy to master vocabulary could help students reach their potential in learning English. This was accurate to the theories mentioned in Rohmatillah (2017) that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential discouraged from making use of language learning opportunities around them. In contrast (SA= 60%, A = 40%) the percentage of the statement, chosen (SA = 47%, A = 37%, D = 16%) that when the teacher put the vocabulary in explaining context could help students to understand the meaning of vocabulary. Furthermore, (SA = 37%, A = 53%, D = 10%) from the percentage most students agreed that when the teacher provided the vocabulary flashcard with the meaning could help students to understand the meaning of the

vocabulary. Showed (SA = 33%, A = 40%, D = 23%) almost all of the students agreed that using flashcards in mastering vocabulary could make students more confident. This was accurate to the theory from Salehi & Toriki, (2020) said that vocabulary is necessary for communication and in expressing meaning through productive and receptive skills. Without extensive knowledge of vocabulary and strategies for learning new words, learners may feel disappointed and lose their confidence. Next, the percentage of students (SA = 40%, A = 50%, D = 10%) who agreed that using flashcards in mastering vocabulary is more effective than word lists. Furthermore, about 40% strongly agree and 50% agree that using flashcards could help students to illustrate the meaning of vocabulary. As mentioned in a student's interview, giving a picture in the flashcard made the student illustrate a picture and easier to remember vocabulary. Next, (SA = 57%, A = 33%, D = 10) from the percentage most students strongly agreed that the size of flashcards was big enough to be seen clearly by everyone. Furthermore, the majority of students chose 53% strongly agreed, 43% agreed, and 3% disagreed that using flashcards could help students more easily to remember vocabulary. Furthermore, the percentage of students who chose (SA = 43%, A = 40, D = 17%) about using flashcards can motivate students in learning English. This statement was supported by Nugroho et al. (2017) who said that flashcards have many advantages when used in the teaching-learning process. Flashcards have great power in motivating and stimulating students. Next, the percentage of students who chose (SA = 50%, A = 47%, D = 3) using flashcards was motivating and eye-catching.

Furthermore, from the results of the checklist observations made during the research, I gave better in the second cycle compared to the first cycle. Based on the observation on cycle one there were still many activities that did not go well, such as there were some students who were not ready to join the class, and there were students who were not concerned and still had conversations during the learning process. Whereas cycle two showed that all activities were carried out well. The researcher saw that the actions in this cycle made students more focused and enthusiastic during the learning process. This means that students' activity in cycle two is higher than in cycle one.

This research conducted interviews with several students to find out their opinions and perspectives based on the implementation of learning style-VARK-based flashcards during the learning process. This interview was conducted at the school after taking action on October 25, 2022. From the result of the interview, it was found that they enjoyed learning English using learning style-VARK-based flashcards. They were easier to remember vocabulary and understand the material. One of the students said, "When I learn English using flashcards I feel happy and motivated when learning English". From the interview results, their opinion about the implementation had positive responses.

CONCLUSION

The students thought that learning English was a terrible thing and difficult to understand because they did not understand much about the vocabulary. By using students' learning style-VARK-based flashcards, the students become more motivated, focused, and also easy to understand English lessons, not only that this media also makes students more confident and easier to remember the vocabulary given. This research is a Classroom Action Research conducted in two cycles to prove that using students' learning style-VARK-based flashcards could improve students' vocabulary mastery. This increase can be observed from the results of the average score of the pre-test conducted before the implementation of the learning style-VARK-based

flashcards from 33 students was 34.9, the average score of the post-test I was 54,2, and the results after the implementation was carried out in the post-test II was 72.5. From these results, it could be concluded that the students' learning style-VARK-based flashcards could be used as an alternative medium to improve students' vocabulary mastery in learning English.

REFERENCES

- Creswell, J.W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. SAGE Publications.
- Gardner, D. (2013). *Exploring vocabulary language in action*. London: Routledge.
- Harmer, W., & Rohimajaya, N. A. (2018). Using flash card as instructional media to enrich the students' vocabulary mastery in learning English. *Journal of English Language Studies*, 3(2), 167-177.
- Husain, N. (2015). *Language and Language Skills*. Maulana Azad National Urdu University
- Jaleel, S., & Thomas, A. M. (2019). *Learning style theories and implication for teaching learning*. USA: Horizon Research Publishing.
- Khasinah, S. (2013). Classroom Action Research. *Pionir*, 1(1), 107-114.
- Komachali, M. E., & Khodareza, M. (2012). The effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. *International Education Studies*, 5(3), 133-147.
- Nugroho, S. Y., Nurkamto, J., & Sulisyowati, H. (2017). Improving students' vocabulary mastery using flashcards. *English Education*, 1(1), 1-15.
- Peyman H, Sadeghifar J, Khajavikhan J, Yasemi M, Rasool M, Yaghoubi YM, Nahal MM, Karim H. (2014). Using VARK approach for assessing preferred learning styles of first-year medical sciences students: A survey from Iran. *Journal of Clinical and Diagnostic Research*, 8(8): GC01-4. 10.7860/JCDR/2014/8089.4667.
- Regnault, A., Willgoss, T., & Barbic, S. (2018). Toward the use of mixed methods inquiry as best practice in health outcomes research. *Journal of Patient-Reported Outcomes*, 2(19), 1-4.
- Rohmatillah. (2017). A study on students' difficulties in learning vocabulary. *English Education Jurnal Tadris Bahasa Inggris*, 6(1), 69-86.
- Salawazo, I., Simbolon, M., Hutabarat, V., Veronika, A., & Saragih, E. (2020). Analysis of students' vocabulary in learning English. *Linguistic, English Education and Art (LEEA) Journal*, 3(2), 469-475. <https://doi.org/https://doi.org/10.31539/leea.v3i2.1017>
- Salehi, M., & Torki, R. (2020). The effect of using cross-word, textual guess and wonder-word on the lexical development of Iranian students. *International Journal of English Language and Translation Studies*, 5(4), 181-190.
- Sinaga, E. (2020). Improving students' vocabulary mastery using flashcards. *The Explora Journal of English Linguistics and Language Teaching (JELLT)*, 6(1), 28-34.
- Taufik, A., Saidi, S., & Apendi, T. (2019). Analysis the hidden advantages of written pretests for student intelligence. *International Journal for Educational and Vocational Studies*, 1(7), 713-718. <https://doi.org/10.29103/ijevs.v1i7.1677>
- Thornbury, S. (2002). *How to Teach Vocabulary*. Essex: Pearson Education Limited.



TELEGRAM TO ACCOMMODATE ENGLISH LEARNING OF NARRATIVE WRITING: STUDENTS' PERCEPTIONS

Mega Mulianing Maharani^{1*}, Nadya Intan Arisanti²

^{1,2}Universitas Islam Sultan Agung, Semarang, Indonesia

Corresponding author's email: megamulianing@unissula.ac.id

Received: 15 November 2022

Accepted: 14 December 2022

Abstract

Among the technological platforms that can be used to teach English story writing is *Telegram*. The purpose of this research was to learn how students felt about using *telegrams* to learn narrative writing skills during the Covid-19 pandemic. Thirty 11th graders at one school in Central Java participated in this study as respondents. The instrument used in this research was a questionnaire. This research found that using *Telegram* as a technology medium facilitated narrative writing amongst the 11th graders. The students studying English as a second language through narrative writing could potentially benefit from *Telegram's* many capabilities. Finally, they concluded that *Telegram* was the best technological medium to learn narrative writing during the Covid-19 Pandemic.

Keywords: *Telegram*, technology, narrative, writing

INTRODUCTION

During the Covid-19 pandemic, the government encouraged people to limit their social interactions. The public was urged to avoid contact with others, work from home, institute a lockdown in their communities, and remain indoors in order to limit the spread of the Covid-19 infections. In-person instruction and learning had to be rescheduled. According to Robandi (2017), students' entitlement to a safe and secure learning environment, regardless of the severity of the Covid-19 situation, remained unabated. All instructional components, including the distribution of course content, the assignment of homework, and the administration of assessments, were conducted digitally. During the Covid-19 pandemic, online instruction in English was also provided.

Skills in writing are the most difficult to acquire in English. Choosing the right media to aid in the process of learning to write in English is crucial. *Telegram* has emerged as a popular platform for teaching English handwriting. According to Wiranegara & Hairi (2020) and Abu-

Ayfah (2019), *Telegram* is one of the most widely used social media platforms, and it may be put to use in the service of learning a new language by storing videos, photos, and other file types in the cloud, where they can be accessed from any device without using up precious storage space. *Telegram's* features can facilitate online education for students. The use of *Telegram* has influenced students in a wide variety of ways. Because of this trend, the study was undertaken on how students felt about using *Telegram* to improve their English narrative writing skills.

Gobadi and Taki (2021) and Muchlisin (2019) state that with its quick interface and open-source foundation, *Telegram* is a popular messaging app. People can utilize *Telegram* without having to pay anything. Since it is a multipurpose messaging program, *Telegram* can help its users accomplish a wide range of tasks. Abbasi and Behjat (2018) state that *Telegram* is a messaging app that allows users to instantly share and receive text, photos, videos, and even their current locations with one another. This makes *Telegram* a simple chat service that can assist folks to stay connected with their loved ones (Modrzyk, 2019). *Telegram's* many useful features—such as search, sticker chat, gif, channel, bot, group chat, *Telegram* web, username, dark mode, cloud-based storage, multi-gadget platform, multi-login, and open source/free—make educational pursuits more engaging and fruitful for students. Channel, *Telegram* bot and group chat are the most often used features for facilitating educational endeavors. *Telegram's* many useful features make it a promising platform for teaching and practicing writing online. Online writing instruction is facilitated through the usage of the Group Chat function. *Telegram* chat rooms were actually designed with student activity tracking in mind (Muchlisin, 2019).

Writing is one of the most essential English abilities which allows one to express one's thoughts and ideas in a clear and concise manner, facilitates communication between people, and serves as a medium for teaching English (Sinaga, 2020). In the context of learning English as a second language, students are challenged to write a variety of texts, including narratives. According to Oshima & Hogue (2017), the act of narrating is a narrative. To put it simply, narratives are stories with a plot and a set of characters. Fitriani (2019) states that this genre of writing is meant to make the reader laugh or smile through the use of creative writing. The purpose of a narrative is to engage the reader's imagination and provide some form of entertainment (Fitriani, 2019). Fairy tales, fables, myths, mysteries, science fiction, legends, ballads, slices of life, romance, horror stories, adventures, historical narratives, and first-person accounts are just a few of the various types of narrative texts. Readers can think of a narrative as having three sections: introduction, conflict, and conclusion (Beckwith, 1996).

METHOD

Thirty students participated in this study. A questionnaire was used to retrieve information from respondents. The researcher employed a closed-ended questionnaire for this investigation. Questions that can only be answered with a yes-or-no answer or a small list of options are considered closed-ended. In this investigation, we employed the usage of a Likert scale. There are four possible responses on the Likert scale: "Strongly Agree" (SA), "Agree" (A), "Disagree" (D), and "Strongly Disagree" (SD). Form was used to distribute the questionnaire. Reducing data, presenting data, and drawing conclusions are the three components of data analysis. In data reduction, the gathered information was stripped down to its essentials. After that, the data was displayed in the form of simplified graphs, figures, or tables. The final step was to draw conclusions based on the facts that had been streamlined and presented.

FINDINGS AND DISCUSSION

Findings

Description related to the aspect of perceived ease of use

The survey begins with the remark, “*Telegram* is convenient.” The tabular outcome of the respondents’ answers is stated in Table 1.

Table 1. The Result the of the 1st Statement

		Frequency	Percentage
Valid	SA	12	40.0
	A	18	60.0
Total		30	100.0

The majority of respondents (as shown in the table) agreed with the first statement. Out of 30 people who were polled, 18 (60%) said they agreed and 12 (40%) said they strongly agreed. It means that the majority of respondents perceived *Telegram* to be simple to use.

The comment “It is easy for me to learn how to operate *Telegram*” comes as the second item in the questionnaire. Tabulated in answer 2 are the results from the survey takers.

Table 2. The Result of the 2nd Statement

		Frequency	Percentage
Valid	SA	10	33.00
	A	20	67.00
Total		30	100.00

The majority of respondents (as shown in the table) indicated their agreement with the second statement. Twenty people (66%) responded “agree,” while ten people (33% responses) responded “very agree.” It was therefore conclusive to say that the students had no trouble picking up and using *Telegram*.

Next, “*Telegram* is flexible to engage with teacher and students” is the third item in the questionnaire. Table 3 displays the replies obtained from the survey.

Table 3. The Result of the 3rd Statement

		Frequency	Percentage
Valid	SA	5	17.00
	A	25	83.00
Total		30	100.00

The majority of respondents (as shown in the table) indicated their agreement with the third statement. Twenty-five people (83.03%) responded by choosing the option “agree” and five people (16.07%) responded with “very agree.” The conclusion which can be drawn is that *Telegram*’s adaptability made it a useful tool for facilitating communication between the instructor and pupils.

The fourth item in the questionnaire says, “*Telegram* is a light and straightforward program to install.” Table 4 displays the results from the survey.

Table 4. The Result of the 4th Statement

		Frequency	Percentage
Valid	SA	10	33.00
	A	20	67.00
Total		30	100.00

Looking at the data, it appears that the majority of respondents selected “agree” for the fourth statement. Twenty people (67%) chose “agree,” and ten people (33%) picked “very agree”. In sum, *Telegram* was a small, straightforward program to set up.

To sum up, the “yes” scale predominated on four separate questions in the questionnaire. This signified that the participants agreed with the claims made in the first stage, which dealt with the ‘perceived ease of use. The respondents’ responses lend credence to this theory, suggesting that students used *Telegram* for online communication because of the app’s many useful features for facilitating distance education.

Description related to perceived usefulness

The fifth item in the questionnaire is “I can finish my writing assignment sooner with the help of the *Telegram*.” The tabular outcome of the respondents’ answers is shown in Table 5.

Table 5. The Result of the 5th Statement

		Frequency	Percentage
Valid	SA	3	10.00
	A	25	83.00
	D	2	7.00
Total		30	100.00

It was noted that the majority of respondents selected “agree” for the fifth statement. There were 25 “agree” votes (83%), 3 “very agree” votes (10%), and 6 “disagree” votes (7%). It was therefore sufficient to say that *Telegram* helped the students to finish their papers much quicker.

“*Telegram* aids and facilitates story writing” is the sixth statement in the questionnaire. The responses from the respondents are summarized in Table 6.

Table 6. The Result of 6th the Statement

		Frequency	Percentage
Valid	SA	1	3.00
	A	28	94.00
	D	1	3.00
Total		30	100.00

From the data presented above, it is clear that the majority of respondents (those who marked the sixth statement as “agree”) had a similar opinion to the statement. Twenty-eight people (94%) picked “agree,” one person (3%) picked “strongly agree,” and one person (3%) picked “disagree.”

It was sufficient to say that *Telegram* facilitated and simplified the students' process of story writing.

In the sixth statement "*Telegram* enhances narrative writing performance," the respondents indicated their agreement with this proposition. The tabulated replies from the survey participants are as follows.

Table 7. The Result of the 7th Statement

		Frequency	Percentage
Valid	SA	2	6.00
	A	26	88.00
	D	2	6.00
Total		30	100.00

From the data in the table above, it is clear that the vast majority of respondents agreed with the seventh assertion. Twenty-six people (88%) picked "agree," two (6%) picked "strongly agree," and two (6%) picked "disagree." It was sufficient to say that the students' story telling abilities were boosted by the use of *Telegram*.

The eighth statement reads as follows: "*Telegram* allows me to write narratives while learning online." The tabulated results of the respondents' answers are as follows.

Table 8. The Result of the 8th Statement

		Frequency	Percentage
Valid	SA	1	3.00
	A	27	90.00
	D	2	7.00
Total		30	100.00

As can be seen in the table above, the majority of respondents (90% or twenty-seven students) who were asked their opinion on the topic said "agree" to the eighth item. One person (3%) picked "strongly agree," while two people (7%) picked "disagree." In conclusion, online learning using *Telegram* enabled students to produce narratives with relative ease.

