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THE EFFECTIVENESS OF ENGLISH SUBTITLE VIDEOS ON VOCABULAR MASTERY OF NON-EFL STUDENTS AT STIKES JAYAPURA PAPUA

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Abstract

This study aims to investigate the impact of using English videos with and without subtitles on students' vocabulary mastery and to gauge their perceptions of both techniques. The study's population comprises 70 nursing program students at STIKES Jayapura. The study employs a quantitative experimental research design. The study's findings indicate a significant difference between students taught using English videos with subtitles and those taught without subtitles. Following the treatment, the experimental class's pre-test and post-test results showed a significant increase compared to the control group, with the experimental class's mean increasing from 6.22 to 23.07 compared to the control group. The t-test calculation result shows that the t-count of 2.279 is higher than the t-table of 1.999 at the degree of freedom (df) of 68. This result suggests that using subtitle videos is more effective in improving students' vocabulary mastery than videos without subtitles. Moreover, students respond more positively to subtitles in the videos played in the English classroom, making the class atmosphere more relaxing and enjoyable. Subtitles in the videos not only help students enhance their vocabulary but also provide entertainment through pictures and audio presented in the video. Additionally, teachers can choose various English videos relevant to students' needs and learning materials to make this strategy more effective in improving students' English skills and competence.

Keywords: Vocabulary Mastery, Teaching Vocabulary, Subtitle, Videos.

INTRODUCTION

English is one of the most widely spoken languages in the world and plays crucial roles in human life, serving as a communication tool and in other areas such as education and technology. English assists learners in developing their knowledge of technology, culture, and science while also allowing them to express their ideas, knowledge, and emotions effectively. The Indonesian government has mandated that students be able to use English through the Ministry of National Education's regulations, enabling them to compete at a global level. As a result, English has become a subject of study from primary school to university.

The process of learning languages, particularly English, is closely linked to vocabulary. Mastering vocabulary is essential for students to enhance their English language skills. According to Richards (2002), vocabulary serves as the foundation for language proficiency and significantly contributes to how well learners speak, listen, read, and write. Similarly, Spreanger (2013) notes that vocabulary plays a crucial role in students' success in school, standardized tests, and daily life. Therefore, vocabulary significantly impacts learners' ability to comprehend reading or listening materials and produce high-quality language in writing or speaking. Alqahtani (2015) emphasizes that vocabulary is a critical component for second language learners since a poor command of vocabulary impedes successful communication.

Today, learners have the opportunity to enhance their vocabulary mastery through various learning methods and media that provide more enjoyable and meaningful experiences. These resources extend beyond traditional printed sources like books or dictionaries and encompass digital formats such as videos and movies. The integration of digital media in the field of education, particularly in English Language Learning, has gained popularity in recent years. English videos and movies are regarded as effective tools for developing learners' English skills and knowledge. Numerous studies have demonstrated that videos are valuable in capturing learners' attention, stimulating their interest, and fostering a conducive learning atmosphere. Rosale (2019) asserts that motion media, such as videos, is a prevalent multimedia technology that students are exposed to. While they primarily watch videos for entertainment purposes, they also utilize them for academic pursuits. Through videos featuring sound and visuals, students can enjoy themselves, alleviate stress, and approach English learning with an open mind, thereby avoiding feelings of burden. Consequently, learners derive various benefits, including improved communication, expanded expressions, and enriched vocabulary. Callow (2005) suggests that incorporating videos into the classroom setting aligns with the current pedagogical trend of engaging with learners' culture and practices outside of school. Given that students inhabit a highly visual environment, the use of videos can be seen as meeting their expectations. Different types of videos exist, including those with subtitles and those without. In this study, both types of videos are preferred as teaching media. Subtitled videos present words and images in both oral and visual forms. According to Paivio (1971) in the journal "The Effect of Viewing Subtitled Videos on Vocabulary (Harji & Woods, 2010)," the addition of pictures to convey meaning increases the number of signals associated with the message. Consequently, viewers, in this case, students, tend to retain the information more effectively. Additionally, according to Sanjadireja (2020), subtitles in videos aid students in learning through visual aids. Watching videos with subtitles enhances learners' opportunities for acquiring and mastering new vocabulary. A study by Aidinlou (2016) suggests that authentic subtitled videos are effective in improving students' vocabulary, particularly in terms of long-term retention. Students learn new words by listening to and reading English subtitles in the EFL classroom. They can also

jot down unfamiliar words and consult dictionaries for their definitions. Consequently, this approach heightens students' motivation and curiosity to learn vocabulary, as teachers can select videos relevant to the study topic.

Based on the researchers' observation, it was evident that a significant number of students possessed limited English vocabulary knowledge. To assess this, a pre-test was administered to 70 students, requiring them to read a text and provide the meanings of specific words within it. The results revealed that only approximately 10 percent of the students were able to answer adequately. One of the primary obstacles hindering English proficiency is the students' background, particularly among local Papuans originating from remote areas in Papua. These students have encountered challenges related to exposure and accessibility in their prior educational experiences, resulting in an unfamiliarity and lack of motivation to learn English. Consequently, their command of English vocabulary falls below average. Insufficient vocabulary knowledge further undermines their confidence in both written and spoken English. Therefore, the researchers have opted to employ videos with and without English subtitles as a vocabulary teaching method, aiming to investigate the efficacy of this approach in enhancing students' vocabulary mastery.

Several studies have highlighted the advantages of using subtitle videos in English Language Teaching (ELT) classrooms. According to King (2002), showing subtitle videos offers multiple benefits. These advantages include facilitating correct pronunciation, developing word recognition skills, reinforcing comprehension of context-bound expressions, acquiring new vocabulary and idioms, enhancing students' concentration, and enabling easy comprehension of the video's plot. Fikri et al. (2020) conducted a classroom action research study to investigate the impact of using English subtitle videos on the vocabulary of eighth-grade students at SMPN Madani Palu. The study involved 21 students, and the research design consisted of planning, implementing, observing, and reflecting cycles. After providing the treatment and comparing pre-test and post-test results, it was discovered that students' vocabulary mastery improved significantly after being taught with English subtitle videos. The mean score of the students increased from 59 to 78, demonstrating a 19-point improvement and indicating the success of this instructional strategy. Similarly, Naning Puji Rahayu (2014) examined the effectiveness of using English subtitled videos in enhancing students' vocabulary achievement at MTs Al-Huda Bandung. The study included a sample of 32 students and employed an experimental research design with a single group. Pre-tests and post-tests were administered, focusing on nouns, adjectives, and verbs. The t-test results revealed that the students' scores increased from 76.41 before being taught using English subtitled videos to 84.94 after the treatment. The t-count value of 6.255 exceeded the critical value of 2.021 at a significance level of 0.05, demonstrating the effective utilization of English subtitled videos in vocabulary teaching.

The aforementioned studies motivated the researchers to conduct an experimental study investigating the efficacy of using English subtitle and non-subtitle videos in enhancing students' vocabulary mastery. The implementation of the subtitle video strategy represents an innovative approach to teaching English vocabulary to non-EFL students at STIKES Jayapura Papua. The researchers anticipate that this study will serve as an effective means of improving vocabulary proficiency, particularly among local Papuan students who may have limited exposure and experience in English learning. The study is designed to test the alternative hypothesis (H_a) that there exists a significant difference in vocabulary mastery between students taught using

English videos with subtitles and those taught without subtitles. The research questions were formulated as follows:

1. Is there a difference in vocabulary mastery between students taught with English subtitle videos and those taught without subtitles?
2. What is the students' perception regarding the use of subtitle and non-subtitle videos in the English teaching classroom?

METHODS

To investigate the research objective, an experimental research design was employed by the researchers. According to Wiersma, as cited in Purba (2014:63), experimental research involves the intentional manipulation of at least one variable, known as the experimental variable. In this experimental research, two groups served as the subjects of the study: the control group and the experimental group. These groups received different instructional techniques, with the experimental group exposed to English videos with subtitles and the control group exposed to non-subtitled videos. To assess the difference in students' English vocabulary achievement before and after the experimental treatment, both groups were administered a pre-test and a post-test. The pre-test was conducted during the first meeting for both groups, and upon evaluating the pre-test scores, the researchers proceeded with the teaching treatment in subsequent sessions. The post-test was administered upon completion of all treatment sessions. Both the pre-test and post-test consisted of forty multiple-choice questions. Utilizing a quantitative research design, the researcher aimed to determine whether a significant difference in vocabulary mastery exists when using English subtitle and non-subtitle videos.

The population of this study was the second-semester students enrolled in the nursing program at STIKES Jayapura. The total population consisted of 70 students. Given the relatively small population size, the researcher employed a total sampling technique, meaning that all second-semester students were included as the sample for this study. Subsequently, the students were divided into two groups: the experimental group, which received instruction using English videos with English subtitles, and the control group, which received instruction without English subtitles. Each group consisted of 35 students.

FINDINGS AND DISCUSSION

The aim of this study was to investigate the use of English subtitle videos to improve students' vocabulary mastery as mentioned in the study background. The findings of the study were as follows.

Data Presentation

Pre-Test

Prior to implementing the treatment, a pretest was administered to assess students' vocabulary knowledge in both groups. The scores obtained from the pretest were recorded and categorized into the control class (without using English subtitles) and the experimental class (with English subtitles) in a table.

Table. 1 Pretest

Experimental Class			Control Class		
no	name	pre test	No	Name	pre test
1	FR	7	1	AR	6
2	YD	4	2	ET	5

Experimental Class			Control Class		
no	name	pre test	No	Name	pre test
3	PY	7	3	AB	5
4	KS	5	4	HA	5
5	YW	4	5	AW	5
6	PR	6	6	DT	10
7	SD	7	7	BW	5
8	RP	6	8	AK	7
9	HA	7	9	AH	7
10	SB	6	10	SY	5
11	SK	6	11	AY	6
12	PJ	6	12	MF	3
13	IA	6	13	DL	7
14	AN	5	14	RY	5
15	AA	10	15	YS	7
16	PT	12	16	AL	4
17	YK	9	17	AR	7
18	SW	8	18	KE	5
19	ZS	7	19	ES	4
20	RY	1	20	YO	6
21	TS	8	21	SP	7
22	RK	6	22	AD	6
23	NL	4	23	AY	7
24	MW	5	24	BW	6
25	HT	5	25	MI	7
26	LM	5	26	AR	6
27	GK	10	27	FN	7
28	HM	5	28	MW	5
29	PM	7	29	RR	10
30	LR	7	30	FR	12
31	MM	6	31	LO	9
32	AW	6	32	TD	8
33	OL	3	33	OW	7
34	FP	7	34	DK	1
35	KM	5	35	OK	8
	Total	218		total	220
	Mean	6.22		mean	6.28

Based on the data presented in the table above, the maximum number of correct answers obtained in the pre-test was 12 for both the experimental and control classes. The minimum number of correct answers in both classes was 3. The mean score for the experimental class was 6.22, while the mean score for the control class was 6.28.

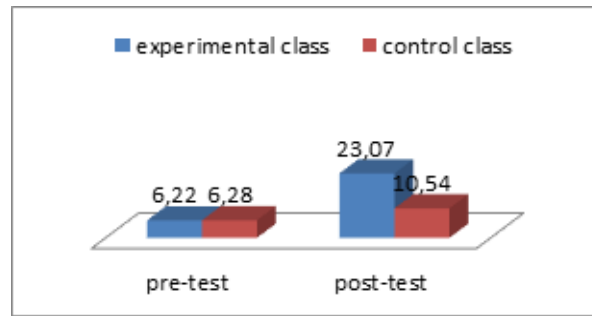
Post Test

After six classroom meetings, a post-test was conducted for both groups following the treatment. The treatment involved English teaching using subtitle videos for the experimental group, while the control group received instruction without the use of subtitle videos. The results of the post-test are displayed in the table below.

Table 2. Post Test

Experimental Class			Control Class		
No	Name	pre test	no	name	pre test
1	FR	31	1	AR	13
2	YD	23	2	ET	10
3	PY	29	3	AB	7
4	KS	31	4	HA	13
5	YW	27	5	AW	12
6	PR	29	6	DT	14
7	SD	24	7	BW	12
8	RP	10	8	AK	11
9	HA	28	9	AH	16
10	SB	18	10	SY	7
11	SK	14	11	AY	7
12	PJ	33	12	MF	10
13	IA	37	13	DL	12
14	AN	10	14	RY	5
15	AA	21	15	YS	10
16	PT	10	16	AL	7
17	YK	14	17	AR	4
18	SW	37	18	KE	17
19	ZS	20	19	ES	10
20	RY	19	20	YO	6
21	TS	27	21	SP	15
22	RK	15	22	AD	6
23	NL	12	23	AY	8
24	MW	29	24	BW	13
25	HT	23	25	MI	11
26	LM	16	26	AR	10
27	GK	27	27	FN	13
28	HM	23	28	MW	8
29	PM	37	29	RR	18
30	LR	21	30	FR	11
31	MM	24	31	LO	13
32	AW	23	32	TD	11
33	OL	17	33	OW	9
34	FP	25	34	DK	11
35	KM	23	35	OK	9
	Total	807		Total	369
	Mean	23.07		Mean	10.54

The post-test results revealed that the mean score of the experimental class was higher than that of the control class. Specifically, the mean score of the experimental class was 23.07, whereas the mean score of the control class was 10.54. The mean scores of both the pre-test and post-test for both classes are presented below:

Figure 1. mean scores of pre-test and post-test

The figure shows that the mean scores of pre-test and post-test from experimental and control class have increased. Experimental class rose from 6.22 to 23.07 while the control class rose from 6.28 to 10.54.

Normality Distribution Test

To ensure the appropriate and accurate selection of the formula for the subsequent steps, it was necessary to test the normality of distribution. The normality of distribution was assessed using the Kolmogorov-Smirnov test, conducted through the SPSS program. The calculation results for both variables are presented below:

**Table 4. Normality Distribution Test
One-Sample Kolmogorov-Smirnov Test**

	subtitle scores	non subtitle scores
N	35	35
Normal Parameters ^a	Mean	22.77
	Std. Deviation	8.004
Most Extreme Differences	Absolute	.111
	Positive	.063
	Negative	-.111
Kolmogorov-Smirnov Z	.659	.548
Asymp. Sig. (2-tailed)	.778	.924

a. Test distribution is Normal.

The data can be considered normally distributed if the values are not statistically significant. Significance means that the value is not under 0, 05 (the degree of significance). Specifically, the result found that all significance values of both variables i.e. 0.778 and 0.924 are bigger than 0,05. It means the both groups are not different significantly or those two groups are normally distributed.

Testing Final Significant Difference by Using T- test

The t-test formula can be applied when the data follows a normal distribution. It is commonly used to determine whether there is a significant difference between the experimental group and the control group after the treatment has been administered. In this study, the t-test was calculated using SPSS 16.0 software.

**Table 5. T-test
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Dif- ference	Std. Error Difference	Lower	Upper
scores	Equal variances assumed	16.376	.000	8.848	68	.000	12.514	1.414	9.692	15.337
	Equal variances not assumed			8.848	46.491	.000	12.514	1.414	9.668	15.360

From the final calculation, the author obtained a T-value of 8.848. In the context of the t-test, both positive and negative values are acceptable as the purpose of the test is to compare two different variables. More specifically, a positive value indicates that the mean of variable Y1 is higher than the mean of variable Y2, while a negative value suggests that the mean of variable Y1 is lower than the mean of variable Y2. The result of T- test is presented as the following:

Table 6. T-test and Hypothesis Result

Table of Value Level of			
Df	Calculated Value	Significance 5 %	Interpretation
(N1+ N2)-2 (35+ 35)-2 70-2 68	2.729	1.999	Ha is accepted

Based on the T- test result, it is found that $t_0 (2.729) > t_t (1.999)$. It means that there is a significant difference of students who were taught using English video with subtitle than those who were not.

