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**Non-EFL Students' Ability and Their Difficulties in Reading
Comprehension Test**

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Abstract

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This research describes the non-EFL students' ability and their difficulties in reading comprehension tests. This research is descriptive qualitative research. The analysis from Google Form response shows that the student's average is 20.15 from 50 points, the students' median is 18 from 50 points (correct answer) and the students' range is between 9 (lowest score) reading texts up to 40 (highest score). The students' problems in the reading test are about a number of questions, limited time in doing the test, unfamiliar and uninteresting topics of reading text, number of texts, number of paragraphs in the text, varied types of text-related questions, unfamiliar vocabularies, difficulty in understanding the meaning of the question and the content of the text, and difficulty in answering types of reading comprehension such as the main idea, reference, stated detail, unstated detail, vocabulary, conclusion/inference, etc. Both English teachers/lecturers and students must collaborate to answer these problems. English teachers/lecturers can evaluate the students' reading levels effectively, explain the reading method clearly, and implement an exciting strategy in teaching reading to stimulate the students to read texts. While students need to read regularly, choosing reading according to interest, reading various topics, and combining different methods in reading English.

Keywords:

non-EFL students, non-EFL students' ability, reading, reading comprehension

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INTRODUCTION

When learning a language, any language, we are not only required to communicate orally but also in writing. Of course, it's useless if we can only read the text in English fluently but don't know the meaning or content. Reading or reading is an English skill that is no less important than speaking, listening,

and writing skills. The reason is, that a person's reading ability can determine how well he can absorb the information he gets from written texts. Not only that, reading skills but also very useful in daily life, especially when we are looking for information in books or an English article. Therefore, we should not rule out reading skills.

Reading is essentially a process of building meaning from messages conveyed through written symbols. In the process, the reader integrates or relates information, and messages in writing with the knowledge or experience that the reader has (schemata). In the process of reading, the reader uses various skills including physical and mental skills. The constructive aspect of the reading process includes activities using visual sensory impressions and interpretation results together with background experiences to construct meaning. Building meaning from reading is an active process in reading. Readers not only absorb meaning by taking from the words seen with their eyes, but they also have to interact with the text through the information that is in the background knowledge that the reader has.

Reading is a complicated skill requiring the combination of several components (Rayner & Reichle, 2010). Reading is a complex activity requiring both perception and cognition. Word recognition and comprehension are interrelated components of the reading process (Pang et al., 2003; Urquhart, 2000). It is supported by Mckee (2012) that reading comprehension is a multi-faceted process with several elements. These factors consist of general language abilities, background information, comprehension methods, text knowledge, and working memory. Reading comprehension entails far more than a reader's responses to a text. (Klingner et al., 2015) explains that reading comprehension is a multicomponent, extremely complicated process including multiple interactions between readers and what they bring to the text (prior knowledge, method use) as well as text-specific elements (interest in text, understanding of text types).

Reading comprehension in learning English is often referred to as reading any genre of text. However, the two have slightly different meanings. Reading alone, or reading is an activity that we do to obtain information. So, reading is not only about reading aloud but also about how we as readers can find out the content contained in it. If we are then given questions related to the reading, it is hoped that we can answer them properly and correctly. Reading

comprehension is a continuation of reading activities again. Once we can understand the ideas contained in it, we should be able to translate the text and express it in our language. Thus, other people can also understand what is in the text through what we say to them.

Unfortunately, reading and understanding the text in English is not as easy as one might think (Fitria, 2022). This is a very natural thing for Indonesian people. English is not the first language we use every day. Several obstacles or difficulties are often experienced when studying the reading comprehension segment in English. Al-Jarrah & Ismail (2018) state that the challenges in reading comprehension encountered by students may have an impact on their English language ability and academic achievement. The first and most often experienced by students when learning to read in English is a problem with vocabulary (Fitria, 2023). Yes, we cannot know the whole idea of a text if we don't know the meaning of specific words. However, this should not make us give up and stop learning to read. Second, this is also not a strange thing. Sometimes, we are just lazy to read. When we see literature in a language that looks foreign, we tend to stop. Well, one of the keys to success in learning English reading comprehension is to be consistent and never give up.

Reading comprehension is a crucial aspect of second language acquisition. As a fundamental aspect of language learning, it is not a simple procedure (Shehu, 2015). Students sometimes remark that they do not comprehend a text; hence, they are unable to answer detailed questions. Reading is a search for information (Portillo, 2014). Newton et al. (2018) state that reading comprehension is a complex cognitive and contextually supported ability. It is also similar to Cartwright (2015) that reading comprehension requires an understanding of organization at several levels (e.g., grammar, sentence, paragraph, and text meaning). Different skills contribute to reading comprehension performance. These include word reading ability, vocabulary knowledge, syntactic skills, memory, and discourse-level

abilities including the capacity to draw inferences, text structure knowledge, and metacognitive skills (Oakhill et al., 2014). Reading comprehension may be expected at higher reading levels (Nuss, 2018). Understanding English texts quickly is not an easy thing to do for those who do not use English in their daily life. One of the reasons for this is the fact that every English text has a different level of complexity to master. It is the process of understanding English texts with a high level of complexity that tends to consume a lot of time and energy for the reader. Teachers have a big responsibility to motivate their students in reading.

There are several previous studies related to students' difficulty and problems in reading comprehension. First, Suryanto (2017) explains that existing reading problems are composed of cultural-based issues, English teaching and learning concerns, and social-contextual problems. Second, Soemantri (2011) states that students' problems in reading are reading speed: reading techniques, deficits in vocabulary acquisition, poor habits, regressing to read, slowing down when the sentence read is, and speeding up when the phrase read is the primary idea. Third, Lestari et al. (2017) state that difficulties students in reading are vocabulary, main concept, inference and reference, and detailed information. Besides, other difficulties include vocabulary, type of text and questions, reading strategy, and students' reading levels. Fourth, Satriani (2018) states that students struggle with reading because of a lack of motivation to read, difficulty in understanding reading material, inadequate reading ability, and the amount of time to read the content. Fifth, Nurjanah (2018) states that factors impact reading ability, such as vocabulary knowledge and learning experiences. Sixth, Ganie et al. (2019) students' difficulties in reading are rising from the student self (student's basic English skills, less fascination with the subject), problems from the teacher (approach during teaching and utilized unsuitable method), and external issues including material and environment problem. Seventh, Prihatini (2020) states that students had

difficulties in reading at multiple levels including literal comprehension, inferential comprehension, critical comprehension, and creative understanding. The other problems are inadequate instruction offered by the teacher, lack of students' attention, and vocabulary challenges. Eight, Matondang (2020) states that students' difficulty in reading is related to the main idea, language, topic in-depth, and inferences.

Both previous studies and this research show a similarity and differences point. The similarity is about the object or focus of the research. All previous studies discuss the student's difficulty or problem in reading during the teaching and learning process. But, this research focuses on the student's difficulties in reading comprehension tests. Here, the researcher wants to know the Non-EFL students' ability in reading comprehension and know their opinions or perception about reading comprehension tests. Therefore, the objective of this research is to know the students' ability and their opinions about reading comprehension tests.

METHOD

This research is descriptive and qualitative. According to Hesse-Biber (2016), qualitative research is a descriptively characterized research approach that employs qualitative data. However, a qualitative researcher might utilize numbers and percentages to highlight some of the most important qualitative themes developed through data collecting.

Tests and questionnaires are used for collecting data. The test (exam) is a method of collecting data that is carried out through questions that must be answered and responded to, or tasks that must be carried out by the subject being tested or examined (Abdillah et al., 2021). The type of test used multiple-choice questions. There are 50 questions as quizzes are given to students in the Google Form. The result of students' scores automatically appears in the Google Form responses. This research involves 20 Non-EFL students of ITB AAS Indonesia. To

know the student's opinions of the reading test, the researcher also collects data by using a questionnaire. Soewardikoen (2021) defines questionnaires are a way to obtain data in a relatively short time because, at the same time many people can be asked to fill in the written answer choices provided. Questionnaires can consist of both closed and open-ended questions (Katsirikou & Skiadas, 2010). In this research, the researcher uses closed-ended questions to make the respondents (students) choose the answer given.

In analyzing data, the researcher uses three steps of qualitative analysis as proposed by Miles et al. (2014). Data reduction is an analytical process to select, simplify, abstract and transform the data that appears. After the data is reduced,

the next step is to present the data so that it is well organized and arranged in the form of tables, graphs, or pictures. The next step is to draw conclusions based on the findings and analysis.

FINDINGS AND DISCUSSION

Findings

This research is to know the students' ability and their opinions about reading comprehension tests. To know the students' ability in reading comprehension, the researcher uses an online test (multiple choice questions) in Google Forms. The result of students' scores is gotten from Google Form Response as stated below:

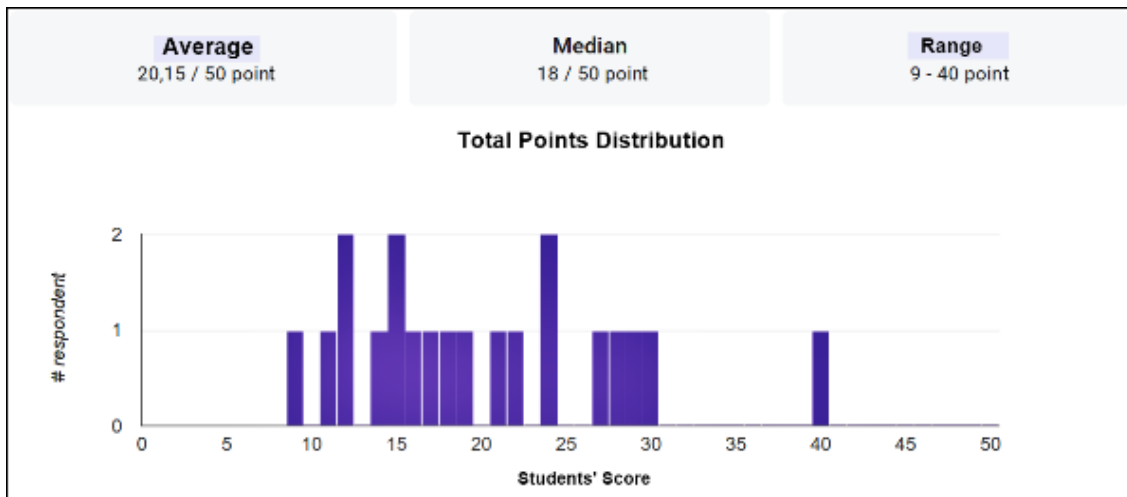


Figure 1. The Result of Students' Scores from Google Form Response

Based on figure 1 above shows the student's ability in reading comprehension viewed from their scores on reading tests. There are 20 respondents (students) involved in the testing. The students' average is 20.15 from 50 points, the students' median is 18 from 50 points and the students' range is between 9 (lowest

score) to 40 (highest score). The point here means the correct answer. It shows that there is 1 student gets 9 points, 1 student gets 9 points, 1 student gets 11 points, 2 students gets 12 points, 1 student gets 14 points, 2 students get 15 points, 1 student gets 16 points, 1 student gets 17 points, 1 student gets 18 points, 1 student gets 19 points, 1 student

gets 21 points, 1 student gets 22 points, 2 students get 24 points, 1 student gets 27 points, 1 student gets 28 points, 1 student gets 29 points, 1 student gets 30 points, and 1 student gets 40 points. It shows that the lowest students' correct answers are 9 points, and the highest students' correct answers are 40 points. After the researcher knows the students' scores, the researcher uses an online questionnaire using Google Forms to know the student's opinions about the reading comprehension test. The questionnaire result from Google Form responses can be seen below:

Table 1. Students' Difficulties in Reading Comprehension Test

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Too many questions (50 questions)	10 (50 %)	5 (25 %)	0 (0 %)	0 (0 %)
2.	The type of question is multiple choice	11 (55 %)	9 (45 %)	0 (0 %)	0 (0 %)
3.	Limited time (only 60 minutes) in doing the reading test	9 (45 %)	6 (30 %)	3 (15 %)	2 (10 %)
4.	The topic of the text is not familiar	9 (45 %)	9 (45 %)	2 (10 %)	0 (0 %)
5.	The topic of the text is not interesting	10 (50 %)	6 (30 %)	4 (20 %)	0 (0 %)
6.	The number of text topics is too much	9 (45 %)	7 (35 %)	4 (20 %)	0 (0 %)
7.	Too many the number of paragraphs in the text is	10 (50 %)	7 (35 %)	3 (15 %)	0 (0 %)
8.	Very varied types of text-related questions	10 (50 %)	10 (50 %)	0 (0 %)	0 (0 %)
9.	A lot of unfamiliar vocabulary in the text	10 (50 %)	9 (45 %)	1 (5 %)	0 (0 %)
10.	Difficulty in understanding the meaning of the question	10 (50 %)	7 (35 %)	3 (15 %)	0 (0 %)
11.	Difficulty in understanding the content of the text thoroughly	12 (60 %)	5 (25 %)	3 (15 %)	0 (0 %)
12.	Difficulty in answering types of reading comprehension such as the main idea, reference, stated detail, unstated detail, vocabulary, conclusion/inference, etc.	10 (50 %)	10 (50 %)	0 (0 %)	0 (0 %)
13.	Tend to interpret or translate each vocabulary when reading the text	9 (45 %)	10 (50 %)	1 (5 %)	0 (0 %)

Based on the table above, shows the students' difficulties with the reading comprehension tests. In the 1st statement, there are 10 students (50 %) who stated "strongly agree", 5 students (25 %) who state "agree", no student (0 %) who state "disagree" and no students (0 %) state "strongly disagree". It shows that most dominant students (50 %) strongly agree that too many questions (50 questions). In the 2nd statement, there are 11 students (55 %) stated "strongly agree", 9 students (45 %) stated "agree", no students (0 %) stated "disagree" and students (0 %) stated, "strongly disagree". It shows that most dominant students (55 %) strongly agree about the type of reading question in multiple-choice form. In the 3rd statement, there are 9 students (45 %) who state "strongly agree", 6 students (30 %) state "agree", 3 students (15 %) state "disagree" and 2 students (10 %) state "strongly disagree". It shows that most dominant students (45 %) strongly agree that they have

limited time (only 60 minutes) in doing the reading test.

In the 4th statement, there are 9 students (45 %) who state "strongly agree", 9 students (45 %) state "agree", 2 students (10 %) state "disagree" and 0 students (0 %) who state "strongly disagree". It shows that most dominant students (45 %) strongly agree and agree that the topic or reading text is not familiar. In the 5th statement, there 10 students (50 %) stated "strongly agree", 6 students (30 %) stated "agree", 4 students (20 %) stated "disagree" and no students (0 %) stated, "strongly disagree". It shows that most dominant students (50 %) strongly agree that the topic or reading text is not interesting. In the 6th statement, there are 9 students (9 %) who stated "strongly agree", 7 students (35 %) stated "agree", 4 students (20 %) stated "disagree" and no students (0 %) stated, "strongly disagree". It shows that most dominant students (50 %) strongly agree that several text

topics are too much. In the 7th statement, there are 10 students (50 %) who stated “strongly agree”, 7 students (35 %) stated “agree”, 3 students (15 %) stated “disagree” and no students (0 %) stated, “strongly disagree”. It shows that most dominant students (50 %) strongly agree that many the number of paragraphs in the text. In the 8th statement, there are 10 students (50 %) who state “strongly agree”, 10 students (50 %) stated “agree”, no students (0 %) stated “disagree” and no students (50 %) stated, “strongly disagree”. It shows that most dominant students (50 %) strongly agree that there are very varied types of text-related questions in reading. In the 9th statement, there are 10 students (50 %) who state “strongly agree”, 9 students (45 %) state “agree”, no students (0 %) state “disagree” and no students (0 %) state “strongly disagree”. It shows that most dominant students (50 %) strongly agree that a lot of unfamiliar vocabulary in the text

In the 10th statement, there are 10 students (50 %) who stated “strongly agree”, 7 students (35 %) stated “agree”, 3 students (15 %) stated “disagree” and no students (0 %) who state “strongly disagree”. It shows that most dominant students (50 %) have difficulty understanding the meaning of the question. In the 11th statement, there are 12 students (60 %) stated “strongly agree”, 5 students (25 %) stated “agree”, 3 students (15 %) stated “disagree” and no students (0 %) stated, “strongly disagree”. It shows that most dominant students (60 %) have difficulty understanding the content of the text thoroughly. In the 12th statement, there are 12 students (50 %) stated “strongly agree”, 10 students (50 %) stated “agree”, no students (0 %) stated “disagree” and no students (0 %) stated, “strongly disagree”. It shows that most dominant students (50 %) strongly agree and agree that they have difficulty in answering types of reading comprehension such as the main idea, reference, stated detail, unstated detail, vocabulary, conclusion/inference, etc. In the 13th statement, there are 9 students (45 %) stated “strongly agree”, 10 students (50 %) stated “agree”, 1 student (5 %) stated “disagree” and no students (0 %) stated, “strongly disagree”. It shows that most

dominant students (50 %) tend to interpret or translate each vocabulary when reading the text.

Discussion

The Non-EFL students’ ability in reading comprehension shows that the student’s average is 20.15 from 50 points, the students’ median is 18 from 50 points and the students’ range is between 9 (lowest score) to 40 (highest score). The point here means the correct answer. The students have difficulties with 1) too many questions (50 questions). 2) limited time (only 60 minutes) in doing the reading test. 3) the topic or reading text is not familiar. 4) the topic or reading text is not interesting. 5) several text topics are too much. 6) many the number of paragraphs in the text. 7) very varied types of text-related questions in reading. 8) a lot of unfamiliar vocabulary in the text. 9) difficulty in understanding the meaning of the question. 10) difficulty in understanding the content of the text thoroughly. 11) difficulty in answering types of reading comprehension such as the main idea, reference, stated detail, unstated detail, vocabulary, conclusion/inference, etc. 12) tending to interpret or translate each vocabulary when reading the text so it influences the time in reading texts.

These difficulties are in line with several previous studies above, for example, Lestari et al. (2017) that the difficulty of students in reading understanding is vocabulary, main concept, inference and reference, and detailed information. Moreover, the result from the interview with five students who got the lowest scores on the test and an English teacher who teaches the class indicates that the factors why the students face difficulties are the absence of extensive reading, inadequate vocabulary, type of text, type of questions, the absence of the use of reading strategy, and the uncertainty of students’ reading levels. Research from Matondang (2020) also in line with this research that students had difficulty discerning the main idea, comprehending language, describing the topic in-depth, and drawing inferences. The teacher’s efforts to address students’ difficulties with reading comprehension include elaborating on the text’s structure, how to locate the main idea,

how to formulate a conclusion, and identifying new vocabulary.

Reading learning is learning to read the text in English which is often felt by students to be boring. The saturation situation depends on how the teacher uses learning methods in the classroom. For the learning process to be active, a teacher must be creative in choosing new learning methods. Reading learning needs to be done effectively and efficiently, by paying attention to teaching principles including using teaching aids or teaching aids; paying attention to the differences in the individual abilities of students, and using a variety of teaching methods so that students can more easily understand information, understand the meaning of new vocabulary and equivalent words, and so on contained therein.

Teachers must be brave to try the way of teaching so far, there are lots of learning models that can be used for the learning process of this material, and teachers can easily obtain them, including through books, the internet, or better yet, directly share with colleagues so they can know how to apply these models are classed. Teachers also should not only rely on one source in learning. They must have many sources so that the material provided varies, not only from year to year. With a variety of reference sources, the learning process will develop. So that learning English, especially reading learning, becomes active, effective, and fun learning, it can be done in various ways.

Besides the teacher's way of teaching reading to the students, to answer the students' difficulties or problems in reading comprehension, both English teachers/lecturers and students must collaborate to solve it. For the students, they can do several ways, such as: First, reading regularly. Students' reading skills will not develop without reading. But as we already know that it takes several days of doing something consistently to form a habit. If it is possible, students should get used to reading every day or if not possible once a few days. Try in one day, they can set aside a little of our time to read, it can be within five minutes which then gradually increases to 20 to 30 minutes per day, depending

on the schedule on that day. By diligently reading we can digest and understand how the mindset of English speakers (native speakers). In addition, by diligently reading we can get used to reading more quickly, precisely, and confidently. Students can increase their vocabulary dictionary along with their understanding as well as the ability to discuss various topics.

Second, choosing reading according to interest. Students should read and sometimes they need to force themselves to read something informative or educational. However, students should start reading from the type or genre of writing that they like, it could be comics, romantic novels or even writing with lots of pictures that can help visualize the writing that students are reading. As much as possible make this habit of reading a pleasant thing, not a compulsion. If students do not like reading books, they can choose other reading options such as blog posts, articles in magazines, and online news, now there are many e-books and e-readers available and students can read anywhere and anytime in their spare time to read.

Third, reading various topics. After finding a reading topic that students enjoy, students can try searching for more writings and articles about that topic, and try to explore different topics so that our reading varies. This method will be useful for adding various kinds of vocabulary. In addition, by reading a variety of topics, students do not feel bored when learning how to read English properly and correctly, because they will have many variations of reading that we can choose from. The most important part is that students understand the essence of the texts they read. If they do not understand a word or two of a sentence but can get the gist of it, they can just guess what the word means, or try reading the next sentence and see if it helps. If when they read then they find a lot of words that they do not know the meaning of, it could be that the reading they choose has a high level of difficulty or level of understanding. They can choose the type of reading that is lighter and according to their level of understanding.

One effective way to learn how to read English is to combine different methods. For

example, reading a book while listening to an audio version of the book. If students want something extra, they can read, listen and say aloud what they are reading at the same time. When students read aloud, try to be in a quiet place, so they can focus. There are three advantages of this method, the first is that we focus more on absorbing information from the writings we read, because we use the senses of sight and hearing. Second, this method can help improve students' ability to learn and pronounce vocabulary. Reading aloud can improve understanding because it helps us absorb the words we are reading.

In increase reading in English. There is nothing wrong if from now on, students start reading more in English. In today's digital era, it is very easy to find English texts on various topics. Students can just open their cellphones, then look for reading reference sources such as articles or media in English. For beginners, students do not have to look for reference sources with difficult vocabulary that are often found on online news platforms. Students can look for articles that tend to be easier to understand. It is better if students look for articles that often appear in exam questions. For example, articles on topics such as natural sciences, social sciences, health, economics, transportation, education, and so on. However, it never hurts to read articles with topics that tend to be preferred, such as those related to music, movies, or even everything about favorite celebrities.

When students read, students can practice reading skills such as 1) Determining the purpose of reading. Before students start selecting and reading a reading text, they should first determine the purpose of their reading. This is done so that our reading activities are more effective. 2) Selecting Reading Text. After students already know what the purpose of their reading is, they can choose a reading text that suits their reading purpose. For example, if students want to find out about the latest news, they can choose newspapers or news articles on the internet as their reading text. 3). Choosing a reading technique. If they have found a reading text that suits their purpose, they can immediately

read it. The reading technique is based on the purpose of students' reading.

The reading technique will help students achieve their reading goals more easily and quickly. The techniques are: 1) Skimming. Skimming is reading quickly to find out the general picture written in the reading text. This technique is very useful especially when students are faced with very long reading texts. With skimming, they can find out the outline of the text without having to read the whole thing to save time. However, when students skim, they may miss important points or information. That is why they can use the skimming technique when they only want to know the outline of the reading and when they want to determine whether the reading is worth reading as a whole or not. 2) Scanning. The scanning technique is to find out specific information in a reading text. Just like skimming, scanning is also a speed-reading method. Some reading texts contain an index that lists some important keywords along with pages where information related to those keywords can be found in the text. To find certain information, we only need to look for keywords relevant to that information in the index.