"*Telegram* makes me active to write" is the seventh statement in the questionnaire. Table 9 displays the tallied replies from the survey's respondents.

Table 9. The Result of the 9th Statement

		Frequency	Percentage
Valid	SA	1	3.00
	A	22	74.00
	D	7	23.00
Total		30	100.00

According to the data presented above, the majority of respondents (22 people or 74%) marked the ninth statement as "agree". One (or 3%) said they strongly agreed, and 7 people (or 23%)

said they disagreed. Students were more motivated to write as a result of using *Telegram*, it seems.

Description related to activity in the class when learning narrative writing

The next item in the questionnaire reads “To teach English in *Telegram*, English teachers must be fluent in both English and the language they were teaching”. The tabulated responses from the respondents are as follows.

Table 10. The Result of the 10th Statement

		Frequency	Percentage
Valid	SA	4	13.00
	A	24	80.00
	D	2	7.00
Total		30	100.00

The data in the table above shows that the majority of respondents (59%) found the tenth item to be true. Out of the 30 respondents, 24 (80%) said they agreed, 4 (13%), said they strongly agreed, and 2 (7%), said they disagreed. The conclusion that may be drawn was that the English teacher in *Telegram* used English as the language of instruction when teaching English.

“Teacher explains narrative in *Telegram*” is the ninth statement in the questionnaire. Table 11 displays the respondents’ responses.

Table 11. The Result of the 11th Statement

		Frequency	Percentage
Valid	SA	4	13.00
	A	24	80.00
	D	2	7.00
Total		30	100.00

From the data in the table above, we can infer that the vast majority of respondents agreed with the eleventh statement. Twenty-four people (80%) said they agreed, five people (17%) said they strongly agreed, and one person (3%) said they disagreed). We can infer that the teacher provided a narrative explanation via *Telegram*.

Statement 12 in the questionnaire is “Teacher describes the steps involved in writing narratives using *Telegram*.” Table 12 displays the compiled responses from the survey.

Table 12. The Result of the 12th Statement

		Frequency	Percentage
Valid	SA	5	16.00
	A	22	74.00
	D	3	10.00
Total		30	100.00

The data in the table above shows that the majority of respondents agreed with the 12th statement. To this question, 22 people (74%) responded with an “agree” option, 5 people (17%) responded with a “strongly agree” option, and 3 people (10%) responded with a “disagree” option. Therefore, it was safe to assume that instructor used *Telegram* to walk students through the steps of composing a story.

“In response to the teacher-provided narrative writing prompts, students actively asked and answered questions” is the questionnaire’s thirteenth statement. Results from the respondents are shown in Table 13.

Table 13. The Result of the 13th Statement

		Frequency	Percentage
Valid	SA	4	13.00
	A	21	70.00
	D	5	17.00
Total		30	100.00

The majority of respondents (as shown in the table) indicated their agreement with the thirteenth statement. There were 21 “agree” votes (70.00%), 4 “very agree” votes (13.3%), and 5 “disagree” votes (17.3%). It was safe to assume that the students were engaged in discussing the teacher-provided narrative writing material by asking and responding to questions.

Discussion

The first measurement focused on how simple it was to utilize *Telegram*. *Telegram* was deemed “simple to access,” “it is easy for me to learn to operate *Telegram*,” “*Telegram* was flexible to communicate with teacher and students,” and “*Telegram* was a light and easy application to install,” among other positive attributes. The “agree” scale predominated in every single item. According to the first metric, the researcher discovered that *Telegram* allowed for open communication between educators and their classes. The vast majority of students agreed that *Telegram* was an app that simplifies communication. These findings are consistent with those of a previous study (Aladsani, 2021) whose majority of participants said that *Telegram* boosted students’ contact and that their use of the platform was representative of their interactions with both professors and classmates.

Second, in terms of perceived usefulness, five respondents said that they were able to finish their writing assignments sooner via *Telegram*, while another five said that they benefited from the assistance and found it was simpler to write their narratives via *Telegram*. The participants also agreed with statements like “Online learning boosts students’ ability to write narratives,” and “*Telegram* increased students’ motivation”. *Telegram* also allows students to have the freedom to freely express themselves through the writing of narratives, and it keeps them motivated to keep writing. The “agree” scale predominated in every single item. The second indicator uncovered by the study showed that some students felt they were more engaged in writing when using the *Telegram* app. Additional findings from the study reveal that *Telegram*, according to the majority of students who have used it for story-based online education, is a useful tool. These findings were consistent with the study by Wayne (2018) who found *Telegram* to be a useful tool for distance education.

Indicator 3 addressed classroom engagement with narrative writing instruction, such as “Teacher explained narrative in *Telegram*”, “Teacher explained the narrative writing processes in *Telegram*”, “Students actively asked and answered questions related to the narrative writing material given by the teacher”, and “English teacher used English as the language of instruction for teaching English in *Telegram*”. According to the data, the “agree” scale predominated in four items in the questionnaire. This data demonstrated the success of using *Telegram* in an online classroom setting.

CONCLUSION

According to data gathered through questionnaire, students’ opinions of *Telegram* as an online platform for creative writing varied widely throughout the Covid-19 pandemic. Firstly, the students’ responses indicated that the vast majority of them found *Telegram* to be a simple and straightforward tool. There was no expense to set up *Telegram* and it was simple to use. Second, in terms of perceived utility, most students thought that *Telegram* was effective for completing narrative writing tasks despite the Covid-19 pandemic. Educators could use *Telegram* to communicate a wide variety of file types to their students, including photographs, documents, presentations, and more. Finally, most students thought that using *Telegram* apps, where the teacher delivered the topics through voice chat or *Telegram* zoom, would be an effective means of delivering online narrative learning. It did not matter that they were learning online, because they were still able to practice face-to-face interaction and both the students and teachers might connect directly with one other even though they were in separate locations. Learning via Zoom *Telegram* or voice chat made it easier for pupils to absorb the information being given. This means that *Telegram* had the potential to serve as a tool for learning narrative writing online.

REFERENCES

- Abu-Ayfah, Z. (2019). *Telegram* app in learning English: EFL students’ perceptions. *English Language Teaching*. 13(1), 51. doi: 10.5539/elt.v13n1p51.
- Abbasi, M., & Fatemeh, B. (2018). The effect of storytelling via *Telegram* on Iranian EFL learners’ speaking complexity. *International Journal of Educational Investigations*. 5(2), 28–40.
- Aladsani, H. K. (2021). University students’ use and perceptions of *Telegram* to promote effective educational interactions: A qualitative study. *International Journal of Emerging Technologies in Learning*. 16(9), 182–97. doi: 10.3991/ijet.v16i09.19281.
- Beckwith, Jon. 1996. *Acts of teaching*. Teacher Idea Press.
- Fitriani, F. (2019). Improving students’ descriptive text writing by using writing in the here and now strategy at the tenth grade students of vocational high school. *International Journal for Educational and Vocational Studies*. 1(6), 632–36.
- Goldstein, E. B. (2010). *Encyclopedia of perception* Vol. 1. CA Sage.
- Modrzyk, N. (2019). *Building Telegram bots*. Apress Media.
- Oshima, A., & Hogue, A. (2017). *Introduction to academic writing*. Third Ed. Pearson Long.
- Robandi, D., Ritonga, I., Nast, T. P. J., Rusdinal, R., Gistituati, N. (2020). An analysis of education policy in the pandemic covid-19. E-Tech : *Jurnal Ilmiah Teknologi Pendidikan*. 8(1), 1-4.
- Wiranegara, A. D., & Hairi, S. (2020). Conducting English learning activities by implementing *Telegram* group class during Covid-19 Pandemic. *Journal of English for Academic and Specific Purposes* 3(2), 104–14. doi: 10.18860/jeasp.v3i2.11122.

“PRACTICING TRANSLATING MAKES ME AUTONOMOUS!”: THE INDONESIAN EFL LEARNERS’ ATTITUDE ON TRANSLATION STRATEGY IN ELT

Adriani Yulia Purwaningrum

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

e-mail: adrianiyulia.2021@student.uny.ac.id

Received: 28 Agustus 2022

Accepted: 14 December 2022

Abstract

The implementation of translation strategy has become a significant issue in several countries amidst the constant discussion of technology integration in language learning. Although it has long been regarded as not reliable by some researchers since it is highly associated with grammar-translation methods, several EFL countries still regard translation strategy as an interactive learning strategy which focuses on learners. Therefore, the present study aims to investigate the attitude of EFL learners in a rural area in Indonesia towards the implementation of translation strategy in language learning. It also attempts to find out whether translation strategy is effective to foster learner autonomy. Applying a qualitative case study to a group of high school students from a rural area in Indonesia, questionnaires and focus group interviews were used to collect the data. The result showed that the participants perceived translation as a useful learning strategy to foster learner autonomy in an EFL context since it encouraged them to work collaboratively instead of depending on the teacher.

Keywords: autonomous learning, collaborative learning, interactive learning, learning strategies, translation.

INTRODUCTION

Translation strategy remains to be a frequently discussed topic in an English as a Foreign Language (EFL) teaching area despite the rapid advancement of technology integration in language learning. Many studies in the past few decades are seen to put translation in a shadow when discussing the best method to learn languages since it has long been regarded to be inefficient and unreliable. However, those studies failed to recognize the potential of translation strategy to promote autonomous language learning especially in an EFL context where technology is

barely accessible for the learners. Although integrating technology in language learning provides significant impacts including fostering learner autonomy, it becomes irrelevant when the learners have no access to the technology (Purwaningrum & Yusuf, 2019). Translation has its own strength as a learning strategy that can be useful to foster learner autonomy, as it can be interactive and more learner-centered (Dagilienè, 2012). The use of authentic materials when teachers implement translation strategies is also believed to help students acquire some degree of autonomy in learning target languages (Pekkanli, 2012). Moreover, using translation benefits the students as it can help to improve their first language (L1) proficiency through contrastive analysis (Marqués Aguado & Solís-Becerra, 2013).

Generally, some studies conducted on the use of translation strategy were intended to provide a counter argument that translation is not a dull activity, and it has its own benefits when implemented in the classroom. Although most of the studies were conducted to support the use of mother tongue and translation strategy in the foreign language classroom, there were only few focusing on exploring the attitudes and perceptions of the students on the use of translation strategy in an EFL classroom (Al-Musawi, 2014; Fernández-Guerra, 2014; Karimah, 2020).

Grounded from the above arguments, this study was conducted to discover the learners' behavior during the implementation of translation strategy in an EFL classroom especially when technology is hardly accessible for them. This study was also conducted based on the belief that observing learners' behaviors is necessary to help uncover their perceptions towards the learning strategy, and their perceptions are useful to determine whether this learning strategy is effective in improving their autonomous language learning (Chan, 2003). Combining frameworks from Chan (2001) and Fernández-Guerra (2014), this study formulates a new framework that can accommodate both topics at hand in order to present a fruitful discussion.

Conceptualizing learner autonomy in an EFL context

In recent years, learner autonomy has been considered a debatable notion in educational research, not to mention in an EFL learning context. The term learner autonomy itself is perceived to be problematic as there have been many scholars around the world trying to represent the term in different levels and different ways (Benson, 2007). Despite the variety of opinions regarding the term learner autonomy, the most cited definition of autonomy is the one derived from Holec (1981), who defines autonomy as “the ability to take charge of one’s own learning”.

Consequently, it is not surprising when some scholars attempt to revisit the concept of autonomy to fit the context where autonomy is being implemented. Dang (2010), for example, attempted to explore the challenges of the implementation of learner autonomy in the Vietnamese EFL context, particularly from the sociocultural perspective. This study further examined how the local situation contributed as the factor facilitating learner autonomy in the Vietnamese EFL context. The result showed that the learners could be more active and involved in the learning process only if they were encouraged to do so. Moreover, Dang (2010) emphasized that the educational system in Vietnam was difficult to be negotiated, so it was suggested that teachers should negotiate with the students instead.

In Indonesian context, the concept of learner autonomy is currently explored by many scholars especially in an EFL learning area. Current research reveals that Indonesia is included in the developing country with ‘difficult circumstances’ to foster autonomy in language learning since

there is a lack of ICT support especially in rural areas (Smith et al., 2018). In addition, Suharmanto (2003) even stated that Indonesian students are regarded as 'passive, introverted, and resistant to change'. However, various studies conducted in Indonesia show that it is potential to foster learner autonomy in Indonesia (Purwaningrum & Yusuf, 2019). Yuliani and Lengkanawati (2017), for instance, explored how project-based learning fosters learner autonomy in the Indonesian EFL learners. This study revealed that although it takes time, learner autonomy can be promoted gradually using the proposed learning strategy even though the level of autonomy varies between the students. Therefore, it does not mean that autonomy cannot be developed at all in countries with 'difficult circumstances' since it can be managed by implementing appropriate learning strategies.

The development of learner autonomy in Indonesia may be different from its development in other countries, as fostering learner autonomy should also consider each local context (Dang, 2010). Considering this fact, this study will limit the concept of learner autonomy into the way students learn independently to acquire the skills by having the responsibility of their own learning. However, learning independently as defined in this study does not mean that students do not need teacher's support in the process. Instead, students regard the teacher as a facilitator in the learning process that helps them understand the learning strategy better.

Translation as a learning strategy to nurture learner autonomy

Implementing translation strategy in an EFL classroom is hardly regarded as significant to foster learner autonomy in 21st century learning. Translation strategy is deemed to be a reminder of grammar-translation method which has been put aside as a learning method especially by scholars with a strong belief in direct method (Fernández-Guerra, 2014). In addition, several researchers argued that using native language during the process of learning a new language interferes with the acquisition of the target language (Asgarian, 2013; Pekkanli, 2012). However, those arguments do not seem to bring an end to the translation strategy implementation in several countries.

Despite the dismissal of translation strategy implementation in most inner-circle countries decades ago, this case is obviously not applicable in several countries in the other parts of the world, especially when English is learned as a foreign language. The written obligation is sometimes irrelevant with the real practice in the classroom. Students sometimes still need assistance from a dictionary or even some help from their friends to translate, and the teachers often unconsciously use translation in their classroom (Cook, 2007). Moreover, translation is also deemed to be useful in promoting language learning through the interference between the L1 and the target language (Marqués Aguado & Solís-Becerra, 2013). Cook (2007) also claims that translation has constantly been regarded as a helpful skill, especially in a more multicultural and globalized society. However, it is worth noticing that translation is not always possible to be employed in a classroom, especially when it is a multilingual class or when the teacher is monolingual (Cook, 2007).

The problem in teaching English in an EFL context is in looking for the appropriate learning strategy that can accommodate learners' needs. This issue has been a constant challenge in teaching English in non-Native English-Speaking Countries (non-NESC) (Hasanah & Utami, 2019), and Indonesia is not an exception. Accommodating students' needs means taking the students' perspective on the learning strategy as a primary concern in the process of language learning. A study conducted by Fernández-Guerra (2014), for instance, reported that students'

voices regarding their preferred learning strategy led to an effective foreign language learning process. This study revealed that the students prefer translation strategy in their foreign language learning since it helped them to acquire the knowledge faster and easier. In a similar manner, Chan's (2001) study explored how learners' learning preferences influenced their language learning. It showed that the learners were aware of their preferred learning styles, and it led to a positive attitude towards autonomous learning.

Related to learner autonomy, there is also a quality in translation strategy that should not be neglected by teachers in this case. Using translation strategy tends to promote learner autonomy as it usually uses authentic materials and the practice tends to be more learner-centered (Dagilienė, 2012; Van Lieshout & Cardoso, 2022). Although promoting learner autonomy is quite a challenge in an EFL context, EFL learners are aware of the significance of learner autonomy in their foreign language learning (Quoc, 2020). Since the recent national curriculum in Indonesia emphasizes on teaching students to be self-learners, learner strategies that could encourage students to be autonomous learners should be implemented effectively in the classroom. Therefore, it is crucial to find out how the students perceive the translation strategy in their learning process, and whether it can be used as a tool to nurture learner autonomy effectively in the Indonesian EFL context.