FINDINGS AND DISCUSSION

Based on the research findings, the researchers have addressed the study’s objectives. Firstly, it was determined that there is a significant difference in students’ vocabulary mastery when using English subtitle and non-subtitle videos. Secondly, the study aimed to explore students’ perception regarding the use of subtitle and non-subtitle videos in the English teaching classroom.

As can be seen from the analysis results presented in the tables above, it is evident that both English videos with subtitles and without subtitles contribute to an improvement in students’ vocabulary mastery. The mean score of the experimental class increased from 6.22 to 23.07, while the control class showed an increase from 6.28 to 10.54. Notably, the experimental class exhibited a greater mean increase compared to the control class, indicating that the use of English videos with subtitles is more effective in enhancing students’ vocabulary mastery. The progress in vocabulary mastery for both experimental classes is evident from the mean value progression. In particular, students in both classes demonstrated improvement, with those taught using English videos with subtitles exhibiting significant development, increasing from 6.22 to 23.07. Furthermore, the t-test result yielded a value of 2.729, exceeding the t-table value

of 1.999 for a degree of freedom (df) of 68. This confirms a significant difference between the post-test results of the experimental and control groups. Consequently, the alternative hypothesis (H_a) is accepted based on these findings.

The use of videos as a medium can significantly contribute to the development of students' vocabulary mastery. Videos have the ability to motivate students and stimulate their ideation process. Munadi (2008) outlines various advantages of incorporating videos in teaching, including increased student motivation and enhanced English language proficiency. In the context of this research, the utilization of videos in the English classroom proves beneficial in boosting students' motivation and cultivating their interest in learning. Kabooha (2016) further affirms that both students and teachers hold a positive attitude towards the use of films in classrooms to improve language skills. Consequently, videos employed in the classroom assist teachers in delivering materials more easily and effectively, ultimately leading to the achievement of teaching goals.

Based on the researchers' observations, it was found that many students commonly face the same problem. They find learning English challenging due to a lack of knowledge and skills in the target language. However, the use of media, particularly videos with subtitles, can help students develop their mastery of the English vocabulary. Subtitled videos not only enable students to acquire new vocabulary but also assist them in learning correct word pronunciation. Furthermore, videos provide opportunities for students to practice their listening and speaking skills. According to Pisarenko (2017), audio technology (AT) has been proven effective in enhancing students' knowledge. AT facilitates the acquisition of knowledge and promotes active learning. Foreign language training based on AT has a positive impact on student performance and plays a significant role in developing effective communicative competencies.

Students in the experimental class expressed a strong preference for learning through videos with subtitles, as it significantly increased their motivation in learning English. Initially, they encountered difficulties in keeping up with the lessons. However, as the treatment progressed, they found that English videos with subtitles greatly assisted them in enhancing their vocabulary mastery. Conversely, students in the control group, who were taught using videos without subtitles, faced more challenges in understanding and recognizing the spoken words in the videos. They did not feel that their vocabulary had significantly improved throughout the learning process. The difference between the control and experimental groups is evident in the scores of the pre-test and post-test. Students in the experimental class demonstrated significant progress, while those in the control class also made progress but to a lesser extent. This confirms that the use of subtitle videos is more effective and successful in improving students' vocabulary compared to videos without subtitles. It provides students with a unique learning experience, where videos serve not only as a medium of instruction but also as an entertaining tool that positively enhances their enthusiasm and mood.

CONCLUSION

The use of videos in ELT classrooms is widely recognized and embraced by educators at various levels, including schools and universities. It has been found to make a significant contribution to students' academic achievement. However, effectively incorporating English videos as a teaching medium requires teachers to demonstrate creativity and innovation in selecting suitable videos for classroom use. Teachers should take into account the students' needs and the

specific materials being taught when choosing appropriate videos. Moreover, the use of videos has been shown to create an enjoyable and engaging classroom environment, thereby promoting increased student participation and attentiveness during the learning process.

This study aimed to examine the effectiveness of using English videos with subtitles as a vocabulary teaching strategy in the experimental class, compared to the control class without subtitles. The research findings revealed a significant difference in the improvement of vocabulary mastery between the two groups, as demonstrated in the pre-test and post-test scores. The experimental class achieved a post-test score of 23.07, while the control class scored 10.54. The experimental class exhibited more substantial growth in overall vocabulary knowledge from pre-test to post-test compared to the control class. These results indicate that the use of videos with subtitles can significantly enhance students' understanding and acquisition of vocabulary.

Based on results of this study, the following suggestions are offered:

1. English teachers at Senior High School should incorporate vocabulary instruction in the classroom to enhance students' vocabulary mastery and foster a habit of learning English. This approach will enable students to analyze words and sounds, ultimately making them more familiar with English vocabulary.
2. It is crucial for English teachers to carefully select appropriate media resources when teaching English, especially when focusing on vocabulary. Video content has the potential to be a highly engaging medium for students. Thus, English teachers can incorporate videos not only for teaching vocabulary but also for other English skills, enhancing student engagement in the learning process.
3. According to the study's findings, English subtitle videos can significantly aid students in expanding their vocabulary mastery and improving other English skills. To enhance their English proficiency, students should regularly watch English videos, either at home or anywhere they have access, allowing them to learn at their own pace.
4. The findings of this research can serve as a reference for other researchers conducting studies on the use of media in the EFL classroom. While the use of video media is not new in English language teaching, there are still numerous unexplored possibilities to investigate the effects of utilizing English videos in developing English knowledge and skills. Further research can shed light on the potential benefits and best practices in incorporating video content in language instruction.

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CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IMPLEMENTATION FOR INDONESIAN EFL LEARNERS: A CASE STUDY

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Abstract

This paper aims to investigate CLIL implementation for English teaching in Indonesia, particularly how this approach can be used in the EFL learning context considering that in most cases CLIL is implemented for bilingual education. To get the information and learn the phenomena in depth, a study case was conducted. The data was collected through classroom observation of two English teachers who have implemented CLIL in their teaching practice. It was then followed by a focus group discussion with those teachers to confirm the CLIL application and get more comprehensive data. This study found that CLIL was quite significant to be implemented for teaching English as it was not only able to improve students' language skills but also broaden their insight globally. From this study, it was also highlighted that teachers must carefully select the materials and consider students' level of proficiency to make a meaningful and effective learning process.

Keywords: CLIL implementation; English teaching; EFL learners; challenges

INTRODUCTION

The theories of EFL teaching methodologies have been developed and will always evolve to meet the 21st century's demands. One of the significant language teaching approaches is Content and Language Integrated Learning (CLIL). CLIL as a teaching approach integrates a particular content course with language skills practice and in its process, this integration enables teachers to prepare students for their academic lives and future careers (Khoiriyah & Soepar-to, 2022). CLIL is not simply teaching the language by using a wider range of content or the learning content simply translated from the mother tongue into a different language or code, it has specific elements which contain both language and subject matter aspects (Coyle, 2006).

Several previous studies found that CLIL was effective and suitable to promote students' English language competencies and contribute to the effectiveness of the teaching and learning process (Delgado-Gutierrez, 2020; Lastra-Mercado, 2016; Sánchez-García & Pavón-Vázquez, 2021; Vasquez, 2019). Even the combination of CLIL with another teaching method like Project-based Learning (PjBL) would also help students to face the future's challenges (Sanz Navarro, 2020).

CLIL is a teaching method that involves students' simultaneous use of the target language when learning the content or subject matter (Coyle et al., 2010). Content topics are adapted and taught in the target language to explore the content and at the same time improve foreign language skills. Content and language are seen as integral parts of the whole (Marsh, 2002). Krahnke (1987) defines a Content-Based Instruction program (GBI) as a teaching approach where the content or knowledge is taught by using the language being learned; the language and content are not taught separately in the learning process. Coyle et al. (2010) specify it as CLIL or *Content and Language Integrated Learning*, where it facilitates students with two main objectives which are teaching students with academic content and English language practice simultaneously.

CLIL is the methodology of an active student-centered where students are encouraged to participate and take their different characteristics into their learning (Grenfell, 2002). There is a great need for teachers to implement teaching methodology relevant to 21st-century demands and CLIL can be a solution and teaching language strategy reference. CLIL was created by David Marsh in 1994 as a teaching approach where the subject is taught through a foreign language; it proposes two main aims, namely learning the content and simultaneous language practice (Marsh, 2002). CLIL integrates four basic components (4 Cs) which are content, communication, cognition, and culture within a context (Lesca, 2012 in Sanz Navarro, 2020).

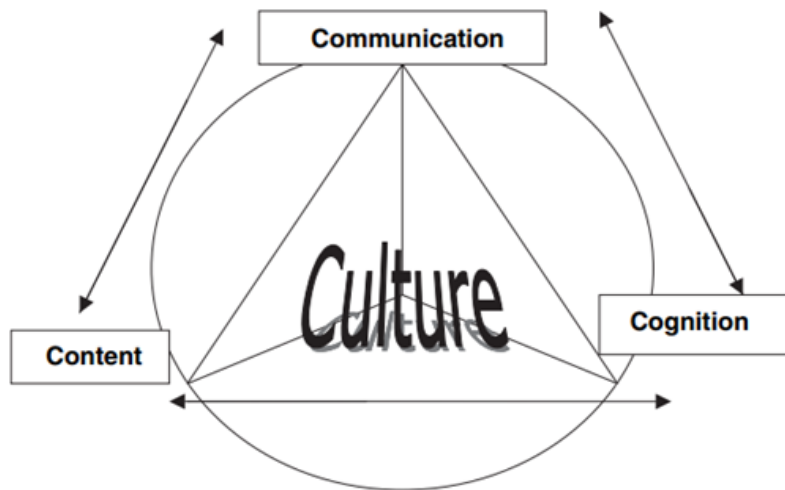


Figure 1. CLIL 4 Cs Conceptual Framework (Coyle, 2006)

Content refers to the thematic learning topic/material that students learn. *Communication* is the way students learn which is through interaction by using the target language. In the process of learning, students develop their *cognition* and gain more knowledge. The content and the language that students learn contain the *culture* that could enrich their understanding of the world (Coyle et al., 2010). In other words, the teaching and learning process must establish and link

the learning content (subject matter), cognition (thinking and learning process), communication (interaction and language practice), and culture (intercultural and global understanding). Students develop their knowledge, understanding, and skills while interacting with their teachers and peers by using the target language (Coyle, 2007; Coyle et al., 2010; Sanz Navarro, 2020).

Regarding teaching practice, some studies suggest teachers connect students' language learning with their context, culture, and reality. Herod (2002) in Vasquez (2019) argues that teaching materials must be taught within the context and used in real daily life. Contextualizing learning activities makes the lesson more visible, meaningful, practical, and understandable for students. The contextual teaching method considers the needs of students, learning purposes, and preferences. Context gives the background for language use (Harmer, 1991). Studies highlight that in order to build new knowledge, students need to connect the lesson with their prior experience or real-life issues.

In the process of contextual learning, students should learn through *feeling, watching, thinking, and doing* embedded with relevant content within the appropriate learning context (CORD, 1999 in Vasquez, 2019). As a part of the language teaching area, cultural awareness and global understanding have been a concern of many educators, practitioners, and researchers. When first-time children learn their native language, they develop their oral language by understanding spoken language which helps them with their linguistics and social development. CLIL has been considered a significant way to learn L2 or FL in a more meaningful way. As a teaching methodology, CLIL is flexible and can be adjusted to students' needs, language proficiency, and academic achievement level (Cinganotto et al., 2019).

Considering the importance of acquiring these 21st-century skills, this study needs to be done. This study offers CLIL as the approach to enrich students' knowledge, increase their cognition, and improve their English competencies. CLIL is often used to increase exposure to the use of a foreign language (Pladevall-Ballester, 2019). CLIL is one of the most effective teaching language approaches (Llanera et al., 2018 in Sanz Navarro, 2020). CLIL has increased its popularity in many countries, especially in Europe. It has been used in bilingual classes and multilingual societies. Remembering that CLIL is frequently used in bilingual classes or taught as a second language and anticipating that Indonesian students might find some difficulties in learning, especially students who rarely use English in their academic and daily life, the researchers intend to study the implementation and challenges of CLIL in English language teaching.

Although numerous studies explain the effectiveness of CLIL-based education in Indonesia (Arham & Akrab, 2018; Izzah et al., 2018; Sarip, 2019; Simbolon, 2020; Sumartana et al., 2019; Wijirahayu, 2019), not many explain in detail how CLIL can be implemented in the classroom. The implementation of CLIL in each research can vary depending on the context and circumstances. However, in this study, the researchers intend to share one of the experiences of CLIL implementation for EFL learners in Indonesia. Particularly, this study aims to investigate how CLIL is implemented in improving students' cognition and English skills and what the challenges faced by students and the teacher in its implementation.

METHODS

This study applied a case study as the research design and a qualitative method as the research approach. A case study was conducted since it could help the researcher to understand the case

or phenomenon in depth. It includes a very comprehensive and holistic investigation where the data can be gathered over a period of time according to the actual context (Hamied, 2017). The data were taken from classroom observation for twenty meetings in two different classes, beginner and intermediate. The class selection was based on students' language skill differences. Each class level provided different learning content and had different learning experiences.

During the observation, the researchers noted how CLIL was applied in the classroom, how students responded to the lessons, and what obstacles students and teachers faced during the application of this learning approach. Field note is crucial to describe all aspects of the situation being observed, including what is seen, heard, and experienced on-site. It contains clear, detailed, and comprehensive descriptive and reflective information that the researcher captures personally during the observation. Direct observation in the case study allows the researchers to explore the phenomenon from different perspectives, evaluate the relation among all aspects, and experience the process in its actual context (Hamied, 2017).

After twenty times of observations, the researchers conducted a focus group discussion with the two teachers in those classes. The researchers asked several things regarding the implementation of CLIL in the classroom such as the benefits of CLIL as a teaching approach, what obstacles occurred, and how to handle them. By having a focus group discussion, researchers could intensively ask and discuss the facts that had not been captured and understood during observation. The data obtained was explained and presented in the form of categories and narratives according to the research questions.

FINDINGS AND DISCUSSION

Findings

The findings in this study were divided into three categories: 1) the implementation of CLIL in English language teaching, 2) the benefits of CLIL as an English teaching method, and 3) the challenges of CLIL implementation in English language teaching.

The Implementation of CLIL in English Language Teaching

It is like a teaching approach in general; CLIL implementation requires preparation. Topic selection and learning activities design must fulfill the CLIL principle itself. Students' learning programs are planned by considering the dimensions of language, content, learning, environment, and culture (Coyle, 2007). The content topics of student learning materials were very diverse; discussion topics were adjusted to the student's proficiency level. The contents presented in this learning program focus on environmental, cultural, and other current issues such as "Should plastic bags be outlawed?", "Are electric cars really green?", "stunting prevalence in Indonesia", "All about Indonesia", "Indonesian culture", "Stages of Human Development", "Media literacy", "Toxic masculinity", "Quarter-life crisis", etc.