CONCLUSION

The non-EFL students' ability in reading comprehension shows that the student's average is 20.15 from 50 points, the students' median is 18 from 50 points (correct answer) and the students' range is between 9 (lowest score) up to 40 (highest score). They have several difficulties with several questions, limited time, not familiar topic, not an interesting topic, number of text topics, number of paragraphs in the text, varied types of text-related questions, a lot of unfamiliar vocabulary, difficulty in understanding the meaning of the question, difficulty in understanding the content of the text thoroughly and difficulty in answering types of reading comprehension, and tend to interpret or translate each vocabulary in reading the text. Both English teachers/lecturers and students must collaborate to answer these problems.

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The Adjacency Pairs in EFL Virtual Classes: A Conversation Analysis

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Abstract

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There are many variations in the conversation between students and lecturers. The conversation between those two parties in classroom tend to be in one way or teacher-centered. This study employs conversation analysis of adjacency pairs. There have been many studies that analysis the use of adjacency pairs in a conversation, but there are no ones that focus on virtual platform. This study aims to find out adjacency pairs in conversations between a lecturer and students in the EFL virtual class. In conducting the study, researchers employed qualitative research method. The data used in this study were words in the form of recordings from virtual meetings at the EFL speaking virtual class at IAIN Syekh Nurjati Cirebon. The recording was transcribed and the data were analyzed using textual analysis. The finding of this research shows 12 adjacency pairs that emerge from the conversation. Finally, this study can be a practical guidliness for teachers, lecturers, and students who are interested in type of adjacency pairs and communicative functions in EFL class. Moreover, this study provides new references to translators and researchers because it analyzes conversations in virtual space.

Keywords:

Adjacency Pairs,
Conversation Analysis,
EFL Virtual Classes

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INTRODUCTION

Conversation or oral communication is one type of communication (Isgianto, 2016). When people converse, they share common conversational principles that interpret each other's statements as contributions to the conversation (Richard & Schmidt in Surya &

Sedeng, 2018). Therefore conversation is an unavoidable part of human life. Conversation occurs in all conditions and situations, regardless of time and place. A conversation has social purposes for people as interactional functions by expressing their feeling, exchanging information, and preserving social relations (Brown & Yule, 1983). Conversation occurs at school, at the office, at the market, on the street, and in various other places, moreover, conversation occurs in virtual using the internet, social media, and online meetings. A conversation consists of two or more people who exchange information, feelings, or keep their social life running well.

According to Furo (in Pardede et al., 2021), the spontaneity with which two or more individuals interact in formal or informal circumstances of ordinary life distinguishes conversation. This means that when two or more people talk, every utterance they make is spontaneous, rather than planned. However, in certain context, this condition may change. Conversations in formal settings, such as debate or discussion forums, traditional or religious ceremonies, and seminars, cannot be compared to casual daily conversations because they necessitate several produces, such as when, where, and how in their rutterances (Pardede et al., 2021).

When having a conversation, there are many things that can be revealed from every word or sentence that people say. Conversations can be analyzed using conversation analysis (CA) theory. CA is one approach in discourse that aims to find patterns of action contained in conversations (Wooffit, 2005). Someone will indirectly produce a pattern that comes from their conversation. Adjacency pairs are what they are called. There are utterance pairs that frequently interchange in conversation, for example, a question predicts an answer and an answer assumes a question, such as congratulation as the utterance function and thanks as the expected response. (McCarthy, 2000). Levinson (1983) states that adjacency pairs are pairs of utterances that contain the first and second parts. Adjacecny pairs also happens at school or university when

teacher give a command to student to do the assignment and students obey that command.

A conversation is a talking that consist of two people or more. A conversation can refer to people talking with each other just to talk, as a form of 'sociability,' or it can refer to any interactive talk activity, regardless of its purpose (Have, 2007). People engage in conversation for a variety of reasons, including exchanging information, expressing feelings, and maintaining social relationships. People's conversations can be analyzed using conversation analysis. Conversation analysis is a social science approach that seeks to describe, analyze, and comprehend talk as a fundamental and constitutive feature of human social life (Sidnell, 2010).

To put it simply, conversation analysis is the study of conversation (Hutchby & Wooffitt, 1998). More specifically, it is the systematic examination of human interaction talk produced in everyday situations: talk-in-interaction. Conversation analysis is a distinct method of analyzing language and social interaction. Its roots can be traced back to the 1960s in sociology, with the work of Harvey Sacks, Emanuel Schegloff, and Gail Jefferson (Wong & Waring, 2010).

The speaker and hearer take turns in a conversation, but the implied responses can be varied and even unexpected. Every conversation follows a predictable but not always easy pattern (Wiratno et al., 2018). Adjacency pairs have the following characteristics: 1) composed of two turns, 2) performed by two people, 3) the conversation is divided into first pair parts (FPPs/Fs for short) and second pair parts (SPPs/Ss for short), and 4) pair-type related, which means that not every second pair part follows the first pair part (Schegloff, 2007).

In addition, the alternative second pair parts of adjacency pairs do not always have the same status (Levinson in Widyanti, 2017). For example when first speaker blames second speaker, the second speaker can response denial as preferred or admission as dispreferred. There are some common adjacency pairs and some typical preferred and dispreferred part of second

pair parts. Those are acceptance as preferred and refusal as dispreferred for request, offer, and invite. Also agreement as preferred and disagreement as dispreferred for assessment, and expected answer as preferred and unexpected answer as dispreferred for question (Sacks as cited in Qodriani & Wijana, 2021). There are 18 types of adjacency pairs as follow: greeting, summon, apology, question, request, offer, blame, command, suggestion, assertion, announcement, assessment, complaint, compliment, invitation, leave-taking, threat, warning (Flowerdew, Levinson, Coulthard, Tylor and Tylor, Paltridge, & Schegloff as cited in Indarti, 2018).

However learning English not only can be done in classrooms, but also in virtual meeting since the COVID-19 pandemic occurs. In 2019 to 2022 all countries face the COVID-19 pandemic. Some countries have imposed a total lockdown and some others have restricted the movement of people in activities outside the home. This makes it difficult for many people to carry out their activities and results in changes in the course of various fields of life, one of which is education. Therefore the government enforces online learning from elementary to university levels. Most of learning processes were done through virtual meeting classroom. But it cannot be denied that there are many shortcomings in its implementation. Both teachers and students face issues, such as the availability and sustainability of internet connections, the accessibility of teaching media, and the compatibility of media access tools (Agung et al., 2020).

During the COVID-19 pandemic, English classes are held virtually. People avoid face-to-face or physical contact in the COVID-19 era. Teachers and students are all connected at the same time in a virtual class through communication tools or their devices, such as a computer, laptop, or smartphone (Asmara, 2020). Many people will benefit from this, even if it is done virtually. Type of learning that is done online can be a new challenge for all parties involved in the school (Hoang & Le, 2021). In addition, this type of learning can provide a new experience for various parties so that they can

prepare more thoroughly. Similar conditions can also occur in the future.

An English virtual class is a type of online learning that simulates in-person classes. The only difference between a virtual class and real-world English classes is that is done virtually (Huang & He, 2022). In addition, video conferencing, web conferencing, and Voice over Internet Protocol (VOIP) are required to make virtual classes effective. There are three critical aspects for the continuity of the English virtual class. The first is interactive whiteboards to make learning more interesting. The second is databases containing various learning materials, such as books, videos, and audio. The third is teacher tools and controls to allow the teachers to make changes. The English virtual class successfully runs.

In English online learning, oral communications is reduced. Teachers and students prefer to have written communications even though oral conversations still occur during virtual meeting by using Zoom or Google Meet platform. According to Qodriani and Wijana (2021, p. 121), verbal communication during the learning and teaching process before COVID-19 hit has now been replaced with written conversations.

There have been some studies that discuss about conversation analysis of adjacency pairs in a conversation, especially between teachers and students. The first study is from Indarti (2018) in her article. The data taken is in the form of a recording originating from a recording of the Dynamic Conversation level of adult class interaction at BBC ETS Semarang 2, Tlogosari. This study investigate the adjacency pairs in teaching and learning process between students and the teacher. The result shows the most adjacency pairs used by teacher is questions and also suggest to create more compliment in learning process. The second study is from Widiyastuti and Rustono (2018). This study aims to describe the adjacency pairs in a conversation that done by students and the teacher. The result of this study shows that eleven type of adjacency pairs. The third study is from Rum (2018). The sample of this study is from teacher and students'

interaction during learning and teaching process at ELC Education Makassar. The results of this study show five types of adjacency pairs as follows degreeting — degreeting pair which function as agreement to discontinue the conversation, greeting — greeting pair as the same function as the previous, question — refusal pair, offer — refusal, and the last is question — answer pair. The fourth study is from Nafi et al. (2019). The discovery reveals nine types of adjacency pairs formed by the interaction of English teachers and hearing-impaired students. This study also show the dominant role of teachers in the special need classroom.

The previous studies, especially conducted in the classroom, show that none of them has investigated adjacency pairs in online or virtual classes. They are still limited to the face-to-face physical world. Reviewing the current phenomenon where learning can be done not physically but also through virtual meetings, the researchers conduct this research to analyze conversations between a lecture and students in English virtual classes.

METHOD

The researchers employed a qualitative research methods. This type of research investigates a humanitarian or social problem by focusing on a person as an individual or group (Creswell, 2014). Meanwhile, Sugiyono (2019) defines qualitative research as a research method based on post positivism philosophy that is used to investigate the conditions of natural objects. The researchers employed the technique developed by Have (2007) in terms of the research steps because the data are in the form of words from conversations. These steps were as follows: 1) obtaining or creating recordings of natural interaction, 2) transcribing the tapes in whole or in part, 3) analyzing selected episodes, and 4) reporting the research. Moreover, this research employed textual analysis as an approach for this research.

Qualitative research used main data, such as words, actions, or it could also be from other documents (Lofland in Moeloeng, 2013). The primary data of this study were words

resulting from transcripts of conversations between a lecturer and students in virtual meetings at Speaking at Workplace Class 2B in Tadris Bahasa Inggris department, IAIN Syekh Nurjati Cirebon. The virtual meeting utilized Zoom platform which lasted 100 minutes or 2 credits at March 30th, 2023.

In this study, the researchers acted as an instrument or tool. Therefore, the instrument used was humans because humans can understand words or sentences from a conversation between two or more people. To collect the data the researchers conduct a recording, transcribing, and classifying the data. The collected data were analyzed using textual analysis, to interpret the result of recording, transcribing, and classifying based on theory of adjacency pairs by Indarti (2018) and communicative functions. Textual analysis involved the identification and interpretation of a set of verbal or non-verbal signs (Vanderstoep & Johnston, 2009). Since of this study analyzed the conversation that was in part of verbal sign or communication, the researchers employed textual analysis to find out the adjacency pairs and communicative functions in conversations between a lecturer and students in EFL virtual class. For the final report the researchers did not include the analyzed conversation entirely.

RESULTS AND DISCUSSIONS

Adjacency Pairs in EFL Virtual Classes

This study finds 12 types of adjacency pairs. The 12 types of adjacency pairs will be revealed in the table below.

Table 3.1 The distribution of Adjacency Pairs

No	Types/First Pair Parts	Response/Second Pair Parts	Occurrences
1.	Greeting	Greeting	5
2.	Apology	Minimize	5
3.	Question	Expected Answer	44
		Unexpected Answer	21
4.	Request	Acceptance	1
		Refusal	0
5	Command	Obedience	44
		Disobedience	5
6.	Suggestion	Acceptance	3
		Refusal	2
7.	Assertion	Agreement	16
		Disagreement	0
8.	Announcement	Acknowledgment	52

9.	Assessment	Agreement	7
		Disagreement	0
		Opinion	18
10.	Complaint	Apology	6
		Non-apology	2
11.	Compliment	Acceptance	2
		Refusal	1
12.	Leave-taking	Leave-taking	4
Total			238

Based on the table above, the researchers finds 238 adjacency pairs produced by the lecturer and students in the virtual English speaking class. This class lasts for 2 credits and is conducted on the Zoom platform. Questions are the most used types of adjacency pairs by a lecturer and students in virtual English speaking class. This is because the lecturer ask many questions to lead the learning process. The findings show that there are a total of 66 questions with a response of 45 for the expected answer and 21 for the unexpected answer. Request becomes the least used with 1 occurrence.

In general, this research has similarities with previous research from Indarti (2018) where questions are the most common type of adjacency pairs found in conversations between lecturers or teachers and students. However, there are differences in this study compared to previous research from Indarti (2018), Widiyastuti and Rustono (2018), Rum (2018), and Nafi et al. (2019) who respectively investigated the use of adjacency pairs in conversations between lecturers or teachers and students. The difference lies in the response that tends to be passive from the SPPs in responding to the utterances of the FPPs. From a total of 238 adjacency pairs found, there were 41 passive or non-verbal responses that appeared in conversations between lecturers and students.

Out of a total of 41 no responses that appears in conversations between lecturer and students in this virtual speaking class, the lecturer never gives no responses to respond to student utterances. Lecturers have an important role as learning centers and lead the course of teaching and learning activities. The reason of students' passivity in online learning is due to a lack of data plan/internet quota (Agung et al., 2020). There are three factors that can cause students to become passive in online learning, such as

compulsory task submissions, content courses, and internet connection or data (Sari, 2020). In general non-verbal or passive communication in virtual space can be interpreted as all behavior that has the potential to contain information and does not contain linguistic elements in it (Knapp et al. as cited in Maloney et al., 2020).

Greeting

Greetings can contribute to the learning and teaching process in the classroom (Shields-Lysiak et al., 2020). It is because when teachers, lecturers, fellow students, and all parties at school convey greetings to students, this can make students feel supported, accepted, and safe while they are learning at school so that students become more productive while studying. Greetings were found 5 times which is 3 pairs initiated by lecturer and 2 pairs initiated by students.

Data 2

Lecturer : *Right. Good morning everyone.*

Students : *Good morning, Miss.*

In data number 2 above, the lecturer as FPPs immediately initiated the greeting which is commonly used by many people in many countries or even in Indonesia itself. Students as SPPs simply answered greeting by giving good morning back.

Apology

An apology has the goal of maintaining and restoring social norms among human beings so that their relationship remains in good harmony (Goffman as cited in Alfghie & Mohammadzadeh, 2020). Even in English learning class, apology is often used by teachers, lecturers, and students. Apologies can maintain and restore good relations between fellow students, students and teachers, or fellow teachers. There are 5 apologies (1 from lecturer and 4 from students) that occur in conversations between lecturer and students in virtual English speaking class. The response to responding to an apology is to minimize it.

Data 209

Lecturer : *OK, alright. Thank you, Sanata. I'm so sorry there are so much noises around me here.*

Student 19 : *Yes, Miss.*

In data 209 it can be seen that the lecturer apologized to the students because there was noise in the place where the lecturer was teaching. The lecturer was worried that the surrounding noise could disrupt the teaching and learning process, so the lecturer apologized to the students. Responding to the lecturer's apology, student 19 immediately answered with the aim of minimizing it.

Question

The total number of questions asked by both lecturer and students was 65 times, where the expected answer was 45 and the unexpected answer was 20. The lecturer initiated the question which resulted in the expected answer response 38 times, while the students 7 times, while for unexpected answers the lecturer and students respectively initiated 10 times.

Data 55

Lecturer : *OK, yeah, uh, can you guys see my screen?*

Student 1 : *Yes, Miss.*

In data 55 student 1 has a clear answer and is in accordance with what was asked by the lecturer so it is considered as expected answer. The lecturer asks or clarifies all students whether the share screen can be seen, student 1 automatically answers briefly and clearly that the share screen has appeared. The example of unexpected answer will be shown below.

Data 62

Lecturer : *Thank you. OK, so what is the meaning of the first word 'cub'? What is cub? Anyone knows? Cub? The first word. What is the meaning of the first word cub?*

Student 1 : *Cub?*

In data 62, the lecturer asks the students if they know what the word 'cub' means in Indonesian. The response that came was from student 1 where he asked back with "cub?" This response has an ambiguous meaning whether he knows or does not know the meaning of the word 'cub' so this is categorized as an unexpected answer.

The previous research from Indarti (2018), Widiyastuti and Rustono (2018), Rum (2018), and Nafi et al. (2019), respectively has

pairs of finding questions that get verbal responses. Whereas in Indarti's research (2018), the question pairs found in this study contained non-verbal responses or through gestures. Question pairs in Indarti's research (2018) showed smiling and nodding the head gestures from students to answer questions from the teacher. The findings of the previous studies have similarities with this current study in that data on 16 where the lecturer asked a question to a student but this student and the others did not reply. There was no response from the students indicating that the student whose name was mentioned was not present at this virtual meeting. It can be considered that non-verbal responses exist in virtual conversations and can be understood by speakers of both FPPs and SPPs.

Request

When the FPPs ask to SPPs to do something in polite manner it is called request. To respond this type of adjacency pairs, the SPPs can accept it or refuse it. Only 1 request that found in the conversation between a lecturer and students in this study. The response is acceptance.

Data 189

Lecturer : *Alright. Sanata, can you share your screen about your visualization?*

Student 19 : *Yes. Wait, Miss.*

In the data above, the lecturer requests student 19 to immediately display a share screen regarding the visualization of a story. The response from student 19 was to carry out a request from the lecturer so that this is categorized as acceptance which is the preferred answer.

Command

This type of adjacency command is very commonly produced in an English class, such as when a teacher gives orders to students to read sentences on certain pages, do assignments, or commands can also occur when students give orders to teachers to announce exam results and so on. There were 49 commands (45 initiated by lecturer and 4 initiated by students) produced in the conversation between a lecturer and students in the speaking class which had a response of 44

for obedience as the preferred answer and 5 for disobedience as the preferred answer.

Data 187

Lecturer : *Give applause everyone, for Faiza.*

Students : [no response verbally but gesturally].

Data 187 shows students obey orders from the lecturer by action or gesture instead of verbally. Even though there are different ways to respond, it can be interpreted as an obedience or preferred answer because the adjacency pairs response does not have to be in the form of saying Yes or No (Mudra, 2018). The example disobedience will be shown below.

Data 210

Lecturer : *OK. So you may close your presentation.*

Student 19 : *Enough, Miss?*

In data 210, the lecturer ordered student 19 to close the presentation. Student 19 did not immediately respond by agreeing or closing the presentation, instead Student 19 made sure whether the presentation was sufficient even though the lecturer had ordered from the start to close the presentation.

The finding of previous research from Widiyastuti and Rustono (2018), Rum (2018), and Nafi et al. (2019) there were no command pairs, whereas in Indarti's (2018) study command pairs appeared and were produced by teachers and students. Command pairs in Indarti's research (2018) obtained verbal responses from students in answering commands from the teacher. Whereas in this current study, apart from verbal responses in response to commands, there were also non-verbal responses or through gestures to answer commands. In data 187 the response from students did not contain linguistic elements but through body language or gestures. The gesture expressed by the students is in accordance with the command from the lecturer, namely by giving a round of applause to one of the other students. This response is considered as obedience because it has followed the command from the lecturer.

Suggestion

Suggestion is different from command in that a suggestion contains suggestions from the

FPPs' opinion, while a command is an order that tends to be more urgent and must be carried out.

To respond to this type of adjacency pairs the SPPs can accept or refuse. There are 5 suggestions (all produced by lecturer) found from conversations between a lecture and students where 3 were for the response to accept as the preferred answer and 2 to refuse as the dispreferred answer.

Data 191

Lecturer : *Maybe you can try again to share your screen.*

Student 19 : *Yes, Miss, wait.*

In data 191 shows an acceptance response. The context in this case, before suggesting student 19 to display the share screen, student 19 had a technical problem where he could not share the screen. The lecturer also made student 19 a co-host first and then the lecturer suggested student 19 to try again to show the screen. Suggestions from lecturer is accepted and implemented by students 19. The example of refusal will be shown below.

Data 15

Lecturer : *Maybe you can turn on your camera when I pull up your name.*

Student 4 : [no response verbally and gesturally].

Data 15 is an example of suggestions from lecturer as FPPs that is refused by students. In data 15 when the lecturer checks student attendance, the lecturer suggests student 4 to turn on the camera when his/her name is called. However, student 4 did not turn on the camera immediately or answer verbally so it is considered as refusal.

The previous research from Indarti (2018), Widiyastuti and Rustono (2018), Rum (2018), and Nafi et al. (2019) did not find suggestions pairs. However, in this study suggestions pairs occurs 5 times. In answering suggestions, student respond by giving verbal and nonverbal response or gesturally. In data 15, the utterances from the lecturer is suggestion while that from student 4 is refusal. In responding to suggestion from the lecturer, student 4 did not respond with utterances, such as "Yes, Miss" or "I can't turn on my camera, Miss" to show

acceptance or refusal. Student 4 gave a response in the form of body language where student 4 did not follow the lecturer's suggestion to turn on the camera. Therefore, the response from student 4 is considered as a refusal.

Assertion

Assertion is a statement produced by the FPPs where they feel what they convey is true. To respond to an assertion, the SPPs can give an agreement as a preferred answer and disagreement as a dispreferred answer. In total there are 16 assertions (12 times from lecturer and 4 times from students) where all the responses are in the form of agreement as the preferred answer.

Data 227

Student 1 : *Yeah, after Jack grows and then he always racist to his mother.*

Lecturer : *Yeah. So he blames everything bad happened to him to his mother. OK, and then he only cares about himself.*

Data 227 shows the assertion expressed by student 1. Student 1's assertion regarding the actions of a character in a story was agreed by the lecturer by providing additional details about the bad actions of a story character named Jack towards his mother.

The previous research from Indarti (2018), Widiyastuti and Rustono (2018), Rum (2018), and Nafi et al. (2019) do not find assertion of adjacency pairs. However, this current study finds assertion pairs and its response. In data 7 shows the lecturer's utterance is assertion, while the students' utterances is agreement. Even though the students did not respond at all to the lecturer's assertion, their silence could be interpreted as agreement because they did not question or refute it.

Announcement

Announcement is a statement where someone simply gives information about something (Widyanti, 2017). For example, the teacher provides information regarding exam schedule, what material will be studied at the next meeting, or what items must be prepared for speaking practice. To respond this, someone gives acknowledgment. In total there were 52 adjacency pairs of announcement uttered by

lecturer and students where lecturer initiated 36 times while students initiated 16 times.

Data 12

Lecturer : *OK. So you are also at campus building. OK. But today we have our meeting online. So thank you for accommodating this online meeting. Unfortunately, but for next week we are going to have our meeting offline as usual. OK. Alright. So I'm going to take your attendance first.*

Students : [no response].

In data 12 above the lecturer provides information about learning that is carried out online. The lecturer also provides information for the next meeting which will be held offline again. In addition, the lecturer also informed students that the lecturer would check student attendance first. All announcements initiated by lecturer do not receive verbal answers from students. Conversations in virtual space tend to be passive. For instance, the lecturer gives students information about the next meeting, the students kept silent, indicating that they receive the information. The absence of a student response can be interpreted as an acknowledgment. This also means that while students do not refute or ask for announcements from the lecturer it shows that they understand and can follow the next information.