METHODS

Research design

The present study employed a qualitative case study design. This design is chosen since qualitative research allows researchers to distinguish the problems from the perspectives of the participants (Hamied, 2017). Meanwhile, a case study is useful to investigate the behaviors of the students and there is less control over the data (Yin, 1994). Since case study design requires the study to be unique, some boundaries are set upon this study (Gillham, 2000). The first boundary is the context of the study, which is limited to EFL settings in a secondary school. Then, the translation strategy used by the teacher is written translation, which encourages the students to indirectly work on their writing.

Participants

A total of 23 secondary EFL students from a private high school in a rural area in Indonesia were selected as the participants in this study. They were selected since technology was barely accessible for the students in this school. They were Islamic-school students and mostly stayed in *pesantren* (Islamic boarding house), which made them have a limited access to technology due to the boarding house regulation. However, the school enabled them to use technological facilities provided by the school although it was also limited in terms of internet connection.

Data collection and analysis

Questionnaires and interviews were used to collect the data in order to make the most of the validity of the data. The questionnaires were distributed first to examine the students' initial understanding of learner autonomy and their opinions on translation strategy in teaching and learning process. The questionnaires included several questions on their understanding of learner autonomy and on their knowledge toward the language learning strategy implemented in the classroom adapted from the questionnaire developed by Chan (2001). There are 30 items in the questionnaire with 23 close ended questions using 3-scale Likert scale (range: Agree, Not Sure, Disagree) that allowed the participants to give flexible responses (Cohen et al., 2000) and

seven open-ended questions that enabled them to convey their responses based on their own perceptions (Cohen et al., 2000). The data from the questionnaires were analyzed using the predetermined framework. The result was used to divide the participants into two categories: the students with higher awareness of autonomy and the students with lower awareness of autonomy, as well as to select the participants to join a focus group interview.

The focus group interview was conducted to clarify the data perceived from the questionnaires, as it was helpful to extend the discussion and offered variety of responses from the participants (Cohen et al., 2000). It was also useful to obtain common perceptions of the participants involved in the discussion, as well as to gain different points of views on the topic (Creswell, 2012). A total of four participants were purposefully selected to join the focus group interview based on the result of questionnaire analysis. They were considered qualified to provide fruitful data as they understand the topic quite well. The data from the focus group interview were transcribed and translated first since the interview used Bahasa Indonesia to avoid any misinterpretation of the statements from the students. After the written data from the interview were obtained, they were coded and classified into three categories: students' learning preferences, students' perceptions toward autonomous learning, and students' perceptions toward translation strategy.

After all data were obtained, they were analyzed using the frameworks from Chan (2001) and Fernández-Guerra (2014). Both frameworks were combined due to the lack of frameworks on the implementation of translation strategy in autonomous language learning. Chan's (2001) framework emphasizes on the learners' attitudes and expectations toward learner autonomy, meanwhile Fernández-Guerra (2014) set the focus on the learners' attitude on the use of translation strategy in EFL learning.

FINDINGS AND DISCUSSION

This study presents three major findings for further discussion, including learners' learning preferences, their autonomous learning, and their attitudes toward translation strategy to foster their autonomous learning.

Learners' learning preferences

Regarding the preferred learning style of the learners, this study found that the students were aware of what they wanted in their learning. They clearly expressed what they preferred for their learning and why they preferred one method over the others. In general, the learning preferences of the students participated in this study can be seen in Table 1 below.

Table 1. Learners' Preferences on Language Learning

	Agree	Not sure	Disagree
I like to learn by reading English articles	4.4%	30.4%	65.2%
I like to learn by watching English movies	73.9%	21.8%	4.3%
I like to learn by listening to English radios and songs	26.1%	39.1%	34.8%
I like to learn by speaking to native speakers of English	0%	65.2%	34.8%
I like to learn by language games	43.5%	39.1%	17.4%
I like to learn by reading bilingual texts	78.3%	21.7%	0%
I like to learn through role-plays	65.2%	34.8%	0%

Table 1 shows that the learners perceive themselves to prefer learning through the activities they found entertaining and fun, including watching English movies, listening to English songs, using language games, reading bilingual text, and doing role-plays. Meanwhile, reading articles seems to be the least popular activity the students preferred for their language learning.

According to the students, all activities above required them to translate the target language into their first language or vice versa to understand the content better. For instance, when the teachers assigned them to do role-plays in English, they would prepare a draft in their first language before translating the draft into the target language to be presented in front of the class. In addition, students reported that reading bilingual text was one of the best strategies to learn target language since they could match the target language with their first language and highlight the difficult words they found while reading. They further mentioned that they usually read the text in the target language first while trying to understand the meaning and used the text in their first language to check whether they understood the text correctly. This kind of activity also unconsciously facilitated the students' autonomous learning since it helped to improve their noticing ability.

Regarding the learning preferences, the following statements further explained the students' points of views:

Dira: I liked it when the teacher asked me to go in front of the class to role-play. It was fun. I also enjoy listening to English songs. When I don't know the meaning, I look up the dictionary for help.

Rian: For me, learning English is easier if we practice translating a text. Because we can learn some vocabulary, understand it, and make us independent without the help of others. I also think that discussing a text and translating one text and another help a lot, especially when we need to answer some questions. That way we will understand the meaning better.

Zidan: When I watch movies, I use the one with subtitles. Because it helps me to understand the story.

(FGI #1)

Regarding translation strategy, the students mentioned that it became the preferred strategy to help them understand English better. Students were found to rely on dictionaries to look up difficult words they discovered. Role-play was included as one of the activities commonly used in translation strategy by the students in this study. It was mentioned by Dagilienė (2012) that translation could be helpful for EFL students to enrich their understanding toward the structure of target language as well as their first language. Thus, the findings of this study complemented this argument since the participants also mentioned that translating text helped them to understand the target language better. They also perceived that the translation of the movie subtitle appeared to be helpful for them to understand the content of the movie.

Although the learning preferences of the participants varied, they drew on one similarity, in which they unconsciously preferred the use of translation strategy on their language learning. Moreover, the tendency of the participants on the authentic use of target language which fostered autonomous learning (Chan, 2001) was evident in this study. It showed that there was an opportunity to

develop autonomous learning by exploiting their learning preferences effectively and considering each of the student’s opinions towards the implementation of translation strategy in the long run.

Autonomous language learning in EFL classroom

Although in practice the teacher still used traditional learning strategy with less technology involved in the learning process, it was observed that the teacher always encouraged the students to be responsible for their own learning. Table 2 below shows students’ perspective on how they managed to be responsible for their own learning.

Table 2. Learners’ Perceptions toward Learner Autonomy

	Agree	Not sure	Disagree
I like the teacher to explain what and how I am learning	78.3%	21.7%	0%
I like the teacher to give me problems to work on	34.8%	47.8%	17.4%
I like the teacher to let me find my own mistakes	91.3%	4.4%	4.4%
I like to be responsible for my own learning	34.8%	56.5%	8.7%
I have a right to be involved in selecting learning tasks and activities	60.9%	21.7%	17.4%
I like to assess my own progress	86.9%	13.1%	0%
I like to study by myself	8.7%	39.1%	52.2%
I like to work in pairs	95.6%	4.4%	0%

Table 2 provides enough evidence that teachers’ support during the learning process remained essential although the participants perceived themselves to be autonomous learners to some degree. The degree of autonomy was indicated by how the students were showing preference in collaborative learning such as working in pairs (95.6%), aware of their weaknesses by preferring to reflect on their own mistakes (91.3%) and their learning progress (86.9%). That awareness exhibited by the students led them to develop learner autonomy more effectively (Chan, 2001). It was not a surprising finding since Bekleyen and Selimoğlu (2016) also found similar results in their study in which students still regarded the teacher’s support to help them learn effectively.

This study also showed the students’ perspective towards their teacher’s roles in the classroom. All participants clearly stated that the role of teacher in the classroom was teaching them the lesson. Some of them also elaborated their answers by stating that the teacher’s job was to explain about everything. Yet again, it only confirmed Bekleyen and Selimoğlu (2016) findings since they also showed that the students perceived the teacher as the person who was responsible for the learning process in the classroom, while the students were responsible for their learning outside of the classroom. Therefore, the findings indicated that most of the participants in this study still had a low degree of autonomy. Although they argued that they found learning independently challenging and that it provided some benefits, they could not deny that they still needed the guidance from the teacher almost all the time.

In general, although the participants showed positive attitudes toward the development of learner autonomy, it emphasized the role of the teacher that could not be replaced as the resource of knowledge for the students. It is related to the culture in the Indonesian educational context where teachers tend to dominate the teaching-learning process (Lengkanawati, 2016), so it is a challenging task for the teachers to promote learner autonomy in the Indonesian EFL classroom to a certain degree. However, it does not mean that learner autonomy cannot be developed at all

in the Indonesian EFL context. Instead, once the teachers find out how far the learners perceive themselves as autonomous learners, they can start to promote learner autonomy with a particular strategy that can help enhance their autonomy by considering learners' perspectives and abilities. One of the strategies discussed in this study was translation strategy, since it allows the students to learn in an authentic environment and to engage more with the target language.

Translation strategy to enhance learner autonomy

In order to perceive the effectiveness of translation strategy to be used as a tool to promote learner autonomy in Indonesian EFL context, the opinions of the participants toward the use of translation strategy in the language learning were explored. Table 3 shows the perception of the students on the use of translation strategy in their learning process.

Table 3. Learners' Perception on the Use of Translation Strategy

	Agree	Not sure	Disagree
I prefer that the teacher gives lessons using mother tongue	47.8%	43.5%	8.7%
I prefer that the teacher gives lessons using target language	26.1%	60.9%	13%
I prefer that the teacher gives lesson using both mother tongue and target language	91.3%	4.4%	4.3%
I always translate what the teacher explains to understand the lesson	39.1%	52.2%	8.7%
I like to use the target language out of class	21.7%	13.1%	65.2%
I like to make a list of vocabulary in the target language	47.8%	52.2%	0
I always use the dictionary to help me learn the target language	86.9%	8.7%	4.4%

How the learners perceive translation as a learning strategy that helps them learn better is evident in Table 3. Dictionary was still perceived by the students as an effective tool to help them learn the target language, and it was also verified to be a crucial tool in translation. In addition, the participants also explained in further detail that translation was very important in their learning process because it helped them to understand the text in the target language easier and better. They also stated that by being involved in translation activities, it helped them one step closer to be autonomous learners as it allowed them to try figuring out the meaning of the words they did not understand with the help of a dictionary or by asking their friends.

The following statements are some of the participants' views on how translation strategy was effective particularly to enhance their learner autonomy.

Rian: For me, practicing translating a text makes me autonomous.

Zidan: I often write a difficult word I found in a text and look up the meaning in the dictionary. That way I feel independent and it helps me to understand the language better.

Dira: I make a mini dictionary myself as well. So, I would write down the difficult words I don't understand and look them up in the dictionary.

(FGI #2)

The students were also asked about the language that their teacher should use when explaining the materials or lesson in the classroom. It was found that almost all students participating in this study perceived that it was better for the teacher to use both native and target language during the language learning. In addition, the participants elaborated their opinions as can be seen in the following statements.

Lian: I would rather the teacher use both languages (L1 and L2), because we can understand better that way.

Zidan: The written and spoken language of English is different; that's why it is better when the teacher uses both languages. So, we know the meaning.

(FGI #3)

Although some of the students agreed that using both languages was better, some of them argued that using target language during the lesson could help them acquire the target language faster. Their arguments are presented in the following excerpts.

Rian: I prefer the teacher to use full English in the classroom, because it will make us familiar with the language. Once we are familiar (with the language), it will make us understand the language better, right?

Dira: Yes. If the teacher uses full English, it will be helpful when we speak with native speakers.

(FGI #4)

The findings of this study showed that translation strategy had a potential to foster learner autonomy of the students. Most of the participants perceived that translation helped them understand the target language better, and it was noticed from the way they showed an interest for the teacher to teach them using full English. This finding is aligned with the study conducted by Dagilienè in 2012 which found that translation strategy helped students to understand the structure of two languages at the same time, and it helped them improve their English skills.

In conclusion, the participants' attitudes during the study implied that they considered translation strategy as a means to help them understand the target language better. Unconsciously, they also showed a positive attitude toward the use of this strategy to nurture their learner autonomy, as it was claimed to be interactive; the use of authentic materials was also encouraged in the best way possible during the teaching and learning process (Dagilienè, 2012).

CONCLUSION

Fostering learner autonomy is not an easy task for teachers, not to mention for EFL teachers in Indonesia. Some factors are constraining the teachers to develop learner autonomy. One of the biggest problems is coming from the learners who play a vital role in the development of learner autonomy (Benson, 2007). Their beliefs hold an importance on how teachers should apply a suitable strategy to foster autonomous language learning.

In general, Indonesian learners are viewed as passive, introverted, and resistant to change (Suharmanto, 2003). It has become a cultural problem as the learning process has tended to be

teacher-centered for decades. Although at present the national standard curriculum emphasizes the reinforcement of learners-centered learning, the practice remains unchanged. It takes time to change the tradition, but it does not mean it cannot be done in the current situation of Indonesian context as learner autonomy is not constructed in a blink of an eye. There are some efforts that should be prepared both by teachers and students in order to develop learner autonomy gradually and effectively.

Translation strategy proves that learner autonomy in the Indonesian EFL context is one step ahead of its development. By considering the culture of the Indonesian learners, we cannot neglect the fact that teachers have their fair share in the development of learner autonomy as being autonomous learners does not mean learning without teachers (Lengkanawati, 2016). By implementing translation strategy in the classroom, teachers facilitate the learners to work collaboratively and interactively which fosters their learner autonomy and actively provide guidance for the learners whenever they encounter a hardship during the learning process.

This study provides some insights from the learners' point of views on the implementation of translation strategy in autonomous language learning. It also highlights two major findings. First, the students showed a positive attitude toward autonomous language learning, as they were open to the idea of collaborative learning which is an attribute of learner autonomy. Second, they perceived translation strategy as an effective learning strategy to help them become autonomous learners as it encouraged them to solve the problem in understanding the target language they learned in the classroom, in this case English as a Foreign Language.

Therefore, teachers can make use of this result as a foundation to determine the next step in promoting learner autonomy. Since investigating learners' behavior is useful to understand learners' awareness towards their autonomous learning development, teachers can consider conducting needs analysis for a prosperous and enjoyable autonomous language learning experience. Furthermore, in areas with limited access to technology like the context of this study, the teacher can develop the traditional teaching strategy in a more enjoyable and creative way by considering the students' learning preferences. Although the current education system cannot be separated from the use of technology in the process, taking the students' situation into consideration is the best strategy for the teachers to deliver a quality English as a Foreign Language lesson. Therefore, considering the recent shift of the education system in Indonesia from offline to fully online or hybrid learning that requires the use of technology, it is highly recommended for future research in this field to include researching about the challenges of fostering autonomy in an environment where technology is not accessible for the majority of the students.

REFERENCES

- Al-Musawi, N. M. (2014). Strategic use of translation in learning English as a Foreign Language (EFL) among Bahrain University students. *Comprehensive Psychology*, 3(4). <https://doi.org/10.2466/10.03.IT.3.4>
- Asgarian, A. (2013). The Iranian EFL teachers' perceptions on translation strategy use. *Procedia - Social and Behavioral Sciences*, 70, 922–928. <https://doi.org/10.1016/j.sbspro.2013.01.139>
- Bekleyen, N., & Selimoğlu, F. (2016). Learner behaviors and perceptions of autonomous language learning. *TESL-EJ*, 20(3), 1–21.

- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40(1), 21–40. <https://doi.org/10.1017/s0261444806003958>
- Chan, V. (2001). Readiness for learner autonomy: What do our learners tell us? *Teaching in Higher Education*, 6(4), 505–518. <https://doi.org/10.1080/1356251012007804>
- Chan, V. (2003). Autonomous language learning: The teachers' perspectives. *Teaching in Higher Education*, 8(1), 33–54. <https://doi.org/10.1080/1356251032000052311>
- Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education. In *Professional Development in Education* (5th ed.), 38(3). Routledge Falmer. <https://doi.org/10.1080/19415257.2011.643130>
- Cook, G. (2007). A thing of the future translation in language teaching. *International Journal of Applied Linguistics*, 17(3), 396–401.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.
- Dagilienė, I. (2012). Translation as a learning method in English language teaching. *Studies About Languages*, 0(21), 124–129. <https://doi.org/10.5755/j01.sal.0.21.1469>
- Dang, T. T. (2010). Learner autonomy in EFL studies in Vietnam: A discussion from sociocultural perspective. *English Language Teaching*, 3(2), 3–9.
- Fernández-Guerra, A. B. (2014). The usefulness of translation in foreign language learning: Students' attitudes. *International Journal of English Language and Translation Studies*, 2(1), 153–170.
- Gillham, B. (2000). *Case Study Research Methods*. Continuum.
- Hamied, F. A. (2017). *Research Methods: A Guide for First-Time Researchers*. UPI Press.
- Hasanah, N., & Utami, P. T. (2019). Emerging challenges of teaching English in Non-native English-speaking countries: Teachers' view. *English Language Teaching Educational Journal*, 2(3), 112–120. <https://doi.org/10.12928/eltej.v2i3.1134>
- Holec, H. (1981). Autonomy and foreign language learning. In *Communicative Competence*.
- Karimah, A. (2020). Revisiting translation as a foreign language learning tool: Contrasting beliefs of diversely proficient students. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 1(1), 9–16. <https://doi.org/10.21460/saga.2020.11.14>
- Lengkanawati, N. S. (2016). Teachers' beliefs about learner autonomy and its implementation in Indonesian EFL settings. In R. Barnard & J. Li (Eds.), *Language learner autonomy: Teachers' beliefs and practices in Asian contexts* (pp. 134–149). IDP Education (Cambodia) Ltd.
- Marqués Aguado, T., & Solís-Becerra, J. A. (2013). An overview of translation in language teaching methods: Implications for EFL in secondary education in the region of Murcia. *Revista de Lingüística y Lenguas Aplicadas*, 8(0), 38–48. <https://doi.org/10.4995/rlyla.2013.1161>
- Pekkanli, I. (2012). Translation and the contemporary language teacher. *Procedia - Social and Behavioral Sciences*, 46, 955–959. <https://doi.org/10.1016/j.sbspro.2012.05.230>
- Purwaningrum, A. Y., & Yusuf, F. N. (2019). Students' voices towards the integration of MALL to promote autonomous language learning. *2019 International Conference on Information and Education Technology*, 320–325. <https://doi.org/https://doi.org/10.1145/3323771.3323823>
- Quoc, T. (2020). EFL students' attitudes towards learner autonomy in English vocabulary learning. *English Language Teaching Educational Journal*, 3(2), 86–94. <https://doi.org/10.12928/eltej.v3i2.2361>

- Smith, R., Kuchah, K., & Lamb, M. (2018). Learner autonomy in developing countries. In A. Chik, N. Aoki, & R. Smith (Eds.), *Autonomy in Language Learning and Teaching: New Research Agendas* (pp.7–27). Palgrave Pivot. https://doi.org/10.1057/978-1-137-52998-5_2
- Suharmanto. (2003). Learning autonomy: A way to improve English Language Teaching (ELT) in Indonesia. *TEFLIN Journal*, 14(1), 111–122.
- Van Lieshout, C., & Cardoso, W. (2022). Google Translate as a Tool for Self-Directed Language Learning. *Language Learning & Technology*, 26(1), 1–19.
- Yin, R. K. (1994). Case study research: Design and Methods. In *Thousand Oaks: Sage* (2nd ed.). SAGE Publications.
- Yuliani, Y., & Lengkanawati, N. S. (2017). Project-based learning in promoting learner autonomy in an EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(2), 285–293. <https://doi.org/10.17509/ijal.v7i2.8131>

STUDENT'S PERSPECTIVE OF USING QUORA: AN AUTHENTIC LEARNING EXPERIENCE IN DIGITAL PLATFORM

Sari Dewi Noviyanti

Islamic State University of Walisongo, Semarang, Indonesia

Email: sari.dewi@walisongo.ac.id

Received: 15 November 2022

Accepted: 14 December 2022

Abstract

The purpose of this study was to explore the effectiveness of *Quora* based on the perception of higher education students at Islamic State University of Semarang, specifically about authentic experience of reading and writing practice in expression of asking and giving opinion. Descriptive method was used as the research design. Questionnaire and interview were used to investigate student's attitude toward the *Quora* platform. Based on student's questionnaire and interview result's analysis, the experience of doing authentic practice is interesting. The study showed that more than 85% of students admit the effectiveness of *Quora* to give authentic learning experience and to help them adapt in the real situation.

Keywords: Student's perspective, *Quora*, authentic learning

INTRODUCTION

Productive language skills and receptive language skills are two main language skills in language learning. Speaking and writing competency are classified as productive skills, and the competency to perceive information is classified as receptive or passive skills. However, ability to write is one of the language skills that plays an important role in mastering English. Being able to write in target language writing is able to help someone communicate and deliver meaning in writing. However, without meaningful practice, improving written communication skills is impossible.

The basic goal of any language learning and teaching process is to facilitate communication between students and speakers of the target language. However, preliminary study has revealed that learning to write is only possible through in-class practice. The ability of the teacher or lecturer to help each student write for actual usage and context is limited. Students were discovered to be having trouble writing in English because they were afraid of utilizing inappropriate

structure and grammar and vocabulary. This situation, their nervousness makes them feel as though it will be tough to improve their writing ability.

As a means of written communication, writing is widely regarded as the most challenging among all language competencies. Harmer (2004) stated that the process of composing writing is time-consuming and not easy to do, and it demands language skills, including proper grammar and vocabulary, which are acquired through strong reading and listening competencies. However, extensive planning without useful practice is useless. Based on the preliminary survey conducted in August 2022, students did not have enough writing practice since they composed in an unreal context or circumstance. In addition to the aforementioned elements, pupils must deal with the issue of anxiousness. As they had writing only for completing assignments in English language subject at school, they are not confident enough when doing free writing.

The author provides workable platform to help readers get beyond these obstacles and successfully complete the learning process for developing writing skill; especially in written expression about asking and giving opinion. Creating meaningful learning through authentic learning activities is undoubtedly something that can be pursued to enrich the learning environment. It is thought that by offering students exercises or simulations that mirror real-world issues and circumstances, the gap between the classroom and the real world can be closed (Ozverir et al., 2017).

This study focuses on how well *Quora* facilitates meaningful learning. The media platform was created to allow users to ask and answer questions about various topics. This platform has a variety of themes and interests, a column for answering questions and sharing opinions, and of course writing tools for sharing specific issues and soliciting feedback from the public. The purpose of this study is to evaluate the success of using to give authentic experience of learning written expression of asking and giving opinion at UIN Walisongo Semarang. The data were analyzed to answer the research problem that is How effective is to give authentic experience in learning English writing?

Doyle cited in Andersson and Andersson (2004) explained that the concept of authentic learning concept can be examined through several dimensions includes learners, subjects, and learning situation. Based on students or learner's perception, authenticity is the need to feel that learning process is meaningful and useful in their real life. From a technical view, it can be said that the activity must accommodate student's actual learning, and from a 'situational learning' point of view, the activity must be learned in a context that corresponds to practice in a real situation.

The fundamental tenets of authentic learning activities are as follows. One crucial rule is that they must be applicable to actual circumstances (Diamond et al., 2011). Brown et al. (1989) emphasized that teaching and learning contexts for authentic experiences are those activities that are similar to activities carried out by people outside of the classroom, but without the elements that would prevent students from learning. According to Fitzsimmons and Lanphar (2011), authentic learning can encourage interest and enjoyment in learning, and when students are motivated and enjoy what they are doing, they are more likely to try new things and develop new skills. Another explanation about authentic learning is purposed by Berardo (2006), who stated that authentic learning can make students highly motivated in learning and able to change student's negative perspective about learning. Authentic learning is believed to be able to promote the language use in the real world. This research also promoted that using authentic

material helps the students use their knowledge that they acquired in the real situation. He also underlined that one of the most beneficial authentic material resources for teaching and learning is from the internet, because it is easily accessed with many variations of activities.

Additionally, based on Christmas (2014), students will be fully participating in authentic learning activities practice. Since in authentic learning is possibly to make students learn from the more expert members or even natives in the community, the process of learning will run smoother. As many practical experts said, learning through experience is much better than limiting students to learn only about theory.

is a website designed to allow users to ask and answer questions about various topics. This platform has a variety of themes and interests, a column for answering questions and sharing opinions, and of course writing tools for sharing specific issues and soliciting feedback from the public. Since its content involves asking members for their opinions on specific issues and receiving their opinions in writing, it is aimed that this platform will encourage authentic learning experiences.

Students were required to practice asking and providing opinions in after numerous theories were explained. They created an account and began asking and responding to other users' questions and comments. This exercise encourages genuine relationships and communication of English which they could not get at classroom.



Figure 1. Features of Quora

METHODS

The study was done through descriptive research approach. The population consists of second-year students of UIN Walisongo Semarang's Faculty of Ushuluddin and Cultural Sciences. Although there are 437 students in the entire population, Airasian and Gay (2000) suggested that a 10% minimum sample size be used for a descriptive study. 90 students were selected as research samples by the researchers. The samples were chosen at random. A questionnaire serves as the research tool. Descriptive analysis was used to analyze the data. Twelve questions with the choices "agree" or "disagree" made up the questionnaire. On the basis of certain prior and pertinent literature, the questionnaire items were created. The instrument's dependability has moderate reliability with coefficient was .075. It makes the instrument can be used in this research since it is reliable enough.

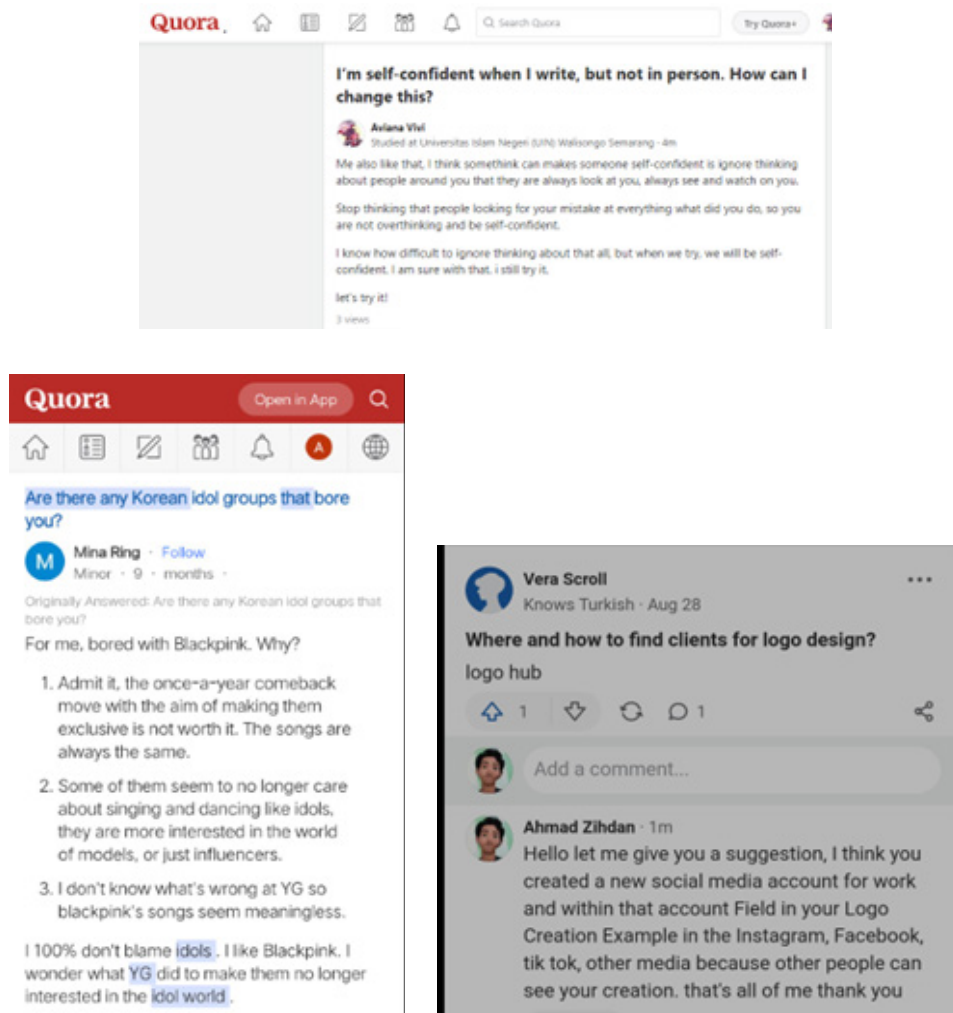


Figure 2. Sample of Student’s Writing at Quora

FINDINGS AND DISCUSSION

Below is the result of questionnaire on students’ belief and attitude about the *Quora* platform.

Table 1. Students’ Beliefs on the Value of Using *Quora*

No	Statement	Agree %	Disagree %
1	This activity has pedagogical value	89.00	11.00
2	This activity is able to improve my reading and writing skill	96.00	4.00
3	This activity is able to give opportunities to improve the quality of my writing	93.00	7.00

According to the answer to the first question, the majority of students think the platform is useful for their pedagogical development. Here, value refers to how the platform might aid students in honing their writing abilities. The second assertion, which deals with students’ opinions of the tool that helped me enhance my writing, also yields positive results. The answers to question three show that everyone who took part agrees that the platform gives students a chance to encourage growth in the caliber of their work. Participants were asked in question four wheth-

er or not additional students should use the *Quora* platform. It demonstrates that 96,00% of participants concur that the *Quora* platform benefits them increasing their ability to read and write. In conclusion, Table 2 shows that, notwithstanding the opinions of certain students, the majority of students believe that the *Quora* platform has educational value, particularly in terms of enhancing writing skills.

Table 2. Students' Attitude toward the Platform

No	Statement	Agree %	Disagree %
4	This activity cannot improve my confidence of writing	28.00	72.00
5	This activity cannot support meaningful learning	12.00	88.00
6	This activity can be time and cost consuming	12.00	88.00
7	It is difficult to do this activity	24.00	76.00

The chart demonstrates that the majority of students disagree with the claim that the *Quora* platform cannot help students enhance their writing abilities. Eighty-eight percent of students said in another response that this platform can help their meaningful learning since it provides them with real-world learning opportunities. Seventy two percent of pupils also concur that using this platform will boost their writing self-confidence. Seventh question shows that the majority of students have no trouble using or operating the *Quora* platform. Students appeared to approach this platform with a positive attitude in general. Table 3 demonstrates that the majority of students believe the *Quora* platform is a useful tool for providing students with real-world learning opportunities.

Table 3. *Quora* Effectiveness

No	Statement	Agree %	Disagree %
8	This activity can decrease my anxiety toward writing	36.00	64.00
9	This activity can increase my interest in learning	88.00	12.00
10	This activity promotes challenge of practicing my English in real life	92.00	8.00
11	This activity promotes authentic learning experience	88.00	12.00
12	I can practice my English based on my level of difficulty and interest through this activity	87.00	13.00

The eleventh question was posed to students to find out how they felt about how *Quora* may boost their confidence in real-world writing practice. The findings show that many students believe this platform has helped them feel less anxious about writing. Question 12 reveals that the majority of students believed *Quora* to be an effective medium for their writing instruction since it can be tailored to their level of interest and difficulty.

It is impossible to separate technology from English language training. Rapid technological development and use is supporting effective language education. The results of this study support past research on the application of technology in teaching English. Using digital platforms and media can considerably increase student motivation and the quality of their education, according to Suhartono and Laraswati's (2016) analysis of this study. Digital learning materials, particularly those in a visual and interactive format, can increase students' understanding instead of

being delivered by something abstract and unseen. Finally, the research validated the findings of Alyani's study, which suggested that an effective writing exercise might foster a positive learning environment, enabling both students and teachers to achieve their learning objectives (2016). Both studies found that engaging students in writing exercises encourages them to develop strong writing abilities. With a positive learning environment, students can improve all area of their writing, including the topic, organization, word and sentence clarity, and grammar. All the elements working together will produce a strong piece of writing.