The learning process was designed by considering the language competence that students must require. Based on English language arts standards, nowadays students are required to master these six language skills which are speaking, listening, reading, writing, reviewing, and presenting (Donoghue, 2009; Kettler et al., 2021). During the observation, the researcher asked one of the students in the class. She told the researcher that before the class started, she had been informed about the topic that would be discussed. Students must watch a YouTube video where the link to the video could be found in the module. Students were directed to watch You-

Tube videos before class so that they would have the basic idea or information about the topic for their learning. It was also a part of listening practice and time efficiency so that when they entered class, they would be more focused on speaking practice. The student also added that every time before the class started, she always searched for information using Google regarding the topic and made some important notes about the opinion she wanted to convey regarding the issue of the topic to be discussed. This activity subconsciously trains students' writing skills, how they review information from various sources, and how they organize their ideas. From these several activities, students had been directed to gradually improve their listening, reading, writing, and reviewing skills which were also good to train them to do some preparation before attending the class.

In its implementation, the CLIL approach focuses on two things: 1) learning the content by using the language, and 2) practicing the language by using the content (Coyle et al., 2010; Marsh, 2002). These two focuses are integrated with the expectation of two outputs which are enriching students' knowledge and perspectives of the content being studied and at the same time improving students' English language proficiency. Integration is a significant teaching strategy that protects the content being taught and at the same time promotes language learning as both a learning medium and a learning goal (Coyle, 2002).

To achieve both learning objectives, learning was designed with several rules including 1) both teachers and students must maximize their use of English in the classroom; all contents were presented and discussed in English; 2) in order to give each student an equal chance to speak, classes were limited to five students and one mentor; 3) the quality of student learning was centered on communication and ideas and content arguments which conveyed by students; 4) grammar was not the main focus of learning, however, feedback and corrections toward students' grammatical mistakes would be given by the mentor at the end of the learning session; and 5) after four meetings, there would be one meeting where students were allowed to present the topic areas they master to their classmates. They would be given five to ten minutes for presentation, followed by three to five minutes for discussion and answering questions from their classmates.

The learning design for each meeting was quite the same as classroom learning in general, there were pre-activities, while-activities, and post-activities. In pre-activities, students were provoked to convey their ideas to several questions and statements related to the issues discussed. It was designed to see their background knowledge, perspective, and position on the issue. It was also part of the review and opening activity to make students well-prepared for the material to be studied. Meanwhile, while-activities consist of several activities such as 1) discussing the videos they had watched before, including answering several questions related to the information conveyed in the video; 2) discussing new phrases and vocabulary that students hardly ever use, including also making complex sentences using the phrases and vocabulary they had learned; 3) discussing and expressing opinions related to the topic; 4) discussing the moral values or lessons which can be drawn from the content that had been learned.

In post-activities, students were asked to give their closing statements regarding the issue. They were also given feedback regarding their speaking performance; several corrections and advice in terms of grammar and word choices were given by the mentor in a polite and friendly manner. By maintaining positive and supportive vibes, students were encouraged to use English

without any worry and fear of making mistakes. Outside of the class, students were also given the opportunity to use and develop their English independently, as simple as telling some daily activities to mentors via voice notes in WhatsApp or simply asking several things that had not been understood in class. The relationship between students and mentors was really well maintained since it would affect the activeness, willingness, and openness of students in participating in learning programs.

A higher-level class would have a more serious and important discourse topic; more vocabulary and phrases were taught with some additional learning sections such as idioms and other identical words. As a further action, the mentor would send a weekly student learning progress report as reading material for students to improve their language competence and be more fluent in English. The activities which had been carried out in these two classes considered the principles of CLIL implementation and language learning. In the preparation stage, students were directed to practice their listening, reading, writing, and reviewing skills; they watched the videos and learned the topics before having the class. While in the classroom, students were trained to improve their speaking skills, critical thinking, and a sense of respect for other people's opinions. In another meeting session, students were also given the opportunity to practice their presentation and speaking skills. These language competencies are very crucial and relevant, especially in the 21st-century era like today.

The Benefits of CLIL as an English Teaching Method

Language learning using CLIL had given a positive impact on improving students' knowledge and English language proficiency. One of the teachers mentioned that once one of their students expressed her gratitude for the learning because the vocabulary and themes that she learned had greatly helped her to pass the TOEFL exam. It was because the content of the material studied at CLIL was very diverse and up to date with issues that may be present in the TOEFL. The TOEFL test covers a variety of topics, including those learned in CLIL-based learning. Those topics are such as history, culture, economics, literature, biology, and others.

Moreover, both teachers and students admitted that learning English with the CLIL approach had helped them to improve their speaking competence. CLIL offers interactive and entertaining speaking practices that also promote systematic feedback and involvement among peers, teachers, and students (Swain, 2000 in Coyle, 2007). CLIL encourages interpersonal interactions such as peer collaboration since it fosters a positive classroom atmosphere that encourages interaction among students while students' motivation, language competence, and learning improvement were successfully realized due to the implementation of CLIL (Bower et al., 2022).

Another benefit of learning with CLIL was that students not only learn about the topic and practice their English but they were also taught to explore the wisdom and moral value of the material being studied. For instance, when they talked about "social media", they did not just talk about its positive and negative effects; they were also told to learn more about how to use social media more wisely. Also, when they learned about "Indonesian culture", they did not only learn about several cultures, traditions, and customs in Indonesia but also how to preserve them for the future. In the context of foreign language instruction, the CLIL fundamental learning framework has been successful in fostering students' intercultural awareness and civics education (Bower et al., 2022; Porto, 2021). In addition, several topics in the CLIL program

also try to prepare students to think globally and interact with the wider community. One of the topics that students learned was “working abroad”. This topic not only shared the perspectives and prospects of working overseas but also discussed how to prepare young Indonesians to be ready for global competition. Learning instructional design using CLIL prepares students to become global citizens who are skilled with moderate literacy in a multilingual community (Bower et al., 2022).

CLIL-based learning could also train students’ autonomous learning because on several occasions students were faced with unfamiliar materials which encourages them to study and prepare themselves well before the class. The various topics provided in the learning program unconsciously drove them to independently learn the contents. However, on other occasions, students got topics that they like or in line with their interests. It made them excited about the discussion. CLIL offers diverse, meaningful, and adaptive integrated learning (Coyle, 2006).

I think the CLIL learning model is very helpful and beneficial to improve my students’ speaking skills, even for myself as the teacher. We can practice our English while increasing our knowledge and insight into the world. It also trains us to be more independent and disciplined in learning because it is impossible to join the class without preparation, especially if we are completely new to the topic to be discussed (T1)

Learning programs using CLIL can familiarize students with tough topics. Students can learn to look at an issue from various perspectives because, from the discussion activities, students can share and exchange information. This kind of activity is so beneficial to prepare students for the language requirements of the 21st-century demands, where communication in English with still paying attention to cultural, social, and environmental elements would be very much needed.

The Challenges of CLIL Implementation in English Language Teaching

From the observations and discussions with the teachers, the researcher can conclude that the two classes in which CLIL was implemented were all designed for adult learners. It was confirmed by the types of topics and the main learning activities in the form of direct discussions using English. One of the teachers mentioned that CLIL itself can be used for lower levels such as children and adolescents. However, the learning content must be made simpler, and the English language must be practiced more intensively and frequently.

Another CLIL implementation challenge was that sometimes teachers have to put in extra time to make a lot of preparation. English teachers would not focus on teaching grammar, daily expressions, or various types of texts, but rather teaching students to express their ideas related to the contents by using the target language. Teachers were required to have sufficient knowledge of the materials they teach even if it is outside of their area of expertise. Of course, they do not need to become experts on that topic, but at least they need to have general knowledge of the topic being discussed.

Since the topics used for each meeting are different, I have to learn and prepare myself well. Especially, if the topic discusses science, I need to study more, because my background is non-science. I still remember when I am about to teach “solar system”, “how do planes fly?”, “pregnancy stages”, and “adaptation of living organisms” to my students. I have to learn about those topics before going to class (T1)

Besides requiring well-teaching preparation, the teacher must pay attention to classroom management and how the teacher can keep students excited in the learning session. In addition, students may have a limited vocabulary if the content is unfamiliar to them, which often lowers their confidence in expressing their thoughts and opinions. Surely it is not an easy task because the teacher has to guide the students slowly. So then, they can involve with the topic and participate in the conversation comfortably. They should be given sufficient space and basic vocabulary related to the topics discussed, so then, they know and can express what they want to say to their classmates.

We know that students' mood swings and fluctuate. Especially, if the topic of discussion is new to them, they will tend to be more silent. Therefore, the teacher must be very skilled at stimulating the students' curiosity and enthusiasm. The key is usually at the beginning of the class. If at the beginning the students are already feeling excited about the lesson, then it is usually easier to make them speak. Having questioning skills is very needed here. Teachers may utilize question words like "why", "how", "what if", and others to prompt students to voice their ideas (T2)

The last concern that becomes the challenge of CLIL implementation was students' lack of speaking competence. During the observation, some students seemed to have difficulty expressing their ideas due to their poor speaking skills. This is because the CLIL-based learning model is not very suitable for lower achievers. Not all schools in Indonesia have adopted CLIL, either because of teachers' lack of competence in using the language or due to the focus of our curriculum that is not supporting CLIL implementation.

CLIL will be difficult for students who just learn how to speak English. As the mentor, I have to be patient and it takes more meetings for students like that to get used to this kind of learning method. I often ask those students to learn the learning contents first and then motivate them to not be afraid to speak because everyone in the class has the same goal "We are here to learn and practice the language together" (T2)

Discussion

This study found that CLIL was proven to be able to improve students' language skills and cognition. It was in accordance with several previous studies that state that CLIL is effective to be used for English language teaching (Simbolon, 2020; Sumartana et al., 2019). By implementing CLIL in English language teaching, students not only develop their language competence but also gain their perspectives, awareness, sensitivity, and insight into the world (Bower et al., 2022). When students participate in CLIL-oriented classrooms, they use all learning strategies including memory, cognitive, metacognitive, affective, and social strategies (Khoiriyah & Soeparto, 2022).

There are various learning models to implement CLIL in language teaching around the world. However, how it is implemented in classroom practice would depend on certain conditions and other supporting factors. CLIL program model can be situated and designed as monolingual, bilingual, or multilingual instruction based on sociocultural and environmental factors such as language preference, learner's age, and language proficiency level (Beardsmore, 1993; Marsh et al., 2001). Since every country has a different educational system and sociocultural diversity, each country has its own specific ways of implementing CLIL. No particular model can be used consistently across nations (Nikula & Marsh, 1998).

CONCLUSION

This research leads the researchers to the conclusion that CLIL-based language teaching can be used to improve students' language proficiency, particularly their speaking competence. CLIL not only can enhance students' English language competence, but it will also enrich and train students' knowledge and critical thinking. In addition, this teaching approach is very relevant to the needs of this era. When students reach a higher level of education, be involved in a particular workplace, or even interact with people from different parts of the world, the ability to communicate and convey ideas and thoughts in English will be very much needed.

However, no teaching method is perfect. The effectiveness of teaching methods is strongly influenced by conditions, learning objectives, students' language proficiency levels, and their learning characteristics. Although the grammar-translation approach could be better suited for beginners, if students are consistent in their learning efforts, they will eventually be able to participate in language programs that use CLIL as the learning model. This research still has many limitations. Since it is a case study, the results of this research cannot reflect all phenomena in the field. Research results may differ from one place to another. The concept of CLIL implementation can also differ from one study to another. More research on this issue needs to be done. However, with all its limitations, the researchers hope that the results of this study can be useful and informative for English teachers who are interested in CLIL-based teaching.

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STUDENTS' NEED TO INCREASE ETHICALLY ACCEPTABLE PARAPHRASING OF ACADEMIC TEXTS

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Abstract

The lack of Indonesian students performing their abilities in L1 paraphrasing becomes the primary reason they are labeled as persistent plagiarizers. Students, in Indonesian context and circumstances, need to broaden their perspectives regarding how to document the sources, using them in their original papers to support and defend the arguments. Literacy should be developed sustainably in order for students might critically think and state things with evidence. However, to say that students still developing English writing text as intentional plagiarism will appear to be overly harsh. Teachers, at the university level, should acknowledge that students' commitment to plagiarism is the process of knowing its definition, characters, impacts, and habit of copying others' work without any attempt to document it properly. Moreover, it also signs the teachers that students' ability to use academic English needs improving. Observing these facts urges us to facilitate students to make them ready to conduct the paraphrase of the L2 texts while their EAP is still developing. This study seeks the fundamental preparation that should be made to generate acceptable paraphrasing texts.

Keywords: *Reading and Writing Knowledge, Plagiarism, Academic Writing*

INTRODUCTION

There are obligations for university students to develop academic habitual activities such as conducting research, summarizing and paraphrasing, and selecting words and sentence patterns that are more academic. Moreover, they are expected to have the ability to avoid plagiarism and master the techniques to generate refined paraphrasing texts, academic language teachers are obliged to understand what tools the students should own for the sake of paraphrasing tasks (Mafiza & Wiyannah, 2022; Scroggs, 2015). Teachers should not merely ask students not to do

plagiarism, more than that, it needs to take into consideration how deep our students' understanding of paraphrasing and their motivation for it (Hirvela & Du, 2013; Schwabl et al., 2013; Subekti, 2022; Sukowati et al., 2020), the students' level of reading and writing during engaging in a communication (Seran & Irawan, 2021; Endahati & Widagsa, 2018; Wahyuni et al., 2020; Zhao & Hirvela, 2015), and how well students utilizing the critical thinking to solve problems (Islamiyah & Al Fajri, 2020; Wijaya, 2022). Are the students possess sufficient abilities in synthesizing and structuring ideas? Are students able to make a clear cut between paraphrasing and summarizing? Are they reluctant to deal with technical content with a large number of unfamiliar terms? Are they afraid to make many linguistic changes ended up in an unfaithful representation of the information? Although there are abundant tools and technologies that help humans work, in this case, paraphrasing, there are elements inside the students that need to be developed. Indeed, technology provides and increases open-distant learning, and real-time feedback (Prasetya & Syarif, 2022) focusing on collaborative learning among peers and teachers, yet students still obligate to develop the language instinct for not doing the plagiarism. Being able to rephrase, frame, and restate experts' idea with proper acknowledgments of the sources mirror academic integrity and personal development (Rogerson & McCarthy, 2017).

In the L1 context, in this case, the Indonesian language course, little attention has been given to the training of paraphrasing. Indeed, some efforts have been given such as trans-language (Hungwe, 2019). This research seeks what students do need for paraphrasing sources in the context of Indonesian learners at the English intermediate level. The level depicts to us that they have not familiar with the academic research reading texts. Meaning that paraphrasing is a new thing that requires competence in diction, wording, and sentence structuring as a way to capture a writer's original idea especially when there is no significant training in working with sources in students' L1.

METHODS

It is a case study that involved 17 students in their second year in the English teacher training department of Universitas PGRI Yogyakarta who was administrated to be interviewed regarding their perception during paraphrasing source texts for their final research paper. The less habit and capabilities of those students in our university in understanding and avoiding plagiarism becomes the researchers' main concern to conduct this case study. This is an observation to seek the primary students' problems to generate paraphrasing from sources of research academic English, is it due to the low level of vocabulary, English sentence building, creative thinking, and literacy, or else? The interviewer focuses the questions on difficulties from the reading until the paraphrasing to depict the most factors why the quality of knowledge-reading and knowledge-writing are low. The early hypothesis states that low vocabulary, sentence structure, and reading habits are the common factors of students' paraphrasing failure. It makes students be more 'patch-writing than paraphrasing. However, this study would seek more than those factors to reveal students' basic needs, things to be corrected and fixed to enable them successfully in grasping the sources' contents through the activities of reading and re-writing. The first process of gathering data is providing everyone with a research paper that has been published by certain indexed journals. They were asked to provide 1-2 paragraphs as the results of their reading as a way to demonstrate their ability in paraphrasing. A series of questions as a questionnaire was administrated to detect students' difficulty in producing ethically acceptable paraphrasing products. The students' answers are the indication or parameter in which part of the difficulties they are dealing with. Those difficulties would be used as recommendations for teachers to focus on, besides getting the students accustomed to dealing with paraphrasing.