The previous research from Indarti (2018), Widiyastuti and Rustono (2018), Rum (2018) do not find announcement pairs. Meanwhile in Nafi et al. (2019) announcement or giving information exists. To response to announcement, the hearing-impairment students response with verbal and sign language. This also occurs in this study where the response both can be verbal, gesture, or silence. In data 118, the speech produced by the lecturer is an announcement, while no response from students is considered as an acknowledgment. The reason why no verbal response and gestures from students is categorized as acknowledgments is because students do not refute, question, protest, or stop the lecturer's speech which means they understand and can follow further information.

Assessment

When someone produces utterances that describe feelings, judgments, or evaluations of other people, events, or objects, then that person is doing an assessment (Isgianto, 2016). Assessment can also be in the form of a question where FPPs aim to seek opinions or evaluation from SPPs. In adjacency pairs, to respond to an assessment in the form of a statement the SPPs can give an agreement or disagreement, whereas if the assessment is in the form of a question then the SPPs can answer it with an opinion. The findings show that there are a total of 25 assessments (18 time from lecturer and 7 times from students) where the responses are divided into 7 for agreement and 18 for opinion.

Data 184

Lecturer : *A Chinese-American man. And he has difficulties in finding his place, right? Whether he is American or he is Chinese. OK, so there are cultural differences between Chinese and America, right? So this is a case of racism, right?*

Student 21 : *Yes, Miss.*

In data 184 above the lecturer gave her comments regarding the problem of racism that occurs in a story. Responding to assessment from lecturer, student 21 gave his agreement. This is considered the preferred answer. The example of opinion response will be shown below.

Data 224

Lecturer : *OK, alright, so what do you think, Arya, about Jack's character?*

Student 1 : *I think he's cruel character and then selfish.*

The example above is how an assessment can be in the form of a question and have an opinion to respond to. In the case in data 224, the lecturer asked student 1's opinion on Jack's character, student 1 answered that Jack is a cruel character and he is selfish.

Complaint

Complaint is a statement that describes a person's dissatisfaction with something or the actions of another person (Godard as cited in Aropi et al., 2022). In adjacency pairs, to respond to the FPPs complaint, the SPPs can say apology.

The researcher found adjacency pairs of this type 8 times (1 time initiated by lecturer and 7 times initiated by students) in conversation at English speaking class.

Data 196

Lecturer : *I want to present. I want to present, not I want to presentation, yeah, or maybe, uh. So make sure I want to plus verb one, present, yeah, Sanata, yeah. Just, just, just, just, uh, just speak what is in your mind. No problem, we learn together.*

Student 19 : *Yes.*

In data 196, it can be seen that the lecturer's dissatisfaction with the students' incorrect grammar was evident. This expression of dissatisfaction can be considered as a complaint. In answering the complaint from the lecturer, student 19 gave approval to the lecturer so that the answer from student 19 can be categorized as an apology. The example of non-apology will be shown below.

Data 140

Student 1 : *Adelia, how did you feel about the main character? Hello? Ini kayak, kayak, ngomong sendiri gak, sih? [I feel like I'm talking to myself].*

Student 8 : *Hey, di sini suaranya bentrok [The sound here is clashes].*

In data 140, student 1 expressed his dissatisfaction with his fellow students because he had started the discussion but did not get an active response from other fellow students. The complaint initiated by student 1 did not receive an apology from other fellow students but instead a statement denying that the sound heard on the device was unstable. The response from student 8 can be considered as a non-apology. The response apology can be shown as accepting the complaint or immediately taking action.

The previous research from Indarti (2018), Rum (2018), and Nafi et al. (2019) do not find complaint pairs. Meanwhile in Widiyastuti and Rustono (2018) the complaint pairs exist. The students in Widiyastuti and Rustono (2018) always give response verbally. Meanwhile in this study, to respond to complaint pairs, the students answer verbally, gesturally, and silently. In data

14, student 1 gave a complaint to student because student 3 was very noisy during the discussion session. Responding to the complaint from student 1, the student immediately became silent and did not respond verbally with an apology. Even without a verbal response, this is considered an apology because student 3's actions follow what student 1 complained about.

Compliment

A compliment is an utterance that has a positive tone to a person's appearance, personality, abilities, characteristics, and possessions (Alsuhaibani, 2022). Compliment also has a very important purpose in social life as a tool to strengthen and form social bonds. This can also be a strategy as a form of politeness. In learning English, compliments can improve students' communication skills and can be used as access for students to have the opportunity to understand how other cultures convey praise and respond to it (Dilnozakhon, 2022). In adjacency pairs, to response to compliment is by giving an acceptance or refusal. The findings show the results of compliments 3 times (all initiated by lecturer) where the response is 2 as acceptance and 1 as refusal.

Data 180

Lecturer : *Oh, yeah. You, you are quite good in drawing.*

Student 21 : *Thank you.*

Data 217

Lecturer : *Oh, yeah, Sanata did really well in visualizing the memorable scene, yeah.*

Student 19 : *Yes, Miss.*

In both data 180 and 217 above it shows that the compliment initiated by the lecturer has been received by the students. Acceptance can be in the form of thanks or approval. In data 180, student 21 received a compliment from the lecturer with thanks, while in data 217 it was seen that student 19 received a compliment from the lecturer with approval. Both are considered as acceptance or preferred answer. The example of refusal as dispreferred answer will be shown below.

Data 51

Lecturer : *Sanata? OK, our Ariana.*

Student 19 : *I'm not Ariana.*

In the data above the lecturer gives a compliment to student 19 that she is Ariana, in this case referring to the famous singer Ariana Grande. However, the compliment from the lecturer was casually refused by student 19.

Leave-Taking

Greeting is produced when the FPPs opens a conversation, while leave-taking is produced to end a conversation (Paltridge in Widyanti, 2017). To answer a leave-taking utterance, the SPPs do another leave-taking. A total of 4 leave-taking utterances have been produced by lecturer and students in the virtual English speaking class.

Data 238

Lecturer : *OK, see you everyone.*

Students : *See you, Miss.*

CONCLUSION

The researchers conclude there are 238 adjacency pairs which are categorized into 12 types of adjacency pairs based on the findings of this study. Each type of adjacency pairs are: 1) 5 greeting pairs, 2) 5 apology pairs with response minimize, 3) 65 question pairs whose responses are divided into 44 for expected answers and 21 for unexpected answers, 4) 1 request pairs with response acceptance, 5) 49 command pairs whose response is divided into 44 for obedience and 5 for disobediences, 6) 5 suggestion pairs whose response is divided into 3 for acceptance and 2 for refusal, 7) 16 assertion pairs with response agreements, 8) 52 announcement pairs with response acknowledgment, 9) 25 assessment pairs whose response is divided into 7 for agreements and 25 for opinions, 10) 8 complaint pairs whose response is divided into 6 for apologies and 2 for non-apologies, 11) 3 compliment pairs whose responses is divided into 2 acceptances and 1 for refusal, and 12) 4 leave-taking pairs. The question pairs become the most applied adjacency pairs by the lecturer and the students because this is a way to interact in an online class. This interaction mostly initiated by the lecturer indicating that the lecturer has dominant role in learning process and become the center of learning. Meanwhile for communicative functions there are 432 communicative functions which are categorized

into 5 types of communicative functions based on the findings of this study. Each type of communicative functions are: 1) 61 referential functions, 2) 21 emotive functions, 3) 153 conative functions, 4) 168 phatic functions, and 5) 29 metalinguistic functions. Phatic functions become the most used communicative functions types followed by conative indicating that the interactions between the lecturer and students go well. This research contributes to conversational analysis of adjacency pairs theory because it analyzes the conversations between a lecturer and students in English virtual class.

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An Investigation of The Advantages and Challenges of Case-based Method in EFL Classroom

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Abstract

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This research aims to investigate the implementation of the case-based method and its advantages and challenges in the EFL classroom. This research used case study design under qualitative research. The participants in this research were an English teacher and four students who were in the twelfth grade in senior high school. The instruments in this research were interview. Interview was used to investigate the implementation of the case-based method in the EFL classroom and to examine the advantages and challenges of the case-based method. The findings showed that teacher implemented case-based method in EFL classroom on discussion text learning by conducting a debate between two teams to conclude a case. The results of interview revealed that learning with case-based methods had several advantages, namely students' confidence, speaking skill, creativity, collaboration and critical thinking. In addition, the method also had challenges that teachers and students go through. The teacher and students have the same perspective on the advantages and challenges in used case-based method. Therefore, the case-based method was indeed the right teaching method to be implemented in the classroom because there were several advantages that can improve students' abilities, despite the challenges that exist.

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INTRODUCTION

From the past until now, the teacher expects their students to have a broad mentality and understanding learning both in theory and practice in the real world they will face. However, all schools face the complexities of preparing students to 'diagnose, define and act' with the real world. Then, the gap between theory and practice exists because there may be too much

learning in theory and too little practice. Therefore, nowadays teachers must use appropriate learning methods, thus, there can be no gap between theory and practice in the learning process. Appropriate learning methods are needed in the classroom because of the high and quality student learning outcomes that can be produced from a quality learning process, while the mismatch of learning methods applied can

reduce the quality of the learning process itself (Nasution, 2017). The selection of the right learning method is very important in learning because it can have a good impact on the learning process for students. A good learning method is a learning method that can build the enthusiasm of students thus they can receive learning materials easily and can be understood well. According to (Munawaroh, 2020) the learning method is a way of presenting subject matter carried out by teacher to students thus the learning process achieves goals. The learning method can be said to be a method or stage used in the interaction between students and teacher to achieve the learning objectives that have been set in accordance with the material and mechanism of the learning method.

In solving a problem that students will face, of course the teacher must have an appropriate method for material and learning in the classroom. The method used must certainly be able to hone the thinking skills of students in dealing with a problem. Therefore, the case-based method is the right method to be used in the learning process and the method can also make and improve students' ability to think critically. According to (Koivisto and Hamari, 2019) as cited in (Huang et al., 2021) the case method is considered as a teaching method, in authentic situations and through case analysis, discussion, understanding, and reflection, to increase the effectiveness of learning. The case method is a learning method in which a person learns by thinking, planning and acting something in analysing a case. Cases are complex problems with real situations and can stimulate discussion in classroom. According to (Mu & Hatch, 2020) the case method can be used as a way for students to have an underlying mentality with cognitive and affective abilities, skills and behaviour. With cognitive abilities, students can train their logical thinking skills and are very affective, such as emotional responses to cases in learning.

(Puri, 2022) states that most school suggest and use the case method, which

allows to bridge between practice and theory in a way that encourages and stimulates engaging and deep learning, helping students to gain a deeper understanding of complexity. Real-life situations, and empower teachers and learners to apply their skills and theoretical knowledge to a variety of problems. But in reality, there are still many teachers who do not use the case method in the learning process and they use more old methods. Whereas (Efremenko et al., 2020) state that the case method encourages analytical thinking, encourages students to analyse topics independently and find solutions, and increases their capacity for communication, debate, and personal accountability. It can consolidate knowledge learned through cases and prepare for independent practical work and minimize the gap between theory and practice. In addition, by generating causal relationships and making these relationships the object of study, the case method aims to teach students not only facts but also the relationships that exist between them. Learning by using the case method is also beneficial hence students can interact and collaborate by producing critical and structured thinking. Based on the result of preliminary observations, the teacher did not realize how to use the case method in the learning process. This can happen because of a lack of knowledge about the latest learning methods and students are not accustomed to being involved in the learning process such as solving a problem in a discussion. But students are given a case in the form of a text called a discussion text and put it into written form. And then, everyone must have their own opinion about this method because there are some students who feel embarrassed to express their opinion. There are even students who are unwilling to interact in the discussion and sometimes there are students who do not give good feedback as long as learning processes in classroom. However, there are also students who are very enthusiastic when learning using the case method.

This study aims to see whether learning using the case method is a good strategy for students based on students' perception. In addition, case method is considered as an effective method that can be applied in EFL classroom. Consequently, learning English will be more active, responsive and creative in discussing or collaborating for students and teachers. Therefore, based on the above phenomenon, the present study tries to fill the gap by examining the implementation of case-based methods used by teachers and observe students' feedback involved in learning in EFL classroom at senior high school level.

The learning method is a systematic and regular process carried out by educators in delivering material to their students. According to (Aryanti, 2017), teaching method is a method used for teaching. The method is a path that is traversed to provide understanding or understanding to students (Halik, 2012). The learning method is a decision made by educators in managing the ways of implementing the learning process or how technically a lesson material will be given to students. According to (Anjani et al., 2020), the learning method is a systematic way of working, meaning that it can facilitate implementation thus it is conducive to achieving predetermined goals. Therefore, with a specific goal method, it will run more structured and easier to implement. Teaching method which is used by the teacher should be varies in accordance to the purposes and taught materials. By using various teaching methods, the teacher does not only use one method but also other relevant methods in turns. With this method, it is hoped that the teaching and learning process can run well. Therefore, educators must be able to learn learning methods.

The case method is a discussion-based learning to solve a case or problem. The application of this method will greatly hone and improve students' critical thinking skills to solve problems, but it can also improve communication, collaboration, and creativity skills. The case method could be a

shape of learning in which understudies more than once encounter playing the role of a decision-maker. A case may be a depiction of an occasion or arrangement of occasions that lead to the require for a choice (Mu & Hatch, 2020). This case method could be a sort of problem-based learning. Understudies have a primary part in issue understanding, whereas teachers act as facilitators who are in charge of watching, inquiring questions, and coordinating discourses, and observation. (Puri, 2022) also mentions that the case method is a perfect way, the most perfect way to get ready understudies for the challenges of leadership' and 'through the energetic prepare of trading viewpoints, countering and protecting focuses, and building on each other's thoughts, understudies gotten to be proficient at analysing issues, working out judgment, and making troublesome decisions. The case method gives basic administration aptitudes and certainty and instructs understudies to stand their ground and impact others through talk.

Case method is a teaching method used in various fields of science. In general, a case is a description of an actual or hypothetical situation in the real world where a person or persons face a problem or challenge, although the specific definition of a case may vary. In education, the case method is a motivating, student-centre approach that models theoretical concepts and illustrates them through their application to a situation. Involvement in the case method encourages students to be active, participate, and think critically among other students. The case method can be used in any context when teachers want students to explore how and what they have learned that applies to real-world situations and ask students to answer questions freely or develop solutions to solve some problems. Basically, students learn by doing, and develop their thinking skills to engage in theory or cases with strong reasoning.

METHOD

This research employs case study design under qualitative research. According to (Creswell, 2018), a case study as employed in this research uses an in-depth analysis of a case (can be several cases) that occurs over a certain period of time through in-depth and detailed data from various sources of information whose testimony is believed to be true. According to (Rebolj & Possibilities, 2017), case studies are comprehensive descriptions of individual cases and their analysis; namely the characterization of cases and events, as well as an overview of the process of finding these characteristics which is the research process itself. The purpose of a case study is to identify the variables, structure, form, and sequence of interactions between participants in a situation (theoretical goal), or, to assess work performance or progress in the development of a case (practical goal) because a case study is a description and analysis of a problem or individual case. According to (Malik, 2013), “qualitative research is exploratory in nature because its purpose is to discover new ideas and insights or even generate new theories”.

The participant in this research was an English teacher who implements the case-based method in an EFL classroom to teach discussion text in particular. Furthermore, the students were also involved as participants in this research. The selection of the students-participants was based on their achievement suggested by the teacher namely low achiever, medium achiever, and high achiever. The data in this research were obtained through an interview. A form of dialog conducted by researchers to obtain information from respondents is called an interview (Sandu Siyoto & Sodik, 2015). The interview technique is to meet directly with the student and teacher and they can answer the best interview according to their own opinion. In this research, semi-structured interviews were used to gain the data. The data were in the forms of utterances, sentences, phrases, and words related to the implementation of case-based method and also about its advantages and challenges. In this research, sources triangulation was used. Therefore, source triangulation is used to check the correctness of data obtained by this research

from various different points of view with used the same technique. In this research, the data analysis process is carried out through stages; data transcription, data reduction, data display and conclusions.

RESULTS AND DISCUSSIONS

This research reveals that the teacher as the participant is not familiar with the case-based method. The teacher has also never attended training on the case-based method therefore she lacks knowledge of the method. However, she has already implemented case-based method to teach discussion text in her EFL classroom despite her unfamiliarity towards this sort of method. The teacher uses a case to be debated between student teams. The teaching process can be said to have used the case-based method. Especially teachers who have been teaching for a long time, they only know conventional methods. However, actually most of the teachers have used new methods such as this case-based method, it is just a lack of knowledge about the name of the new learning method. Therefore, there are several aspects that will be analysed based on the results of the research that has been done, there is the advantages and challenges of case-based method.

The Advantages of Case-based Method in EFL Classroom

Learning methods that are implemented in the classroom certainly have advantages. The advantages of a learning method can improve several abilities. This is also in line with the case-based learning methods. After conducting research, the case-based method has several advantages. Some of the advantages are as follows.

Enhancing Students' Confidence

Based on the results of the interview, the advantages of learning discussion texts using the case-based method can enhance students' self-confidence. What is meant by increasing self-confidence is to increase students' confidence in expressing their opinions. As said by several students below.

“Kelebihannya itu bisa melatih kita untuk berani beragumen. Mungkin banyak

kelebihannya dan tidak ada kekurangannya.”(Student 1)
 (The advantage is that it can train us to dare to argue. Maybe there are many advantages and no disadvantages)

“Banyak kelebihannya, yaitu melatih berpendapat dan melatih percaya diri”
 (Student 2)
 (There are many advantages, namely that it can train us to have an opinion and increase self-confidence)

From the statements of some of these students, the advantages of this case-based method can train them to increase their confidence to have an opinion. Then, in increasing self-confidence for students it is very important especially in terms of conveying their thoughts, because in learning discussion texts they have to be in groups and conduct debates that are required to give their opinions.

Improving Students’ Speaking Skill and Communication

The second advantage when learning using the case method is that it can improve students' speaking skills and their communication. Students' speaking skills will improve because the method used by the teacher can encourage students to speak, for example, as done in twelve classrooms, namely arguing between two teams. This is stated by the teacher and students listed below.

“Bisa meningkatkan speaking untuk beragumen, untuk memberikan ide atau gagasan ketika menghadapi kasus-kasus tersebut.” (Teacher)
 (Can improve speaking to argue, to provide ideas when facing these cases)

“Bisa banget. Skill untuk berani berbicara, berani beragumen dan melatih speaking kita menggunakan Bahasa Inggris.” (Student 1)

(It can really, skills to dare to speak, dare to argue and train our speaking using English)

From the statement above, the advantages of improving speaking skills are felt by teachers and students in the learning process. In EFL classroom, of course, they are encouraged to use English in expressing their opinions. But because of the different abilities of children there are some who do not use English when speaking and the teacher teaches it. At the time of learning they should use English but by looking at the ability of the students, the teacher allows bilingual language. Because if they are required to use full English, they will not be brave in expressing their opinions and the class will become inactive. And they will definitely not be happy to be in class because they feel they are lacking in vocabulary. On the other hand, children who have a talent for public speaking must feel enthusiastic about this debate because in addition to being good at speaking, they have also mastered the topic.

Promoting Students’ Critical Thinking Skill

Learning to use case-based methods in discussion texts can create critical thinking in students, because students are required to think about clear and accurate opinions to get a conclusion from a case discussed. As what the teacher says in the interview below.

“Kelebihannya bisa meningkatkan speaking skill, berpikir kritis, bisa berkolaborasi sama teman dan meningkatkan kreativitas siswa yaitu dengan mencari sebuah isu dan memikirkan opini mereka.” (Teacher)

(The advantages are that it can improve speaking skills, critical thinking, can collaborate with friends and increase student creativity by finding an issue and thinking about their opinions)

Students' ability to think critically is different and cannot be generalized. Seen during the lesson when the teacher asks about the material to be taught, there are several students who answer enthusiastically and it is seen when conducting interviews with some of these students. Especially during the debate, in addition to thinking about the opinions that must be issued, students also need to think critically to speak using English. Consequently, they will be very trained in critical thinking. Critical thinking is needed in learning discussion text for problem solving in EFL classroom. Therefore, learning using case-based method is very good to be applied in EFL classroom.

Encouraging Students' Creativity

The next advantage in implementing learning with a case is that it can enhance students' creativity. In learning the discussion text, students are encouraged to think creatively. For example, in finding a case, they are told by the teacher to be as creative as possible to find an interesting case and that they can develop an opinion on the case. As in the student interview below.

"Kita bisa belajar menyiapkan materi-materi atau solusi dari kasus yang akan kita bicarakan nanti dan bisa menambah vocab dari kita mencari solusi itu."
(Student 1)

(We can learn to prepare materials or a solution to the case that we will talk about later and can increase our vocab from finding the solution)

According to the transcription of the student interview above, finding a solution to a case can enhance creativity. They are very creative in looking for material that will be debated. Then, in thinking of an opinion they also need creative things or sentences in order to defend their opinion. Therefore, in learning using the case method, in addition to enhance students' creativity, it can also improve students' vocab in EFL classroom.

Creating Students' Collaboration

In the EFL classroom used as the research site, learning by using a case can also make students become trained to collaborate. Since the lesson is about discussion texts, the students are asked by the teacher to get into groups and discuss a case. This can be seen in the interviews with teachers and students below.

"Metode pembelajaran dengan kasus itu bagus karena bisa membuat siswa menjadi berkembang pemikirannya. Apalagi dilakukan secara berkelompok, bisa membuat pembelajaran lebih efektif."
(Teacher)

(The learning method with cases is good because can makes students develop their thinking. Moreover, done in groups, it can make learning more effective)

According to what the teacher above, learning that requires them to discuss can actually make them accustomed to learning by collaborating with friends and can make learning more effective. This collaboration certainly has its own advantages for students because they can exchange ideas with their group mates if they are confused in thinking or do not find a solution. Learning by discussing can also make students close to their classmates, thus it can increase the sense of socialization in the classroom. By collaborating students can be enthusiastic and focused during learning, because there are students who feel happy when learning by discussing, but sometimes it depends on the learning situation or learning. As in the interview below with students.

"Tergantung situasinya, tetapi kalau belajar lebih enak diskusi dengan teman karena kalau ada yang tidak paham jadi bisa bertanya ke teman dan bisa saling bantu satu sama lain." (Student 1)

(It depends on the situation, but when studying it is better to

discuss with friends because if we don't understand something we can ask our friends and help each other)

“Jika pelajarannya itu mudah dipahami, belajar individu mungkin bisa. Tapi, kalau pelajarannya itu sulit dipahami lebih enak sama temen untuk berdiskusi agar lebih paham materi.” (Student 2)

(If the lesson is easy to understand, individual study might be possible. But, if the lesson is difficult to understand, it is better with friends to discuss in order to better understand the material)

As the student above state, learning using cases by collaborating can indeed make learning easy. It can be easy to receive material because there are several friends who can be used as material for exchanging ideas. However, they also look at the situation, if the lesson is easy then they can learn by themselves, while if the lesson is difficult, they will be happy learning in groups. Then, sometimes the thing that cannot make them comfortable in groups is if their friends are noisy, thus they will not focus on learning. But based on the answers of some students, they prefer to be in a group when learning this discussion text.