Those reading and writing exercises through *Quora* were actual, as opposed to in-class role-playing (Littlewood, 2011). The students engaged in reading, writing, asking questions, and sharing their thoughts with others. They employed the target language for actual transactions and conversation, and a genuine reader actually read what they said. One crucial component of authentic activities is tasks that are relevant to real-world situations (Doyle, cited in Mather, 2011). Students practiced reading and writing in English with numerous people, including foreigners, outside of the classroom during the exercise. The activity gave the students a real-world setting in which to put the knowledge or skills they had learned or rehearsed in class into practice, however this time the scenarios were often unplanned and unstructured. For instance, one student said that through *Quora*, they had spoken with many people, including target language user, in scenarios that had been different from members in the classroom. In the classroom, they had practiced how to ask and provide opinions in English with only their peers.

Both education and technology are evolving. As we can see, education technology is evolving in this manner. We discovered that the teaching and learning processes can be supported by computer integration in educational technologies. Technology-based education has now become popular. Installing any platform that might enhance a student's learning process is common practice among parents, instructors, and students. Based on their convictions that the platform offers educational value for them, they are taking this step. They perceive a betterment, an elevation of understanding, and an advance in some facets of life.

According to a study by Zhang (2016), a teacher's and students' attitudes while selecting a learning platform will allow them to optimize the benefits of the platform itself. They gain more advantages the more wisdom they employ. Another study by Jati (2018) found that several beneficial platforms can be used for independent study and that they significantly aid students learn English. In this study, *Quora* is a platform that offers authentic writing experiences, particularly in publishing opinions in response to specific issues.

This study demonstrates that education is all about growth. The goal of this digital platform's usage is to combine educational value with technology to support students' meaningful and independent learning. Students that are capable of meaningful and independent learning are those who can actually practice communication in a variety of settings. Independence in this context refers to a student's ability to freely access knowledge, validate it, and confirm it, even when their teacher is distant. According to Jati (2018), teachers who are willing to learn more about learning and technology and who want to use it in their actual teaching will discover a lot of opportunities for how technology could genuinely benefit the teaching and learning process. Therefore, the distance and the lack of physical educators would not be an issue when learners able to cope appropriate technology for learning.

The final finding of this study demonstrates the effectiveness of *Quora* in enhancing students' authentic learning experience. This platform also encourages students to learn independently so they can take the beneficial from it and implement the educational value to a wider situation and area.

CONCLUSION

This study's main goal was to investigate how well *Quora* works from the perspectives of EFL students. One group's pretest-posttest findings revealed an improvement in the caliber of the pupils' writing. After engaging in the activities repeatedly, students' writing significantly improved. It is clear from the examinations that have been done that *Quora* has an effect on improving student writing ability. Regarding student perspectives and attitudes about this platform, the majority of students concur that it effectively encourages students to study English writing in a meaningful and independent manner. Future research can evaluate the platform's effectiveness based on teachers' perspectives, while this study restricts its analysis to just the viewpoint of students.

REFERENCES

- Airasian, P., & Gay, L. R. (2000). *Educational research: Competence for analysis an application* (6th ed.). Merrill Prentice Hall.
- Alyani, R. (2016). Developing writing materials by using genre-based approach for the first semester of the tenth-grade students at SMA Piri 1 Yogyakarta. Universitas Negeri Yogyakarta.
- Andersson, S. B., & Andersson, I. (2005). Authentic learning in a sociocultural framework: A case study of non-formal learning. *Scandinavian Journal of Educational Research*, 49 (4), 419–436. <https://doi.org/10.1080/00313830500203015>
- Berardo, S. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2), 64-66.
- Brown, J., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32–42. <https://doi.org/10.3102/0013189X018001032>
- Christmas, D. (2014). Authentic pedagogy: Implications for education. *European Journal of Research and Reflection in Educational Sciences*. 2 (4), 51-57.
- Diamond, S., Middleton, A., & Mather, R. (2011). A cross-faculty simulation model for authentic learning. *Innovations in Education and Teaching International*, 48 (1), 25–35.
- Fitzsimmons, P., & Lanphar, E. (2011). When there's love inside there's a reason why: Emotion as the core of authentic learning in one middle school classroom. *Literacy Learning in the Middle Years*, 19(2), 35-40.
- Harmer, J. 2004. *How to teach writing*. Pearson Education
- Jati, A. G. (2018). The use of smartphone platforms in English language teaching. *Jurnal Socioteknologi*, 17(1). 9-19.
- Littlewood, W. (2011). Communicative language teaching: An expanding concept for a changing world. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 541-557). Routledge.
- Ozverir, I., Osam, U. V., & Herrington, J. (2017). Investigating the effects of authentic activities on foreign language learning: A design-based research approach. *Educational Technology & Society*, 20(4), 261–274.
- Suhartono, S. & Laraswati, I. (2016). The use of visual media in teaching writing. *Journal of English Teaching and Research*, 1(1), 37-43. <https://doi.org/10.29407/jetar.v1i1.274>
- Zhang, S. (2016). Mobile English learning: An empirical study on an APP, English fun dubbing. *iJET*, 11(12), <https://doi.org/10.3991/ijet.v11i12.6314>



WHATSAPP FOR MATHEMATICS EDUCATION STUDENTS' ACTIVENESS IN LEARNING ENGLISH FOR MATHEMATICS: A CASE STUDY

Susanti Malasari^{1*}, Paulina Besty Fortinasari²

^{1,2}Universitas Tidar, Magelang, Indonesia

*Corresponding author's email: susantimalasari@untidar.ac.id

Received: 19 July 2022

Accepted: 1 November 2022

Abstract

During the implementation of online learning in the new normal era, lecturers conducted the teaching and learning process by utilizing recent technology that could maximize the quality of the teaching and learning process. *WhatsApp* is one of the tools that is used as a teaching and learning medium in this new normal era. This is a case study that is aimed to explain whether the use of the *WhatsApp* application gave some effects on Mathematics Education students' activeness in learning English for Mathematics. The participants of this research were the 4th semester Mathematics Education students' who were studying English for Mathematics. The data from this study were obtained from observation and Focus Group Discussion. The findings revealed that the use of *WhatsApp* as an online learning medium affects students' activeness in learning English for Mathematics in terms of speaking practice, students' involvement, and students' confidence.

Keywords: English for Mathematics, case study, students' activeness, *WhatsApp*

INTRODUCTION

In the new normal era, most schools and universities still conduct online learning to support the teaching and learning processes. Online learning is described as the use of technology such as the internet and computers in teaching and learning activities (Mohammadi et al., 2011). With the internet, educators can easily find various learning resources and information quickly and free of charge (Cai, 2012). The use of technology in learning activities certainly has benefits and challenges. The benefits of using technology in teaching and learning activities are student-centered learning, flexible, collaborative, effective, cost-effective, interactive, and motivating (Al-maqtri, 2014). Online learning certainly provides tremendous benefits for the world

of education because online learning makes teaching and learning activities more accessible. However, there are several shortcomings of online learning, namely reducing social interaction, technical obstacles that interfere with learning activities, and teachers who are less qualified in online learning making learning less effective (Zboun & Farrah, 2021). Lack of online learning, especially those related to technical problems, is usually caused by an unsupported internet connection which affects the concentration level of students. Online learning also causes chaos in learning activities. The chaos, in this case, is when learning activities take place, educators cannot control the activities of students, so students can do things outside of learning activities such as playing games or watching movies (Daneshdoust & Hagh, 2012).

Online learning is implemented with the help of technology. Advances in technology make the use of communication and information media at various levels of education increase drastically. Computers, the internet, tablets, and smartphones are not new to learning activities. In this era, all these devices become a means of supporting learning activities. For this reason, educators are expected to be technology literate to be able to maximize the use of technology in learning activities (Richards, 2015).

The use of technology in the learning process has positive impacts, for example, technology makes teaching and learning activities more flexible. The use of technology in the learning process makes the learning process more flexible because the learning process can be done anytime and anywhere (Usman, 2017, Subekti, 2020). The use of technology allows the implementation of distance learning which means, educators and students are in different places. In this system, the learning process can be carried out without meeting face to face but is carried out by utilizing internet technology so that both lecturers and students can interact in a technology room (Khotimah et al., 2019, Subekti, 2020). Technology also provides unlimited access to learning resources (Ahmadi, 2018). In this case, technology allows educators and students to access various learning resources that are relevant to learning. In addition, technology provides an interesting learning experience, so that students become more motivated in learning (Ahmadi, 2018). The use of technology makes students interested and enthusiastic during the learning process.

A mobile phone is one of the technology tools that is widely used for learning because of its features and flexibility. The benefits provided by mobile phones make them widely used in teaching and learning processes, including in language learning, which is commonly known as Mobile-Assisted Language Learning (MALL). In this kind of language learning, students can have flexible learning environments where they can learn anytime and anywhere and they do need to study in the classroom. This kind of learning offers many benefits for language learning in terms of vocabulary, listening, grammar, pronunciation, and reading comprehension (Miangah, 2012). It is stated that mobile phones can facilitate students' learning. It can help students learn by doing some practices on their mobile phones, improve their listening comprehension by downloading some video materials and doing some English listening exercises, learn grammar by doing grammar exercises installed on their mobile phones, learn how to pronounce words correctly and practice communicating in English by using text to speech feature, as well as enhance their reading comprehension by reading some texts on a reading application installed on their mobile phones (Miangah, 2012). MALL also provides some advantages for students which can be summarized as follows, improving students' motivation, allowing students to develop communication skills, encouraging students to use practice the language for communication, and facilitating students' learning through exploration, analysis, and discovery learning, facilitating students to communi-

cate with their classmates inside and outside the classroom at the same and different school, as well as facilitating students to have fun learning (Panagiotis & Krystalli, 2021)

These technological advances affect learning activities to make students become active, creative, and participative in learning activities. Learning technology can improve the quality of learning, technology-based learning can run effectively and controlled, the lecturers do not only take part as teachers but also learning facilitators for students (Ummayah, 2018). Thus, students become learners who are not only filled with knowledge, but also play an active role in honing their skills through interesting learning.

WhatsApp is one of the examples of technology that can be used as a learning medium to teach English. *WhatsApp* is an application that has recently become very familiar for people to use to communicate. Complete features make *WhatsApp* one of the most popular communication applications. Even *WhatsApp* is an alternative learning media in this new normal era. *WhatsApp* application is an internet technology-based application for both sending and receiving text messages as well as for making phone/video calls (Solihin, 2021). As a modern communication application, *WhatsApp* provides features that can be used to communicate such as texts, group chat, voice calls, video calls, and *WhatsApp* on the web and desktop (Surani & Chaerudin, 2020). Over time, *WhatsApp* has updated its features by adding several features that can support communication activities as well as help English teachers to conduct teaching and learning activities. These features certainly provide significant benefits if *WhatsApp* is used as a learning tool (Napratilora et al., 2020). The benefits of using *WhatsApp* in learning activities include facilitating collaboration and cooperation between students who take online and offline lectures and helping students and lecturers to convey information and discussions both through the text message feature and the voice message feature (Barhoumi, 2015). *WhatsApp* also becomes an alternative for more interactive e-learning classes, it motivates students to learn English, helps students to be more confident in communicating in English in a discussion and sharing session, makes students become more confident, and helps students to learn from their classmates' mistakes (Nuraeni & Nurmalia, 2020). In addition, *WhatsApp* offers cheap and easy learning (Napratilora et al., 2020).

In general, *WhatsApp* chat feature is commonly used as a tool for learning. This feature is a means where a teacher/lecturer can convey information to a group of students/students in a certain class so that the information can be accessed by all members of the group. The group feature also facilitates all group members to discuss interactively because each group member can convey information either through text messages or voice messages. Of the various advanced *WhatsApp* features, the group chat feature is considered the most ideal discussion and information delivery feature (Surani & Chaerudin, 2020). The use of the group chat feature in this learning process can facilitate discussion and delivery of information, provide convenience in the delivery of information and knowledge, increase learning motivation, form study groups that build and develop knowledge, increase collaboration and participation in the learning process, as well as provide a pleasant learning atmosphere (Susilawati & Supriyatno, 2020). By using *WhatsApp*, the delivery of information becomes easier and more effective so it can help lecturers and students communicate with each other. It allows students to have real-time communication between teachers and students outside the classroom (Salem et al., 2018). More and more teachers are interested in exploring the possibilities of using *WhatsApp* in language learning. *WhatsApp* provides many features that give chances for teachers to use it as teaching media when they teach English skills (Solihin, 2021). The features enable teachers to design

many interesting activities to teach writing or speaking such as asking the students to describe emojis (Solihin, 2021). *WhatsApp* can be used as the medium to share reading materials and enrich speaking skills by providing activities such as presentations and role-play (Surani & Chaerudin, 2020). *WhatsApp* can be used as a tool to teach speaking effectively and to improve students' participation (Amry, 2014). It improves students' engagement in the teaching and learning activities, especially in classroom discussions (Mistar & Embi, 2016).

An example of the use of *WhatsApp* in English learning is *WhatsApp* as a learning medium in English for Mathematics Education students. The English subject in the Mathematics Education Program is English for Specific Purpose (ESP). ESP is an approach to learning English that has a specific purpose to facilitate students to learn English according to their needs (Indrasari, 2016). In addition, ESP is also defined as teaching English that is used for professional purposes or teaching English for certain purposes (Kurniawati & Malasari, 2022). In general, ESP learning aims to equip students with English language skills at a certain level where the language skills will be used. ESP teaching is aimed at preparing students to use English in academic, professional, or work contexts. Therefore, ESP learning is focused on helping students develop competencies that are appropriate to their disciplines. The main target is to develop the ability to communicate in English for non-English students so that later students can apply English skills in the field of knowledge they are studying.

ESP in Mathematics Education is called English for Mathematics. English for Mathematics is a compulsory subject that is taught in the even semester. It is a subject that involves learning classroom language, ways of teaching Mathematics in English, strategies for teaching word problems in English, giving advice, how to communicate with parents, and teaching Mathematics using English. By taking this subject, the students are required to be able to understand the basic Mathematical terms in English, use the English Mathematical terms in a simple conversation in the field of Mathematics teaching, understand simple Mathematics texts in English, write a simple text using Mathematical terms in English, and demonstrate how to teach Mathematics in English. Those course objectives require students to be able to communicate in English both written and spoken. In this case, mastering English is beneficial for Mathematics Education students since they can meet the demands of the professional workplace, especially if they want to work for an international school or a school. It is common to use English to teach academic subjects at schools that use English as a medium of instruction (Lestari, 2020).

At the university level, ESP is commonly known as an English course for students majoring in non-English departments (Kusumanungputri, 2010). Therefore, at the tertiary level, English courses are implemented mandatory because it is to meet the demands of the world of work (Kurniawati & Malasari, 2022; Kusumanungputri, 2010). In general, English courses provide benefits to students in the context of academic and non-academic achievement as well as preparation for the world of work. In an academic context, students gain listening, speaking, reading, and writing skills in English according to their discipline. Meanwhile, in non-academic contexts, students gain English language skills in the context of everyday life. Then, the advantages associated with preparation for the world of work are very clear i.e., university graduates who have English language skills will be able to compete globally.

There have been many previous studies about the use of the *WhatsApp* application as teaching media in English language learning (Ahmed, 2019; No & Lina, 2021; Surani & Chaeru-

din, 2020; Tirtanawati & Salsabila, 2021). Ahmed (2019) conducted a study about the use of *WhatsApp* to enhance students' reading and writing ability in English. The findings revealed that *WhatsApp* was an effective tool to improve students' reading and writing skills since it can facilitate the students to practice their English both inside and outside the classrooms. It is also stated that the use of *WhatsApp* enables students to learn from each other. No and Lina (2021) researched teacher's perceptions in utilizing *WhatsApp* for group presentations. The findings show that the *WhatsApp* group can be used as a tool for class communication, presentation, as well as improving the content of presentations by using various online activities. Nuraeni and Nurmalia (2020) conducted a study about utilizing *WhatsApp* to support English learning. The results show that *WhatsApp* can be used to support the English Language learning as the form of MALL implementation. Surani and Chaerudin (2020) conducted a study about the use of *WhatsApp* groups to improve students' English. The findings show that *WhatsApp* groups might help teachers improve students' English with a set of drills. It is also found that *WhatsApp* can improve students' activeness and English skills, especially reading, listening, writing and vocabulary. Most of the previous studies used qualitative methods. Since this study was a case study, therefore, qualitative method was also used to explain detailed and comprehensive data. In terms of participants, the previous studies mentioned that the participants were university students. In comparison to the previous studies, the participants of this study were Mathematics Education students who attended English for Mathematics course. In addition, the context of this study was a Mathematics Study Program in Universitas Tidar. Based on the rationale, this study aimed to explain whether the use of the *WhatsApp* application has some effects on Mathematics Education students' activeness in learning English for Mathematics.