FINDING AND DISCUSSION

Technology nowadays becomes a thing that can be counted on for students to help them refine the product of paraphrasing, in the case that they are doing merely patchwriting. At this level, our students change the diction and alter the sentence structures. Some experts agree this is not always wrong since it is the first stage of changing habits, from merely copying to changing words and structures. However, paraphrasing is more than that. The following table contains the respondents' answers to the question of what makes it difficult for them to paraphrase.

Table 1. Respondents' answers on their difficulty in paraphrasing

No	Identity	Respondent's Answers
1	Respondent I	Many words in the journal that I do not master so I have to use a dictionary in translating and rearranging. Low level of vocabulary, translation difficulties
2	Respondent II	The difficulty I experienced during the paraphrasing process was to fully understand the meaning of the sentences in the related articles. Lack of text-reading habit
3	Respondent III	There were too many words that I didn't know. Low level of vocabulary
4	Respondent IV	I am afraid that even if there is a slight resemblance in the language of the author, it will affect all the results of my paraphrasing. Language Anxiety
5	Respondent V	I still don't understand and am confused about how to operate the sentence, whether to write in the simple past or present perfect. Aspect and Tense Error and Confusion
6	Respondent VI	I think reading is boring, and I need a lot of time to understand the contents of the material I read. I need to re-read the sentence several times until I really understand what the researcher is saying and then conclude it. Learning boredom, Lack of reading exposures
7	Respondent VII	I feel that all the data is too important that I am confused about how to summarize it. Lack of Paraphrasing activities
8	Respondent VIII	The main problem is when it comes to translating it into standard language or scientific language, it's clear that I will have difficulty because of the lack of learning in that area. Not accustomed to using Academic English
9	Respondent IX	It is difficult to draw accurate conclusions from research results. It is difficult to summarize the main points of writing that are often found so that they can be brief and correlated. Difficulty in summarizing
10	Respondent X	There are so many paragraphs that will be paraphrased that it is difficult to find the core points of a text or journal. Takes a long time to think in constructing sentences. Difficulty in constructing an idea
11	Respondent XI	I'm not very good at choosing words to write in my paraphrase. I have to find synonyms for words so that the essence of the paraphrase does not change and still explains the contents of the journal as a whole Problems with dictions; failed to understand paraphrasing
12	Respondent XII	Most of the research methods I read have a vocabulary that is foreign to me, and because of that, I become slow to understand a study, especially in the method section of research. Lack of understanding of research steps.

No	Identity	Respondent's Answers
13	Respondent XIII	Because of a lack of understanding, it will be difficult to make a paraphrase. For example in the research results section. The research results are the most difficult part in my opinion, but a few can understand because there is a table of the results of the interviews Lack of ability to read data
14	Respondent XIV	I have difficulty deciding on research results if in the research there are conflicting opinions between sources Failed to defend ideas
15	Respondent XV	I am sometimes still a bit confused with the layout and what words should I use in these conditions Lack of Academic English sentence structures
16	Respondent XVI	I find it difficult to relate it to what the author really wants to convey in the sentence Failed to grasp the content
17	Respondent XVII	The results of my paraphrases still do not smooth when read and I still tend to get confused in finding new words to avoid plagiarism Non-native English writing products

Some respondents are still confused about how paraphrasing should be properly defined and valued, the idea of changing words and altering sentence structures. The 'sound' of paraphrasing by employing this false understanding would fall into plagiarism, which is an unintentional one. This is a dichotomy of what paraphrasing should be interpreted properly as students are expected to spark the interpretation of the sources through paraphrasing which is only relevant to the new texts, by not directing to misleading or additional ideas (Shi & Kowkabi, 2018). Other respondents have less ability in sentence structures and proper dictions which is contra to basic knowledge on paraphrasing, lexical competence, and syntactic competence (Ji, 2018). Actually, for novice students whose L1 is not English, it is highly demanded that teachers expose students to get familiar with source-based writing (Doolan, 2021; Mira & Fatimah, 2020). Students should have proper quality and quantity of using source texts to support their arguments in their writing, as one of the ways to train their lexical and syntactical abilities. They would have the opportunity to sharpen their diction, sentence structures, and logical thinking and also defend their own ideas through supporting statements from the sources.

The novice writers, in this case, are students and are expecting the teachers' awareness about students' level of paraphrasing. They start to read and understand the academic texts by translating word for word, sometimes it is ended confusion. Indonesian as the L1 and English as the L2 have close patterns of sentence structures, although the Aspect and Tense are not. The challenges are most on the dictions, students are expected to have abundant English academic ways to define things. One thing that should be clear-cut among teachers is that the earlier students are exposed to critical thinking through paraphrasing, the more well-prepared students would be at the university level in which the demand for critical thinking and writing through source-based writing is high. In the first stage, students should have abundant and proper exercise to have more perspective when they are considering things since paraphrasing employs deep critical thinking, i.e. the ability to think and write from various sources and arguments.

CONCLUSION

Most students find it difficult to deal with specific terminologies which seem new, students take more time and attention to acknowledge them and have less consideration to get the essential

meaning or messages. Some students successfully deal with the reading activities but failed in writing knowledge, they have serious problems in retelling what they have read. This study suggests that, in the L1 context, pupils should have sufficient training in paraphrasing. So that in the L2 context, they know what they are dealing with. The result of this research implies that most students at the university level, no matter in what department they are, need to boost the habit of thinking critically and paraphrasing. The problems they are dealing with in paraphrasing, as it appears in this research data, awake teachers to recognize what supplementary subjects or activities during the classroom should be well threatened. Developing the habit of producing ethical paraphrasing can be started from the subject of L1, Indonesia, to ease the learning or the processes.

This is a case study that limits the result covering the local respondents, the result would be more valid whenever it employs the general students from various universities and departments in a province or a state. It is expected that, whenever the data are from the more various sources, the results would be more scientifically tested. Future research is expected also to observe, test, and remark on the L1 paraphrasing activities as the starting point to develop the quality of L2 so that the efforts from teachers to make students understand and be able to conduct ethical paraphrasing would be scientific in order.

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ENGAGING STUDENTS' WRITING COMPETENCY ON METADISCOURSE MARKERS USING DONALD TRUMP PRESIDENTIAL SPEECHES

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Abstract

This study aimed to investigate the implication of Donald Trump Presidential speeches as the teaching material of Metadiscourse Markers (MM) in writing class. It employed a qualitative study of English students after the pandemic situation. The research population consisted of 30 second-year students (male and female) from one selected class of Contextual Written Language Skills (CWLS) in the English Education Department of State University of Medan, Indonesia. The CWLS students' writing ability was assessed using a questionnaire and Donald Trump Presidential speech transcripts taken from millercenter.org. The study referred to Hyland's metadiscourse taxonomy (2005) and Lee's contextual factors in writing (2016). The findings revealed that there was a distinct improvement in CWLS students' writing ability between males and females on MM. This study also found that methodological variables such as teaching material and instructional design were some of the influencing factors in the learning process of MM using Donald Trump Presidential speeches.

Keywords: students' knowledge, metadiscourse markers, Donald Trump's speeches

INTRODUCTION

In Indonesia's education system, it is demanded that students are proficient in English. One of the government's goals is that Indonesian human resources should be proficient in English to work internationally, which is reflected in the Indonesian National Qualification Framework, or KKNi (2012). There are many ways to study English. One of them is the use of political speeches as teaching resources. Donald Trump's political speeches have gained much attention since the election of U.S. President back in 2016. He often uttered hate speeches towards his opponent, for instance, 'crooked Hillary' (Book et al., 2020). On another occasion, he called his opponent motherf***er, son of a b***h which led him to impeachment in re-elected as President (Reyes & Ross, 2021). Therefore, many researchers have investigated his political speeches to interpret his implied meaning and his political purposes in delivering his speeches (Book et al.,

2020; Elder, 2020; Reyes and Ross, 2021; Stoner, 2021; Alenisi, & Abusaleek, 2022).

Despite many studies investigating Donald Trump's political speeches, very little research has attempted to show how President Trump's speeches has affected the teaching material of English. Researchers tended to focus more on the speech implicature and the political view of Trump's speeches along with his political intention (Elder, 2020; Stofner, 2021; Alenisi & Abusaleek, 2022). Hence, English language learners were unaware that the President Donald Trump frequently utilized MM in his political addresses, particularly in direct remarks (Hyland, 1998) to achieve his goals. President Donald Trump used MM to interact with the people of the United States to show his attitude or commitment, to hedge his opinion, or to boost his policies (Hyland, 2005). Thus, MM should be introduced to English language learners due to their significant role in the delivery of a speech.

Metadiscourse Markers (MM) were rhetorical devices intended to increase audience involvement when speaking or writing (Hyland, 2005). MM is applied by the authors to acknowledge and share responsibility of one specific issue as well as the expectations of the readers. Despite the topics on MM in written material, such as letters (Huang & Rose, 2018; Yang, 2021) and essays (Alkhathlan, 2019) have been extensively studied yet there hasn't been any research on how Donald Trump's presidential speeches can help English students learn about metadiscourse markers. Data from 2020-2021 indicated that English language learners still struggled in studying English (Zali, Mohammad, Setia, Benjamin & Razlan, 2020; Ramzan & Hafeez, 2021; Chen, 2021; Yang, 2021). They have to study many things (i.e., grammar, ideas, organization, vocabulary, voice, cohesion, and coherence) to write English effectively. They require metadiscourse markers. Students need to familiarize themselves with MM due to their roles in effective writing, conveying the coherence and cohesion of the text, building text organization, and encouraging them to write effectively. Thus, this paper focuses on Hyland's taxonomy (2005) to classify the metadiscourse markers.

Table 1. Hyland's (2005) Taxonomy on Metadiscourse Markers

Interactive Markers	Examples
1. Transitions	In addition, and, but, thus
2. Frame markers	Firstly, finally, in conclusion
3. Endphoric markers	As noted above that, see figure 1, the previous section
4. Evidentials	According to Hyland (2005, p. 49), It is in line with Lee (2016)
5. Code glosses	For instance, such as, in other words
Interactional Markers	Examples
1. Attitude markers	I believe, I think, I agree
2. Self-mention	I, the author
3. Engagement markers	We, our
4. Hedges	May, can, probably, assume, around, perhaps
5. Boosters	Will, must, definitely

According to Hyland (2005), MM was classified into two main categories: interactive markers and interactional markers. Writers use interactive markers to assist and guide the readers in understanding the content of the text. Hyland (2005) has classified interactive markers into 5 sub-categories: (1) transitions were used to accentuate the semantic relation between the meaning of the main clauses (i.e., *and*, *but*, *though*), (2) frame markers were used to indicate numbering order or sequences in a text (i.e., *first*, *at last*), (3) endophoric markers referred to the previous information that the writers have discussed in the text (i.e., *as stated previously*), (4) evidential usually referred to others' investigation under the same topic (i.e., *Hyland's investi-*

gation, Lee stated that), and (5) code glosses which assisted readers in understanding conceptual information. They included signaling words (i.e., *namely, like, in other words*).

Another main category is interactional markers. Writers use interactional markers to engage the readers in the discussion. The students also need to learn the function of interactional markers to write efficiently. They must participate in the discussion and do the assessment of Donald Trump's speeches to gain knowledge. Hence, Hyland (2005) has classified interactional markers into 5 sub-categories: (1) attitude markers referred to writers' or speakers' personal feelings or attitudes towards their claims (i. e., *I feel, I believe*), (2) self-mention was used to directly point the authors or speakers by using pronouns (i.e., *I, my*), (3) engagement markers were used to build the bond between speaker and audiences or writer and readers by using the third plural pronouns and possessive pronouns (i.e., *we, our*), (4) hedges were words to soften the force of a statement and win over audiences or readers on a particular topic (i.e., *may, can, should, would*) and on contrary (5) boosters were words that increase the impact of a statement to emphasize the speaker's or writer's conviction on a certain subject.

As it has been discussed in the previous paragraph, English students face obstacles in acquiring their knowledge of MM. They struggled to structure their ideas, connect one clause to the next, and draw the reader into the writing (Yang, 2021). It was a challenging task for them to write effectively and comprehensively (Zali et al., 2020). Thus, MM should be introduced in an appealing, captivating, and challenging way to the students. Donald Trump Presidential speeches consisted of many controversial issues that provoke the debate on race, ethnicity, religion, and human rights. He proclaimed himself as someone who will make America great again. With his new economic ideas, he made references to his ten years of business experience available to Americans. Entrepreneurs, Politicians, Practitioners, Policymakers, Researchers, and Educators will learn a lot from his expertise. It is also beneficial to students of English as a Foreign Language (EFL), especially the 30 second-year students (male and female) in the English Education Department of State University of Medan, Indonesia. They can relate to his remarks.

Speech is a politician's craft of persuading listeners to do the speaker's intention. Thus, a speaker must use a rhetorical device to limit his commitment while delivering his speech such as Trump's speeches. Trump's remarks are chosen as teaching resources because they are distinctive, surprising, and unpredictable. His positive and negative comments can help English learners understand more on how to use MM in academic writing or delivering a speech. Thus, the 30 second-year students of the English Department of State University of Medan should acknowledge these meta-discourse markers material to improve their proficiency in writing and speaking.

Referring to Lee's argument (2016) on the contextual factors in writing, it is found that the CWLS students' writing proficiency level of the English Education Department of State University of Medan, Indonesia were affected by a variety of contributing variables. The contextual factors determining students' writing skills were (1) learner variables, (2) situational variables, and (3) methodological variables. The first variable was learner variables. Learner variables were the variables affecting students' self-esteem. The elements that originated from within such as students' motivation, learning style, goals, and L1. The second variable was situational variables. They referred to other elements like the teacher, physical environment, and socio-economic circumstances that impact students' proficiency. The last was methodological variables. Methodological variables are also known as the teaching method's influencing elements such as instructional design, teaching materials, and teaching techniques.

Illuminated by these findings (Nasir, Naqvi, & Bhamani, 2013; Cahyono, & Amrina, 2016; Alkathlan, 2019; Zali et al., 2020; Chen, 2021; Ramzan, & Hafeez, 2021) the present study tries to analyze students' knowledge of MM using Donald Trump's Presidential Speeches. This

paper aimed to answer the following questions:

1. How is the CWLS students' writing competency on MM after having Donald Trump's presidential speeches as the teaching material?
2. What are the contextual factors influencing CWLS students' writing competency?

METHOD

This study was designed as an explorative analysis with the qualitative method that employed a writing test and questionnaire (Tracy, 2013). It involved one selected group of 30 second-year CWLS students (males and females) of the English Education Department of State University of Medan. The writing assessment was applied to test their writing competency using the speeches of President Donald Trump. The purpose of employing this method aimed to measure the students' writing ability using Donald Trump Presidential speeches.

The research population consisted of 30 second-year students (males and females) of the English Education Department of State University of Medan, Indonesia who enrolled in the Contextual Written Language Skills (CWLS) class. The group was selected due to their competencies in English. They have passed the teaching material of English Grammar. For the second year, they have continued with CWLS. Thus, they needed to be engaged with MM to improve their writing skills.