The Challenges of Case-based Method in EFL Classroom

In addition to having very useful advantages, all learning methods have their own challenges. The challenges that arise will be different for each method. One of them is the case-based learning method. This method has challenges experienced by teachers and classroom that has been observe in this study. There are several challenges that exist when learning using case-based methods in EFL classroom. Some of the challenges are as follows.

Students' Reluctance to Express an Opinion

Every learning method must have some challenges and this research revealed challenges that exist in learning using case-based methods. In learning discussion texts whose material is debating, sometimes students also feel embarrassed to express their opinions. They are embarrassed because they are afraid that their opinions cannot be understood by their friends and teachers. As the teacher said in the interview below.

“Kekurangannya ada beberapa siswa yang masih malu untuk mengeluarkan opini dan berbicara karena dituntut untuk menggunakan bahasa inggris, jadi ada yang merasa malu dan bingung. Kadang ada yang bisa berpendapat tapi tidak bisa mengucapkan karena gugup. Ada yang harus ngomong A dia malah ngomong B. Lalu, sulit untuk menyuruh siswa untuk beropini menggunakan bahasa inggris. Jika ada waktu seharusnya sering diadakan berdialog menggunakan isu-isu pendek sehingga lancar untuk beragumen.”

(Teacher)

(The disadvantage is that some students are still shy to express their opinions and speak because they are required to use English, so some feel embarrassed and confused. Sometimes there are those who can argue but can't say it because they are nervous. There are those who are supposed to speak A they speak B instead. Then, it is difficult to tell children to have an opinion using English. If there is time, we should often hold dialogues using short issues thus they are fluent in arguing)

Based on the transcript of the interview with the teacher above, because the teacher tells the students to express their opinions using English, thus they feel embarrassed. The teacher also feels challenged because the students were difficult to tell to use English, thus the teacher allows them to be bilingual. Because if not, the learning of discussion text material will not be conveyed and the class becomes inactive. And in the minds of students become unfocused, thus that what is thought and spoken will be different. This is evidenced by the interview with the student below.

“Tantangannya itu pada saat ingin menyampaikan pendapat atau argument itu ada rasa grogi dan pikirannya jadi nggak focus. Merasa malu karena takut tidak diterima argumennya yang udah disampaikan.” (Student 1)

(The challenge is when you want to convey your opinion or argument, you feel nervous and your mind becomes unfocused. Feeling embarrassed for fear of not accepting the arguments that have been presented.)

“Tantangannya karena saya merasa nervous. Susah untuk mengeluarkan pendapat atau tidak bisa berkata-kata.” (Student 4)

(The challenges because I feel nervous. Difficulty expressing opinions or speechlessness)

According to the results of interviews from several students above, the most common challenge experienced by some students is that they experience nervousness, and they become unfocused in expressing their opinions. In addition, they also find it difficult to convey their opinions because they are afraid that people in the class will not understand their opinions, especially when they use English. Therefore, the challenge they face is that they still feel shy to express their opinions.

Demand for Students to Think Quickly and Critically

In learning this discussion text, students are required to think quickly and critically. Because they are in a debate session between teams, thus they must have answers or opinions that think quickly and critically in order to defend their arguments. But sometimes the obstacle is that students take a very long time to think about all of that especially during case building. As said in the interview with the teacher below.

“Kendalanya ada pada saat case building, para siswa membutuhkan waktu yang lama karena mereka ingin mengutarakan argument yang lebih dari satu dan bisa mendukung untuk kasus yang di dapatnya.” (Teacher)

(The obstacle is that during case building, the students take a long time because they want to express more than one argument that can support the case they get)

The obstacle that teachers experience when learning by using the case method is because students during case building ask for a long time, thus the teacher feels chased by time. But it is very reasonable because the students need a long time thus that they can collect more opinions that they will issue during the debate against the opposing team and think of the right vocabulary in English. Consequently, they need speed and critical thinking. But indeed, the obstacle for students is thinking quickly and critically, as students said in the interview below.

“Kesulitannya itu harus berpikir kritis dan berpikir cepat jika ada lawan yang menyerang dengan argument dari sebuah kasus yang di debatkan.” (Student 3)

(The difficulty is having to think critically and quickly if there are opponents who continue to attack with arguments from a case that is being debated)

The result of the interview data transcript above is that the difficulty in thinking quickly and critically is experienced by the students. Because in the debate, the opposing team continue to submit arguments that made them feel pressured to think of other arguments to counterattack the opposing team. It was not felt by just one student, because several students who researchers interviewed also said if they had difficulty in thinking quickly and critically, it was a form of challenge using case-based methods in EFL classroom.

Different Students' Proficiency Level

In the classroom, of course, there are smarter and less intelligent students. Teachers should not generalize the ability of students in the classroom because the ability and character of each student is different. This can be seen during the learning of discussion texts in EFL classroom. Moreover, the learning at that time was to conduct a debate, where students is requiring to express their opinions about a case and also requiring to think quickly and critically. This is the same as what the teacher says during the interview below.

"Pasti ada, karena kemampuan anak berbeda-beda. Ada siswa yang menyukai beropini, ada yang merasa tertekan. Siswa yang mempunyai bakat public speaking pasti merasa antusias. Kalau siswa yang kurang senang itu karena mereka merasa kurang dalam kosa kata untuk menyampaikan argument." (Teacher)

(There must be, because children have different abilities. There are students who like to give opinions, while others feel pressured. Students who have a talent for public speaking must feel enthusiastic. If the students are not happy, it is because they feel they lack the vocabulary to convey their arguments)

Based on the results of the interview data transcript above, the teacher realizes that the ability of each student is different. In learning by using the case-based method, there are students

who feel enthusiastic because basically they feel they can do public speaking and like giving opinions. However, there are also students who feel pressure in this method because they are not confident and shy or unable to absorb the material taught thus, they cannot convey an opinion.

DISCUSSION

Learning using the case-based method has several advantages and challenges. According to teachers and students who have been interviewed by researchers, they are interrelated and have the same views on this case-based method. The advantage of learning using the case-based method is that it can make students become confident. Confidence in terms of expressing opinions during learning. Increasing self-confidence is not only for when learning, but in their daily lives can also be influential if their self-confidence increases. Another advantage is that it can improve 4C, namely critical thinking, creativity, collaboration and communication. Students can improve critical thinking because they are required to find cases to be used as debate material. Not only critical, but students can also improve fast and creative thinking. This is because during case selection and case building, they have to think of opinions that they must issue creatively, quickly and critically for a case. Then in learning this case-based method, students are trained to create or train students in collaboration. It can add to their social knowledge and can exchange ideas with their group friends to make it easier to do learning in EFL classroom. Things that can be improved are also in the communication that is done in the classroom. Communicating is very important in case method learning, because in communicating the students can also practice speaking skills. Because during the debate they are asked by the teacher to use English and if they can't then they use bilingual. What the students say also in that case can even increase their vocab because of the use of English in class during the debate. Of course, it is very beneficial for students. The advantages are the same as according to Andayani et al., (2022), the case method is participatory learning to solve cases or problems. The application of this method enhances and improves critical thinking in problem solving, communication skills, collaboration and creativity, thus that learning is

more meaningful and students can benefit from learning because the problems solved are directly related to real life and students are more independent and mature, able to express and accept opinions from others and instill positive social attitudes in students.

However, learning using the case-based method also has challenges faced by teachers and students. The challenge is that sometimes students feel embarrassed to express their opinions for several reasons. First, the students are embarrassed because they are not good at and do not know how to express their opinions in English. Secondly, they are embarrassed because they are afraid that the people around them will not understand what they say. Another challenge is that students have difficulty in thinking critically and quickly because in the material being taught, students are required to think quickly and critically in finding opinions and concluding a case. The teacher also felt that there were challenges caused by the students' lack of quick and critical thinking, as a result the teacher needed a lot of time in the discussion text material. This is the same as according to Roell (2019), in the case method, reading and analyzing a case can be time-consuming. This cannot be denied, that learning using case-based methods also has challenges or shortcomings such as it can take longer and the teacher also has to spend his time in group division and other activities carried out in the learning process using case-based methods.

CONCLUSION

Learning using the case-based method has several advantages and challenges. The advantage of learning using the case-based method is that it can make students become confident. Confidence in terms of expressing opinions during learning. Another advantage is that it can improve 4C, namely critical thinking, creativity, collaboration and communication. The application of this case-based method can improve critical thinking in solving or concluding a problem, can improve communication or speaking skills, collaboration and creativity. From this learning can make students to benefit because the problems solved are directly related to everyday life and can make students become more independent and mature in dealing with a problem. Then, being able to express and accept

opinions from others and instill positive social attitudes for the student environment.

Not only are there advantages, but implementing case-based methods to classroom learning can also have its challenges. The challenge is that sometimes students feel shy when expressing an opinion for a case, thus they feel less confident and their words do not match what they think. The students also feel shy because they are not good at English, thus they are afraid that what they say will not be understood by their friends and teachers in the classroom. Then, in using the case method, the teacher needs a lot of time and the teacher must spare his time. The time used is to divide the group, do case building and during the learning of debate material. These are the challenges or shortcomings in using case-based methods in EFL classroom.

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Learning English Listening Using Media Busuu Application

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Abstract

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This research discusses the use of Busuu app as a learning platform for English listening skills in junior high schools in Cirebon. The research focuses on the importance of media use in language teaching and the role of media in creating a conducive learning environment. It also explores the theoretical basis of language skills, learning media and the use of Busuu app to teach English listening skills. This researchers used qualitative methods, precisely descriptive qualitative. The purpose of this study to obtain students' views on the use of the Busuu application as a learning platform, to determine student achievement in learning through the Busuu application as a listening learning media and to find out the advantages and disadvantages of the Busuu application. The data source of this research is the documentation of the learning process. The text is taken from the results of interviews with students and teachers of class VIII. The instrument of this research is the researcher himself. In addition, other instruments used by researchers are documentation, interview transcripts, audio recordings, and documents. The results showed that, (1) The use of media in learning is one of the efforts to provide quality in supporting the learning process and can encourage students to take part in learning activities in a fun way. (2) The Busuu application is an application specifically designed to support web-based English language learning and is also available as a mobile application and is one of the main alternatives that is very easy to access. (3) The Busuu application has advantages and disadvantages of the Busuu Application. So, it can be concluded that the Busuu application directly has a positive influence on SMP N 1 Lemahabang students.

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INTRODUCTION

Language is one of the things that has an important role in social life that we use to communicate. In English teaching and learning, there are four skills in learning English: listening, speaking, reading and writing. When we want to communicate with others, we must understand language. Listening is an activity where we listen to what the speaker says, so that we can understand and can respond to it. Listening is the first step in learning a language. Learning to speak will listen to the words first, so that they can pronounce the words to follow and imitate them. In the world of education, especially English language learning. learning English listening at this time is related to technology for learning. Technology has developed and helped in the learning of English.

Technology has developed and produced many devices that help contribute to the world of education, including in the teaching and learning process, so that access to knowledge becomes broad without being limited by space and time. According to (Agustin, 2023). In the world of education, cell phones are a medium that can conduct distance learning activities. Through cell phones, students can access the internet to

communicate and discuss. Learning media is very important to teach English learning in more detail to convey lesson information to students because the media contains feelings, thoughts, attention. According to (Arsyad, 2011) states that media in an educational perspective is a very strategic tool in the teaching and learning process. Media is anything that can be used to convey information in the teaching and learning process so that it can stimulate students' attention and interest in learning. Media is also a learning communication tool as an information delivery to students. In the world of education, technological developments have had a significant positive effect. making it easier to gain knowledge. According to (Atmaja, 2017) Learning media is anything that can convey messages, feelings and thoughts so that it can encourage the creation of a learning process. So it can be concluded that the media has an important role that can help the learning process to be more effective and efficient.

The development of technology products has contributed to the world of education, including in the teaching and learning process. Access to knowledge has become wider without being limited by time and place so that anyone can

learn anytime and from anywhere. For this reason, teaching is an activity that requires a teacher to use tools to provide skills that inform the message to students. A teacher must prepare many things before conducting teaching activities, including materials and learning tools. According to (Widiyanto et al., 2021) Teachers have used many learning tools, methods, and resources, because they are used by educators as resources, which are used to teach students in ESL. This is why teachers need interesting media in teaching, including in teaching listening. According to (Hardan, 2013) What matters in the learning process is "what" is used for learning and "how" it is used. Quality education depends on how the learning process is implemented. According to (Pulungan, 2021) In the learning process, teachers must be able to use learning aids effectively and efficiently. Teachers are required to use the latest technology. Therefore, the learning media is very important for every teacher nowadays. Computer technology can be used as a tool (media) in the teaching and learning process for both teachers and students who function as tutorial media, teaching aids and testing tools. Computers are able to present various information in an

audiovisual and interactive manner. Interesting lessons keep students interested and allow them to do independent learning and research.

Based on the results of observation, the researcher conducted research at SMPN1 Lemahabang Cirebon. The researcher found some problems during the observation with students in English learning. That most students tend to have low motivation towards English listening skills. Some of the factors are not focused so that they do not understand the learning, rarely see learning education and listen to English lessons. Busuu is available on the web, Android and iOS. Busuu is an interactive learning system that is expected to help in the process of learning English, especially listening. Students can use cellphones, computers or the like to make learning English more interesting and easy to understand. Based on the description above, the researcher will conduct a case study with the title: "**Learning English Listening Using Media Busuu Application**". For this reason, the research will focus on how busuu as a listening learning media can direct well according to the English listening learning system.

METHOD

This study used a qualitative research design using descriptive qualitative. The first data was taken from the documentation of the learning process from one class (class VIII SMP N 1 Lemahabang Cirebon). The second data was taken from the results of in-depth interviews with teachers and students of SMP N 1 Lemahabang Cirebon. The instrument of this research is the researcher himself. In addition, other supporting instruments used by researchers are documentation, video recordings, interview transcripts, audio recordings, and documents. The data of this study was obtained since the researcher explored students' reactions after learning to use the English learning application through interviews. Students' experiences and assessments of using the Busuu app will help present the data following naturalistic concepts.

Research setting

SMPN 1 Lemahabang Cirebon is one of the schools used as a teaching location and class observation. The researcher chose SMPN 1 Lemahabang Cirebon because it attracted students who already had basic computer knowledge, thus allowing researchers to conduct research. The researcher aims

to find out how to learn English, especially in the focus of listening. The researcher chose class VIII for the final research project which amounted to 32 students. Initially the researcher connected the present continuous tense material with the busuu application.

Technique of data collection

The data of the research were in the form of interview transcripts, field notes, photographs. The techniques used in the research were :

Class observation

Class observations were made to find out what happened in the class. Some qualitative research is used to investigate and answer research questions. According to (Creswell, 2012) A qualitative approach is appropriate for studying a research problem when the problem needs to be explored; when complex and detailed understanding is required. That means the process of designing qualitative research appears to follow the pattern of scientific research, with broad assumptions that are at the center of qualitative, interpretive/theoretical investigations and broad topics of inquiry. (Fraenkel et al., 2012) kinds of research questions can best be answered by observing how people act or how

things look. Caused using participants observation, this research, therefore, conduct the data by participating in the classroom in order to explore the teaching methods, media used, and the school program to supports teaching English.

Interview

Interviews were conducted to obtain data about students behavior during and after teaching and learning process using the busuu application. Other qualitative data collection techniques is interviewing. According to (Creswell, 2012) Conversations can be carried out orally in face-to-face meetings individually, by telephone talk, or engage in focus group interviews. The conversation is carried out by concluding opinions. (Fraenkel et al., 2012) Certain types of research questions can best be answered by observing how people act or how something looks. Due to the use of participant observation, this study, therefore, conducts data by participating in class to explore teaching methods, media used, and school programs to support teaching English. In making observations, field notes need to be clarified description of the process of teaching and learning English. (Sugiyono, 2016) Interviews are used as a data collection technique if the researcher wants

to conduct a preliminary study to find problems that must be studied. Researchers conducted interview techniques with the aim of being able to find out student assessments of the busuu application.

Documentation

The results of field notes are used for documentation all activities in the learning process, namely all events during the learning process which contains a description of the activities of researchers and students. Photos and other media will be used to support data from class observations and interviews. To ensure authenticity data from class observation and interviews. The purpose of using documentation in this study is to support data from the field so that the data is recognized as valid. According to (Sugiyono, 2016) Documents are records of events that have passed, document studies are a complement to the use of observation and interview methods from qualitative research. In this study researchers tried to collect results and documents in the field. The purpose of using documentation in this study is to support data obtained in the field so that the data is recognized as valid.

Technique of data analysis

Data analysis techniques are the process of bringing together facts answer research questions. Finding answers to research questions . Data analysis is to find out whether there is a change or not after the action. According to (Verdecchia et al., 1995) data interpretation, which comes from data reduction, making data displays, and drawing conclusions, is another important aspect of research. Data analysis techniques used by researchers in this study are:

a. Data Reduction

Reduction is a process of selection, focusing, simplification and abstractions of raw data that exist in the note field. This Process takes place throughout the course of the research, which starts from even before data collection.

b. Data display

A data view is a structured collection of information that allows images conclusions and take action. Display data can be presented in the form of tables, graphs, pie charts. After the researcher presented the data, the researcher conducted data analysis. The researcher describes all the results of the questionnaire, observation, interview and

documentation in detail, so that by presenting the data, the data can be more easily understood

c. Data Verification

In qualitative research, the final step in data analysis is making conclusions based on it data retrieved. At this stage the researcher draws conclusions to answer the research questions directly from this study.

RESULTS AND DISCUSSIONS

The Definition of Listening

Listening is the process of a person perceiving another person through the sense of hearing, giving meaning to the message and understanding it. It is a fundamental and indispensable prerequisite for individual communication in social life. According to (Rinaldi, 2021) A 'listening pedagogy' - listening to thoughts is a skill of learning. The implications are seismic for education. Listening requires the role of the teacher to think of Others that he cannot understand, which challenges the whole scene. Listening means listening to thoughts- ideas and theories, questions and answers. (Mcrae, 2021) listening pays

attention to and takes into account the cultural, historical, and contextual implications and logic of events. According to (Marbun, 2015) The ability of listening skills is that when a person provides information, the listener must process the purpose of the conversation because the speaker cannot put the information into the listener's mind directly. Therefore, everyone should improve their listening skills through a series of exercises. On the other side, we can say that listening is a component that helps someone to speak. According to (Brown, 2006) listening is a complex activity, and we can help students to understand what they hear. Listening is an important skill in English learning, listeners especially students should understand what is said by the speaker, and construct meaning when hearing information from the speaker.

Listening, according to (Hamouda, 2013), is the ability to identify and understand what others are saying. It means that this process involves understanding the speaker's pronunciation, the speaker's grammar and vocabulary, as well as understanding their meaning. Listening is the ability to identify and understand what another person is saying.

The Definition of Learning Media

Media comes from Latin which means intermediary. Media is defined as a tool that presents media messages channel information that can be received by students. In addition, with media in learning can motivate students when learning. Learning media is usually anything that can channel information for good question and answer communication between students and teachers in the learning process. According to (Puspitarini, 2019) in Sudjana, 2009. Learning is an activity carried out with the aim of acquiring knowledge. Learning success can be seen from changes in student learning outcomes. Teaching method is the way teachers interact with students in classroom learning. According to (Widiyanto et al., 2021) Media can be interpreted as a receiver of information, or a source of information for the person receiving it. In the teaching and learning process, the media can function as a bridge. This process will be effective and efficient when students can receive messages or information provided by the teacher. Meaning that the media is an intermediary source that is always related to students and teachers. According to (Ritakumari, 2019) Media

for learning and teaching is learning software. Media itself means a method of communication. Educational media refers to communication channels that carry messages with instructional purposes. Classification of educational media. Print media, non-print media, and electronic media.

- Print media can also be categorized as: books, journals, magazines, newspapers, workbooks, and textbooks. These media are easy to use, portable, and not expensive.
- Non-print media: projected media and non-projected media.
- Electronic media: This includes audio media, visual media and audio-visual media, projected media and non-projected media.

Audio media: usually prioritized for the sense of hearing as a learning medium. This means that this media can be heard by itself and has a sound, for example record players, radios, Tv, laptops, cell phones, musical instruments etc.

Visual media: This is media that is attractive to the sense of visual or media that can be seen, for example: television, computers, whiteboards, projectors.

Audio-Visual: This media refers to instructional materials by appealing to the

senses of hearing and sight at the same time, for example learning videos.

From the definition of learning media above, it can be concluded that media helps learning to evaluate lessons, namely from the beginning to the end in the teaching and learning process. Provides concrete experiences that serve as a basis for thinking, reasoning and problem solving. Improve learning and introduce to the sophistication of technology.

Computer systems allow a teacher in the classroom to demonstrate new lessons, animate, present new material, illustrate how to use new programs and show new websites. In the classroom microphones can be used in the teaching and learning process. Smartphone devices can be used to enhance activities. Interactive whiteboards or projectors display visuals that can be viewed on a wider screen by students. Aids in visual learning, and interactivity for learners to draw, write or manipulate images on the interactive whiteboard.

The Definition of Busuu Application

The Busuu app was first published on Busuu.com in 2007 by Bernhard Niesner and co-founder Adrian Hilti in Spain. At that time Busuu was only available as a website

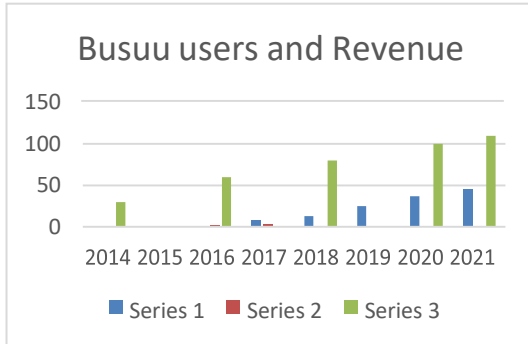
that provided free language learning services to users who wanted to learn languages in various parts of the world. In this app, the emphasis is on communicative skills. The app is packaged with a friendly and attractive interface and is easy to use by users. According to (Taufiqurrochman, 2016) The busuu app has many subjects that students can choose to learn in this app, There are 12 languages provided by Busuu so the busuu app is very fun and easy to use. In addition to the different types of topics provided, Busuu also provides many quizzes that are fun to learn. Other features include images, videos, various learning materials and homework assignments. The features offered make it fun and keep wanting to learn. It helps students to be more motivated.

This app is packed with friendly and attractive appearance and easy touse for users. In general, Busuu is designed to be used as a discussion about language via computer. Busuu provides four learning language skills listening, speaking, reading, and writing(Sijabat et al., 2011 in James 2011).The Busuu app is already packaged in ina way that can be developed withlearning, this can make it easier to learn

a language through hearing which is made easier by the Busuu system. (Muliyah et al., 2022) Busuu bills itself as "the world's largest language learning community." It is professionally designed browser-based and mobile that follows the European Common Frame of Reference model. Busuu offers lessons from beginner to upper-intermediate. Courses are designed by education experts and focus on basic development for listening, reading, writing and speaking.