METHODS

Research design

To explain whether the use of the *WhatsApp* application has some effects on Mathematics Education students' activeness in learning English for Mathematics, this study used a case study. A case study is a research method where a contemporary phenomenon is being investigated in-depth and based on the real-life condition (Yin, 2009). In this research, the data were obtained from the Focus Group Discussion (FGD). Before conducting the FGD session the participants were invited to fill out a form to indicate their willingness to participate in this study. Then, the FGD session was conducted online via teleconference at the last meeting on the subject. The FGD was conducted in Bahasa Indonesia to get detailed and comprehensive data.

Participants

The subjects of this study were students of the Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas Tidar who learned English for Mathematics. There were two considerations in choosing the research participants: (1) all participants learned English for Mathematics and (2) they were active students in the class. The participants of the study were 10 students who participated actively during the teaching and learning processes.

Ethical considerations

This data collection was carried out based on the willingness of the participants to fill out the questionnaire distributed to them. The questionnaire included an explanation for the participants about the purpose of the study, the benefits they can get, and the consent form.

Data analysis

The collection technique used in this study was observation and Focus Group Discussion (FGD). Observations were made to observe and record phenomena related to the use of the *WhatsApp* application as a medium for learning English for Mathematics students. The observations in this study were carried out by monitoring the course via the *WhatsApp* group. The researcher also distributed questionnaires to the participants to indicate the participants' willingness to join this study. The questionnaires were created using a Google form and distributed to participants using the *WhatsApp* application. The FGD was conducted to obtain detailed answers that focused on the research objectives.

The results of the observations were collected and studied in detail, analyzed, and described. Then the FGD data was transcribed, analyzed, and described to find answers to whether the use of the *WhatsApp* application had an effect on student activity in the English class of the Mathematics Education Study Program.

FINDINGS AND DISCUSSION

This part presents and discusses the findings of how *WhatsApp* application affects Mathematics Education Students' activeness in learning English. The discussion is presented based on the results of the observation and Focus Group Discussion. The observation and FGD showed that the use of *WhatsApp* application had a positive impact on the students' activeness in learning English for Mathematics. First, the use of *WhatsApp* facilitated the Mathematics Education students to actively practice speaking skills, Second, the use of *WhatsApp* motivated Mathematics Education students to learn English actively. At last, the use of *WhatsApp* made Mathematics Education students speak English confidently. Each impact is presented in detail as follows.

The use of WhatsApp facilitated the students to actively practice speaking skills

The observation done in the classroom showed that the use of *WhatsApp* facilitated the students to actively practice speaking skills. Students practiced speaking in English when they asked or answered questions. On this occasion, students practiced how to pronounce English words. *WhatsApp* was used as a tool to teach speaking effectively and to improve students' participation (Amry, 2014). Participant 10 stated:

"I think learning English using WhatsApp is interesting since it can help me practice communicating in English. I can learn how to speak and pronounce English words by using voice notes. It helps me a lot when I want to have an interactive discussion with my classmates and lecturer." (participant 10)

Participant 8 stated that he had a similar experience in using *WhatsApp* application during English class in Mathematics Education Study Program. He stated that the teaching and learning activities were interactive. He explained that the lecturer shared the materials via *WhatsApp* document and explained the materials by using voice notes. After the explanation, students were allowed to practice speaking English by answering questions, presenting or describing things, as well as communicating in English by using *WhatsApp* features. By doing those activities, students had great chances to interact and communicate with their classmates actively. He added that he liked using *WhatsApp* because he had the opportunity to communicate in English. *WhatsApp* was used as the medium to share reading materials and enriched speaking skills by providing activities, such as presentations and role-play (Surani & Chaerudin, 2020).

“I like to be active in every activity conducted on a WhatsApp group. The activities conducted were good. I like to read the shared ppt and listen to the explanation via WhatsApp voice note. I’m always excited to have a discussion and express my ideas in English. By doing those kinds of activities, I feel that I have the opportunity to practice communicating in English.” (participant 8)

Moreover, participant 5 stated that he agreed with the previous two statements. He stated that the *WhatsApp* application was helpful for students who wanted to practice pronouncing words. The explanation given by the teacher was used as an example of how he pronounced the words. Then, he used the discussion time as a chance to practice pronouncing words and shared his ideas in English. He stated that he was encouraged to practice pronouncing words and communicating in English. He stated that by using a voice note he was able to record his voice and then played it to check his pronunciation. By doing that, he unconsciously practiced pronouncing English words correctly and practiced communicating in English continuously. *WhatsApp* can be used as a tool to teach speaking effectively and to improve students’ participation (Amry, 2014). It improves students’ engagement in the teaching and learning activities, especially in classroom discussions (Mistar & Embi, 2016).

“WhatsApp encourages me to practice pronouncing words, especially those that I do not know how to pronounce. Since the lecturer gave the recording of the explanation via voice note, I can play it many times. I can repeat the explanations many times to know how to pronounce unfamiliar words. After that, I can practice pronouncing unfamiliar words by myself. I can record my voice and practice pronouncing the words until I can do them correctly. (participant 5)

The other participants also stated similar opinions as the three participants. They stated that *WhatsApp* made them actively participate in the teaching and learning activities. They stated that the teaching and learning activities conducted via *WhatsApp* were interesting since they could communicate with both lecturers and friends easily and effectively. By using *WhatsApp*, the delivery of information became easier and more effective so it helped lecturers and students communicate with each other. It allowed students to have real-time communication between teachers and students outside the classroom (Salem et al., 2018).

The use of WhatsApp motivated Mathematics Education students to learn English actively

WhatsApp also influenced students’ involvement in teaching and learning processes. The participants stated that they were motivated to participate actively in the teaching and learning activities since *WhatsApp* offered cheap and flexible learning. The use of *WhatsApp* had proven that students were willing to participate actively in the teaching and learning processes. The use of the group chat feature in this learning process facilitated discussion and delivery of information, provided convenience in the delivery of information and knowledge, increased learning motivation, formed study groups, as well as provided a pleasant learning atmosphere (Susilawati & Supriyatno, 2020). Participant 4 stated:

“Whatsapp is an effective application that can be used to conduct online learning. The features make the activities more flexible. It enables me to convey my ideas easily. It also motivates me to be more active in the teaching and learning processes

since it offers cheap and accessible learning. For me, having such accessible learning is important to keep my learning mood.” (participant 4)

Students' activeness and motivation were important roles in the teaching and learning processes. Therefore, giving motivation to students to be active in the class might become a great motivation for them. *WhatsApp* application provided various features that might have facilitated students to be more enthusiastic in joining the class discussion and other class activities. As a modern communication application, *WhatsApp* provides features that can be used to communicate such as texts, group chats, voice notes, video calls, and *WhatsApp* on the web and desktops (Surani & Chaerudin, 2020). Over time, *WhatsApp* has updated its features by adding several features that can support communication activities as well as help English teachers to conduct teaching and learning activities. These features certainly provide significant benefits if *WhatsApp* is used as a learning tool (Napratilora et al., 2020). Participant 9 stated:

“WhatsApp features can make the teaching and learning activities more interactive. Therefore, it motivates me during the teaching and learning activities. The accessible features also increase my motivation in the class discussion because I can share my ideas in English with less distraction.” (participant 9)

WhatsApp is a cheap and efficient learning medium that makes the students feel more comfortable in joining the teaching and learning activities. *WhatsApp* motivated the students to learn because it eased the students to access the materials and to participate in the teaching and learning activities. By using the *WhatsApp* application, students easily sent and received learning materials. This application motivated the students a lot, especially those who had difficulties in having a synchronous meeting using Google Meet or Zoom because of the unstable connection. *WhatsApp* is an alternative for more interactive e-learning classes, it motivates students to learn English, helps students to be more confident in communicating in English in a discussion and sharing session, makes students more confident, and helps students to learn from their classmates' mistakes (Nuraeni & Nurmalia, 2020). In addition, *WhatsApp* offers cheap and easy learning (Napratilora et al., 2020). Participant 2 stated:

“I like using Whatsapp in online learning because I can still join the online learning even though I have an unstable connection. When the lecturer uses WhatsApp for online learning, my motivation increases because it makes the teaching and learning processes easier. In addition, it does not need to require much internet data to access the materials and join the activities. Therefore, I feel more comfortable when the teaching and learning activities are conducted via WhatsApp application.” (participant 2)

The interview results of other participants also stated similar opinions as the previous ones. They stated that teaching and learning activities were more interactive so they were more motivated to join in every activity conducted. Besides, they were more motivated because they might increase their English skills through various teaching and learning activities. The features enable teachers to design many interesting activities to teach writing or speaking such as asking the students to describe emojis (Solihin, 2021). *WhatsApp* can be used as the medium to share reading materials and to enrich speaking skills by providing activities, such as presentations and role-play (Surani & Chaerudin, 2020). *WhatsApp* can be used as a tool to teach speaking effec-

tively and to improve students' participation (Amry, 2014). It improves students' engagement in the teaching and learning activities, especially in classroom discussions (Mistar & Embi, 2016).

The use of WhatsApp made Mathematics Education students speak English confidently

WhatsApp made the students more confident in expressing their ideas in English. They stated that learning via *WhatsApp* was more private since they did not need to see their classmates on the screen. The interview results revealed that students felt more eager to express their ideas in English in front of others because they were able to listen to their voice and check whether they produced correct sentences before sending them to the class. It helps students to learn English, to be more confident in communicating in English in a discussion and sharing session, to make students more confident, and to learn from their classmates' mistakes (Nuraeni & Nurmalia, 2020). Participant 1 stated:

"Sometimes I feel unconfident when I am asked to express my ideas in English. The use of WhatsApp in online learning helps me to be more confident because I can record my voice using a voice note and check it before sending it to the class or I can take my recording back. WhatsApp also enables me to express my opinion without being seen by my classmates." (Participant 1)

WhatsApp made students feel more comfortable in online learning. They had more private learning since they did not need to activate their camera during the teaching and learning processes; they just had to record their voice using the voice note feature and express themselves freely. Therefore, they became more confident to practice speaking in English confidently. The benefits of using *WhatsApp* in learning activities include facilitating collaboration and cooperation between students who take online and offline lectures and helping students and lecturers to convey information and discussions both through the text message feature and the voice message feature (Barhoumi, 2015). Participant 7 stated:

"WhatsApp makes me feel like having a private course. I can listen to the lecturer's explanation without any distractions. I can also ask questions to the lecturer without any interruption from my classmates. In addition, I can answer the lecturer's questions confidently since I only need to record my voice and send it to the class. It reduces my nervousness to 60%." (participant 7)

WhatsApp facilitated students to be more active in every activity conducted by the lecturer. The students had many choices on how they participated in the teaching and learning processes because *WhatsApp* provided many features that can be used to facilitate the teaching and learning activities. In this case, *WhatsApp* voice notes played an important role for the unconfident student in expressing their opinions. *WhatsApp* provides features that can be used to communicate such as texts, group chat, voice calls, video calls, and *WhatsApp* on the web and desktop (Surani & Chaerudin, 2020).

"It is difficult for me to express my opinion via Zoom or Google Meet since I am a shy and unconfident person. WhatsApp facilitates me to ask questions to the lecturers and express my opinions freely. Through the chat feature or voice note feature I can participate in the teaching and learning activities without having to open my camera and see the lecturer as well as my classmates." (participant 9)

The other participants agreed that the use of *WhatsApp* made them more confident in practicing their English. They stated that *WhatsApp* was an effective tool to support them in practicing English. *WhatsApp* grouping is useful to improve the students' English skills with a series of drilling, as well as to improve students' activeness, and to improve students' ability to read, listen, write and improve vocabulary (Surani & Chaerudin, 2020)

CONCLUSION

From the discussion, it can be concluded that the use of *WhatsApp* as an online learning medium affected students' activeness in learning English for Mathematics in terms of speaking practice, students' involvement, and students' confidence. Those positive impacts provided a great influence on developing students' English skills. While there were some limitations in the implementation of *WhatsApp* in English for Mathematics, the need for creating more active and innovative learning encouraged teachers to utilize *WhatsApp* in learning English for Specific Purpose. Therefore, teachers are encouraged to minimize the challenges of using *WhatsApp* for language learning. It is implied that teachers need to find more information related to more effective ways of implementing *WhatsApp* in their teaching and learning processes. Future study might discuss the use of *WhatsApp* application in teaching different subjects of ESP in the post-pandemic era.

ACKNOWLEDGEMENTS

We thank Universitas Tidar for funding our research and those who have helped write this article.

REFERENCES

- Ahmadi, D. M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- Ahmed, S. S. (2019). WhatsApp and learn English: A study of the effectiveness of *WhatsApp* in developing reading and writing skills in English. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(2), 148–156. <https://doi.org/10.34050/els-jish.v2i2.6419>
- Al-maqtri, M. A. T. (2014). How effective is e-learning in teaching English: A case study. *Journal of Education and Human Development*, 3(2), 647–669.
- Amry, A. B. (2014). The impact of WhatsApp mobile social learning on the achievement and attitudes of female students compared with face to face learning in the classroom. *European Scientific Journal*, 10(22), 116–136.
- Barhoumi, C. (2015). The effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. *Contemporary Educational Technology*, 6(3), 221–238.
- Cai, H. (2012). E-learning and English teaching. *IERI Procedia*, 2, 841–846. <https://doi.org/10.1016/j.ieri.2012.06.180>
- Daneshdoust, B., & Hagh, M. A. K. (2012). The advantages and disadvantages of Internet-based language learning in Iran. *Procedia - Social and Behavioral Sciences*, 31, 607–611. <https://doi.org/10.1016/j.sbspro.2011.12.113>
- Indrasari, N. (2016). English for specific purposes: A need analysis at the second semester of physics education students of IAIN Raden Intan Lampung in the academic year of 2015/2016. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1), 161–172.