The instruments of the study consisted of writing assessment and questionnaire. Initially, the researcher assessed the 30 CWLS students' writing competency using one of the speeches from President Donald Trump to measure their understanding on MM. Next, the researcher handed out the questionnaire consisting of ten (10) important questions to find out the 30 CWLS students' views on using Donald Trump presidential speeches as writing material. These questions were divided into three (3) main parts. Part 1 (questions 1 to 3) consisted of three questions about the 30 CWLS students' views on writing material. Part 2 (questions 4 to 6) consisted of three questions talking about President Donald Trump speeches. Part 3 (questions 7 to 10) consisted of four questions talking about MM in President Donald Trump' speech.

The procedure of this study consisted of three stages including (1) the preliminary stage, (2) the teaching stage, and (3) the assessment and questionnaire stage. The preliminary stage initially started with the literature study on students' writing problems, finding the source of the problem, and designing the solutions using a teaching plan. The next stage was preparing the teaching material along with the MM assessments. The assessments consisted of one of Donald Trump's presidential speeches. The CWLS students were instructed to underline the MM that they found in the text. Then, they were asked to explain the function of each MM. For the final task, they were asked to write a simple speech using MM that they have learned. Last, the questionnaire stage. The purpose of sharing the questionnaire is to find the students' personal opinions on the teaching material. The study was conducted from August to November 2022.

The pre-test was conducted at the beginning of the teaching process. The purpose of the pre-test is to measure CWLS students' writing proficiency level before they were treated with the MM teaching material. The MM teaching material was taught for 12 meetings with 6 meetings offline and 6 meetings online due to the post pandemic situation. This study was conducted in the CWLS course. The purpose of this course for the students is to identify academic writing concepts along with writing skills. The students were expected to write different academic essays. They learned about the essay and its components, coherence and cohesion, transitional signals, and other interactive and interactional markers.

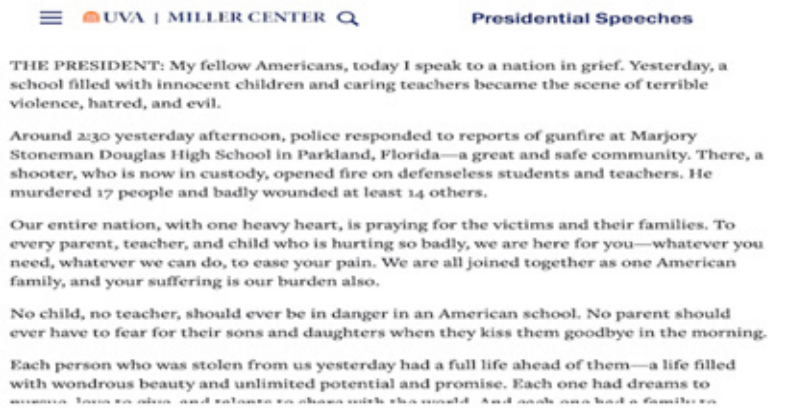


Figure 1. The assessments of MM teaching material (Statement on shooting in Parkland, Florida, 25 February 2018)

The students easily acquired more knowledge on MM by using Donald Trump Presidential speeches. It is in line with Hyland’s argument that the MM found twice as much in direct speech (1998). After the students discussed one particular topic such as coherence and cohesion, they were assessed using Donald Trump Presidential speeches transcripts taken from the millercenter.org website. They were required to find MM in President Donald Trump’ Speech and underlined it. Next, they were asked to write a simple speech using MM. At the end of 12 meetings, they were asked to fill up a questionnaire. Each of these questions required logical, critical, and innovative thinking to improve AWLS teaching material.

The last stage of the study was to assess the students with one of President Donald Trump’ speeches. The purpose of the assessment is to find out the teaching outcome and students’ influencing factors in gaining knowledge on MM by using Donald Trump Presidential speeches. The assessments have been given for 12 meetings, while the questionnaire was only given once. A writing rubric was used to analyze CWLS students’ writing tests. The rubric consisted of some score to assess CWLS students’ competences. The research findings will be explained using an explorative argument.

Table 2. Rubric for Academic Writing

Criteria	Excellent	Meets Expectations	Approaches Expectations	Needs Improvement
Thesis	The statements are clear, match to the topic, and have novelty	The statements are fairly clear, match to the topic, and have originality	The statements are vague, and do not fully match to the topic	Totally out of topic
Organization	Fully supports the topic, MM are effective	MM are appropriate, ideas are unorder	MM are ineffective	Unclear ideas, no MM
Support	Concrete ideas development, original, and convincing	Solid ideas but less original reasoning, have appropriates examples	Too broad, and have doubt ideas, many repetitions	Off-topic consisted of faulty assumption

Criteria	Excellent	Meets Expectations	Approaches Expectations	Needs Improvement
Sources	Referred to expect theory, develop own ideas, various sources	Referred to expect theory, develop own ideas, using some quotes	Referred to some relevant sources, develop own ideas, using inappropriate paraphrase	No relevant sources, overuse of paraphrase
Style	Various, effective sentences, appropriate MM, stress and tone is smooth and suit to the readers	Some various effective sentences, accurate MM, less stress, and intonation	Little sentences variations, less MM, inconsistencies tone, and tenses	No variety in sentence
Conventions	Error free, full of evidence	Few grammatical errors	Mechanics weakness repetition	Many error in grammar

Adapted from USC Centre for excellent in teaching (2023)

FINDINGS AND DISCUSSION

CWLS Students’ writing competency on MM after having Donald Trump’s presidential speeches as the teaching material

The pre-test indicated that each student of CWLS class hasn’t been well-acquired with MM. The result showed most of the CWLS students got less than 50% of correct answers. One of the influencing factors was the teaching material. Initially, the CWLS students needed to be introduced to MM material. Hence, they have noted the role of MM in writing. Then, they also needed to have more intriguing, and prominent assessments for instance Donald Trump Presidential speeches. These kinds of assessments helped them in practicing their MM, simultaneously. It was inferred that CWLS students’ writing competency should be engaged with challenging learning and assessment material. It is in line with Cahyono and Amrina’s argument (2016) that English teachers are guided to increase students’ writing proficiency level by working on the language use aspects. The language used in Donald Trump Presidential speeches helped the students to improve their writing skills.

Table 3. Distribution of Topics in the Donald Trump’s Speech

No	Topic	Correct Answers in %	
		Male	Female
1.	Inagural Address, January 20, 2017	55	70
2.	Adress to join the session of congress, February 28, 2017	75	75
3.	Statement on shooting in Parkland, Florida, 25 February 2018	80	85
4.	Address at the world economic forum, 26 January 2018	82	90
5.	State of the Union Adress, 30 January 2018	82	87

The finding revealed there was a distinction result on students’ comprehension between males and females. Once, they have been taught the MM teaching material using Donald Trump Presidential speeches, their writing abilities were improved. Most female students understood more about MM because they have watched the news on Donald Trump’s hate speech issues during his role as U.S. President. Despite their incompatible writing proficiency levels, they have more understanding of MM and they have well-acquired with each role. Moreover, they have been involved in deciding the assessment material by sharing their thoughts via questionnaire.

From the ten MM referring to Hyland’s theory (2005), students mostly used attitude markers (I think, I agree), transitions markers (but, and), code glasses (such as, like), and hedges & booster

(maybe, can, will, must) in their speeches to share their opinion on a particular issue. It is indicated that they needed to speak up on their personal views confidently and MM assisted them to write an effective speech.

The contextual factors influencing CWLS students' writing competency

Another finding of this investigation indicated that the student's writing proficiency levels were influenced by particular factors. According to Lee's argument (2016), environment, instructional strategy, and students' motivation have an impact on students' writing abilities. In this case, the instructional strategies of teaching material and teaching assessments were the influencing factors. The students' learning outcomes were impacted by modifying one of these teaching strategies, i.e., teaching material, and teaching assessment (Nasir et al., 2013; Ramzan & Ha-feez, 2021).

Corresponding to the CWLS students' learning material needs, a questionnaire consisting of 10 questions was applied as one of the research instruments. The researchers organized the related category of questionnaire into three parts. Part 1 (questions 1 to 3) consisted of three questions about the 30 CWLS students' views on writing material. Part 2 (questions 4 to 6) consisted of three questions talking about President Donald Trump speeches, and part 3 (questions 7 to 10) consisted of four questions talking about MM in President Donald Trump' speech. These questions led the CWLS students to understand the topic and assessments in the writing materials. According to the questionnaire result, the researchers found that students enjoyed and asked for more assessments during the learning process. It was shown in the questionnaire choices. Most of the students (90%) have chosen 'strongly agree' in corresponding to the question no 10: *Do you think English teachers should give more challenging material like Donald Trump Presidential speeches to improve your writing competency. Moreover, all of them have chosen 'strongly agree' in corresponding to the question number 8: Do you think studying MM will improve your writing proficiency level?.* It was indicated that CWLS students' writing competency has improved through the implementation of MM in President Donald Trump' speech as teaching material.

The pre-test showed that 30 CWLS students' writing competency level were pre-intermediate (Hartfiel et al., 1985) and they were unfamiliar with MM. However, the 30 CWLS students' writing competency have improved after they have MM in President Donald Trump's speech as the teaching material. They enjoyed having Donald Trump Presidential speeches as the writing material. It was indicated that the methodological variables (the teaching method) were the influencing elements in the CWLS students' writing competency. The instructional design, teaching materials, and teaching techniques have affected the learning outcomes.

CONCLUSION

Overall, the teaching process to engage CWLS students' writing competency of metadiscourse markers (MM) using Donald Trump Presidential speeches has been accomplished. The result revealed there was a distinct improvement in students' writing abilities. Despite this, female students have gained more advantages in their awareness of political situations back in 2016-2021. Most students have engaged in MM as teaching material and have raised their writing abilities in using MM as a rhetorical tool in effective writing.

Additionally, from the assessment result, the researcher found that the student's writing proficiency level was improved. It was due to the assessment material using Donald Trump Presidential speeches. Students considered the tests challenging and innovative. Moreover, they have understood the role of MM to write a speech or other academic writing. They employed interactive and interactional markers to organize their ideas which resulted in effective writing. From the ten MM referring to Hyland's theory (2005), they frequently used attitude markers

(i.e., *I think, I agree*), transitions markers (i.e., *and, but*), code glosses (*such as*), hedges and boosters (i.e., *maybe, can, about, will, must*).

Another finding was the contextual factors influencing CWLS students' writing competency in mastering MM in President Donald Trump' speech. This study revealed that methodological variables (the teaching method) such as instructional design, teaching techniques, and assessment materials were the influencing factors in involving CWLS students' writing competency of MM. The questionnaire indicated that students were eager for logical, critical, and innovative assessments to develop their writing skills. It is in line with Lee's contextual theory (2016), the methodological variable was one of the important elements in improving students' writing awareness. Instructional design, teaching materials, and teaching techniques were the elements of the methodological variables. They have impacted on the students' willingness to engage in new knowledge. Donald Trump Presidential assessment led to the student's curiosity about MM used by the President. Further, the questionnaire also led students to speak about their perceptions on the kind of assessments they will have in the future (i.e., *Will you have more tests using the speech of President Donald Trump*). Most of their answers were 'strongly agree'. It was indicated, students enjoyed the teaching and assessment material on MM using Donald Trump Presidential speeches.

Globally, the advantages of using Donald Trump Presidential speeches not only helped to improve the student's writing skills, but it also gave them confidence in speaking fluently. We concluded the use of Donald Trump' speeches as teaching material was beneficial for English learners to improve their English language skills. Admittedly, this investigation has flaws, and the findings cannot be generalized to other research. We have some limitations in the research findings exploration as we have only taken one selected class as the research subject. Thus, we don't compare the treatment from different classes. Hopefully, the research findings will increase teachers' awareness of the methodological variable in teaching, particularly about MM in the Presidential speeches as one of the English teaching materials.

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EFL STUDENTS' PERCEPTIONS ON FLIPPED LEARNING IN AN ENGLISH GRAMMAR CLASS

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Abstract

The objective of this research was to investigate EFL students' perceptions on the implementation of flipped learning. Employing a concurrent mixed method of data gathering techniques, this research was conducted in an English Literature Study Program of a private university in Padang, West Sumatera Province. The participants were fourth-semester students in an intermediate English grammar who were encouraged to actively participate in the class. The flipped instruction was implemented in four meetings. At the end of the sessions, a Google form questionnaire was handed out. Quantitative and qualitative data analysis found out that most students expressed positive perceptions on flipped learning, as indicated by its efficacy to facilitate preparation for offline sessions, making them more active, and completing grammar exercises better. Overall, flipped learning was acknowledged to be effective for English grammar in this study, despite few suggestions for the lecturers to assist them understanding material better.

Keywords: Students' Perceptions, Flipped Learning

INTRODUCTION

Technology has changed substantially, particularly in relation with the development of Information Technology. In education sector, for instance, IT has shifted how instructions could be conducted with the use of various digital tools. Moreover, easy access to internet by using smart phones, computers, and laptops has enabled seamless interaction between teachers and students or students with their peers. Physical classroom is no longer a barrier, students and teachers could nowadays meet virtually using their personal gadgets, such as smartphones or laptops. In addition, there are more websites or other online resources available for everyone to access in any topics in forms of e-books, journals, scientific articles, videos, research journals, and other academic resources. According to Richter & McPherson (2012) free online learning resources are more accessible these days due to internet connection providing accessible video lectures and other free contents at their space and convenience.

These developments should be seen as unlimited potentials for teachers to enhance instruction and make it more effective to achieve the designed learning outcomes. Bergmann & Sams (2012) and Fulton (2012) contended that these days teachers are no longer the sole knowledge fountain, online resources offer free and abundant information without time and space boundary. Teachers could start an innovative model of teaching to incorporate this technology to maximize learning

process and to increase students' involvement in learning activities. One of the models that can be used is flipped learning which might replace the traditional learning by ICT support.

Flipped learning is a new breakthrough of instructions which gives students opportunities to study outside classroom with the use of technology. It is a hybrid approach that combines online learning with face-to-face classroom activities (Graham et al., 2013). It inverts the conducts of traditional instruction. Before the class, the teacher provides videos or other resources and the students could opt their own time and space to learn; in the class, the students participate in collaborative and interactive learning activities, making more efficient time management. Moreover, Albert and Beatty (2014) recommended five important characteristics of flipped classrooms. First, the educational process transforms students from passive to active learners. Secondly, technology facilitates the approach. Third, class time and traditional homework time are inverted so that homework is done first. Fourth, content is given in real-world context. Fifth, class activities engage students in higher order of critical thinking and problem solving or help them grasp particularly challenging concepts. These characteristics can be used to guide teachers to design and implement a flipped classroom.

Implementing a flipped classroom is suggested by scholars to bring some advantages. First, it results in better and more effective learning, improvements of learning outcomes, increase of student engagement, and alignment with student needs and school resources (Egbert et al., 2015). Other benefits include saving in-class time for active learning activities (Pape et al., 2012), shifting learning environment from teacher-centered to student-centered (Gilboy, et al., 2015), and preparing students better before learning in classroom (Almodaires et al., 2018; Ayçiçek and Yelken, 2018; Danker, 2015; Musdi et al., 2019). Moreover, Yang (2017) claimed that the use of flipped learning facilitates students to learn at their own speed, personalize and individualize process of learning, improve learning ownership, and foster reflective abilities. Most studies in the literature indicate that both teachers and students admitted positive perceptions of this teaching technique (El-Bassuony, 2016).