There are many applications to enhance learning English. The Busuu application is well known and has many users Created in London 2008, Bernhard Niesner (co-founder, CEO), Joonas Kukkonen (CTO), Adrian Hilti (co-founder). Busu generates \$45 million in revenue in 2021, mainly through subscriptions to its premium services. Busuu application revenue data from 2017 – 2021 marked with a blue section that increases from year to year, namely (2017- 8\$), (2018 - 13\$), (2019 - 25\$), (2020- 37\$), (2021 - 45\$). Busuu's registered users have 120 million people signed up to its platform, with 500,000 active subscribers. Busuu annual registered user 2016 to 2021 marked with a green color. informed

from the original Busuu website on January 22, 2023, which has the following data :



Busuu consists of a website (busuu.com), Android and iOS mobile applications (apps). It has more than 115 million registered users in 190 countries, with an average of 30,000 new users registering every day per november 2020. Busuu offers courses in 12 languages, of which English is the most popular, learned by 46%. Certain features are available to all registered users, but additional content and features are accessed via a premium subscription, which costs around 10 Euros per month (Vesselinov et al., 2021). According to (Albantani, 2018) Busuu is an application that can be used as an online language learning media independently and is easily accessible to anyone via smartphone or computer. this means thatthe busuu application makes it easy for its users to always learn. The following is the procedure for accessing it:

1. Login to Busuu Application

First, prepare tools such as laptops, infocus and speakers. Then connect the network to the Internet because Busuu requires an internet connection, In the first stage Busuu, given two choices, namely "new user" and "existing user". If a new user, then start registering a new account using email.

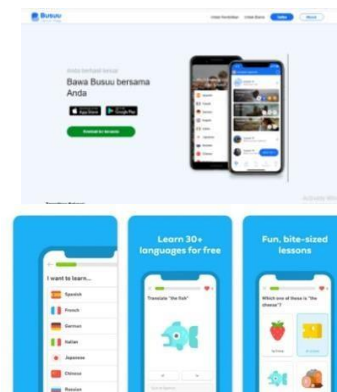


Figure 1.1

After installing the Busuu application or open the busuu website, in addition to registering, Will be directed to plan English learning goals, by selecting the language you want to learn, which is intended to suit our needs. Login and choose a language, to activate the busuu application by logging in first and then choosing which language the student wants to learn, choose the language based on the user's interests. After login Select the lesson level, Select the learning level according to the order from the easiest level. When

using Busuu Free, we will follow the lessons in order from the easiest to the most difficult. When using Busuu Premium, we can choose any level and not in order.

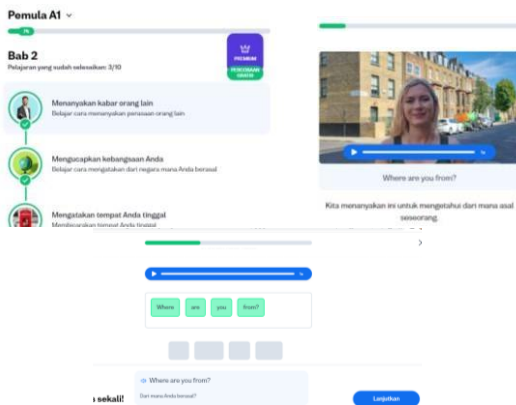
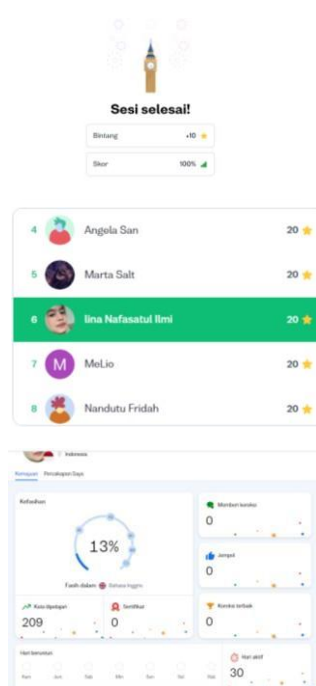


Figure 1.2

The listening exercises on the busuu app are the main focus for learning English. The audio has two meanings, as learning material or as learning questions for us to observe and answer. Busuu is an interactive app. The material is always accompanied by pictures. When learning vocabulary, it's always accompanied by sounds that train your hearing. Busuu assesses pronunciation, Busuu will identify whether your pronunciation is correct or incorrect. In addition, some programs also provide video media. Busuu's interactive media is very complete according to listening, speaking, and writing. Answering questions in this feature students are expected to answer the empty column, or can also answer by using voice or match or write according to what the application asks.



Figur 1.3

The use of Busuu App as a learning media is very helpful. Teachers must be up to date to provide entertainment media through learning. Teachers as much as possible provide new innovations because technology is developing rapidly including by providing image (video) and audio features. They can do whatever they want to learn to listen, write, speak, read. In addition, the use of Busuu media helps students answer quickly. Busuu app can be used as language learning and practice. There are several aspects that students find in mastering listening, namely the meaning, spelling, and pronunciation of the Busuu App. Learning rank is if we can complete 1 level from busuu, busuu users usually

get a rank depending on learning results and learning persistence. Study reviews for reviewing lessons we have completed, or also questions that are answered incorrectly and then appear again when we do not reach the target value.

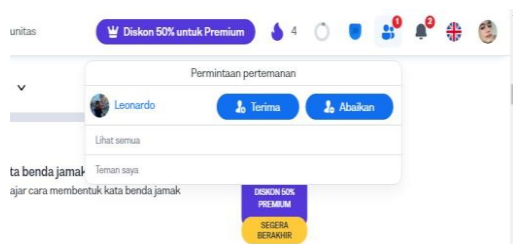


Figure 1.4

The Busuu app allows you to interact with your friends, communicate and learn together with other users. On the Busuu app, you can chat directly. If you want to make friends, you can add friends who are also learning the same language so they can correct each other. According to (James, 2011) Busuu was originally a free website developed for communication to learn languages from other countries, aimed at students of all ages. After one level is completed, at the end there will be a review which aims to remember what lessons have been passed, can see our abilities, which levels have been passed and add friends. According to (Samara, 2021) Busuu's ability to form a community of language users makes the Busuu application more popular, widely known by many people,

and bridges the community between language users from various other countries. Because basically language is a means of communication. The Busuu app is basically an Educational game. Content is arranged easily and attractively. The purpose of the Busuu application is to help students and teachers. Language learning relies on web technologies.

As stated by Mark Doman as McGrawHill President of International and Professional Education, it shows that the use of the Busuu application continues to grow every day from all over the world. On the Busuu application, people can communicate with each other and practice together. Busuu is basically a communication tool. (Meniwati & Mutiaraningrum, 2022) For listening learning, Busuu supports students' listening skills. Busuu can be categorized as a representative website model for self-study, especially for learning foreign languages, in this case English is suitable using Busuu media. These findings are described in detail in the following discussion.

The use of the Busuu Application as a medium for learning English listening for eighth grade students at SMP N 1 Lemahabang

Cirebon, it can be concluded that the Busuu Application has interesting features for students to learn listening independently. However, in this study it was seen that in the eighth grade at SMP N 1 Lemahabang, it was good enough to use busuu media as a learning application in mastering student listening for the first time, besides school preparation, in the learning process the teacher used the busuu application as a listening learning media, all students seemed to enjoy and be comfortable when using the busuu application in the learning process. Using the Busuu application is very easy, the Busuu application is available on all types of cellphones / PC, so students do not find it difficult to use Busuu. In addition, the Busuu application is an application that educates by playing.

- 1) Learning English listening is not easy, because English is a foreign language. The use of the busuu application as a medium is applied to provide learning motivation. This is a way that can make students easier to learn listening, by using the Busuu application students can also do exercises independently. Based on interviews that have been conducted by researchers including

teachers and students, it was previously found that teachers have problems in teaching listening, students are not interested in learning listening.

- 2) The busuu app certainly has strengths and weaknesses. The researcher concluded, that the researcher found that after the implementation of the Busuu App as a learning media, especially in listening mastery. Busuu App can be used as an effective learning media especially in mastering English listening skills. However, there are some disadvantages in using the Busuu app, such as the lack of freely available learning materials, limitations in the languages provided, and some technical issues faced by students. Nonetheless, the Busuu App has many advantages, such as learning materials organized by student ability level, voice support for vocabulary learning, and the ability to evaluate student pronunciation. It is also easy to use and can increase students' motivation in learning English.

CONCLUSION

Based on the results of the study, it can be concluded that the use of Busuu application as a medium for learning listening skills in English has several advantages. This application provides interesting features that allow students to learn listening independently and fun. The Busuu app is easily

accessible on various devices, making it easier for students to use. It is designed to support web-based English learning and offers a variety of interesting content. The study also found that using the Busuu app positively contributed to students' motivation and improved their listening skills. The students reported that they enjoyed and felt comfortable using the app in the learning process. The app follows the steps of the scientific approach and provides clear procedures for using it on mobile phones or computers. However, it is

important to note that the Busuu app also has limitations. Further research is needed to explore these limitations and identify potential areas for improvement. In conclusion, the Busuu app is an effective tool for teaching listening skills in English. Its use in a junior high school in Cirebon has shown positive results in terms of student motivation and learning outcomes. The app provides an interactive and practical learning experience, which helps engage students and improve their English listening skills.

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Exploring How English Teachers Accommodate Students' Learning Style in the 21st Century: A Survey

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Abstract

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The aim of this descriptive qualitative research is to explore how English teachers accommodate students' learning styles in 21st century, to find out students' learning style and how English teachers' accommodate it based on students' perspective. The procedure applied in this qualitative research are data collection, data presentation, conclusion drawing and verification. The data collection techniques used were questionnaire, interview and observation. There are still few researchers who examine on how English teachers accommodate students' learning style based on students' perspective. As final note, teachers need to recognize their students' different learning styles and prepare the appropriate methods to deliver the subject matters. In addition, learning style is the way a person takes in, understands, expresses and remembers information. As a result, teaching and learning process will be very interactive and effective by recognizing students' different learning style and the way to accommodate it appropriately.

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INTRODUCTION

The 21st century is challenging era for all people around the world. It forces everyone to keep up with every changes that the era brings. The changes touches every aspect of life include education, it makes all education elements should think hard and be innovative to live in this era

because every changing has its new cases and conditions. One of the vital elements in education is teacher since the role of her is highly important in preparing the future students. Teachers, for their learning process should prepare not only the material but also the best teaching to maximize students' performances. Before discussing about

how teachers prepare their both material and teaching, they should give the overview about 21st skills and abilities to prepare them for successful learning, living and working. Based on this phenomenon, teachers are required to be prepared to face the educational challenges of the 21st century and be responsive. Teachers should accommodate this phenomenon by interacting with some data on 21st century learning. English teachers, in particular, have vital roles as they teach English subjects that are really relevant to 21st century education. It because the 21st century requires several skills to use English to a high standard (Handayani, 2017).

The 21st century requires students to have communication, collaboration, creative and critical thinking, information literacy, media literacy, technology literacy, leadership, initiative, productivity, flexibility, and social skills (Awla, 2014, p. 242). In another words, the most important skills to have in the 21st Century are critical thinking, communication, collaboration, then creative and innovative (Ontario, 2016, p.12). It means that 21st skills which everyone should have including students are based on 4C skills above. Based on this 21st skill qualification, teachers are required to be prepared to face the educational challenges of the 21st century and be responsive. One of the challenges which teachers should face is their improvement in teaching, especially teaching English, in this case. The improvement of teaching has strong relation with the way they deliver the material or teaching method, this can be different each day. The way teachers deliver the material hopefully can be along with the way their students observe the information or knowledge, because by fitting the two, it can maximize the students to understand the material which has been delivered. The way students gain the information absolutely differ each other, the differences among it called as learning style. Based on Neil Fleming theory, there are four learning styles which can be the bridge to get to 4C skills mastery which everyone required to have in the 21st century if everybody knows her types of learning styles.

For that reasons, there is no doubt that both learners and teachers are very important component in the educational cycle. Both of them have strong relation in reaching qualified 21st skills. Gaining knowledge on students' learning styles can be very helpful for both teachers and learners. Involving learners in the active process of learning requires identifying and understanding learners learning styles and teachers teaching styles. EFL teachers should consider the students' learning styles and their own teaching styles which show their favored learning styles. Without this knowledge, clashes would affect students' learning potential and their attitudes toward learning. Both the teachers and students should be aware of their styles and try to harmonize them. The two can either be matched or mismatched.

Learning styles are, simply put, various approaches or ways of learning. They involve educating methods, particular to an individual that are presumed to allow that individual to learn best. Two major hypotheses about learning styles:

All students have their own learning styles and learning strengths and weaknesses.

A mismatch between teaching and learning styles causes learning failure, frustration and demotivation (Kara, 2019, p. 4).

Teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. It is vital to study the relationship between them. Nowadays, many studies have been conducted on match and mismatch of learning styles and teaching styles. Most of them refer to matching the two as having a positive impact on the students' performance and indicate the opposite for mismatching. However, mismatches between the two mostly because teachers does not investigate what their students' opinion on how they teach based on their students' different learning style. The purpose of this study is to present some arguments on this issue and finally investigate how teachers really accommodate several students' learning styles.

METHOD

The research method used is qualitative with phenomenology studies. This research uses qualitative methods because researchers do not analyse statistically but through questionnaires, interviews and observations. A qualitative method is often used to explore the what, how and why of systems and human behavior and what governs these behaviors (Edmonds & Kennedy, 2017 p. 141). This research method is needed to explore this phenomenon from the perspective of distance education students (Creswell, 2012, p. 16).

There are six steps used in this research. They are identifying the research topic, reviewing the research literature, selecting participants, collecting data, analyzing and interpreting data, and reporting research and evaluating it. Data sources in this study were obtained from students and teachers as participants. The research was conducted in class VIII junior high school. The instruments used are close-ended questionnaires, interviews and observation. The researcher collected data by giving students questionnaire lists, interviewing students and teachers, and observing teaching and learning process to triangulate it. The researcher used Miles and Huberman data analysis which are data reduction, data display, conclusion drawing and verification (Miles et al, 2014).

RESULT AND DISCUSSION

From closed-ended questionnaire, it was found that there are nine visual learners, nineteen auditory learners, fourteen read/write learners and eighteen kinesthetic learners. Furthermore, from interview conducted with students and teachers, found that there are several methods students perceive important to implement based on their different learning style which are using visual instruments or tools like pictures, symbols, videos or something their eyes can see, group discussion, using presentation, lecturing method,

using writing task, using reading activity, doing fieldtrip, doing demonstration, doing role play, watching video to see the real action, doing physical activities and using English conversation. However, there is a slight gap between learning styles and the way teachers accommodate it, which is some teachers did not apply the appropriate method. Thus, the result from each research questions' finding can be described bellows:

THE TYPES OF STUDENTS' LEARNING STYLES PREFERENCE IN THE ENGLISH LEARNING PROCESS

From the questionnaire results related to learning styles, there are nine students categorized as visual learners, which means that they tend to learn through seeing, so tools like diagrams, flowcharts, pictures and symbols can be key to understanding new concepts. Symbols can be key to understanding new concepts (Hawkar, 2014). The result above was taken from fifteen questionnaire which were divided to 60 students. Those nine students prefer learn through their visual sense. The next is auditory learning style, those who have this kind of learning style preference will be learning depends on hearing and speaking as the primary style of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are written (Fleming, 22009). From fifteen questionnaire results, it was found that there are nineteen visual learners.

The third learning style is read/write, this type of learners prefer learn by something written like textbooks, readings explanations and other text forms (Jessen, Aron, 2019, p.6). The next description about this learning style came from Neil Fleming (2001) in (Gholami, Reza. 2012, p.3) describes that those people who have such learning type like to learn by text like essay, textbooks, definitions, readings and taking notes. From questionnaire results related to this learning style, it can be summarized that there are fourteen students who have this kind of learning style. The last learning style is kinesthetic, it can be described as the learners who need to use their

gross motor skills like her whole body. She may walk around while reading or talking to other people or she might take a part in games where she can get to activate her whole body (Fatimah, Ayu Dewi, 2017, p.6). Another one stated that kinesthetic learners are they who tend to learn best through movement. They process information best when moving their bodies. They like to move their hands and respond to sounds and music through physical movements such playing or juggling objects (Moussa, M Nahla, 2014, p.21). From fifteen questionnaire results, it was found that there are eighteen kinesthetic learners.

HOW ENGLISH TEACHERS ACCOMMODATE STUDENTS' LEARNING STYLE IN THE 21ST CENTURY

This section shows what methods and ways English teachers teach their students who have different learning style preference. The following explanation based on Neil Fleming learning style which have four types, visual, auditory, read/write and kinesthetic. There are four ways to teach these four students' learning style preference, they are using visual instruments, using auditory activities, using read/write activities and using kinesthetic activities, and each method will be explained in the next following description.

a. Using Visual Instruments for Visual Learners

Visual instruments refers to anything that can be seen, in this discussion are symbol, picture, photo, video and demonstration method. In this discussion, visual instruments refer to using symbols, pictures, photos, demonstrations and videos in the learning process. Visual learners are they who learn through visual sense like using symbol in the learning process, symbols can serve as visual cues to help visual learners organize and structure information effectively. For instance, using different symbols to represent main ideas, supporting details, or relationships between concepts can assist visual learners in comprehending and recalling information more easily (Chae, Jung, & Lee, 2018). Another study conducted by Smith and Johnson (2018) stated

that the use of symbols in instruction can enhance the understanding of visual learners. They found that symbols representing concepts help students create strong visual associations. From those two theories, the researcher gave a question related to this to two English teachers who teach eight graders "Do you insert symbols when you deliver English material? If yes, How? If no, Why?"

The first teacher answered that "Yes, if it is needed. When I explain the material to my students, I sometimes using symbol like smile, star or other symbols." Meanwhile, the second English teacher answered that "No, I don't, because it is not necessary for them." The first English teacher's answer strengthen by observation conducted by the researcher on February 25th, 2023, the teacher using symbol when she wrote the important point from the material she has explained earlier, she is using loves rather than using number when she is writing the main point from the lesson. The second English teacher's answer proves that she does not use symbol in the learning process. It means, she does not fulfill this way in accommodating her visual learners. It is also confirmed by the observation result, this English teacher explained the material, then write the main points of it in the form of words without any symbol or number.

The next method for visual learners is using pictures, research conducted by Johnson and Smith (2019) has shown that the use of images in teaching can assist visual learners in better understanding and retaining information. Relevant images related to the subject matter strengthen visual understanding and facilitate the formation of mental representations of the concepts being learned. From explanation above, the researcher interviewed two English teachers with the same question "Do you use picture when you deliver English material? If yes, How? If no, Why?." The first English teacher answered "Yes, when I deliver the material to them, I often use picture because it make them understand better and more interesting too." The answer is also in line with the observation result showing that the first English teacher really used picture in the learning process, she showed her students picture

when she explain the material to them. Meanwhile, the second English teacher answered “Yes, because by using pictures, my students can understand the material well.” But, the observation result showed the contrary, the second English teacher did not use picture in the learning process, she only explained the material without showing her students picture or something that her students can see. In fact, her answer and observation result does not support each other. As a result, the first English teacher used pictures as her way to deliver the material and the second English teacher did not.

The next method for visual learners is using photo in the learning process, Brown and Davis (2020) found that photos provided visual stimuli, sparked imagination, and supported visual learners in making connections between visual representations and language expressions. From explanation above, it can be concluded that visual learners need photo when they learn something because it ease them to understand the material well. To know whether English teachers using this in the learning process or not, the researcher interviewed two English teachers with this question “Do you use photo when you deliver English material? If yes, How? If no, Why?” This question firstly answered by the first English teacher, she said Yes, it happened occasionally. When it is necessary, I will use photo to deliver the material, it will make much more realistic.” This is also strengthen by the observation result showed that this English teacher did not use photo in the learning process. She only explain use picture and symbol at that time without other instruments, probably she did not need it at that time. The answer above is in line with the second English teacher’s answer “Sometimes, it depends on what will be the material about. But, it almost never.” This answer is also supported by the observation result shown that this English teacher did not use photo in the learning process. At that time, she only explained the material about “asking and giving information. It can be concluded that both English teachers did not use photo when they delivered the subject matter.

The next is using video in the learning process, Johnson and Smith (2021) found that incorporating instructional videos with clear models and demonstrations improved visual learners' speaking fluency, accuracy, and confidence. Videos provided visual and auditory models of proper pronunciation and intonation, assisting visual learners in mimicking and internalizing language patterns (Johnson & Smith, 2021). From explanation above, it can be summarized that video can improve visual learner’ understanding in English learning process, because they can see the real action, the authentic English. To support it, the researcher gave one same question to two English teachers, which is “Do you often show your students an English video to ease them understand the material? If yes, How? If no, Why?” It firstly answered by the first English teacher, she said “Sometimes, if it is necessary, for example to teach dialogue or to teach narrative text.” This answer is supported by observation result that show this English teacher use video to make her students understand the material well, it happened when she showed a video about the way to ask and give information to someone. It is also in line with the second English teacher’s answer “Yes, sometimes. It aims to make my students understand the material.” This answer is confirmed by the observation result showed this English teacher showed her students a video after explaining the material. She gave her students the example from a video that talks about asking and giving information. In conclusion, both English teacher used video as their media to deliver the material.

The last method for visual learners is demonstration, Martinez and Johnson (2019) found, demonstrated that the inclusion of demonstrations significantly improved visual learners' ability to understand spoken English, grasp contextual cues, and extract meaning from oral communication. From those explanation above, it indicates that demonstration can be used as visual learners’ method in English learning process because it can ease visual learners to understand the material well, show them visual and contextual meaning and it also improve their

speaking skills. This argument brings the researcher to do interview with two English teacher, the question is “Do you use demonstration activity in English learning process? If yes, How? If no, Why?” This question firstly answered by the first English teacher, she said “Yes, by demonstration, students can easily practice speaking, for example teaching procedure text.” Then, the second English teacher answered “Sometimes, depends on what material that will be studied.” Both English teachers’ answers are supported by observation result showed that both English teacher used demonstration method to give the example of conversation about asking and giving information, she use it after explaining the material. It can be concluded that the first English teacher used demonstration as her method in English learning process frequently since the observation result validates her answer. Meanwhile, the second English teacher used this method occasionally based on what the English material will be about. It validate from both interview and observation result.

b. Using Auditory Activities in the Learning Process

Auditory activities refers to all activities that can be used by teacher to teach auditory learners, in this context are group discussion, presentation task and lecturing method. Group discussion facilitated auditory learners’ understanding of complex texts, promoted active listening, and nurtured analytical thinking and interpretation of English language content. Group discussions provided auditory learners with opportunities to engage in meaningful dialogue, exchange ideas, and deepen their comprehension of the subject matter (Wilson & Thompson, 2020). From explanation above, it indicates that group discussion can be the way English teachers used to teach auditory learners, because it helps students to listen ideas from different perspectives, enhance their speaking skills and understand the complex idea from different people. This argument brings the researcher to do interview with two English teacher, the question the researcher gave was “Do you implement group discussion in English

learning process? If yes, How? If no, Why”. This question firstly answered by the first English teacher, she said that “Yes, I usually divided them into six or eight groups, so they can collaborate and share their idea to each other.” Then, the second English teacher said “Yes, after explaining the material, I divided them into groups for discussing what I have already delivered earlier.” Those answers above are validated by the observation result showed that the first English teacher used this method before practicing the material. Firstly, the teacher explained the subject to her students, then they were used to do discussion in groups to talk about the material which has been explained earlier. Meanwhile, the second English teacher used this method after explaining the material about the way to ask and give information.