- Khotimah, H., Astuti, E. Y., & Apriani, D. (2019). Pendidikan berbasis teknologi: Permasalahan dan tantangan. *Prosiding seminar nasional pendidikan program pascasarjana universitas PGRI Palembang* (pp. 357–368). Universitas PGRI Palembang.
- Kurniawati, L. A., & Malasari, S. (2022). Local wisdom in designing ESP for community-based tourism practitioners: A study of needs analysis. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(2), 147–162. <https://doi.org/10.21460/saga.2022.32.135>
- Kusumanungputri, R. (2010). English for specific purposes di Universitas Jember: Tantangan dan solusi. *Pengembangan Pendidikan*, 7(2), 182–189.
- Lestari, S. (2020). Needs analysis to design a set of English teaching materials for non-English subject teachers. *EduLink: Education and Linguistics Knowledge Journal*, 2(1), 67. <https://doi.org/10.32503/edulink.v2i1.996>
- Miangah, T. M. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems*, 3(1), 309–319. <https://doi.org/10.5121/ijdps.2012.3126>
- Mistar, I., & Embi, M. A. (2016). Students' perception on the use of WhatsApp as a learning tool in ESL classroom. *Journal of Education and Social Sciences*, 4, 1–9.
- Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011). Effects of e-learning on language learning. *Procedia Computer Science*, 3, 464–468. <https://doi.org/10.1016/j.procs.2010.12.078>
- Napratilora, M., Lisa, H., & Bangsawan, I. (2020). Using WhatsApp as a learning media in teaching reading. *MITRA PGMI: Jurnal Kependidikan MI*, 6(2), 116–125. <https://doi.org/10.46963/mpgmi.v6i2.129>
- No, V., & Lina, M. F. (2021). Maximizing WhatsApp group for students group presentation in learning English online: An introduction. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 26(2), 175–190.
- Nuraeni, C., & Nurmalia, L. (2020). Utilizing WhatsApp application in English language learning classroom. *Metathesis: Journal of English Language, Literature, and Teaching*, 4(1), 89. <https://doi.org/10.31002/metathesis.v4i1.2289>
- Panagiotis, A., & Krystalli, P. (2021). Mobile Assisted Language Learning (MALL): Trends from 2010 to 2020 using text analysis techniques. *European Journal of Education*, 4(1), 13. <https://doi.org/10.26417/461iaw87u>
- Richards, J. (2015). Technology in language teaching today. *Indonesian Journal of English Language Teaching*, 10(1), 18–32.
- Ummayah. R. (2018). *Model pembelajaran berbasis teknologi*. [Unpublished master's thesis]. Universitas Muhammadiyah Sidoarjo.
- Salem, M. A. M., Bhaskar, C. V., Vadakalur E. K., & Abumelha, M. (2018). WhatsApp: An online platform for university-level English language education. *Arab World English Journal*, 9(4), 108–121. <https://doi.org/10.24093/awej/vol9no4.7>
- Solihin, S. (2021). Using mobile-assisted language learning (MALL) to teach English in Indonesian context: Opportunities and challenges. *VELES Voices of English Language Education Society*, 5(2), 95–106. <https://doi.org/10.29408/veles.v5i2.3150>
- Subekti, A. S. (2020). Covid-19-triggered online learning implementation: Pre-service English teachers' beliefs. *Metathesis: Journal of English Language Literature and Teaching*, 4(3), 232–248.
- Surani, D., & Chaerudin, A. (2020). Whatsapp grouping class for increasing students' English ability. Proceedings of the twelfth conference on applied linguistics CONAPLIN 2019. Atlantis Press. <https://doi.org/10.2991/assehr.k.200406.00625-28>

- Susilawati, S., & Supriyatno, T. (2020). Online learning through WhatsApp group in improving learning motivation in the era and post pandemic COVID -19. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 852. <https://doi.org/10.17977/jptpp.v5i6.13670>
- Tirtanawati, M. R., & Salsabila, D. S. (2021). English students' perception on the use of WhatsApp group in speaking class. *Journal of English Language Teaching, Linguistics, and Literature Studies*, 1(1), 1–19. <https://doi.org/10.30984/jeltis.v1i1.1528>
- Usman, U. (2017). Dinamika pembelajaran berbasis teknologi informasi pada lembaga pendidikan tinggi. *Jurnal Jurnalisa*, 3(1), 61–75. <https://doi.org/10.24252/jurnalisa.v3i1.3065>
- Zboun, J. S., & Farrah, M. (2021). Students' perspectives of online language learning during corona pandemic: benefits and challenges. *Indonesian EFL Journal*, 7(1), 13–20.

TECHNOLOGY GOES TO CLASSROOM: LEARNING MEDIA APPLICATION POSSIBILITIES FOR WRITING

Khilda Husnia Abidah

Universitas Negeri Malang, Malang, Indonesia

Email: khildahusnia@gmail.com

Received: 28 August 2022

Accepted: 1 November 2022

Abstract

It is undeniable that teaching writing needs a lot of media as it can motivate the students in producing good writing. Moreover, nowadays, most of higher education uses technology for having the easier and more efficient in teaching and learning process. Hence, it is undeniable that the teachers should utilize some learning media applications during their teaching. However, the teacher still faces some difficulties in choosing the appropriate learning media for teaching writing which makes the learning process not run well. This article aimed to review some learning media application possibilities that finally can be used as the pedagogical implications for the teachers in choosing the appropriate media used for writing in hybrid classrooms. Furthermore, as a result, the researcher found that *Schoology*, *Padlet*, *Facebook*, *Edmodo*, and *Google Classroom* are the appropriate learning media applications that the teachers in the writing classroom can use. It is because those media are easy to be operated and motivate students in writing. Therefore, those can be selected by the teachers for their teaching writing.

Keywords: learning media application, writing classroom, shift-learning

INTRODUCTION

A lot of people have wondered why writing is important. There seems so many reasons to answer, since writing, nowadays, is one of communication ways which is not only used in work field but also in education field. It means that it is a crucial thing to get success in school or workplace since writing has been identified as threshold for obtaining success in academic field as well as job section (Anita, 2016). Writing is defined by Purwanto (2020) is a means of human communication through a series of words with several structural levels of a particular language. In addition, writing can also be used to express feelings and thoughts to others in the long-term

memory. In other words, through writing the students are able to extend some information and show their feelings and thought to the others. Moreover, people's activities require a written communication such as stated by Toba et al. (2019) that students in Indonesia need written communication and academic writing purposes for a certain situation, such as; letters, essays, papers, articles, journals, project reports, theses, etc. Hence, the students have to master writing as well as speaking in order to get communication easily.

Regarding the importance of writing, it is undeniable that writing text in English is not easy. Since it is known that writing is complex activity which requires not only more time and effort but also the students' mastery of all the components of writing so that they can produce good writing. It is in line with Fitriani et al. (2019) that the students are asked to put their ideas in a clear writing. Thus, there are several components in writing that they must master such as content, organization, vocabulary, language use and mechanics (Subekti, 2022). Thereby, before starting to write ideas, the students have to master the writing skill and also the components of writing in order to get better writing. In order get better writing, this skill should be taught from junior high school to make the students familiar writing in English form. The teachers should treat them regularly in the classroom using familiar topics related to their life so that the students do not get trouble in generating their ideas during writing.

On the other hand, nowadays, in the field of education, the use of technology has contributed rapidly to new trends in language instruction and language assessment (Parra & Calero, 2019). Moreover, higher education has recently been insisting on using a computer for the teaching and learning process not only because of the pandemic era but also because of technological development that makes it more effective and efficient. Since then, universities are now expected to service an increasingly diverse and mobile student community in the globally competitive education (Arambewela et al., 2013). It means that the teachers should choose and use the appropriate learning media that can trigger students' motivation in writing. However, several challenges faced by the teachers during combining technology as the new trend in their teaching and learning process such as they are limited in using teaching media especially integrating technology (Subekti, 2020), consequently, in designing the activity, mostly teachers use conventional method in which textbook oriented learning is the common one (Ratnaningsih, 2019). Similarly, Syafi'i (2017) also stated that there are problems related to the learning process, for example the inactivity of the writing class, the low attitudes and interest of students in writing, the inactivity of students in giving questions about writing to the teacher. Those problems occur because of no media variation used in teaching writing that make the students feel bored even in writing online classroom.

In this case, the teacher should overcome those problems by providing fun materials, interesting strategy as well as appropriate media since the teaching and learning process is conducted in online form so that the students enjoy in learning writing and they can serve the best writing helped by teachers and learning media. Learning media is the core of interesting classroom because the teachers deliver the material through media as well as the students learn the material from it. As stated by Hastomo (2015) the application of media in the classroom is able to influence the classroom atmosphere which affects students when they participate in learning. With the media, it is hoped that classroom learning can run effectively because teachers are assisted in delivering materials so that students can easily understand the materials being taught. Therefore, it cannot be denied that the teaching and learning process really needs media that is

able to realize a learning goal. In this case, technology and media play a role in teaching writing. Teachers can integrate media with technology such as social media which can be used in teaching English, especially writing skills.

As it is known that media gives a big impact to teaching and learning process especially in on-line classroom, the teachers should choose as well as apply the appropriate media based on the students' need and the material given. Based on the background of the study as well as literature review, the researcher reviews some studies about some learning media application possibilities used commonly in writing online classroom during pandemic period

DISCUSSION

Regarding to the background of study and literature review above, the researcher reviewed some articles related to the possible learning media application used during shift-learning especially in writing online classroom. Then, the researcher analyzed and served some learning media applications which can be used for the teacher in teaching writing such as *Schoology*, *Facebook*, *Padlet*, *Edmodo* and also *Google Classroom*.

Schoology

One of the learning media applications that support the teaching and learning writing is *Schoology*. It is a social networking platform, as a Learning Management System (LMS), which teachers and students can use to collaborate on resources, assessment, and content on a safe and secure learning management platform (Apriliani et al., 2019). Similarly, Manning et al. (2011) stated that *Schoology* allows teachers and students to communicate through social network based. It makes teachers easily in organizing teaching and learning process including material preparation, discussion and assessment (Rahman et al., 2011). In short, *Schoology* can be used for communication between teachers and students by accessing the materials or content of a specific course. This stimulates students to see their abilities and increases student interest. It has in common with *Facebook* are looks and functionality.

The design of *Schoology* is almost similar to *Facebook* that consists of interactive communication and exchange of academic information. With this application in the learning process, teachers are able to create discussion questions, collaborative, or boards that are able to create dynamic interactions between students and teachers. The idea of Sicat (2015) who stated that *Schoology* is free to use and allows collaboration between users online so that users can discuss the material. It allows for online collaboration and other learning tools used to tailor learning for students.

In applying this learning media application in the writing classroom, the teachers should consider the advantages and disadvantages of it. Apriliani et al. (2019) and Rama and Wahyudi (2018) stated that there are some advantages of *Schoology* in teaching and learning writing, such as it is free and easy to use. It has access code to sign up, group discussion, grade-book. In this case, more efficient tools and resources can be had by teachers to maximize teaching. In addition, students can upload their assignments, take quizzes, and get grades and corrections from the teacher. In addition, parents can also monitor their child's work and grades and always maintain contact with the teacher.

This learning media application also has some disadvantages such as the code is being difficult to be accessed, the internet connection, taking much time in uploading video, having no feature

for giving comment on students' work and monotonous. In addition, the face to face interaction is not occurred that can have feelings of isolation (Apriliani et al., 2019, Rama & Wahyudi, 2018, Widhiatama, 2016).

Furthermore, this learning media application allows the students to share their task in group which created in *Schoolology*. After that, the teachers can see and give feedbacks to the students' writing. From those feedback, the students can revise and improve their writing. *Schoolology* is used to help the teachers in engaging students more efficiently and improving educational effectiveness (Apriliani et al., 2019). In other words, it stimulates the students to show their writing ability to get the better achievement and also encourage the students' motivation in writing.

Moreover, there were some previous studies which concerned with the effectiveness of *Schoolology* applications (Apriliani et al., 2019, Rama & Wahyudi, 2018) stating that *Schoolology* is a learning media application that can be alternative to support teaching and learning process especially in writing. By using *Schoolology* in writing classroom, students' levels of learning interests will increase. Not only improving writing skill, but *Schoolology* also enhances the students' reading comprehension.

It is clear that *Schoolology* is one of learning media platform that can help the teachers in teaching writing and encourage the students' motivation in writing even though this media uses an internet that make the students unable to join the class when they get trouble with the internet connection and it takes much time in using especially in uploading video. It was supported by some previous studies which stated that this kind of media can be useful for both teachers and students in teaching and learning writing especially in this pandemic era.

Padlet

There are many definitions stated by some researchers such as Purwanto (2020) who stated that *Padlet* is online notice board where both students and lecturers can post a note which can contain links, videos, images and document files. It can work in any device, does not require an account in using as well as special technical how. It is a free application, that can be used to boost real-time, whole class participation and assessment. Similarly, Taufikurohman (2018) and Lestari and Kurniawan (2018) also stated that *Padlet* is used to create an online bulletin board in which the the users can display information for any topic. In this case, the teachers can add files, links, videos, and more so that it will be useful for promoting collaborative learning among our students.

It is like a piece of paper, but on web that can be used to create a virtual wall. It works across the world on virtually. It can be kept and can be copied. It works well with activities such as brainstorming, discussion and project work. In this case, the students can learn through *Padlet* anytime and anywhere using their smartphone, tablet, and computer with internet connection (Taufikurohman, 2018). It is in line with what Lestari and Kurniawan (2018) revealed that by using this application, teachers can create various walls to add their favorite contents. Both teachers and students can do collaboration in adding the same wall spaces. It means that the teachers and the students can do live discussion in a web.

This learning media application also has some advantages and disadvantages. According to Fuchs (2014), and Purwanto (2020) there are some benefits by using *Padlet* application in

teaching and learning activity such as this application enables students and teacher to ask a question, submit the answer, give comment, and evaluate each other. The idea of the students can be gathered easily since they can participate by giving an opinion anonymously in *Padlet* discussion so that it helps the students who does not have any confidence to express their ideas and opinion. It also allows the teacher to have more complete picture of learning from all students, rather than from a handful. Moreover, this application can work well in classroom activities such as brainstorming, discussion and project work. On the other hand, this *Padlet* application also has some weaknesses in terms of easy to lose overview. It is not suitable for large or many groups. The teachers are hard to control the input as well as organize the input. Both teachers and students have limitation on each note and on text size/font.

Regarding to the effectiveness of this learning media, there are some previous studies which had concerned with *Padlet* application such as Purwanto (2020) who stated that the implementation of the *Padlet* can make the learning process fun. Since the students as well as teachers can interact using digital technology they do not need a blackboard to write that usually take much time. Similarly, Lestari and Kurniawan (2018): and Algraini (2016) also pointed out that the students writing ability can be improved by implementing *Padlet* in writing classroom.

Another previous study was done by Susanti and Ayuni (2018) who revealed that the use of *Padlet* in classroom obtained a possitive response from the students because it is easy to use and more fun and it can help the students increase their writing ability. It is in line with Arifin et al. (2019) stating that even though the students have a problem in using this media like limitation internet connection, *Padlet* is implemented in the teaching and learning process especially in writing classroom during pandemic era.

To sum up, *Padlet* application is a good learning media that can be used in teaching writing, especially in hybrid learning or combining technology in the classroom. This learning media application is suitable for the teachers who want to increase the students' writing skill by using collaboration with others. The students also can interact with others using this media so that they can share and discuss relating to their ideas. The teachers also can save more time in delivering the material since they can share their material using this web wall without writing in conventional board.

Facebook

According to Ramadhani (2018) one of the social medias that can be used in teaching writing is *Facebook*. This media application is useful and enjoyable media because of its features like status, groups, notes, chats, page, and many more. Similarly, Syafrizal, Gailea, and Hardianti (2020) stated that tool that aims to have social interaction that students can use it for any academic purposes is *Facebook*. In this case, a group discussion can be crated for the students in sharing their ideas or even exchange messages to other friend easily. In other words, it is one of a platform that can be used to post information, ideas, and feeling about themselves. In short, in this modern era, *Facebook* is one of the familiar medias that can be used in teaching and learning process since it is fun so the students will not get bored during learning writing.

The students are familiar with this media since they have already accessed in their daily life for looking for information, getting interaction with others, or just playing a game. Furthermore, it has some advantages for teaching and learning process. As stated by Syafrizal et al., (2020)

there are many benefits from implementing *Facebook*, group discussion between teacher and students, for instance, asking the students to send their assignment or reminding the students about their tests and quizzes. It is in line with Putri (2018) who revealed that the teachers can deliver more material using this media since the teaching and learning process can be done outside the classroom so the teachers do not take much time in explaining the materials. Besides, both teachers and students can build their good communication through this media.

The students can write and post in *Facebook* as instructed by their teachers. Then, they will get comment from other students in a group discussion facilitated by their teachers in order to get things right (Syafrizal et al., 2020). In other words, *Facebook* is really creative and innovative for writing classroom. It is supported by some previous researchers who investigated the same media, for instance, Putri (2018), Friatin (2018), and Syafrizal et al. (2020). They found that the implementation of *Facebook* in English writing classroom improves the students' discussion and participation in teaching-learning activities. It means that the media is effective to students' writing skills on English language. It can be seen from the student's positive response toward *Facebook* application in which it positively effects to the students' motivation and makes learning writing more fun.

The teacher can use this media to teach writing since both teachers and students are familiar to use it. So, they will not get trouble to access this kind of media since this media is also free to use. The students can write their ideas and post them using *Facebook*, and they will get feedback from the teachers or other students. Furthermore, the teachers can upload the video deals with the materials so it saves much the teachers' time in delivering the materials. In other words, it is very effective to be implemented in the writing classroom.