As stated before, flipped learning offers benefits since students are directed to have opportunities for independent learning before face-to-face sessions. This requires students' active involvement, instead of being passive recipients of information. Therefore, students could have ample time previewing English grammar materials before they discuss it in face-to-face classes. In other words, students should be more ready to do learning activities in offline English grammar class compared to traditional grammar classes.

Using flipped learning, students are directed to be more independent learners and use better self-management strategies. Grammar materials in video format as well as exercises, tasks or quizzes are uploaded two days before the offline English Grammar class for the student initial exposure or pre-learning. To motivate them, exercises or quizzes must be completed by all students and are submitted before offline classes. In class, the lecturer does not explain all the materials, but he/she uses problem solving activities by giving exercises or some questions. In other words, the lecturer is a facilitator, and the students should be more active.

The Covid -19 pandemic has forced almost all educational institutions in the world to hold online learning with various learning applications, such as Edmodo, Google Classroom, Moodle, Zoom, Google Meet, and Quizziz. This also happened at the university where this study was conducted where classes were converted online using Google Classroom, Edmodo, Zoom, and Moodle. Even though the pandemic has almost ended, the use of learning management system, Moodle, is still used before the offline classes. The materials as well as the exercises or tasks are posted for the students to preview or complete. Reidsema et al. (2017) stated that flipped learning is an important transition stage which moves both students and academic staff away from traditional lectures. In other words, in flipped learning classrooms are becoming places for activity rather than information transfer as it is in traditional class. Students can get information from online learning in video format. In other words, students are guided to do independent learning and exercises related to the materials or activities that are going to be done in face-to-face meeting.

In this study, flipped learning was administered in an English grammar class since, based on observations, some students found difficulty to understand grammar materials, which can be seen from their difficulty in doing exercises and their low grades in grammar tests. Having flipped learning, students who cannot keep up with other students can adjust themselves with learning process. Furthermore, it is expected that they are going to have more opportunities to study and do exercises for the coming sessions. Moreover, this flipped learning expectedly can give time to students to prepare themselves to study in face-to-face learning. In addition, they are hoped to get involved more actively in class activities since they have learned the materials and do tasks before the class.

Therefore, this research focused on the students' perception on the implementation of flipped learning in an English Grammar class. Hopefully, the findings can give contribution to the improvement of the English grammar teaching and learning in EFL context and the flipped learning theories and implementation.

METHODS

To achieve the objectives of this study, a survey was opted as the data gathering due to its "suitability with the needs to assess attitudes and opinions" (Ary et al., 2010, p.414). The questionnaire enabled the researcher to "collect information from groups of participants and to summarize or to measure their attitudes and opinions" (Ary et al., 2010, p.28).

The questionnaire assessed students' perceptions about classroom activities in flipped instruction and how they observed its effectiveness. Four Likert Scales (Strongly Agree, Agree, Disagree, and Strongly disagree) were used in each statement followed by open ended questions for the participants to add opinion or reasons. Although survey research is "commonly believed to be a wholly quantitative approach" (Julien, 2008, p.846), this research applied both quantitative and qualitative data gathering and analysis. Close-ended questions provided numerical data analyzed based on quantitatively, while the open-ended questions yielded narrative responses analyzed qualitatively (Julien, 2008).

The setting of the research was at an English Literature Study Program of a private university in Padang, West Sumatra. The subjects were twenty-six students of an intermediate Grammar Class.

FINDINGS AND DISCUSSION

The results of this research on students' perception on Flipped Learning in an English Grammar class is summarized in the following table.

Table 1. Students' Perception on Flipped Learning

No	Statements	SA	A	D	SD
1	Learning outside the class before offline class, I can have more time to study.	38.5%	53.8%	7.7%	0%
2	By having online learning before the class begins, I can study at my own speed.	26.9%	61.5%	11.5%	0%
3	I can prepare myself better for the offline class by having flipped learning.	26.9%	61.5%	3.8%	7.7%
4	I can learn the materials faster in offline class compared to without flipped learning.	11.5%	46.2%	42.3%	0%
5	I could participate more actively in class with flipped learning.	30.5%	61.5%	7.7%	0%
6	I could do grammar exercises better.	19.2%	50%	30.8%	0%
7	With flipped learning, the classroom activities are centered on students.	16.4%	84.6%	0%	0%
8	Flipped learning is effective for EFL classroom.	38.5%	46.2%	15.4%	0%

The following figures present detail elaboration of the participants' perceptions on flipped learning.

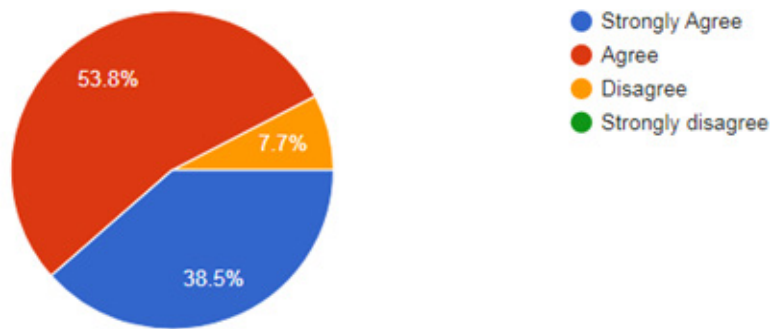


Figure 1. Ample Time to Study

On the first item “the students can have more time to study”, 38.5% of the students stated their strong agreement, 53.8% of them admitted agreement, and 7.7% of the participants expressed disagreement. The students who strongly agreed and agreed with the statement further elucidated that flipped learning enabled them to have ample time to prepare themselves for the next offline class. Meanwhile, those disagreed with the statement said that the time was not sufficient due to their difficulties to manage themselves to study independently since. Various reasons were admitted, such as disturbances from household chores or the needs for teacher assistance to do the grammar exercises. In general, most students perceived that they could have more time to study before the offline classes begins.

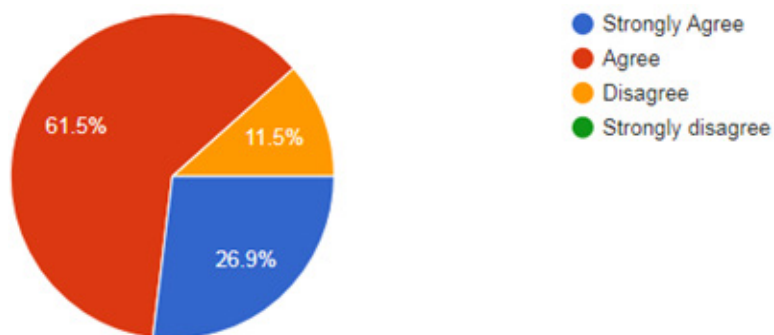


Figure 2. Pace of Study

Dealing with pace of study, figure 2 exhibits students' admittance to study at their own pace, as indicated by 26.9% and 61.5% stating their agreement. Meanwhile, 11.5% of the students stated their disagreement. It is further stated that every student has different speed of learning, therefore flipped learning offers better self-management opportunities to review the material, understand the lessons, or do the exercises. Moreover, they can study at their convenient time as it is sometimes hard for them to follow teachers' instruction in the class. The reasons of disagreement could be traced back due to their statements that they cannot study without any help from others or teachers. Therefore, flipped learning require students with better self-management strategies and autonomous.

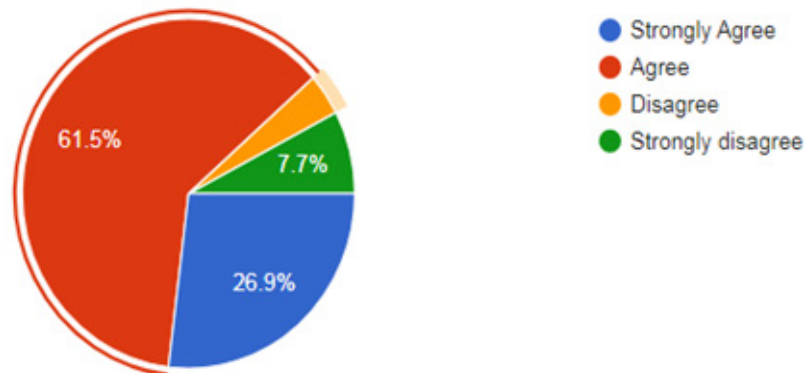


Figure 3. Preparation before Classes

From picture 3 on the students' preparation for the offline class, it was found that there were 26.9% who strongly agreed, 61.5% who agreed, 3.8% who disagreed, and 7.7% who strongly disagreed. Flipped learning offered more opportunities to study the next lesson and do exercises or assignments. Thus, they can prepare themselves better compared to traditional instruction. In addition, they said that flipped learning facilitate their self-designed method of preparation. Meanwhile, few students who disagreed and strongly disagreed stated that they could they cannot study without lecturer help to understand a lesson or do assignments.

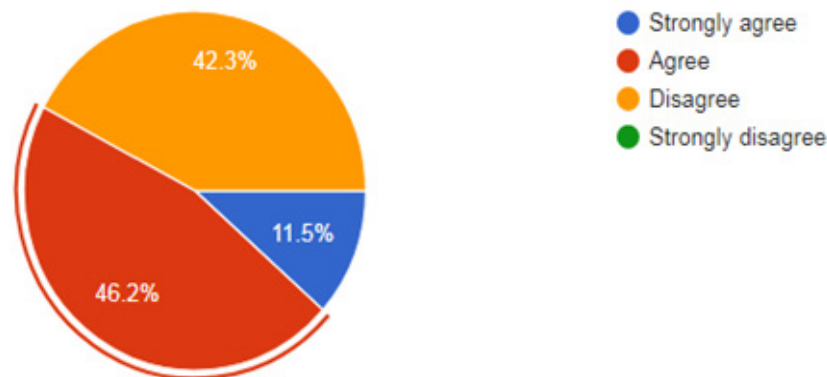


Figure 4. Flipped Instruction Facilitates Faster Learning

Based on the picture about statement 4 that students can learn the materials faster in offline, it was revealed that there were 11.5% students who strongly agreed, 46.2% students who agreed, 42.3% students who disagreed. The reasons why they strongly agreed and agreed with the statement are that they have limited time to study in offline classes. Therefore, having flipped instruction, the offline class could strengthen their understanding from the online sessions. They commenced further that they were ready to study with the knowledge that they have got form online learning. The reasons for disagreements were similar to previous findings, that they needed lecturer's help to explain the lesson. It is more effective for them to study directly in offline class.

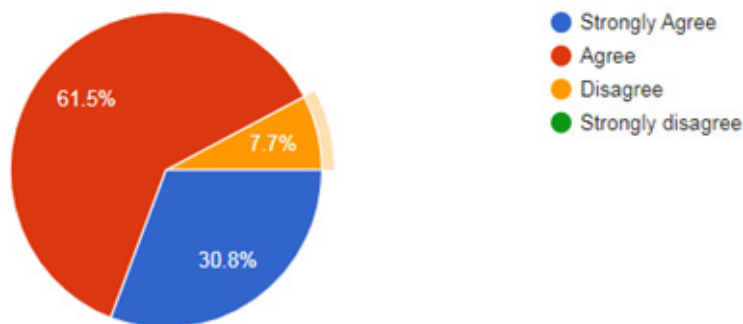


Figure 5. Active Participations in Class Activities

On the statement that the students could participate more actively in class activities with flipped learning, it was found that there were 30.8% who strongly agreed, 61.5% who agreed, and 7.7% who disagreed with the idea. Their reasons for agreement were that they have understood the materials in online learning before the offline class by reading the materials and doing the assignments. Meanwhile, other students could not participate actively in class because they needed explanation from the lecturer. Therefore, they did not know what to say or to do in class.

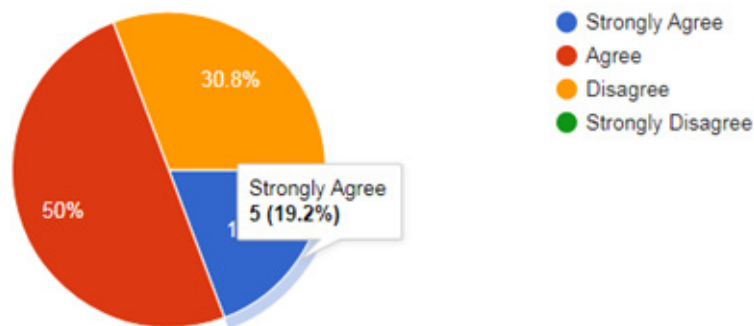


Figure 6. Ability to Do Grammar Exercises

On statement 6 that the students could do grammar exercises better in flipped learning, there were 19.2% students who strongly agreed, 50% students who agreed, and 30.8% students who disagreed. It can be seen that almost 70% students said that they could do the grammar exercises better by having online learning because they had studied the materials and completed the exercises. Having better understanding of the material, they could do the English grammar exercises better in offline class. However, 30.8% who disagreed said that flipped learning did not help them understand the English grammar materials, and of course they could not do the exercises better in offline without teacher’s explanation.

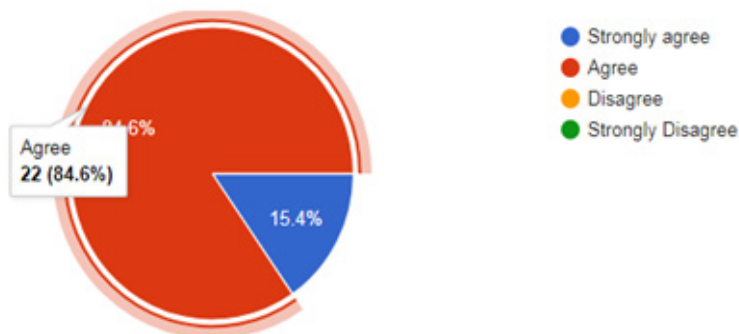


Figure 7. Student Centered Activities

Based on the picture above, on the statements that the classroom activities of flipped learning are centered on student, it was found that there were 16.4% who strongly agreed, and 84.6% who agreed. It could be seen that almost all have good perception about flipped learning, particularly on the perception of student-centered learning. Students stated that they had studied and done some exercises, which initiated their understanding. Therefore, they said that they can be active in learning activities in class especially in doing English grammar exercises.

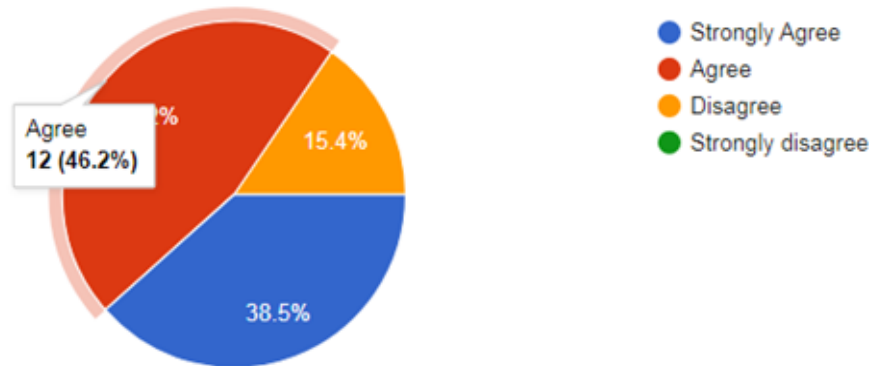


Figure 8. Effectiveness for EFL English Grammar Class

On the statement that flipped learning is effective for English grammar class as foreign Language classroom, there were 38.5% who strongly agreed, 46.2% who agreed, and 15.4% who disagreed. It means that most of the participants had good perception on flipped learning especially as being effective learning for English grammar class since as they said, with flipped learning, they were given opportunities to learn the materials in advance and they can force themselves to study. Moreover, they can improve their English grammar as they have more opportunities to have more practice outside the class by doing exercises or assignments. On the other hand, some students stated that flipped learning is not effective for English grammar classes. Flipped learning is also claimed to be more effective for smart students since the struggling ones need guidance or help from the lecturers. They also added that they can focus on studying in offline class, so studying outside the class is useless for them. In addition, they said that not all English grammar materials can be understood outside the offline class because they need to discuss them with friends or the lecturer. Even they said that they need explanation from the lecturer to understand the English grammar materials.