The next method is using presentation task in learning process, Adams and Johnson (2019) found that assigning presentation tasks significantly improved auditory learners’ oral communication skills, speaking fluency, and confidence in English. Presentation tasks offered auditory learners’ opportunities to practice speaking in a structured environment, receive constructive feedback, and enhance their overall language proficiency. Those two researched revealed that presentation task gives auditory learners chance to practice their English speaking skill so they can improve their language proficiency, then it also enhance their active listening process. By this explanation, it brings researcher to do interview with two English teachers, the question is “Do you give your students presentation task? If yes, How? If no, Why?”. The question above is firstly answered by the first English teacher, she said that “Yes, after discussion, I usually asked the students from each group to present materials and followed by question and answer section.” The answer indicates that she used group discussion method in English learning process, because she often divided her students into groups to present the material, then it ends with asking and answering sections. This answer validated by the observation result showed that this English teacher really make their students to groups and

each group supposed to discuss the material then present it. After that they are required to answer the questions from their own friends. Meanwhile, the second English teacher answered “Yes, sometimes, when it comes to procedure text, I usually asked the students to do presentation.” it implies that this teacher only uses presentation task occasionally, it means she does not always used this method in learning process because she said that she only used it when she needed. This answer validated by the observation result showed that this English teacher did not use presentation task in English learning process because she only explained the material by herself, then the students were asked to discuss but they do not present it.

The last one is using lecturing method in the learning process, Hernandez and Martinez (2021) research indicated that well-paced and structured lectures, supplemented by visual aids and interactive activities, significantly improved auditory learners' ability to comprehend spoken English and enhance their pronunciation accuracy. Lectures provided auditory learners with repeated exposure to authentic spoken language and opportunities to practice and refine their pronunciation skills. From explanations above, it indicates that lecturing method can be way to deliver English material to auditory learners because by using that method, the students can enhance their spoken English and improve their pronunciation skills. However, the structured lecturing method significantly can improve auditory learners' ability to understand complex language and engage them to think critically. To confirm this arguments, the researcher gave a same question to two English teachers, the question is “Do you still use lecturing way to deliver English material? If yes, How? If no, Why?” The question above is firstly answered by the first English teachers, she said that “Yes, it is the method that frequently I used to explain the material, the rest is only addition method to support this method.” Then, the second English teacher answered “Yes, of course, although various methods I found, it never be able to erase this method.” Both answers are validated by observation result showed that both

English teachers used lecturing way in delivering English material to her students.

c. Using Read/Write Activities in the Learning Process

This read/write activity refers to any activities which can support read/write learner to learn better in English teaching and learning process. In this context, it refers to reading activity and writing activity. Anderson and Johnson (2017) found that incorporating extensive reading tasks, such as reading comprehension exercises, literature circles, and book discussions, significantly improved read/write learners' reading comprehension skills, vocabulary knowledge, and overall language proficiency. From explanation above, it indicates that reading activity can be used for teaching read/write learners because it can enhance their reading comprehension skills, enrich their English vocabularies and other language proficiencies. It also can be used to apply critical reading activities and analyze and understand written text, develop coherent written responses, and enhance their overall writing proficiency. From this explanation, it implies that giving read/write written activities is needed to improve students' writing proficiencies. Those explanations bring the researcher to interview two English teachers with a same question related to it, the question is “Do you often give your students reading activity task? If yes, How? If no, Why?”

The question above firstly answered by the first English teacher, she answered that “Yes, of course, because we have many genre type of texts like descriptive, narrative, recount and others. So I gave them reading task to increase their understanding in reading text.” Then, the second English teacher answered “Yes, of course, sometimes I ask some students to read out loud, in order to improve their pronunciation.” Both answers are clarified by the observation result showed that the first English teacher applied reading activity task in English teaching and learning process. This teacher asked her students to read the dialogue about asking and giving information, they are asked to read each dialogue interchangeably. Meanwhile, the second English

teacher asked her students to read the dialogue about asking and giving information out loud, she used this activity after explaining the material about it and it happened occasionally.

The last one is writing activity, the research of Thompson and Davis (2019) indicated that involving read/write learners in analytical writing tasks, such as argumentative essays and literature analyses, significantly improved their language proficiency, critical thinking abilities, and textual comprehension. From the explanations above, it indicates that writing task is very useful for read/write learners because they can analyze and evaluate information, construct coherent arguments, and deepen their understanding of English texts. It is also needed to encourage them in practicing their grammar in writing English text. To emphasize this arguments, the researcher did interview with two English teachers, she gave them a same question, which is “Do you often give your students writing task? If yes, How? If no, Why?”

The question above is firstly answered by the first English teachers, she said that “Yes, I sometimes asked the students to write down their idea based on picture I showed them.” Then, it is also answered by the second English teacher “Yes, sometime, I use it as evaluation like giving them homework they should write down.” Those answers above are supported by the observation result showed that the first English teacher used this method in English learning process, it used when she instructed her students to discuss about the material, after that she is required to make writing dialogue related to ask and give information. Meanwhile, the second English teacher used this method to make students’ improve their English writing ability in their own home, and it used frequently.

d. Using Kinesthetic Activities in the Learning Process

Kinesthetic activities refer to any activities that can be used for kinesthetic learners to learn English material easily. In this context they are doing fieldtrip, doing demonstration, doing role play, watching video to see the real action, doing physical activities and doing

English conversation. Doing fieldtrip activities provided kinesthetic learners with opportunities to practice language in authentic contexts and develop their communicative skills (Davis & Thompson, 2020). From the explanation above, it indicates that doing field trip like visiting some places such as museums and cultural sites provide kinesthetic learners with real-world contexts to apply language skills and fostered their experiential learning. Then, other fieldtrip activities like role plays, simulations and language games in real-world settings provided kinesthetic learners with opportunities to practice language in authentic contexts and develop their communicative skills. From this explanations, the researcher wanted to confirm it by interview two English teachers with a same question related to fieldtrip activity. The question is “Do you sometimes have a fieldtrip with your students to give them authentic material? If yes, How? If no, Why?”

This question is firstly answered by the first English teacher, she said “Yes, we have English outdoor program once a year to motivate students by visiting interesting place.” Meanwhile, the second English teacher answered “No, never, we only study in the class.” Both answers are validated by the observation result showed that both teachers only have this activity once a year at study tour which held by school specially for second graders, they visit cultural sites like Borobudur and Prambanan temples, then after going back from this field trip, students are required to submit a report about their personal feelings when they are doing fieldtrip. As a result, the first teacher does not consider that doing fieldtrip activities can be studying at somewhere at the schools like yard or other places, meanwhile the second teacher seems like does not understand what fieldtrip mean and which activities include in it.

CONCLUSION

The rapid global changes due to modern education make it important for teachers to improve their teaching methods and apart to the needs. English teachers are required to have their method to accommodate their students’ different learning style which are using pictures, photo, symbol, watching video, doing demonstration for

their visual learners. Then, for their auditory learners can be using group discussions, presentation tasks and using structured lecturing method. Furthermore, using writing tasks and reading activities can be used to accommodate read/write learners. The last one is for kinesthetic learners, English teachers can use fieldtrip, demonstration, role play, watching video to see authentic action, doing physical activities and doing English conversation to accommodate them. Based on the questionnaire result, from 57 students, nine students are visual, nineteen students are auditory, fourteen students are read/write and eighteen students are kinesthetic. Furthermore, several method that students perceive important to have as English teachers to accommodate their learning style preferences are, firstly for visual learners there are using pictures, videos, symbols and using their own drawing. Secondly, for auditory learners are using group discussion, reading out loud and note taking after explanation activities. Third, for read/write learners are using writing task like taking notes of important parts and reading activity like looking for the important information. The last one is kinesthetic learners are using demonstration, presentation, role play and singing activity.

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Investigating The Learners Profile of EFL Intermediate Speakers in 21st Century : A Case of Senior High School Students

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Abstract

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This descriptive research aimed to analyze and describe the learners profile of Senior High School students at A Private Senior High School Cirebon in the academic 2022/2023. The subject of this study is the tenth grade students of Senior High School Cirebon. There were 4 students and 1 English teacher who were chosen as the subject of the study. Interview and literature review technique was applied in determining the subject. In order to collect the data for this study, the interviewed by face to face directly to find out how many characteristics Learners Profile their have in 21st century and find out the factors students have to make them successful as English students in 21st century. The research finding show that students get six characteristics of Learners Profile such as students have critical thinking, collaboration, a good communication, have creativity skill, have innovation think and their have own self-direction. To be a successful English students must have grow a sense of motivation within yourself, have supportive learning community surround them and students uses media technology in learning English.

Keywords: 21st Century,
EFL Intermediate
Learners, Learner
Profile, Speaking skill

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INTRODUCTION

In Indonesia, English as a Foreign Language (EFL) is taught from junior high school up to university. This means that students learn English in a country where the speakers are not native. Also their lack of exposure to English speaking environment. Students learn English only at school but they do not use English in their

daily communication. The study revealed from some previous study that high achievers tend to use assessment methods to help and turn to a mother tongue. Dewi (2007) has been investigated the strategies deployed by Indonesia senior high school students in their speaking problems. In reality, many students still cannot speak English although they have been studying English for

many years. Many students feeling anxiety when speaking English, even some of them don't know how to speak English properly. Most Indonesian students have difficulty speaking and writing in English, this could be because non international students are not taught the best ways to learn English. (As cited in Sulistiyo, 2016).

The skills mentioned are claimed as the skills of 21st century, specifically in industry 4.0 in which students are much related to the development of technology. That teacher and student involve to master several skills, besides their academic achievement. They are skills of communicating, collaborating, creative and critical thinking, information literacy, media literacy, technology literacy, leadership, initiative, productivity and social skills. Those skills can be develop through a foreign language. The concept of 21st century skills by Trilling and Fadel (2009) can be categorized in three points: learning and innovation skills (critical thinking and problem solving, communications, collaboration, creativity and innovation), digital literacy skills, career and life skills (initiative and self-direction, leadership and responsibility). The partnership for 21st century skills presents the 4Cs of communication, collaboration, creativity and critical thinking as the main skills of learning and innovation in the 21st century (Erdogan, 2019).

In education learner profile are expected to be able to actualize them with what they learn in school and implement it in their life, so that what they learn can benefit both themselves and the environment in all conditions. Lerner are able to adapt both conditions, environment and differences so that they reflect the learner profile (Ghazali, 2020). There are some possibilities from this points, firstly, the time to learn English subject at school is limited. Secondly, at school teachers teach English through Indonesian is carried. Thirdly, English subject is not used as a teaching medium for other subjects. Lastly reasons, students' in Indonesia never use their English language to each other.

It's very important to speak English well if you want to be successful in school and work, especially now that the world is so connected. This study looks at how well people can talk. According to Imane (2016) says that talking is important for learning a language and for

connecting with other people. This is one of the four things you can do with language: reading, listening, writing or speaking. The ability to speak well was very important part of teaching language based on history. Speaking is important and interesting for those learning English as a foreign language.

Characteristic of Learner in 21st Century

The characteristic of Learner in 21st Century are defined by their ability to adapt to rapid changes, embrace technology, collaborate effectively, think critically, and possess lifelong learning skills (Smith, 2018, Page. 45). Johnson (as cited in Tindowen, Bassig & Caguragan, 2017) divided that 21st century skills are not only more than technological literacy but also include critical thinking, problem solving, communication, and teamwork needed to succeed in work and life.

Regarded as the "4Cs" of the 21st century, "communication", "collaboration", "critical thinking" and "creativity" are essential skills that the individuals must have to keep up with the shifting paradigms of the globalized systems. Current educational programs integrated with these skills create a universal perspective that regards not only the individuals, but also the societies with respect to the change without the limitation of boundarie (Gursoy & Kurba BAG, 2018). The 21st-century education highlights how learners are able to combine content knowledge, specific skills, expertise, and literacy necessary to succeed in work and life (Ledward & Hirata, 2011) cited in (Menggo, 2019). However (Hixson, Ravitz, and Whisman, 2012) as cited in (Tindowen, Bassig & Caguragan, 2017). Identified eight skills that every student should possess in the 21st century:

- a. Critical thinking skills refer to students being able to analyze complex problems, investigate questions for which there are no clear-cut answers, evaluate different points of view of sources of information, and draw appropriate conclusions based on evidence and reasoning.
- b. Collaboration skills refer to students being able to work together to solve problems or answer questions, to work effectively, and, respectfully in teams, to accomplish a common goal, and to assume shared responsibility for completing a task.

- c. Communication skills refer to students being able to organize their thoughts, data, and findings and share these effectively through a variety of media as well as orally and in writing.
- d. Creativity and innovation skills refer to students being able to generate and refine solutions to complex problems or tasks based on synthesis, analysis, and then combining or presenting what they have learned in new and original ways.
- e. Self-direction skills refer to students being able to take responsibility for their learning by identifying topics to pursue and processes for their learning and being able to review their work and respond to feedback.
- f. Global connections refer to students being able to understand global, geopolitical issues including awareness of geography, culture, language, history, and literature from other countries.
- g. Local connections refer to students being able to apply what they have learned to local contexts and community issues.
- h. Using technology as a tool for learning refers to students being able to manage their learning and produce products using appropriate information and communication technologies.

The Factors to be Successful English Learner

The Factor for successful English language learners in the 21st century include learning motivation and independence, use of technology and digital resources, practice of active language in authentic contexts, and involvement in learning communities and collaborations. With paying attention to these factors, English learners have a greater chance of achieving success in acquiring good English skills in the modern era. The first factors; motivation and independent learning are important factors in the success of English language learners in the 21st century (Johnson, 2018), Second factors; factor of using technology such as electronic devices, online learning platforms, and English language applications can enhance the English learning experience. Learners can access diverse digital resources, interact with native speakers, and hone their language skills through interactive

activities (Brown, 2021), the last factors; the engagement in a supportive learning community, such as study groups, language courses, or online forums, and collaboration with fellow English learners facilitates growth and success (Lee, 2020). To be a factors for successful language learners; Tend to be independent and autonomous in doing self-study by reading, Seeking the opportunity to practice independently, successful learners try to get language exposures from any sources, have wee motivated, take responsibility for their learning, create their own learning, able to improve their language competence, and use learning strategies (Cahyani, 2010).

RELATED REVIEW

Several previous research has been conducted about EFL learner, Nielsen (2020) a study about *The English Language in the 21st century, Different Identities of a Global Language*, the research finding shows that why English is a global language, build links between English language, culture and student identity. English has taken over the history of people who speak it and structure it.

Another research on *The Integration of 21st Century Skills into English Language Learning* conducted by Albahlal (2019), this study explore how 21st century skills can be integrated into learning English with a focus on English as a foreign language (EFL) and the research finding shows that indicate that 21st century skills are very important in the education system in developed countries. The skills of 21st century English students consist of communication, collaboration, problem solving, technology skills, critical thinking, decision making, creativity, innovation, and self-direction.

Besides Marwa, Herlinawati & Herdi (2023) a study about *21st Century skills/4C Skills'Integration in English Teaching Documents Used in EFL Classroom*, the research finding shows to analyze the skills of the 21/4C century that are integrated with the culture in universities. The research context is based on the teaching document/syllabus. By integrating the 4C skills. The result shows that the integration of the 4C skills analyzed from the teacher's teaching syllabus reaches the "meet Competency" level.

The 4C skills that students must possess include communication, creativity, critical thinking and collaboration.

Another previous research from on *Relationship between 21st century skills, speaking and writing skills: A Structural Equation Modelling Approach* conducted by Motallebzadeh, Ahmadi & Hosseinnia (2017), this research aims to analyze the relationship between the components of 21st century skills and the speaking and writing skills of EFL learners. This research finding show that 21st century skills have a very significant relationship with students who have writing and speaking skills. EFL students who met the 21st century communication and collaboration skills criteria had the highest correlation with speaking scores. Foreign language and technological literacy have the highest foreign language assessment scores.

In response to above condition, the writer would like to investigate students characteristics 21st century they have in English learning by looking closely at their learning activity in English classroom. Hence, the study will be focused on investigating the tenth grade student of A private senior high school Cirebon.

Based on the background explained above, the research questions of this study can be formulated are: (1) "What are the characteristics of learner profiles in 21st century?" (2) "What are the factors that making EFL intermediate learners successful in speaking skills?". The study is mainly to answer the research problems under the study which has previously been formulated. Based on the above research problem, this study is conducted to investigate the learners profile of EFL intermediate speakers in 21st century in mastering speaking skill.

OBJECTIVES

The researcher conducted the research to achieve the following objectives;

1. To explore the characteristics of learner profile in 21st century.
2. To investigate the factors that making EFL intermediate learner can be successful in speaking skill.

METHOD

This study is classified into a qualitative descriptive study. The focus of the study is to investigate how many characteristics Learners Profile their have in 21st century and find out the factors students have to make them successful as English students in 21st century. The research is aimed at giving description on particular phenomena as they were. (Creswell, 2009, p.4) the qualitative research is the research for exploring and understanding the meaning individuals or groups ascribe to a social or human problem, the researcher who uses qualitative design making interpretations of the meaning of data. (Ary, 2005) states that a qualitative research is conducted to describe the current status of phenomenon that while exist at the time of study.

Hence, the current status of the phenomenon in this study is the learners profile of EFL intermediate speakers in 21st century. This study was conducted at A Private Senior High School Cirebon. The participant of this study was the tenth grade students and a English teacher of senior high school. There were 4 students and 1 English teacher who became the subject of the study. In taking sample of this research, the researcher applied two types of data; primary source and secondary source. Primary sources used by the researcher are from interview and observation. The result of the interview can be capable data to get information. Primary source is source which can allow beneficial information precisely (Sugiyono, 2017: 225). Secondary source are such books, journals, and review of the research. Secondary source is a secondhand description written by someone who may have heard about an event from others but it did not directly experience it (Ary et. al., 2010: 443). This study used the secondary data source from e-book and article journal.

In other to collect the data in this study, reserach interview and literature review. Gall, D, M., Gall, P, J., & Borg, R, W., (2003) stated that interviews consist of oral questions asked by the interviewer and oral responses by the research participants. This study identified 'participant as observer' which has actively participants and becomes an insider in the event being observed so that the researcher experiences events in the same way as the

participants (Ary, 2010: 433). Second technique of collecting the data of research which is acquired. Library research used in getting the sources of the data. Library research involves the step-by-step process used to gather information in order to write a paper, create a presentation, or complete a project (Elener E. Rasmuson Library, n.d, "Library research process", para. 1). The data was taken from some literature (journals) related to the perception of how many characteristics of 21st century of high school students have.

Since the study is designed in a qualitative approach, the use of descriptive analysis is an appropriate method to classify and analyze the data. The following detail explanation about the technique. The first step done in analyzing the data was measuring the students answers interviews. It is used to find out the characteristics of learners in 21st century. After collecting and reducing the data, the researcher displayed those data in the form of descriptive. Data display in this research will be using tables and brief notes in narrative text. After displaying the data, a conclusion is drawn. The conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the Senior High School Students are successful in English speaking skills.

RESULTS AND DISCUSSIONS

Result of interview

RQ 1 = "What are the characteristics of learner profiles in 21st century?"

The interview involve unstructured and generally open-ended questions were given to the samples to gain necessary data in this research. The following were the students' responses toward the open-ended questionnaires given.

Table. 1.1 Answers of participants in the Critical Thinking

Characteristics	Participants	Answer of Participants
Critical Thinking	S1	She speak in front of the class, she doesn't pay attention the word and grammatical structure used.
	S2	He speaking in front of the class he use the correct word and grammatical arrangement based on the situation and condition.
	S3	I have to learn more about <u>grammar. Thus, I would use</u>

sentences with the grammatically correct.

It can be seen from the table above found some different answers between S1, S2, S3, and S4 in critical thinking. S2 has a good critical thinking. S2 can "applying" her vocabulary, "applying" grammatical structure and "analyzing" the question that given by her teacher. However most of students have the critical skill. It could be seen by the students' answer that the tutor tried to increase their critical thinking skill by asked them to speak English for each theme. By asking that questions, other students have to think and found missing information from their friends.

Table. 1.2 Answering of participants in Collaboration

Characteristic	Participants	Answering of Participants
Collaboration	S1	We divide tasks to find opinions or answers about the problems we discuss and respect each other as well
	S2	We want to complete a task we have to exchange opinions because by exchanging opinions we can complete the task quickly.
	S3	We collecting opinions from other friends because each member has different opinions, if we have found the right opinions we can collect that ideas and we can complete the task well.
	S4	We usually discuss with each other then we seek the material will be discuss it, we must have the opinion from self and we can combine our ideas.

As can be seen from the table above, the majority of the students have similar answer where all of the participants are doing the same things when they collaborate with their friends in a group for getting some information. In collaboration, the students could collaborate were with their friends because most of their assignment were related to group assignments. Unfortunately, the group assignment focus on

writing task that is correcting the wrong grammar from each sentence given by the tutor. Thus, collaboration could not be maximize in students' speaking skills since it just a peer work.

listening English music on Spotify and watching short English conversation on Youtube.

To be a creative student, she want to take a course in Pare to increase her English

Table. 1.3 Answering of participants in Communication

Characteristic	Participants	Answering of Participants
Communication	S1	To communicate with teacher, she polite words, but when she communicate with her friends she just say what she want to say.
	S2	To communicate with teacher, he use polite words, but when he communicate with his friends he just speak using words that he know.
	S3	When she communicate with teacher, she use polite words.
	S4	When she communicate with teacher, she use polite words. Then when she communicate with her friends, she use any words.

S4 material, she understand the material by herself and use looking at several sources on the internet and books. To developing her speaking skill, she listening English music and watching English conversation on Youtube.

The table shows that all the participants

were not fulfilled creativity skills. The teacher did not provide something that increase creativity

skills. By that case, the students watch YouTube to improve their creativity skills. They were learning for

The table points out that S1, S2, S3, and S4 have similar perspectives when they were doing communicate with their teacher, they will use polite words because they think that their tutor is the person older than them. Meanwhile,

understand in YouTube. In that platform, the students said that they can imitate the creators' creativity in making the video for learning English.

there are some differences when they make communicate with their friends. S1, S2 and S3 use the word they know and they just say what they want to say what they want with their friends, but S4 always use polite words with their teacher. It can be conclude that all of the participants here have good communication.

Table 1.5 Answering of participants in Innovation

Characteristics	Participants	Answering of Participant
Creativity	S1	To combine the opinion she has to listen the opinions of friends in the group and get result. She would practice and study English more often for speak English well.
	S2	To combine the material, he would listen opinions from other friends then he choose good opinion it and the he can combine them opinion to find the final result to get complete the task.
	S3	To combine the material, she would hear the opinions from other friends and then if those opinions related she would combine those opinion to find the perfect answer it.
	S4	To combine the material, she would hear the opinions of other friends in other group, after that she can choose opinions that are indeed included in our material.

As can be seen from the table above all the participants have same answer such as the way combine some opinion from their opinion and friends opinion, they say that if we want to combine some opinion we should ask they opinions first and then we listen it, and then we can take the important opinion, after that we can combine their opinion together with other friends

opinions. The second is about innovation in the way to be good in speak English, from the participants answer, the researcher has found good answer, that is from S3, she say that she will develop a strategy and arrange the steps that she will take to achieve it, learn and practice it with her friends.