Edmodo

Another learning media application commonly used in teaching writing is *Edmodo*. It is an academic social network where the teacher and the students can share each other of everything related to their academic activities (Yulastri et al., 2018). Similarly, Gay and Sofyan (2017) stated that *Edmodo* is platform that refers to a web-based learning. Moreover, hybrid learning sometimes asks the teachers and the students do the teaching and learning process outside the classroom, this media can support them to run the process well. This media allows the students assisted by others (teachers or peers) in acquiring knowledge or skill that cannot be acquired without assistance at that point in time. In other words, both teachers and students could use to connect and collaborate with each other through this application. Furthermore, this application is free to be used.

In this media, the teachers can post assignments, quizzes, and all materials related to the subjects. For writing class, the teachers may ask students to post their writing. By using *Edmodo*, students have to post their work and give any comments to what the lecturers post since it will give them a mark. In addition, since *Edmodo* is internet based, the students can access it anywhere as long as they get an internet connection (Yulastri et al., 2018). In short, both teachers and students may have not only classroom activity, but also virtual learning activity by using this media.

Like other media, *Edmodo* also has some benefits for teaching and learning process. As stated by Yusuf et al. (2018) the learners can post their assignment, take quizzes, polls and receive grades, feedback and suggestions from teachers in real time. The document can be shared by both teachers and students through this application. Besides that, the students' self-regulated

learning can be promoted by this media in a number of ways. By having *Edmodo* in classroom, the students can select and do with materials in line with their preferences and goals at any time and from any places (Gay & Sofyan, 2017). Not only that, *Edmodo* also helps the teachers in providing teaching materials in the form of questions, photos, and learning videos to students easily. Then, students can access the material everywhere that makes them easily to learn (Duwila & Khusaini, 2019).

However, this learning media application also has some disadvantages that should be considered by the teachers in implementation. According to Purnawarman et al. (2016), the learners have less responsibilities for their learning because of relying on each other in submitting tasks. Besides, some of them are confused in using *Edmodo* because of incompatibility of smartphone applications learning. Yusuf et al. (2018) pointed out that the good internet connection and high abilities of teachers are the challenges in implementing this kind of media application in the online classroom. A slow internet connection can also hinder the effective implementation of online learning. The limited facilities owned by schools and students also burden the implementation of learning (for example, they have to buy internet quotas, computers, laptops, cellphones, especially those who are not from high-income families. Lacking experience in joining online learning also makes the students get problems in following the online learning introduced by the teacher and getting them to understand these skills may take time.

Apart from the advantages and disadvantages of *Edmodo*, there have been several researchers who have conducted the research on this media such as Gay and Sofyan (2017), Yulastri et al., (2018), Yusuf et al. (2018), as well as Duwila and Khusaini (2019). They found that the use of *Edmodo* is successfully facilitating students' participation in online discussions and task. It also enhanced students' interest and motivation in improving their writing skill, even though there is incompatibility of their smartphone applications and confusion of using the application. It is also supported by Hastomo (2015), reporting that the teaching writing is effectively influenced by *Edmodo* than Picture Series. In addition, the students' motivation has interaction toward teaching media in writing online classroom.

From those explanation, it can be concluded that *Edmodo* is a learning media application suitable for teaching writing. Through this application, the teacher can easily deliver their material and the students can access it in everywhere especially in this pandemic era that asks them to study at home. Besides, the students can get feedback of their writing from the teachers and peers so that they will get improvement for their writing. It is also supported by some previous researchers that suggest the teachers to implement this kind of learning media application in online learning especially in teaching writing.

Google Classroom

A familiar learning media used by the teachers during online learning is *Google Classroom*. According to Yunus and Ahmad (2020), *Google Classroom* is a networks platform for interaction among teachers and students. In this case, there are many activities can be done such as collaborating, sharing and evaluating homework, grading the students' work, class discussions, notices, and evaluations. The objective of this media is to help teachers in using social media power to customize the classroom for all students. In other words, *Google Classroom* aims for more productive and meaningful teaching by efficiently managing assignments, increasing collaboration, and improving communication. It is in line with Alim et al. (2019) who stated that

Google Classroom can be used effectively as a learning medium which has some aspects such as message receiver, content, communication media, format, source, and appropriateness or timing.

Furthermore, this Platform can be one solution to complete the teaching-learning process while the school still cannot be opened. It is supported by Okmawati (2020) in which *Google Classroom* provides students to be independent, engaged and motivated because most of young learners tend to use technology in their daily life. It also succeeds the teaching-learning process in digital era as in industrial revolution 4.0 that the teachers need to have the expertise, well-experienced in adapting new technologies. Yunus and Ahmad (2020) also revealed that it enables teachers to create lessons, provide students with the ability to distribute the assignment, submit feedback quickly, immediately and paperless also able to see everything in a single area. In the form of active and interactive learning packed in collaborative learning, *Google Classroom* also provides students with space.

There are several advantages in implementing *Google Classroom* during in the classroom. As stated by Yunus and Ahmad (2020), in EFL environment where English is not used for everyday conversation, having *Google Classroom* as a supporting media to learn is very useful. In this case, the English conversation can be created by teachers and students through this media. In addition, this learning media application is free and it is accessible so everyone can access it everywhere. Alim et al. (2019) also added that in *Google Classroom*, the materials can be provided by the teachers in some ways like uploading some teaching materials, assigning assignments for students, and posting the students' grade, so the students can directly see their achievement in classroom transparently.

Regarding to the advantages of *Google Classroom* in enhancing the student's ability and skills, the technological infrastructure like internet is needed to support the implementation of this kinds of media. According to Alim et al. (2019) *Google Classroom* can be used well if there is a set of computers and internet. However, there is a challenge in using this application since it requires high speed of internet connection and well-conditioned computer or smartphone to operate the app. The students will get trouble if they unable to access to computer or smartphone devices and also the Internet. The implementation of *Google classroom* will run with the supporting devices to the process of study (Yunus & Ahmad, 2020).

Some previous studies also supported that *Google Classroom* is an effective learning media application that can be applied in online classroom. As stated by Yunus and Ahmad (2020), through *Google Classroom*, the teacher will improve their productivity and meaningfully teaching by efficiently managing assignments, increasing collaboration, and improving communication. Similarly, Debbyanti and Subekti (2022), Okmawati (2020), and Ratnaningsih (2019) also stated that it is effective to use this platform since this media enhances writing as well as speaking skills in the form of assignments. Therefore, both schools and teachers should consider in providing students by e-learning that can be attractive for the students.

It is clear to state that *Google Classroom* is an interactive learning media application that commonly used in teaching and learning process especially during shift-learning. This media helps the teacher easily in delivering their material through online. Besides, the students can upload their work so that the teachers can give feedback or comment toward their writing. In addition, this media is easy to access and free so that both teachers and students will not get

trouble in using this media, they may have internet connection so their teaching and learning process can be run optimally.

CONCLUSION

As the learning media, *Schoology*, *Padlet*, *Facebook*, *Edmodo* and *Google Classroom* make the learning more accessible, personalized and provide students with richer educational experiences. Moreover, combining technology in the teaching and learning process like the use of learning media application helps the learning process run well. Those learning media have their own characteristics as well as features that can be used by the teachers in creating some activities relating to the writing so that the students are not going to get bored in learning the materials. They also have some advantages and disadvantages. However, some previous studies that concerns with each media stated that even though those kinds of media have a weakness in internet connection, *Schoology*, *Padlet*, *Facebook*, *Edmodo*, and *Google Classroom* are quite effective for teaching writing in online classroom.

Teacher can choose an appropriate learning media application based on the situation like the students' internet connection and their smartphone which can access it easily. The teachers also should consider the learning media that they use based on their learning activities related to writing skills.

REFERENCES

- Algraini, F. N. A. (2016). The effect of using Padlet on enhancing EFL writing performance. *Arab World English Journal Theses (Dissertation)*. www.awej.org
- Alim, N., Linda, W., Gunawan, F., & Saad, M. S. M. (2019). The effectiveness of Google Classroom as an instructional media: A case of state islamic institute of Kendari, Indonesia. *Humanities and Social Sciences Reviews*, 7(2), 240–246. <https://doi.org/10.18510/hssr.2019.7227>
- Anita, R. (2016). Students' ability in writing an introductory paragraph of argumentative essay. *Ta'dib*, 15(2), 129–136. <https://doi.org/10.31958/jt.v15i2.225>
- Apriliani, A., Asib, A., & Ngadiso. (2019). Schoology as a learning media platform for writing skill. *3rd English Language and Literature International Conference (ELLiC) Proceedings*, 3, 89–94.
- Arambewela, R., Koralagama, D., & Kaluarachchi, S. (2013). Use of ICT and student learning in higher education. *International Journal of People-Oriented Programming*, 2(2), 37–49. <https://doi.org/10.4018/ijpop.2012070103>
- Arifin, M., Zaim, M., & Ningsih, K. (2019). The effect of direct corrective feedback on students' writing of recount text. 301(Icla 2018), 292–297. <https://doi.org/10.2991/icla-18.2019.49>
- Asnadi, I. W. S. W., Ratminingsih, N. M., & Myartawan, I. P. N. W. (2018). Primary teachers' and students' perception on the use of ICT-based interactive game in English language teaching. *Jurnal Pendidikan Indonesia*, 7(1), 11–20. <https://doi.org/10.23887/jpi-undiksha.v7i1.10963>
- Debbyanti, L. E., & Subekti, A. S. (2022). Google Classroom in Indonesian EFL classes: Voices from High School teachers and students. *International Journal of Humanity Studies (IJHS)*, 6(1), 95–108.
- Duwila, S., & Khusaini, T. (2019). Pedagogical strategy of writing paragraph using Edmodo to enhance writing skill for EFL students. *Journal of English Language ...*, 2(2), 155–167. <http://eprints.uwp.ac.id/id/eprint/542/>

- Fitriani, Y., Mulyadi, & Gusweni, J. F. (2019). An analysis of English department students' ability in writing argumentative essay. *Journal of Applied Linguistics and Literacy*, 3(2), 96–107.
- Friatin, L. Y. (2018). Students' perception in teaching writing through facebook group in EFL class. *Vision: Journal for Language and Foreign Language Learning*, 7(1), 46–55. <https://doi.org/10.21580/vjv7i12739>
- Fuchs, B. (2014). The writing is on the wall: Using Padlet for whole-class engagement. *Library Faculty and Staff Publications*, 240(4), 7. https://uknowledge.uky.edu/libraries_facpub
https://uknowledge.uky.edu/libraries_facpub/240
- Gay, E., & Sofyan, N. (2017). The Effectiveness of using Edmodo in Enhancing students' outcomes in advance writing course of the fifth semester at FIP - UMMU. *Journal of English Education*, 2(1), 1–11.
- Hastomo, T. (2015). The Effectiveness of Edmodo to teach writing viewed from students' motivation. *Prosiding ICTTE FKIP UNS*, 1, 580–585.
- Lestari, P. Y., & Kurniawan, E. H. (2018). Padlet as Media to improve writing mastery of english department students of UNISKA 2015-2016. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2(1), 1-12. <https://doi.org/10.29240/ef.v2i1.373>
- Manning, C.K., Brooks, W.C., Crotteau, V., Diedrich, A.N., Moser, J., & Zwiefelhofer, A. (2011). Tech tools for teachers, by teachers: Bridging teachers and students. *Wisconsin English Journal*, 53(1), 24–28.
- Okmawati, M. (2020). The use of Google Classroom during pandemic. *Journal of English Language Teaching*, 9(2), 438–443.
- Parra, G. L., & Calero, S. X. (2019). Automated writing evaluation tools in the improvement of the writing skill. *International Journal of Instruction*, 12(2), 209–226.
- Purnawarman, P., Susilawati, & Sundayana, W. (2016). The use of Edmodo in teaching writing in a blended learning setting. *Indonesian Journal of Applied Linguistics*, 5(2), 242–252. <https://doi.org/10.17509/ijal.v5i2.1348>
- Purwanto, A. (2020). Intensive Writing instruction by using Padlet application in Indraprasta. *International Journal of Education, Information Technology and Others*, 3(1), 28–36. <https://doi.org/10.5281/zenodo.3750932>
- Putri, N. M. A. A. (2018). the use of Facebook and development of students' writing skills. *IJET (Indonesian Journal of English Teaching)*, 7(2), 140–145. <https://doi.org/10.15642/ijet2.2018.7.2.140-145>
- Rahman, K. A., Ghazali, S. A. M., & Ismail, M. N. (2011). The effectiveness of learning management system (LMS) case study at Open University Malaysia (OUM), Kota Bharu Campus. *Journal of Emerging Trends in Computing and Information Sciences*, 2(2), 73–79. [https://doi.org/10.1016/S0140-6736\(89\)90788-5](https://doi.org/10.1016/S0140-6736(89)90788-5)
- Rama, A. N., & Wahyudi, I. (2018). The use of Schoology to enhance students' reading comprehension at Lakidende University. *Journal of Language Education and Educational Technology*, 3(1). <http://jayapanguspress.penerbit.org/index.php/cetta/article/view/285>
- Ramadhani, P. (2018). Using Facebook comments in teaching writing skill. *Proceedings of The ICECRS*, 1(3), 253–264. <https://doi.org/10.21070/picercs.v1i3.1398>
- Ratnaningsih, P. W. (2019). The use of Google Classroom Application for writing and speaking in english education class. *Journal of ELT, Linguistics, and Literature*, 5(1), 93–110.
- Sicat, A. S. (2015). Enhancing college students' proficiency in business writing via Schoology. *International Journal of Education and Research*, 3(1), 159–178.

- Subekti, A. S. (2020). Covid-19-triggered online learning implementation: Pre-service English teachers' beliefs. *Metathesis: Journal of English Language Literature and Teaching*, 4(3), 232–248.
- Subekti, A. S. (2022). Teaching Indonesian L2 learners academic writing: A proposed instructional model. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(2), 91–102. <https://doi.org/10.21460/saga.2022.32.134>
- Susanti, N. I., & Ayuni, M. (2018). The students' perception towards the use of *Padlet* in L2 writing. *International Summit on Science Technology and Humanity (ISETH 2018)*, Iseth, 30–37.
- Syafi'i, A. (2017). The implementation of process genre based approach (PGBA) using cartoon movie (CARMOV) to improve students' skill in writing narrative text. *International Seminar on Language, Education, and Culture*, October, 8–15.
- Syafrizal, S., Gailea, N., & Hardianti, S. (2020). Enhancing EFL students' writing skills on English through Facebook and classroom collaborative activities. *Journal for the Education of Gifted Young Scientists*, 8(3), 1163–1172. <https://doi.org/10.17478/JEGYS.658401>
- Taufikurohman, I. S. (2018). The effectiveness of using *Padlet* in teaching writing descriptive text. *Journal of Applied Linguistics and Literacy*, 2(2), 6–7.
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Widhiatama, D. A. (2016). *Designing Supplementary Reading Materials for Mid Beginner Students Using Schoology* [Sanata Dharma University]. https://repository.usd.ac.id/8646/2/116332038_full.pdf
- Yulastri, D., Aulia, D., & Saptopramono, H. (2018). The use of Edmodo to improve the writing ability of English Department Students of State Polytechnic of Padang. *Journal Polingua: Scientific Journal of Linguistic Literatura and Education*, 5(2), 67–72. <https://doi.org/10.30630/polingua.v5i2.40>
- Yunus, A. A., & Ahmad, S. (2020). Google Classroom as learning platform in teaching writing. *British (Jurnal Bahasa Dan Sastra Inggris)*, 9(1), 48. <https://doi.org/10.31314/british.9.1.48-64.2020>
- Yusuf, Q., Yusuf, Y. Q., Erdiana, N., & Pratama, A. R. (2018). Engaging with Edmodo to teach english writing of narrative texts to EFL students. *Problems of Education in the 21st Century*, 76(3), 333–349. <https://doi.org/10.33225/pec/18.76.333>





Published by:
ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA

Jl. dr. Wahidin Sudirohusodo 5-25
Yogyakarta 55224
Telp. 0274-563929 ext. 143
www.ukdw.ac.id