The above findings could be further elaborated into two points. First, the findings are line with what previous researchers claimed about the advantages of Flipped Learning. Students perceived that flipped learning could help them much for offline class, such as better preparation, more active participation, faster learning pace, student centered learning, and better time efficiency. Based the on previous studies, these are the advantages of flipped learning such as in-class time for active learning activities (Pape et al., 2012), shifting learning environment from teacher-centered to student-centred (Gilboy et al., 2015), and prepare students well before learning in class (Almondaires et al., 2018; Ayçiçek & Yelken, 2018; Danker, 2015; Musdi et al., 2019).

Second, the success of Flipped Learning in English grammar class in EFL context was encouraged by using videos, Power Point, and English grammar exercises. It depends on the students' commitment to have self-independent learning and manage their time well. This research further revealed that a few students who did not positively perceive flipped learning mainly due to lack of self-regulation and needs of lecturer's explanation or help. Therefore, student self-regulation and engagement in learning are the core elements of flipped learning mentioned in the literature (Shyr & Chen, 2018; Sletten, 2017). As students are required to self-study and preview course content outside of class, they need to have self-regulation behaviors to learn and to be ready for in-class activities.

CONCLUSION

Based on the findings discussed, it is concluded that most students have good perception on flipped learning in their English grammar class. For example, this flipped learning can help them much to prepare themselves for offline class, make them more active in class activities and do English grammar exercises better in class. In short, it can be said that flipped learning is effective for English grammar class as a foreign English class even though a few of students see it in different perspectives. Therefore, it is suggested that English grammar teachers can use flipped learning to help them prepare students to study in offline class so that they can be more active in class activities and understand English materials and do the exercises faster and better. Moreover, it is also suggested to the next researchers to have more various media in online learning before offline class so that the students are more interested in studying and managing their independent learning outside the class without being monitored by the lecturer.

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THE ROLE OF AUTONOMY-SUPPORTIVE TEACHING METHOD IN EFL LEARNING CONTEXTS WORLDWIDE

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Abstract

One of the ultimate objectivities of education is to produce proficient, confident, and self-reliant learners possessing life-long learning characters. To comply with this educational aim, it is critically indispensable for worldwide EFL teachers to design a wide variety of student-oriented, encouraging, and meaningful learning activities sustaining the internalization of the autonomy-supportive teaching method. This present small-scale qualitative investigation was conducted through library study approach. Twenty current autonomy-supportive teaching literatures were selected to yield new enlightenment toward globalized ELT stakeholders' beliefs concerning the critical importance of this student-centered learning mode in modern EFL areas. Based on the in-depth library analysis, the further utilization of the autonomy-supportive teaching method is highly recommended since EFL learners have transformed into more competent and self-reliant target language learners accompanied by the intensive learning supports addressed by language teachers. Some important suggestions are suggested for the future advancement of this current qualitative study.

Keywords: Autonomy-supportive teaching method, EFL learners' autonomy, library study

INTRODUCTION

The main objective of education is to enable learners become more autonomous individuals in their lives. Basri (2020) acknowledges that it is pivotal for globalized educationalists to not only transmit the intended skills or knowledge but also forge learners' independent characters to be transfigured into more competent citizens. Concerning this aforementioned conception, the nurturance of learning autonomy behavior had gained considerable attention in these decades due to the facilitative teaching-learning enterprises potentially incorporated by educators. Borg and Alshumaimeri (2019) strongly recommend EFL educators to promote more enjoyable learning atmosphere to cultivate learners' learning autonomy behaviors. By fully possessing a higher level of learning autonomy, learners will have broader opportunities to become more

strongly motivated to engage in various teaching-learning dynamics, be proactive in discovering novel knowledge, and attain more satisfying academic achievements.

These three major advantageous values was in line with Ryan and Deci (2017) stating that autonomous EFL learners are more capable of becoming more proficient and proactive academicians. However, EFL teachers are still struggling to create learning activities that can accommodate their learners' learning autonomy development. This argument strengthened the study from Mercer and Dornyei (2020) revealing that an overwhelming majority of EFL teachers are progressively encountering challenging moments while preparing particular teaching-learning activities supporting learners' learning autonomy behaviors. To diminish these unpleasant challenges, it is worth advocating for worldwide EFL teachers to start pondering more profoundly on other psychological aspects highly impacting the further development of learners' learning autonomy namely engagement, motivation, and self-confidence. Raya and Vieira (2020) assert that to elevate EFL learners' learning autonomy into greater development, educators are highly required to design specialized teaching-learning dynamics heeding a more exhaustive focus on engagement, motivation, and confidence. One of the probable teaching-learning solutions worldwide EFL teachers can continually utilize is the role of autonomy-supportive teaching. The main objective of this teaching mode is to enable each learner to possess a sense of belonging to the learning communities to fulfill their specific learning needs, interests, and preferences. Jang et al. (2016) believe that EFL learners can transform into more autonomous academicians when more pleasurable and encouraging learning activities are exposed to them.

On the other hand, EFL teachers are advised to actualize the aforementioned learning climates in their classroom contexts in order to enable all learners to attain more fruitful learning outcomes. Cheon et al. (2020) uncover that the majority of EFL learners having been exposed to autonomy-supportive teaching dynamics are more successful and motivated to constantly engage in various target language learning dynamics. Owing to these afore-mentioned conceptions, both educational institutions and EFL teachers are highly recommended to instill this student-oriented learning mode to empower their learners' learning autonomy behaviors. This rewarding benefit has shared a resemblance with Chinpakdee (2020) stating that with the actual embodiment of autonomy-supportive teaching enterprises, EFL learners can take charge of their learning activities by instilling more robust independent learning behaviors.

Thus, it is of key importance for worldwide EFL teachers to play their new roles as supportive learning facilitators to address more holistic, pleasurable, and meaningful target language learning dynamics. Pham et al. (2021) believe that in the tangible presence of supportive learning facilitators, EFL learners will be more capable of stipulating their pre-determined learning objectives and utilizing various efficient learning strategies. Since the successful incorporation of autonomy-supportive teaching has a mutual interplay with the teacher-learner rapport, it is worth emphasizing that EFL teachers need to grant their authoritative role to their learners. This action should be undertaken at the onset of autonomy-supportive teaching dynamics to address wider opportunities for learners to explore diverse fields of knowledge, conduct varied hands-on learning experimentations, and enhance their specific target language skills.

All these above-explicated perspectives are strongly supported by Alrabai (2021) arguing that EFL teachers are responsible for promoting more meaningful learning activities in which learners' learning autonomy behaviors can significantly thrive. it is crucial to keep in mind that the mutual and positive relationship between EFL teachers and learners should continually be nurtured. It is worth noting that during the sustainable engagement with the classroom complexities, learners will acquire varied cognitive, affective, and emotional support imparted by their teachers. Hence, it can be fairly assumed that the specifically-attained learning behaviors, achievements, and outcomes possessed by learners will bring about influential impacts on the

whole implementations of autonomy-supportive teaching enterprises. Wang et al. (2022) suggested EFL teachers to establish more positive relationships with their learners to increase their learning autonomy levels. Since autonomy-supportive teaching never stands alone without the existence of a sociocultural context, it is paramount for globalized EFL teachers to address a robust motivation and potent encouragement for the further advancement of learners' learning engagement as well as independent learning behaviors. Baker et al. (2020) strongly encourage worldwide EFL teachers to relentlessly prompt their learners to expend their fullest learning efforts to promote more proactive learning participation and elevate the designated self-reliant learning behaviors.

In consonance with this theoretical underpinning, zone of proximal development (ZPD) also plays another vital role during the implementation of autonomy-supportive teaching. ZPD can act as one of the cornerstones for EFL learners to elevate their specific target language skills with the minimum assistance from teachers or learning companions in the prospective learning encounters. This positive value happened since EFL teachers constantly impart constructive feedback, evaluate each learner's learning progress, and equip them with a vast range of compatible learning strategies. These beneficial learning impacts were strongly endorsed by Danli (2017) asserting that in the light of ZPD, EFL learners will have broader opportunities to foster their target language competencies to the utmost levels as their teachers continually arm them with meaningful feedback, effective learning strategies, and critical self-learning evaluations. The second aspect is of foremost importance since EFL learners' autonomous learning behaviors are highly trained to select a specific set of learning strategies harmonious with their current learning contexts.

By conducting this action, EFL learners will not merely become more independent academicians but also wise decision-makers capable of determining the best learning approaches suitable to their personalized learning needs. This perspective sits well with Nosratinia et al. (2014) stating that it is worthy of attention for EFL teachers to train their learners in utilizing some particular learning strategies to allow them to become more thoughtful decision-makers. To make all these matters happen, EFL teachers have to address adequate scaffolding at the beginning of autonomy-supportive teaching activities to enable them become more self-reliant knowledge discoverers without depending extensively on learning assistance. Chen (2020) argues ZPD can work as one of the propelling forces for EFL learners to efficiently capitalize on varied learning strategies appropriate to their present learning situations.

Five prior studies relevant to autonomy-supportive teaching had been conducted globally. The first study was conducted by Oga-Baldwin et al., (2017). They strongly suggested EFL teachers to nurture their learners' learning autonomy behaviors by promoting more student-centered and meaningful learning activities. In the subsequent study, Kassem (2018) discovered that in the light of student-centered learning instructions, EFL learners had become more skilled at adopting and adapting a vast array of appropriate learning strategies in which they progressively transformed into more independent knowledge seekers. In another study, Lamkhanter (2022) found out that a considerable number of university EFL learners infused a higher level of positive perceptions on learning autonomy behaviors during second language learning enterprises where they were deliberately expected to independently select the best learning methods to work for them. Subekti (2018) strongly advised Indonesian EFL teachers to internalize more pleasurable target language learning dynamics in which learners can improve their autonomous learning behaviors along with the specific skills they are currently possessing. At last, Wiraningsih and Santosa (2020) mentioned the importance of applying collaborative and personalized learning activities to sustain EFL learners' learning autonomy growth. Since none of these studies investigated the role of autonomy-supportive teaching method in worldwide EFL learning contexts, the researcher conducted this present small-scale library study to investigate the role

of the autonomy-supportive teaching method in worldwide EFL learning contexts. By adhering to this research objectivity, the following obtained research results can potentially provide illuminations for worldwide ELT experts, practitioners, educators, and curriculum designers to establish more mutual collaborative networking in utilizing the autonomy-supportive teaching method for significant advancement of EFL learning enterprises. To this end, one major research problem is put forward namely: what is the important role of the autonomy-supportive teaching method in worldwide EFL learning contexts?

METHODS

The researcher conducted this current-small scale qualitative investigation with the support of a library study approach to unfold specific rewarding insights impactful for the ELT field. Xu and Croft (2017) believe that a library study can generate more insightful research results contextual for the researchers’ research contexts. In accord with this aforementioned research objectivity, the researcher thoughtfully selected 20 prior autonomy-supportive literature accomplished by globalized ELT experts. By focusing on the 20 selected previous studies, the researcher hoped that worldwide ELT parties can take some initiatives to prioritize the further internalization of the autonomy-supportive teaching method to better promote more favorable, meaningful, and fruitful second language learning enterprises for diverse-wide ranging learners. The 20 chosen previous studies ranged from 2015 to 2022 year. The main reason of choosing these 20 prior studies is to encourage globalized EFL teachers to implement autonomy supportive teaching method in their classroom contexts. There were two encouraging matters motivating the researcher to conduct this study. Firstly, it is hoped that the subsequent research results can increase EFL teachers’ confidence and commitment to apply more student-centered learning methods in order to sustain learners’ learning autonomy behaviors. Secondly, the results of this present study can yield more renewed insights for EFL teachers on how to maximize autonomy supportive teaching method to the utmost potentials. In the data analysis process, the researcher expended more effort to categorize each most-appeared research result in the light of specific themes. By subdividing these research results into some particular themes, more comprehensible, applicable, and profound argumentations can be well-discerned by the intended global readers. More than that, each argumentation delineated by the researcher would be accompanied by interrelated theories and findings to generate more trustworthy research results. After conducting this categorization stage, the researcher reread, rechecked, and re-evaluated each argumentation with the support of his former lecturer. This ultimate stage is progressively essential to thoroughly ascertain that more accurate, authentic, and credible research results had been yielded in the current investigation.

FINDINGS AND DISCUSSION

This part was initiated by profoundly explaining the two major specific themes based on the document analysis conducted by the researcher. Those two subdivided themes are (1) Autonomy-supportive teaching can produce more competent and independent target language academicians and (2) EFL teachers need to transform into more supportive learning facilitators before promoting the autonomy-supportive teaching approach.

Table 1. Autonomy-Supportive Teaching Can Breed More Competent and Independent Target Language Academicians

Theme 1	Authors
Autonomy-Supportive Teaching Can Breed More Competent and Independent Target Language Academicians	Abdulhay et al. (2016); Alrabai (2021); Oga-Baldwin et al. (2020); Fadaee et al. (2021); Gueta and Berkovich (2022); Karimi (2017); Kartal and Balçıkanlı (2019); Phithakmethakun and Chinokul (2020); Tan et al. (2021); Wang et al. (2016).

From the theme above, it can be argued that the incorporation of autonomy-supportive teaching activities can potentially produce more competent and proficient target language academicians. These two positive learning attributes do not happen by chance since EFL learners engaging in autonomy-supportive teaching dynamics are strongly willing to transfigure into more well-organized and confident academicians in managing their specific learning situations. This laudable learning behavior is correspondingly interrelated with the finding of Abdulhay et al. (2016) discovering that an overwhelming majority of university EFL learners are more manage their learning activities and become more well-prepared academicians after being introduced to autonomy-supportive teaching activities. Referring to this standpoint, three main prompting factors encourage these learners to gradually become more competent and independent academicians. First, they possess a higher level of liberty to select the learning activities compatible with their learning needs. Second, they are constantly prompted to become the managers of their existing learning enterprises. Last, they are continually trained to utilize a wide array of efficient learning strategies to overcome various learning obstacles. In harmony with these aforementioned learning initiatives, Alrabai (2021) demonstrated that to become highly-autonomous second language academicians, EFL learners should be given endless opportunities to relentlessly explore various learning environments suitable for their current learning situations, independently manage their learning dynamics, become more effective decision-makers. After doing all these autonomous learning behaviors, it is believed that EFL learners can obtain more satisfying and fruitful target language achievements since they can manage their learning activities properly. Baldwin et al. (2020) argue that through autonomous learning activities, EFL learners can simultaneously improve their target language skills and experience more meaningful learning dynamics.