Table 1.6 Answering of participants in Self-Direction

Characteristics	Participants	Answering of Participants
Self-Direction	S1	My learning style that I use to understand the material I prefer to group or study with other friends, usually I'm not be confidence when I speak in front of the class because I haven't mastered a lot of vocabulary and grammatical structure, looks like, I will speak English as I can.
	S2	My learning style prefers to be in groups, because in groups we will get some information from various sources, to be confidence speak in front of the class I have prepared the word what I want to say so that makes me confidence when speaking English in front of my friends.
	S3	For learning strategy I'm typically person who like to study alone, for speaking in front of the classroom sometimes I'm not be confidence person but I always try to speak as I can, we should not afraid to make mistake, if I doing mistake in English speaking my tutor give me some input directly to better.
	S4	For learning strategy, I'm a typical person who likes to alone if it's to improve my abilities, to be brave for speaking in front of the classroom our mindset must be believed if we can, we should not be afraid to make mistakes.

As the question about self-direction, the table points out that the differences answer, some of them is prefer to learn with a group, but there is participants who prefer learn alone, because they have own style when learning English. S1, S2, S3 & S4 are good students, they can try to be brave when they speak English in front of the class, and they always happy when they join in speaking class program, they can learn and practice to increase their ability especially in speaking skills.

RQ 2 = "What are the factors that making EFL intermediate learners successful in speaking skills?"

The interview involve unstructured and generally open-ended questions were given to the samples to gain necessary data in this research. The following were the students' responses toward the open-ended questionnaires given.

Table 1.7 Answering of Participants in Students' Motivation

Factors	Participants	Answer of Participants
Motivation	S1	To practice S1 not too often, she thought that there is no friend to talk with. But, she usually invites her sister to a little bit speak English. He often to practice English.
	S2	He usually practices to speak English at school, sometimes with his friends at course, and also with his family at home, especially with his sisters. He usually practices it after the end of the class. He directly practice it with his sisters even though there are a lot of ungrammatically correct and not fluent in English.
	S3	She often to practice speaking English with her friends even though her sentences was not ungrammatically correct. She often practices to speak English to get more vocabularies and could practice it in her school. She not often to practice English because she less interact with her friends. She was too shy to study friends and did not confident to practice alone.

It can be seen from the table above that found similarities and differences between the answer of S1, S2, S3 and S4. The similarities were come from S2 and S3 where they have high

motivation in learning English. They practice it regularly either in the classroom or outside the classroom. The first and fourth student thought that by practice more, they would be more fluent in speaking English. However, S1 & S4 have low motivation. The students feel shy to speak English and they did not have partner outside the classroom.

Table 1.8 Answering of Participants in Supportive Learning Community

Factors	Participants	Answer of Participants
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Supportive Learning Community	S1	<i>She need support from the environment around her. She needs support from her family and friends to be more confident to speak English and to be more enthusiasm to learn English.</i>	really helps our English skills, so apart from reading the subtitles, we also have to understand the meaning of the subtitles.
	S2	<i>He needs support from others but he also though that he should stand on her motivation too. He thought that he just needs to be believed in herself, so that he would be understand the materials. But, if he got motivation from the people around him, he would be really happy.</i>	The media that he uses his hand cellphone. He learn English from YouTube, watching western movies on Netflix, and listen English songs on Spotify and he usually uses the internet to browsing the materials.
	S3	<i>She really need support from others like her family, friends, and tutor. Their support makes her to be more enthusiasm in learning English. But, she was too shy to speak English in front of her mom although her mother always support her to speak English, she said do not stop just because of her, just go ahead. Her tutor also gave her support in the end of class. The tutor said that they have</i>	She utilize media on Youtube, listen English music on Spotify and read some articles on the internet to help.
	S3	<i>to be more spirit in learning English so that they could go abroad</i>	She utilize media from her phone. She usually browsing the material on internet when she have assignments and did not understand the materials.
	S4	<i>She did not really need support from others. She thought that if she could did it independently, she would learn alone, like learning English. She would tried to understand the materials until she understand well.</i>	

The table points out that all the participants utilize some digital media in learning activity. The result show that S1, S2, S3 and S4 are same, they usually use cellphone as media in learning English such as they uses watching movie, listening music, watching YouTube video and make conversation on social media with English language. Most of students were using

As can be seen from the table above the answer from S1, S2 & S3 need others support in learning English. The participants have motivation not only from themselves but also from the people around them. For S4, she didn't need support from around her because she is an independent woman and she doesn't give easily to reach something. The student must have supportive learning from surround them and say that having friends at school will not only make school feel more fun, but it can also help in terms of learning to be better. Successful students will usually work together and with each other, learn with friends, they will always share knowledge to enhance the insights they have (Lianasari, 2016). Supportive learning community is needed to increase students' willingness and ability.

technology to browsing the materials from many sources.

CONCLUSION

Based on the research findings, several conclusion can be taken. The students have six characteristics of learners profile in 21st century. Related to the former characteristics their have that is critical thinking skill, collaborative skill, communicative skill, creative skill, innovate and self-direction. This study has the problem is the knowledge of grammar. The lack of grammatical knowledge can lead to the feeling of being afraid of making mistakes when speaking that is a problem found in the collaboration and communication skills they have. It included the feeling of unconfident, shy, idea development and the lack of the opportunity to speak English.

However, to be a successfull English students must have contributing some factors; Students have motivation, students get a supportive learning community from surround them, students has their own learning strategies, hasself-confidence and have resposibility in learning English.

Table 1.9 Answering of Participants in Media

Factors	Participants	Answer of Participants
Media	S1	The media that she uses from her cellphone for translating, listening English songs, watching short conversation on Youtube, read some E-books or E-novels in English language and then when she watch Korean shows she use English subtitles and that

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EXPLORING THE USE OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) FOR EFL LEARNING AT A JUNIOR HIGH SCHOOL IN CIREBON

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Abstract

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Mobile phone is very important for EFL teaching and learning. In education, there are several ways in which mobile phones can increase foreign language education. Then, this is the digital era students are very familiar with using mobile phones, gadgets, and other mobile applications which are English this requires teachers to master various skills. Teachers must be creative in the teaching and learning process, for example in the use of technology such as mobile phones. This study aims to explore how the teachers apply MALL (Mobile Assisted Language Learning) and what difficulties teachers face in implementing MALL (Mobile Assisted Language Learning) for EFL Learning at a Junior High School in Cirebon. This research conducted by using a case study method in Junior High School. The subjects of this study were English teachers who had used MALL (Mobile Assisted Language Learning) in their learning; The results of this study, the use of Mobile Assisted Language Learning is related to using MALL devices Laptops and Mobile Phones as teaching media, and applications used by teachers, WhatsApp, Telegram, YouTube, Google Classroom, Zoom, Jamboard, Padlet, Live Worksheet, and Quizizz in EFL learning. The difficulties that teachers faced are Classroom Management, Connectivity and Internet, Distraction, and Time management.

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INTRODUCTION

Mobile Technology is very important for the EFL learning process. In education, there are several ways in which mobile technology can increase foreign language education. According to Kukulska Hulme & Traxler (2005) defined Mobile learning as 'any educational provision where the

sole or dominant technologies are handheld or palmtop devices'. This definition could indicate that mobile learning includes mobile phones, smartphones, laptops, personal digital assistants (PDAs), multimedia cellular phones, MP3 players, DVD players, and digital dictionaries and tablet personal computers (PCs) are more

examples of technologies that have the potential to support learning a foreign language (Zhao, 2005, p. 447). Mobile technology makes most people bring their small computers that have incredible computing power.

Burston (2015) said that the main characteristics of mobile learning (m-learning) include the ability for the learning process to be Portability and Ubiquity, Personalization and Individualization, Multimedia and Interactive Content, Collaborative, and Social Learning, Contextualized and Authentic Language Use, Adaptive and Personalized Feedback. Then, mobile technology plays an important role in the learning process. Besides, according to Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices, such as smartphones or tablets, to support language learning. Here are the advantages Portability, Accessibility, Multimedia, Capabilities, Personalized Learning, Gamification, and Motivation.

In education, many teachers who work on the learning process have used MALL (Mobile Assisted Language Learning), especially collecting student assignments via e-mail, introducing e-books and other materials to find student's information in browsers, using social media and creating a learning group to learn foreign languages practically everywhere. Gangaamaran & Madhumathi (2017) states Mobile Assisted Language Learning (MALL) provides easy access for any learner without the constraints of both place and time. MALL can be considered an ideal solution to language learning barriers in terms of time and place. This large amount of computing power and portability, combined with the wireless communication and context sensitivity tools, makes one-to-one computing a learning tool of great potential in both traditional classrooms and outdoor informal learning.

Teachers in EFL classrooms previously depended on course books and chalkboards (Klopper, 2008, p.3), and then audio and audio-visual materials. (Sana' Ababneh, 2017, p. 120) states one new facet of our life today is the widespread use of mobile phones. This widespread use of mobile phones makes it necessary for educationists to find means of utilizing this new trend in teaching. (Solano,

Cabrera, Ulehlova & Espinoza, 2014, p. 77) states that technology is widely used nowadays to improve the education system at all levels, which means that its effective use, combined with professional learning can enhance collaboration in foreign language teaching. Traditional learning and teaching approaches such as teaching in a formal classroom setting have been a challenge for teachers recently, they also put us in a position to re-design how we teach and learn English (Sana' Ababneh, 2017, p. 120). In addition, social networking and the internet offer students to be independent learners rather than only receiving knowledge from teachers. MALL is very helpful in the teaching and English as a Foreign Language (EFL) learning process to study independently inside and outside the classroom.

Gadgets and other mobile applications are often used at the age of Junior High School level. In foreign language classes, students who are digital natives are the main generation to grow with new technology, especially in the presence of computer games, email, the Internet, mobile phones and even using a more user-friendly smartphone wherever a telephone is a new practical tool. The mobile phone also has dedicated to human life advances, even in English foreign language (EFL) learning; it can support learning and teaching (Reinders, as cited Mobit, 2019, p. 2451). Compared to their teachers who belong to digital immigrants, students are familiar with gadgets and all the features that they use daily to meet their needs. According to (Prensky, 2001, P. 1) They have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. The Other study, conducted they could enjoy the practicality and flexibility of learning English through the apps despite some superficial engagement (Hidayati & Diana, 2019, p.189).

As we know, English is one of the major subjects in Junior High School. Junior High School (SMP) is a formal education after passing through the elementary school. In general, students at this level of education are twelve to fifteen years old which age children can be called teenagers. According to (Kristine Tucker, 2016, p.1) Grade Levels Junior high schools are for students in grades seven through nine, and middle

schools are for students in grades six through eight. As a result, Junior High School students start high school in seventh grade. Junior high schools and middle schools have different educational focuses. Junior High Schools are more subjects centered. For example, teachers at junior highs teach a specific subject, such as math, science, or English, all day.

METHOD

This research is qualitative research where served the evidence such as situation and condition, and process event in written form. According to Creswell (2012) states that Qualitative is an inquiry approach useful for investigate and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the participants' detailed views in the form of words or pictures, and analyzes the explanation and theme details.

The design of this research is a case study, according to Burns (as cited in Kumar Ranjit, 2011) state that a case study is the case in its focus on special complexity, not on the whole population of cases. In selecting a case therefore usually use purposive, information techniques. This design attempt is not to select a random sample but a case that can provide as much information as possible to understand the case in its totality. Then, according to Grinnell (as cited in Kumar Ranjit, 2011), the characteristic of a case study is a flexible and open-ended technique of data collection and analysis.

In this study, the researcher uses interview as an instrument for collecting data. The interview is a question-and-answer process in research that takes place between two or more people face to face listening directly to information or statements (Narbuko & Achmad, 2003). This interview was conducted repeatedly with the same informants, with open-ended questions, namely questions about facts from events or activities, and opinions. The researcher conducts the interview to the English teacher's to asks recommendation the students that good in English especially in speaking skills. After the teacher gives recommendation the students who good in English, the researcher interview to those students. Field note as a background experience

from the students, by give some questions and ask their experience.

In this study, the researcher uses interviews as an instrument for collecting data and literature review. The interview is a question-and-answer process in research that takes place between two or more people face to face listening directly to information or statements (Narbuko & Achmad, 2003). According to Sugiyono (2013) Literature Review research carried out by researchers by collecting several books, and magazines related to the problem and research objectives.

RESULTS AND DISCUSSIONS

1.1 Using Device of MALL (Mobile Assisted Language Learning)

According to Chinnery (2006) in his research concluded that mobile devices such as Mobile phones, PDAs, and iPods can improve language learning. There is also research conducted by Chang (2005). Chang explained that mobile devices are suitable for language learning and that the use of mobile phones among students is also very convenient for the learning process.

NO	The device of MALL that is used	Brand
1.	Mobile Phone	Samsung
2.	Laptop	Lenovo

This table 2.1 shows that there were various devices and brands of MALL (Mobile Assisted Language Learning) that used Teacher 1 own. Mobile phones and MALL devices used by teachers are very important for the teaching and learning process. This data shows that Teacher 1 has used MALL devices including mobile phones and laptops. The device brand owned by the teacher is Samsung for mobile phones and the laptop brand used is Lenovo. Teacher 1's mobile phone has Android, so teachers can use applications and functions more easily to support teaching activities.

Moreover, the interview shows that teacher 1 mentions learning using Mobile Phones have been used since distance learning was applied when the pandemic covid-19 made all learning must apply distance learning. Then, teachers and students implemented mobile phone-based

learning for distance learning but the teacher improved their knowledge of using MALL device (Mobile Assisted Language Learning) and mobile application to make creative for distance classes in teaching and learning.

Table 2.2: Device and Brand of mobile phone by Teacher 2

NO	The device of MALL that is used	Brand
1.	Mobile Phone	Vivo
2.	Laptop	Lenovo

Davie and Hilber (2015) defines MALL as the use of mobile devices for support language learning, using devices such as digital personal assistant (PDA), ordinary cellphone, smartphones, tablet computer, android or mp3 player all of them are used for educational tools. Table 2.2 shows that there were various devices and brands of MALL (Mobile Assisted Language Learning) that used Teacher 2 own. Mobile phones and MALL devices used by teachers are very important for the teaching and learning process. This data shows that teacher 2 has used MALL devices including mobile phones and laptops. Teacher 2's mobile phone has Android, so teachers can use applications and functions more easily to support teaching activities. The device brand owned by the teacher is Vivo for mobile phones and the laptop brand used is Lenovo.

Therefore, the interview shows that teacher 2 mentions learning using mobile phones have been used since before it was implemented. The teacher mentioned that he had used a mobile phone before the occurrence of covid-19. Distance learning makes teachers prepare for more creative and varied learning. Then, teachers and students have implemented mobile-based learning for distance learning but teachers are increasing their knowledge about using MALL (Mobile Assisted Language Learning) devices and mobile applications to be creative for distance classes in teaching and learning.

1.1.1 The Use of MALL in the EFL Teaching Reading

Reading is an important skill for English as a second language. Reading is very important to master to ensure success not only in EFL Learning, but also in some content where reading in English is required.

According Somadayo (2011) (as site Faturahman, Noni & Ja'fa, 2022, P.74) states that reading is an interactive activity to pick and understand the meaning contained in written material. Mall (Mobile Assisted Language Learning) helping teachers in the learning process considering the government prohibits outdoor activities including the learning process in schools.

Table 2.3: the application that used by Teacher 1 in Teaching Reading

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp/Telegram	√		
2.	EBook (Pdf, Jpg, Document)		√	
3.	Google Classroom		√	
4.	Quizizz			√

According to Napratilora, M., Lisa, H., & Bangsawan, I (2020, P.116-115) Through WhatsApp we can send photo, audio, documents, videos not only individually but also can be groups with various conviniences available on the WhatsApp features, so it's very appropriate for Teachers, educators and Student to use WhatsApp as a EFL learning, especially during covid era. Teacher 1 use WhatsApp as the main application in the learning process for all skills.

Table 2.3 describes the Teacher 1 using mobile-assisted language learning for EFL learning in the classroom in Junior High School. Based on the interview with teacher 1, the teacher used Mobile applications in the classroom such as WhatsApp, EBook (Pdf, Jpg, and Document), and Google Classroom for teaching and Quizizz in Teaching Reading.

Table 2.5: the application used by Teacher 2 in Teaching Reading

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√		
2.	EBook (Pdf, Jpg, Document)		√	
3.	Padlet		√	√

Teacher 2 in using Applications of MALL (mobile-assisted language learning) for EFL learning in the classroom in Junior High School. Based on the interview with teacher 2, the teacher used Mobile applications in the classroom such as WhatsApp, EBook, and Padlet for teaching Reading.

1) **Pre Reading**

According to Budiharso, Teguh (2014, P. 189-204) Pre-reading activities are instructional activities carried out before students conduct the real reading activities. Activities of pre-reading are basically the same as the preparation stage (Finn, 1985). In pre-reading activities, activations is concerned with students' background knowledge, objectives of reading class, learning activities, and motivating the students (Mason and Au, 1990). Teachers try to activate students' schemata relating to the topic of the text in this stage by presenting key words, asking questions related to the topic, or explaining briefly the contents of the text. The activation of students' schemata is aimed at making it easier for the students to comprehend the text to be read.

Based on the interview Teacher 1, In Pre Reading Stage Teacher 1 used a laptop to prepare material such as PowerPoint or in the form of documents and a smartphone to communicate with students through group chats and sharing related to learning. Teacher 1 prepares a lesson plan and material, Teacher 1 usually provides materials-related videos, when it comes through the application; WhatsApp plays a major role in sending warm-up videos so that the student does not get bored. Besides WhatsApp, sometimes Teacher 1 used Telegrams because of amount of student capacity and if files with a large capacity. The Teacher prepared a lesson plan; the opening was by praying in class and followed by Student Attendance, learning through WhatsApp we can send photo, audio, documents, videos not only individually but also can be groups with various conviniences available on the WhatsApp features, so it's very appropriate for Teachers, educators and Student to use WhatsApp as a EFL learning, especially during covid era. Teacher 1 use WhatsApp as the main application in the learning process for all skills (Napratilora, M., Lisa, H., & Bangsawan, I, 2020, P.116- 115).

In the Pre-Reading Stage, Teacher 2 uses a Laptop to prepare material such as PowerPoint, PDFs, and images and Teacher 2 uses a Smartphone to communicate with students via group chat. Teacher 2 also shares links, images, and audio via WhatsApp. Then, Teacher 2 prepares the Lesson Plan and prepared materials. Then the class was opened by reading prayers and student attendance via the WhatsApp poll. Teacher 2 usually review the previous material, when teaching Reading in grade 7, the material is Reading Comprehensive or text description. After the previous preparations were completed, Teacher 2 prepared a laptop to log in at <http://padlet.com> and the material was already there, the application was in the form of a virtual board with complete facilities.

1) **While Reading**

According to Budiharso, Teguh (2014, P. 189-204) During/whilst reading activities are instructional activities that are going on while reading activities are happening. In the While Reading Stage, Teacher 1 used Google Meet or Zoom and E-book, Teacher 1 sends Narrative text in the form of documents or pictures. In preparation for using the application, students should understand how to use the application. The form of exercise that Teacher 1 used in teaching Reading is Read Aloud, Teacher 1 will read the text aloud and Students will repeat reading the text that Teacher 1 has shared via Google Meet. So, if a student misreads something, Teacher 1 can immediately correct it via Google Meet. Then, Teacher 1 shared material in the form of text, for example, Narrative text via (E-book, Jpg, Pdf, and Document). Students must download it first, and then Teacher 1 will share the link via WhatsApp and explain the material via Google Meet. Students can ask about unknown words through the text that the teacher distributes.

In the While Reading Stage, Teacher 2 used Padlat, E-book, JPG, and Video as a media for delivering material for the student. Two kinds of reading are applied, The Teacher asks the student to read the text that has been given in form of a tab. Students can check every word or sentence via video on another tab.

2) **Post Reading**

According to Budiharso, Teguh (2014, P. 189-204) Post-reading activities are instructional activities that the students and teacher do after reading takes place. The activities are used to rechecking reader's understanding on the text topic being read. In post reading activities, students do post-questions, feedback, and group and whole class discussions (Tierney and Cunningham, 1984).

In Post Reading Stage, Teacher 1 usually used Quizizz, Teacher 1 writes quiz questions about the text or formed from the material presented to students. Teacher 1 gives instructions to students to open the Quizizz application and complete each question based on the text material. The form of the exercise is analyzing story elements, or the teacher gives assignments to students to categorize the generic structure. Then the closing method is Guided Reading, Teacher 1 directs and ensures that students understand what they read and provides reflection and motivation to students. This result was also supported by the interview when the researcher interviewed the Teacher as follows;

Teacher 2 gives instructions to students to work on the questions that have been attached to the Padlet. Students can open it and work on it via <http://padlet.com>. Usually, Teacher 2 keeps a reflection note; the goal is for students to also provide input and also for evaluation of Teacher. Padlet is an online application that allows users to create digital bulletin boards or "walls" where they can collaborate, share ideas, and engage in various types of interactive activities.

1.1.2 The Use of MALL in Teaching Writing

According to Retno, Novita, Susilawati,& Baiatun (2021) Writing is an essential skill to master by language learners for a number of functions. Borrowing Urbanova and Oakland's idea, Klimova (2013) lists that writing has a key social and educational role. Walsh (2010) adds that writing also plays a pivotal function in a career for professional communication. In the Indonesian curriculum context, writing skills place a critical position as students must write for communicating with others (Kemendikbud, 2015). Texting is the preferred means of communication amongst teens (Rempel,

Ballantyne, MagillEvans, Nicholas, & Mackie, 2014). Along with texting, teens are incorporating several devices, platforms and online sites into their interactions with friends, including instant messaging like WhatsApp. In comparison with digital writing, traditional paper-and-pencil writing may seem too formal or even boring. Students seem to enjoy using technology to write since it is easier and more engaging than traditional writing. According to Kukulka-Hulme and Shield (2008, P. 273).

Table 2.6: the application used by Teacher 1 in Teaching Writing

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√	√	√
2.	Powerpoint		√	
3.	Youtube		√	
4.	EBook (Pdf, Jpg, Document)		√	√
5.	Google Classroom			√

Table 2.6 describes the teacher using mobile-assisted language learning for EFL learning in the classroom in Junior High School. Based on the interview with teacher 1, the teacher used Mobile applications in the classroom especially Teaching Writing such as WhatsApp, PowerPoint, Youtube, EBook (Pdf, Jpg, Document), and Google Classroom for teaching and learning English. Teacher 2 used Mobile Application in the classroom especially Teaching Writing such as WhatsApp, PowerPoint, Youtube, EBook (Pdf, Jpg, Document), and Google Classroom for teaching and learning English.

1) Pre Writing

Based on the interview with Teacher 1, In Pre Writing Stage Teacher 1 was Brainstorming with a theme that has been prepared, Teacher 1 asks the student about the topics based on their own experiences and read related to the material on WhatsApp. Usually, Teacher 1 used E-books such as (JPG, PDF, and documents) that Teacher 1 had prepared and sent via WhatsApp. In the Pre-Writing Stage Teacher 2 asks small questions about the material and asks students to write topics based on their own

experiences related to the material through Google Meet.