The main purpose of incorporating autonomy-supportive teaching activities is to enable EFL learners to fully undergo more enjoyable, student-centered, and encouraging learning enterprises with the minimum support from their teachers. Concerning this point, EFL teachers are highly demanded to renew their old paradigm about becoming authoritative knowledge imparters. Rather, they should play their new roles as less-domineering learning instructors highly desirous of designing a vast variety of engaging second language learning dynamics for their learners. Fadaee et al. (2021) acknowledge that it is more likely for EFL learners to progressively become more competent and self-reliant academicians only if their teachers are strongly determined to disseminate a wide range of meaningful learning activities where all learners' learning needs and behaviors are thoroughly embraced. Furthermore, there are always plenty of reasons for EFL learners to depart earlier from the complex second language learning processes they are presently engaging with. Hence, it is increasingly necessary for language teachers to promote a more autonomy-supportive learning atmosphere amid the challenging learning obstructions confronted by their learners. By heeding more profound attention to this affective aspect, it can be acknowledged that EFL learners can continuously transform into more resilient, persistent, and motivated knowledge seekers in confronting varied learning obstructions. This finding is consolidated by Gueta and Berkovich (2022) highly recommending globalized EFL teachers to provide more student-centered learning activities to improve their learners' learning autonomy behaviors to the fullest potentials. In the same vein, the meaningful utilization of autonomy-supportive teaching activities can concurrently provide a sound basis for the significant advancement of EFL learners' communicative target language competencies. It can be simply stated that in the light of autonomy-supportive teaching dynamics, learners have garnered more robust self-confidence and motivation in communicating by using the target language. Autonomous EFL learners are considered as proficient target language academicians. Karimi (2017) strongly advocates worldwide EFL educationalists to commence their communicative learning exposure with the guidance of autonomy-supportive teaching method to increase learners' confidence, motivation, and commitment to express their thoughts by harnessing the second language. Lastly, the meaningful incorporation of the autonomy-supportive

teaching approach cannot be fully detached from the unique cultural, social, and psychological backgrounds possessed by each EFL learner. It means EFL teachers have to be more aware of previous learning backgrounds identical to their learners by implementing more emotionally supportive as well as culturally-responsive second language learning exposure where lifelong learning characters will be the utmost priority. Tan et al. (2021) confess that the cultivation of learners' learning autonomy behaviors can make them become life-long academicians willing to foster their skills or knowledge constantly.

Table 2. EFL Teachers Need to Transform into More Supportive Learning Facilitators before Promoting the Autonomy-Supportive Teaching Approach

Theme 1	Authors
EFL Teachers Need to Transform into More Supportive Learning Facilitators before Promoting the Autonomy-Supportive Teaching Approach	Azad et al. (2021); Basri (2020); Han (2021); Işık and Balçıkanlı, (2020); Kaur et al. (2015); Moè and Katz (2020); Nielsen (2019); Yılmaz and Arcagök, (2018); Zarrinabadi et al. (2021); Reeve and Cheon (2021).

It can be posited that the successful integration of the autonomy-supportive teaching approach is mutually interlinked with the supportive pedagogical behaviors displayed by EFL teachers. Simply put, worldwide EFL teachers have to be more eager to become more supportive learning facilitators upon the placement of autonomy-supportive teaching activities. The first and foremost action matter most is the existing teachers' mindset. While EFL teachers uphold a positive perspective that they are capable of creating meaningful autonomy-supportive teaching activities for their learners, they will be more energized to channel all the designated efforts for these positive learning dynamics to happen. On the other hand, when EFL teachers hold negative perspectives in their mindset, autonomy-supportive teaching method cannot run successfully in their lessons. Alrabai (2021) recommends EFL teachers to possess more positive perceptions toward autonomy-supportive teaching activities to avoid frustrating teaching-learning experiences. Furthermore, it is of critical importance for EFL teachers to maintain positive rapport and establish more solid collaborative networking with their learners before the internalization of autonomy-supportive teaching activities. Reflecting on this second essential action, EFL teachers have to create an anxiety-free classroom atmosphere where all learners are fully welcomed to explore a wide variety of probable learning strategies rewarding for their present learning conditions. Basri (2020) strongly prompted EFL teachers to induce more positive and supportive teaching-learning climates to foster learners' autonomy growth and target language competencies. Due to the ever-changing second language learning environments in this modern age, it is acceptable for EFL teachers to incorporate more feasible, applicable, and flexible pedagogical approaches strongly reinforcing the continual internalization of autonomy-supportive teaching activities. In this context, EFL teachers can potentially hold more exhaustive knowledge discovery activities, arm learners with plentiful learning strategies, and conduct collaborative group sharing. Han (2021) suggested EFL teachers to promote more collaborative learning activities to promote a higher degree of learning enjoyment for their learners.

Positive words encouragement also plays an important role in molding learners' learning autonomy behaviors. Hence, globalized EFL teachers need to impart positive encouragement to their learners whenever they are crammed with varied challenging learning hurdles. By embodying this action, it can be ascertained that EFL learners will be more capable of surviving and thriving in their current second language learning processes. This finding is strongly affirmed by Işık and Balçıkanlı, (2020) unveiling that a predominant number of university EFL learners are committed to embracing a wide range of challenging learning hindrances after being constantly motivated by their teachers. Moreover, it is worth accentuating that the successful incorporation of the autonomy-supportive teaching approach is also attributable to the existing EFL teachers' understanding of how this teaching mode works best in their specific learning environments.

Without possessing more insightful knowledge of the autonomy-supportive teaching method, there will be a small probability for EFL teachers to advance their learners' learning autonomy behaviors to the fullest potential. Nielsen (2019) advised educational institutions to equip EFL teachers with an adequate background knowledge of autonomy-supportive teaching method to promote more meaningful learning activities.

Since there is a mutual interplay among EFL learners' independent learning behaviors, confidence, and target language competencies, EFL teachers should promote more positive learning dynamics in which learners can share their opinions freely. Through this mutual sharing activities, EFL learners can become more confident, competent, and autonomous academicians. Yılmaz and Arcagök (2018) revealed that the majority of university EFL learners are motivated to share their thoughts confidently after being exposed to positive learning atmosphere. As a result, EFL learners can totally enjoy their entire learning processes and show their best learning performances. Reeve and Cheon (2021) scientifically finding out that a great number of EFL learners become more responsible, skilled, and proficient academicians after being introduced to autonomy supportive teaching activities.

CONCLUSION

Based on the specifically-obtained research findings, the meaningful incorporation of autonomy-supportive teaching enterprises can markedly elevate EFL learners' target language competencies, second language learning endeavor, motivation, and self-reliant characters in a long-term manner. Again, all these significant degrees of benefits cannot be actualized when target language educators do not play their new roles as supportive learning facilitators. Several shortcomings derived from this current small-scale library study need to be acknowledged. Firstly, since this present qualitative investigation merely reviewed a limited number of autonomy-supportive teaching literature, future researchers are strongly prompted to replicate this current study with a great number of pertinent literature to provide more robust research findings in various ELT aspects.

Secondly, since this present small-scale qualitative study only investigated the critical importance of autonomy-supportive teaching activities in globalized EFL settings, future researchers need to explore potential drawbacks induced by autonomy supportive teaching method to prepare EFL teachers' readiness to mitigate the potential learning obstacles. Contrary to all these above-explicated drawbacks, this present small-scale qualitative study provided a starting point for ELT stakeholders, particularly educators to start internalizing this student-centered learning mode that may potentially promote more holistic learning rewards to be attained by universal target language academicians.

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THE PLAGIARISM AWARENESS OF UNIVERSITY'S STUDENTS IN WRITING RESEARCH PROPOSAL

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Abstract

This study aimed to investigate the students' understanding and awareness of plagiarism in writing proposal. This study also investigated their reasons doing plagiarism in academic writing. A qualitative research method was used in this study by using interview for data collection techniques based on phenomenological research. The participants of this study were four students in the sixth semester in the English department at one of public universities in Banjarmasin. The study showed that students were aware of the act of plagiarism. They did plagiarism because of several factors, namely, laziness, wanting to finish quickly, and being pressured by circumstances. The study concluded that students needed to warn from the beginning related to the cause and impact of plagiarism for their future career. It's not only bad for themselves but also harm others. The students should be actively involved in writing classes to express their own ideas and it can help them in proposal writing.

Keywords: awareness, plagiarism, proposal writing

INTRODUCTION

Submission of a thesis proposal is a mandatory step for every student from all universities in Indonesia before proceeding to thesis writing (Prahmana, 2017; Dwi et al., 2020; Suherdi et al., 2020). Proposal writing has differences in each university in terms of writing methods, procedures, limitations, and systematics in writing (Hizriani et al., 2022). Each university also has a different proposal writing time, unlike at every education and college level, but the process is generally the same (Suwita, 2020; Subekti, 2022). In specific semesters, not all universities simultaneously write proposals at a particular time.

One of the problems in writing proposals is that plagiarism is still commonly found. Plagiarism is when we steal something from someone else, ideas, or writings. The definition relates to Santosa et al. (2019), who define that plagiarism is not a good thing because it is the same as taking

work or ideas from other people. Ibegbulam (2015) equates plagiarism as kidnapping words, which unfortunately is not an uncommon act. The impact of plagiarism itself makes the writer unable to continue his research to the thesis level (Vanbaelen, 2013). It means that students often carry out this act of plagiarism without realizing it, which is typical for students because this plagiarism usually occurs. The one thing that needs to review more profoundly is to provide the results of writing a proposal that follows the rules of academic writing (Serang et al., 2022).

Generally, consciousness is an action that a person does consciously. Idiegbeyan et al. (2016) state that awareness is the ability to parse, assess, and determine differences in an event. Thus, plagiarism awareness can be interpreted as individual awareness regarding plagiarizing other people's ideas that who should not do. Ukpebor et al. (2013) confirmed that awareness needs to be increased from elementary schools to universities to suppress the high acts of plagiarism. Because most students still misunderstand plagiarism, we must straighten this problem out by explaining knowledge about plagiarism (Sentleng, 2012). Plagiarism awareness should be delivered by the lecturers in pedagogical context to build constructive discussion in classroom situation (Rahman et al., 2022). Therefore, awareness is needed in proposal writing activities to avoid plagiarism.

Nkiko and Osinulu (2016) examined awareness and perception of plagiarism of postgraduate students in selected Universities in Ogun State, Nigeria. Based on the result, the doctoral students experienced malaise depending on the student's awareness of plagiarism level, level of awareness training, pressure to fulfill deadlines, insufficient writing skills (Najwan et al., 2022), and shortage of plagiarism knowledge. Jerebic et al. (2017) determined the reasons that lead students to commit plagiarism during their studies possibly. The results reveal the convenience of copying and the comfort of material and modern technologies are the reasons why plagiarism is accounted for by information and communication technology (Fitriada et al., 2018).

Howe and Dlamini (2013) discovered the awareness and cause of plagiarism among undergraduate first, second and third-year students at various departments at the Institute of Development Management in Swaziland. The finding revealed students realize that plagiarism is quite common on campus. They also found a high level of awareness among students of plagiarism and how it can be involved. Mahmud et al. (2019) emphasized that the institution plays significant role to enhance students' awareness on plagiarism. It is required unique characteristics to be applied based on local and national context of society.

Previous studies examined students' awareness and reasons for committing plagiarism in assignments and theses. The grounds here include both academic and technological matters. Then, the researcher found a gap between previous research and the latest research on the topic and object studied by the researcher, namely awareness of plagiarism in writing thesis proposals by sixth-semester students at the English Education Department. This study determines how students' understanding and awareness of plagiarism in writing proposals by sixth-semester students in the English department at UIN Antasari Banjarmasin.

METHODS

This study used qualitative method by using interviews technique to investigate plagiarism awareness when writing a proposal at the English Education Department at UIN Antasari Banjarmasin. Qualitative study can be used to explore the view, perspective and preference of participants related to phenomena happened in their environment (Peterson, 2019; Wijaya, 2022). We designed several interview questions to explore the participants' perspective related to plagiarism awareness in the English department working on their proposals to confirm and convince the research results. We took this research from students majoring in English who are already in their sixth semester at UIN Antasari Banjarmasin.

FINDINGS AND DISCUSSION

The results of this study indicate almost all of the participants stated they were aware of the act of plagiarism. The action referred to writing a thesis proposal for sixth-semester students in the English Education Department of UIN Antasari Banjarmasin. Other findings also show several reasons behind the act of plagiarism by sixth-semester students in writing thesis proposals. Most of these reasons are as follow.

Laziness

The main factor that causes sixth-semester students to plagiarize is laziness. They have entered the phase of many demands in life, whether from internal or external factors, such as many demands organizations, neglecting their academics. It is supported by Selemani et al. (2018) who found that the common reasons why student do plagiarism are lack of competences, laziness, ignorance of plagiarism and they think that it is normal.

The urge to finish the work quickly

The questionnaire also found that some students always wanted to finish all their business on time by giving good results. Therefore, more or less, they will use plagiarism. Simatupang et al. (2021) emphasized that students who do plagiarism are motivated to quickly complete their works. They do copy-pasting from the internet resources that they think that somebody can't detect their attitudes.

Pressures from the circumstances

Some lecturers target the completion of proposals in a limited time. According to the students based on the questionnaire, this made most of them feel pressured by the circumstances that caused them to commit acts of plagiarism. Kurambayev (2020) argued that some students do plagiarism because they are forced to finish their tasks quickly. Sometimes, family and social environment give pressure to students to finish their study soon and then the students choose plagiarism as an option to solve their problems.

Furthermore, the results of interview can be described as follow. A said, "We need to study and know plagiarism so that we will not do anything forbidden". In addition, according to A, students need to learn about plagiarism and how to deal with it. Suppose that person still repeats the same thing in the future. In that case, we must give sanctions such as not accepting writings or scientific works that still have elements of plagiarism, and even sanctions that we can provide are to report them to the authorities.

Then B confirmed that students must know about plagiarism because, on campus, there are still many tasks such as making journals, theses, proposals, and others. The theory must be free from plagiarism because that is one of the requirements to make a proposal or thesis. In addition, B also emphasized that if they commit plagiarism, they will automatically not be able to participate in the thesis trial.

Then C stated that although he sometimes did plagiarism, he felt it was important to know, learn, and not do these activities. For example, you were writing a proposal. But if you compile an ordinary paper because it will test the thesis proposal for authenticity. C also said that people who do plagiarism must get consequences such as proposals are not accepted, and there is a reduction in value. C will tell his friends or closest people not to do plagiarism by teaching them paraphrasing.

Finally, D argues that it is essential to know, learn, and not commit acts of plagiarism. Because we, as sixth-semester students of the Department of English Education, definitely understand what plagiarism is. Moreover, this semester they have written a proposal for a thesis. They

must know the consequences of plagiarism and what happens if their work commits plagiarism. Do think the students already know about it. If they keep doing it, it's their fault. If plagiarism occurs in someone's work, who will eliminate their work, and they will not get a score. From several interviews, we can conclude that all agree that plagiarism must be known, studied, understood, and realized to avoid writing violations, especially in research in writing a thesis proposal.

CONCLUSION

Based on the findings and discussion, it can be concluded that sixth-semester students are aware of rife plagiarism in lectures. They are knowledgeable, but most continue to plagiarize for several reasons: being lazy, wanting to finish quickly, rushing to meet deadlines, and being pressured by circumstances. This study released some recommendations to provide suggestions that are expected to be helpful in the future for researchers who are interested in this field of study. The suggestions are: (1) For the future researcher. Future researchers should consider and decide to include more in-depth and detailed questions and interviews with more samples to collect data to get deeper into how high the students' awareness of plagiarism is; (2) For lectures. To get a deeper understanding of plagiarism, lecturers should help explain and provide guidance to students to avoid writing violations, namely plagiarism, which is detrimental to themselves and others whose ideas are plagiarized; (3) For students. To avoid plagiarism, students have to understand what plagiarism is. The students also have to be able to set their time for the most important activities, especially those related to the writing task, so as not to rush and commit plagiarism.

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