2) While Writing

In the While Writing Stage, Teacher 1 used Youtube to deliver the material and PowerPoint as the media to share the material and use WhatsApp. Students can ask questions directly via the teacher's YouTube channel 1 in the comment box below Video. Then, the teacher asks students to write sentences based the picture (JPG) that will share on WhatsApp from the students' experience, then students typewrite in Microsoft Word. In While Writing Teacher 2 uses GoogleMeet and Google Jamboard as a medium for teaching and learning English in the classroom. Google Meet as a medium for explaining material to students and give information about a particular entity by describing its features, history, and special characteristics of descriptive text. Teacher 2 using Jamboard as an online whiteboard media that is easier by using on a cellphone, students can see the whiteboard via their respective Mobile phones. Based on interviews with teacher 2, the teacher asked students to write sentences from student experiences, students typed with Microsoft Word and sent assignments via WhatsApp.

3) Post Writing

In Post Writing Stage, Teacher 1 asks the student to write sentences related to the picture that the teacher sends the task via Google Classroom for the task. Students make the final copy of their writings. Then, at the Post Writing Stage, the teacher asks students to submit assignments to the teacher that they have done via WhatsApp.

1.1.3 The Use of MALL in Teaching Listening

Table 2.4: the application used by Teacher 1 in Teaching Listening

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp/Telegram	√	√	√
2.	Powerpoint		√	
3.	EBook (Pdf, Jpg, Document)		√	
4.	Liveworksheet		√	√

1) Pre Listening

In Pre-Listening Stage, Teacher 1 asks for general information on WhatsApp with audio for the topic the students with the aim make a student more interested in the topic. At that time, Teacher 1 started the lesson by showing some pictures of the place, characters, plot, or other reality with the formed Powerpoint related to the story and asked the students what they think the story is about, whether they ever read the short story, what kind of short story in narrative text, for example, Malin Kundang. In the stage of pre-listening, Teacher 2 asks for general information on WhatsApp with audio for the topic to the students with the aim make students more interested in the topic. Usually, the teacher will provide audio stories related to the text material, such as narrative or recount texts. At that time, Teacher 2 started the lesson by telling of the place, characters, plot, or transcript dialogue before sharing the audio.

1) While Listening

In the while-listening Stage, Teacher 1 usually shared files in formed Microsoft Word and the audio of narrative text or story on WhatsApp. In the stage of while-listening, Teacher 1 usually shared files with formed Microsoft Word and the audio of narrative text or story on WhatsApp. Students listening to the audio and checking their vocabulary, students can ask to determine unfamiliar vocabulary when listening to the audio. In the stage of while-listening, Teacher 2 usually shared files in formed Microsoft Word and the audio of narrative text or story on WhatsApp. In the stage of while-listening, Teacher 1 usually shared files with formed Microsoft Word and the audio of narrative text or story on WhatsApp. Students listening to the audio and checking their vocabulary, students can ask to determine unfamiliar vocabulary when listening to the audio.

2) Post Listening

In the stage of post-listening, Teacher 1 asks the students to do the task via Quizizz, this result was also supported by the interview when the researcher interviewed the Teacher as follows; In the stage of post-listening, Teacher 2 asks the students to do the task via the live worksheet.

1.1.4 The Use of MALL in Teaching Speaking

In the speaking learning activities, Hwang, et al (2014) states that by using mobile learning devices, students have positive impressions and intentions in utilizing mobile learning devices as motivating tools to practice foreign language abilities. MALL has also been found in previous research to significantly increase pupils' speaking skills (Darmi & Albion, 2017; Kusmaryani et al., 2019).

Table 2.4: the application used by Teacher 1 in Teaching Speaking

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√	√	√
2.	Powerpoint		√	
3.	EBook (Pdf, Jpg, Document)		√	
4.	Zoom		√	√

In the Pre Speaking Stage, Teacher 1 used a kind of activity is brainstorming, Teacher 1 prepares about the situation or topic before students speak on WhatsApp. Usually, the teacher used Audio or share links from Zoom on WhatsApp. Teacher 1 usually uses Zoom as an application that is used at the speaking stage in the teaching process. Teacher 1 prepared some small questions about the material and then shared the link that was shared on WhatsApp. In the while speaking stage, usually, the teacher will use the pairing method in student conversations. Students will be paired to speak the dialogue via Zoom or will speak individually. In Post Speaking Stage, Teacher

1 asked the students to make a video of themselves talking and send it via WhatsApp

Table 2.4: the application used by Teacher 1 in Teaching Speaking

NO	Application that Used	PRE	WHILE	POST
1.	WhatsApp	√	√	√
2.	EBook (Pdf, Jpg, Document)		√	
3.	Youtube		√	

In the Pre-Speaking Stage Teacher 2 uses the type of brainstorming activity, Teacher 2 prepares about a situation or topic before students speak such as dialogue on the material, for example via WhatsApp. Usually, teachers use videos or share YouTube links on WhatsApp. While Speaking Teacher 2 uses YouTube as a medium for delivering material to students, students can ask questions through the comments column. In Post Speaking Teacher 2 asks students to make videos of students speaking and will upload them on Teacher 2's youtube channel.

1.2 DISCUSSION

In this section, the researcher discussed the research of the research, the finding is about How Teachers apply Mobile Assisted Language Learning (MALL) to EFL Learning at a Junior High School. Firstly, in the pre teaching The teacher still introduced the media in the classroom, checked the connectivity, and planned the lesson as usual. Based on the result of the interview, although the teacher claimed that teachers didn't pay attention to the principles of MALL, all the Teachers already tried to use a smartphone in teaching language learning. It means that the teacher pays attention to the principles of MALL (Stockwell and Hubbard, 2013, P.8). All teachers explained that before COVID-19, they had implemented learning MALL (Mobile Assisted Language Learning. But, not all of the principles are paid attention to by the teacher. As a result, in the section on preparation, the researcher can determine that the teacher uses a smartphone due to the current state of affairs. It is reinforced by a school change that allows students to bring their smartphones. In this situation, the teacher is sure to guide them on how to use it appropriately in terms of learning content. Moreover, there are preparation EFL Teachers and MALL (Mobile Assisted Language Learning) support by selecting Appropriate Materials by sharing textbooks, and supplementary materials using Ebook (PDF, JPG, and Document).

In while Teaching the Teachers preparing audiovisual resources such as Audio, MP3, and Videos by WhatsApp, YouTube, and Padlet. Nuttal (2005) states that choosing reading materials that match the students' proficiency level and interests. Consider authentic texts, graded readers,

online articles, or excerpts from books. Teachers prepare technology tools especially Mobile Technology Smartphone, Laptop that aligns with their instructional goals. Teachers Creating Assessment Tools and develop appropriate assessment tools to evaluate student's progress and understanding. These may make a project the Videos for Listening and Speaking Teaching. Task-based include quizzes and Liveworksheet applications to evaluate student understanding.

Secondly, the Media of MALL those teachers used in EFL Learning. The teacher uses a smartphone as media in language learning because the students are allowed to bring it to school. Although not all materials of English can be delivered by smartphone, the teacher wishes that the students can use it wisely. In this case, a smartphone is a tool that can be used for delivering material. It stimulates attention, interest, thought, and students' feelings in the classroom. They also understand the material that is taught by the teacher easily. These statements above are suitable with Santyasa (2007), that media is a tool that can be used for transferring learning material thereby can stimulate attention, interest, thought, and students' feeling in the learning process in gaining the purpose of learning. Teachers prepare technology tools especially Mobile Technology Smartphone, Laptop that aligns with their instructional goals. Media can be called a tool for delivering information and it expects someone who receives the information will understand. Furthermore, the success of smartphones as modern media cannot be maximized without the use of other media. Teachers must adapt to their students since the teacher still introduces the smartphone in the classroom. So, media such as video; Smartphones; laptops; the speakers can also be helpful in mobile-assisted language learning.

Third, the Application Used in EFL Teaching. 1) Teachers usually use WhatsApp allows for the creation of group chats, which can be utilized as virtual classrooms or study groups. Teachers can create dedicated groups for specific reading activities or language learning topics. Students can share texts, discuss reading materials, ask questions, and provide feedback to one another. According to Riyanto (2013), WhatsApp can be used to

study and even learn a new language, in addition to socializing with friends. Teachers can then post small assignments and invite students to complete them using one of the approaches. MALL facilitates collaborative reading experiences, allowing students to share their body notes and engage in discussions within the app or via online platforms. Students can respond to each other's notes, ask questions, provide explanations, or engage in peer feedback, fostering collaboration and deeper understanding. At the same time, it is often argued that mobile devices are particularly suited to supporting social contacts and collaborative learning (Kukulka-Hulme, & Shield, 2008 P. 271-289). Picture 2.1 classified the application used by teachers as the media teaching and learning in EFL Teaching-learning. The use of WhatsApp is very influential on the learning processes and activities used by teachers. Riyanto (2013) summarized the benefits of WhatsApp as it can be used to socialize with friends, to study and learn a new language through membership in a WhatsApp group with teachers and fellow students through which teachers post assignments for students to either do individually or in groups, as they take part in a discussion, respond to teacher prompts or queries, share images and other illustrations, or seek corrective feedback. (Raghda, Dina, & Ruba 2022, P.202). Then, 2) Using Ebooks (Pdf, Jpg, and Document), 3) Jamboard 3) Padlet, and 4) Youtube as teaching material, and PowerPoint to present the material for English as Foreign Language (EFL) learning, it's important to choose ebooks that are suitable for language learners and provide references to support their learning. Based on the Interview Teacher used PowerPoint can be used for teaching reading and Presenting the Material. Reinders (2019) Ebooks offer the advantage of accessibility, allowing students to read them on various devices. Alwany & Merza (2019) said PowerPoint can be used to display reading passages, stories, or articles on slides, making it easier for students to read and follow along. Visual Aids and Illustrations PowerPoint enables the integration of visual aids like images, charts, or graphs to support reading comprehension. Padlet and YouTube Using YouTube as teaching material for English as Foreign

Language (EFL) learning can be highly beneficial due to the vast range of video content available, promote their ability to speak English, almost all students choose Youtube as their medium to improve their English speaking skills (Jaleani & Nuraneni, 2022, P.68). The use of MALL in speaking context Padlet is an online application that allows users to create digital bulletin boards or "walls" where they can collaborate, share ideas, and engage in various types of interactive activities. According to Vurdien, R., & Sturm, J. (2016) YouTube allows for collaborative learning opportunities. Teachers can assign tasks that require learners to create and upload their videos, such as presentations, skits, or interviews. This promotes creativity, collaboration, and language production. 5) Quizzex, 6) Liveworksheet, and 7) making videos as Interactive Assessment is an online platform that allows teachers to create interactive quizzes, assessments, and learning games for their students. It offers a fun and engaging way to test knowledge, reinforce learning, and track student progress. Quizizz is a popular gamified learning platform that can be used in various educational contexts, including EFL learning. It offers interactive quizzes and games that engage students in language practice and assessment. Educators can create their quizzes or use pre-existing ones to reinforce language skills, vocabulary, grammar, and reading comprehension.

3.1 RESEARCH FINDING

3.1.1.1 The Difficulties with Classroom Management

According to Harmer (2007) the characteristics of EFL teachers are they manage class activities, provide guidance and support, and maintain discipline within the classroom. Introducing the new media in class is not easy for the teacher. Even when the teacher uses social approach in social class, the crowded situation shows that there are some students who busy individually. it was difficult to control the students especially when using mobile applications in the classroom (Patrick, 2012, P.14).

The first problem is some students were busy when the teacher asked them to use their smartphones. It is also supported by the result of the interview with the teacher as follows: There are various issues that both the teacher and the students

experience during the teaching and learning process. There are two issues in this teaching-learning process, mobile-assisted language learning in EFL teaching. The first issue was that some students got distracted while the teacher instructed them to use their smartphones.

3.1.1.2 The Difficulties with Connectivity and Internet

The second difficulties are connectivity. Connectivity in MALL relies on the availability of internet access. Learners require an internet connection to access online language learning resources, download language apps, participate in language exchange platforms, and communicate with teachers and peers. This connection problem has an effect due to lack of internet, it makes the network disconnected or the connection is unstable. Teacher 1 can see from the intermittent video calls from some students when doing Zoom, Teacher 1 also explains that using Zoom requires more internet. When the teacher asks the students to open their smartphones, they frequently grumble. If there is good connectivity, this teaching-learning process will run smoothly. If the connectivity is poor or non-existent, delivering content via smartphone will fail. That is consistent with Hashemi (2011), who notes that one of the downsides of MALL is that the wireless bandwidth is restricted and may degrade as the number of users' increases. Teacher 1 explained the difficulties faced, namely the lack of internet, especially during a pandemic learning, student complaints about the lack of internet. During *PJJ* (Distance Learning) learning it makes access difficult for use outside of school by using Wi-Fi. Problems with the internet, can lead to difficulties accessing applications, especially applications that are used online-based, and make learning not run well. Teacher 1 explained that the limited internet limits its use, such as when making video calls via Zoom, it takes up a lot of internet (*quota*). Wu and Marek (2015) highlight the benefits of internet connectivity in MALL.

3.1.1.3 The Difficulties with Distractions and Time Management

The third, Distraction refers to the diversion of attention from the intended task or learning activity. Common distractions in

MALL include notifications from other apps, social media, incoming calls, and unrelated content. Based on the Interview, Teacher 2 when using MALL (Mobile Assisted Language Learning) in the classroom is a distraction. Using a Smartphone has advantages and disadvantages, students use their Smartphones, so when there is a notification on their smartphone, they open it in the middle of learning. Teacher are instruct the Student can set the device, which means Learners can optimize their device settings to minimize interruptions, such as turning off notifications or enabling "Silent" mode. Silent mode on each student's smartphone helps stop notifications and incoming calls, so students can not experience distractions or open applications that are not used in the learning process..

Forth, Teacher 2 explains that students are late of used the Application and have delays in using the application including several factors, such as student delays and applications that do not support learning. Discipline or Learner habits when using applications and the learning process. Teacher 2 also said that PJJ (Distance Learning) during the pandemic was not profitable because there was a lack of guidance from the teacher. Set specific time limits for different MALL activities to ensure efficient use of class time. Encourage students to manage their time effectively and stay on task during individual or group MALL activities. Circulate among students during MALL sessions to provide guidance, monitor progress, and address any questions or concerns. Implement monitoring tools or software to track student engagement and ensure adherence to learning objectives.

3.2 Discussion

This section presents the discussion based on the findings of the research, The Finding is about the difficulties that Teachers faced when applying MALL (Mobile Assisted Language Learning. Firstly, The Difficulties with Classroom Management. The first, Students were busy when the teacher asked them to use their smartphones. According to Harmer, J (2007) the characteristics of EFL teachers are they manage class activities, provide guidance and support, and maintain discipline within the classroom. Introducing the new media in class is not easy for the teacher. Even when

the teacher uses a social approach in social class, the crowded situation shows that some students are busy individually. it was difficult to control the students especially when using mobile applications in the classroom. Oliver (2011) researched classroom management and discussed student behavior. In their research, they explained that teachers must organize the class and manage students' behavior.

Secondly, the Difficulties with Connectivity Issues Mobile-assisted language learning often relies on an internet connection to access online resources, communicate with other learners, or use cloud-based platforms. In areas with limited or unstable internet connectivity, learners may face difficulties in accessing content, submitting assignments, or participating in online language learning communities.

Thirdly, The Difficulties with Distractions Mobile devices are versatile tools that can be used for various purposes, including social media, entertainment, and communication. The presence of these distractions can hinder language learning focus and productivity. Learners may need to exercise self-discipline to avoid distractions and stay focused on their language learning tasks. Distractions during Mobile Assisted Language Learning can hinder learners' focus, attention, and overall learning outcomes. However, with awareness and the implementation of strategies to mitigate distractions, learners can enhance their language learning experience and improve their proficiency. According to Hashiemi (2011) sometimes when mobile learning is being applied in the classroom, the students might do other things using their mobile devices without the teacher's permission.

The last one is The Difficulties with Time Management Mobile-assisted language learning can provide learners with autonomy and self-directed learning opportunities. However, the absence of direct teacher guidance can be a disadvantage, especially for beginners or those who require specific feedback and guidance. Learners may need to supplement their mobile learning with opportunities for interaction with teachers or language partners to ensure well-rounded language development.

CONCLUSION

Some activities in class make use of a smartphone as a media device. Teachers are still introducing new media. It is further supported by a school change that allows kids to bring their smartphones. In language learning, especially in EFL Learning; it helps the teacher in delivering material through the application. Although this teaching-learning process already can be called MALL, the teacher is paying attention to its principles

There are some difficulties faced by the teacher and the students in this teaching-learning process. Firstly, the Difficulties with Classroom Management, Students were busy when the teacher asked them to use their smartphones. The second problem is connectivity. The students often complain about it when the teacher asks them to open their smartphones. This teaching-learning process will be fluent if there is good connectivity. If the connectivity is limited or bad, delivering material through the smartphone will not be successful. The Third is the lack of internet especially during a pandemic learning and using online applications. The last one, Distraction refers to the diversion of attention from the intended task or learning activity. Common distractions in MALL include notifications from other apps, social media, incoming calls, and unrelated content. The Forth, late of used Application, and delays in using the application include several factors, such as student delays and applications that do not support learning.

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**An Analysis of Textbook “Preparation for Academic English” in
Relation to 21st Century Skills**

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Abstract

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This research conducted to gather whether these textbook contained 21st century or not in communication, collaborative, critical thinking, flexibility and adaptability, leadership and responsibility, creativity and innovation are the skills that should be included in English tasks in 21st century skills. Then the researches will be spell out the textbook by using analysis. The purpose of this research is to detect what the preparation of academic English textbook coincide with the 21st century skills. Qualitative method was used in this research to reveal the analysis of the researcher. The sample of this research is analysis the content related to suitability of the textbook in 21st century. There are still few researchers who examine how 21st century skills is implemented in collage English textbook. As a final note, the researcher advises doing study on how published materials are utilized in courses, schools, and universities throughout the nation because she believes it is crucial to do so in order to achieve the intended learning objectives. Also make them more accurate to be learned for each student and teacher or lecturer. The researcher hopes the further research is more detail and conical to the similar problem to be analyses.

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INTRODUCTION

It is important for any country’s education system to provide balance in teaching and learning materials, and this includes English language learning. The Indonesian government’s

ministry of education and culture has taken on this responsibility by creating textbooks that are published by them and written by selected experts of English as a foreign language (EFL) in Indonesia. These textbooks are designed to meet

the needs of the Indonesian education context, which takes into consideration the country's education philosophy. This means that the textbooks may include cultural contents that are relevant to Indonesian students. Overall, it is important for textbooks to provide a balanced approach to English language learning that is tailored to the needs of the country's education system and its students.

Nowadays, Material development is so important and it should be relevant with the 21st century as every material has to suit this era. 21st century skill is qualities that learners have to possess to draw up for a complicated life, more challenging and work environment today. Meanwhile, in appendix III of Permendikbud No. 34 of 2018 it is written that the classroom activity is held based on interactive, inspiring, fun and challenging activities to motivate students. In addition, the learning process also provides space to development the 21st century skills namely creative, innovative, critical thinking, problem solving, collaboration and communication. On the partnership for 21st Century skills (P21) deeper learning takes place through the purposeful incorporation of rigorous academic content with interactions that intentionally build skills, mindsets and literacies that are necessary for students to become lifelong learners and contributors in our fast-changing world. P21 is a coalition of educators, businesses, and policymakers who are committed to preparing students for the challenges and opportunities of the 21st century. One of the key components of P21's framework is "deeper learning" which involves integrating rigorous academic content with opportunities for students to develop critical thinking, problem solving, communication, and collaboration skills. According to P21, deeper learning occurs when students are engaged in projects, activities, and discussions that require them to apply academic content in real world contexts. This type of learning is characterized by "authenticity, collaboration, and student centeredness" and it is intended to prepare students for success in college, career, and life. In addition to academic content and 21st century skills, P21 also emphasizes the importance of

developing students' "learning mindsets" and literacies. Learning mindsets refer to students' attitudes and beliefs about their own abilities and the value of effort and persistence in learning. Literacies include not only reading, writing, and math skills, but also digital literacy, financial literacy, and cultural competence. Overall, P21's approach to deeper learning seeks to empower students with the knowledge, skills, and attitudes they need to navigate a rapidly changing world and contribute meaningfully to their communities.

The role of materials in language learning can be any resources that are used to facilitate language learning, including textbooks, videos, graded readers, flashcards, games, websites, and mobile applications. Tomlinson's classification of materials into five categories such as informative, instructive, experiential eliciting, and exploratory (Tomlinson, 2012, p. 143). Highlights the different ways in which materials can support language learning. Informative materials provide information about the target language, such as grammar rules or vocabulary lists. Instructive materials guide learners in practicing the language, such as through structured exercise or drills. Experiential materials provide learners with opportunities to use the language in real world context, such as through simulations or role plays. Eliciting materials encourages learners to use the language themselves, such as through discussion prompts or open-ended activities. Exploratory materials help learners explore the language in a more open ended way, such as through games or puzzles. Ultimately, the goal of materials is to support the teacher in facilitating language learning and to help learners meet specific competency standards. Well-designed materials can help to engage learners, promote meaningful interaction, and scaffold learning in a way that meets the needs and goals of learners. As information, tools and texts needed to plan and learn how to implement learning and to assist teaching and learning activities in the classroom also make learners master in the learning process. Meanwhile, the development of material is a practical undertaking involving the processing, assessment, adaptation and use of materials

intended to promote the acquisition and creation of languages (Azarnoosh, 2016, p. 2). There have been some earlier investigations into the subject of textbook content analysis, and those investigations were done in accordance with the 21st century in order to assess the textbook. The following are descriptions of the earlier research's results. One study is by Rita Inderawati, Ismail Petrus, Eryansyah, and Meilinda (2021). Needs Study of Vocational High School Textbooks to Local Cultural Materials and the 21st Century Competencies was the name of the study they did. They conducted their study with a specific goal in mind. For students' futures in the twenty-first century, it meant being familiar with local cultural resources and competencies. Both qualitative and quantitative research were on their minds. They discovered that: 1) English must be taught to students using technology; 2) English is crucial for students' future careers; 3) no English language education materials currently exist that incorporate local Palembang culture; and 4) the two main goals of incorporating local Palembang culture into educational materials are to improve students' knowledge. The questions led to the need of learning tools like blogs, Twitter, video chats, and voice notes for the promotion of skills in the twenty-first century. The focus on local cultural materials and skills for students' futures in the 21st century distinguishes this study from that of Inderawati et al. College students were chosen as the study's topic in this particular research, which is another variation.

The second study was carried out by Aji Budi Rinekso (2021). The Representation of 21st Century Skills in an Indonesian EFL Textbook is the title of a study he did. His study's goal was to examine how 21st century skills were presented in an Indonesian EFL textbook. His study included both qualitative and quantitative research approaches. The data were analyzed utilizing a content analysis research methodology. 12 out of the 15 21st century talents were taught in the textbook, according to his study. Collaboration and communication were the most prevalent abilities. The abilities were represented using a variety of learning activities,

including objectives, inputs, processes, roles for the instructor and learner, drawings, and notes. However media and economic literacy, as well as global awareness, were not included in the textbook. Moreover, it offered too few subjects and resources on technology, communication, and information (ICT). Thus, it is recommended that future revisions take into account include media, economic literacy, Technology, and global awareness in the contents. His research focused on analyzing EFL textbooks used by grade 7 pupils, while the current study will choose an academic English book for college students.

The third study was carried out by Joko Priyana and Ditta Mustika Rakhmawati (2019). They carried out a study titled A Study on 21st Century Skills Integration in the Senior High School English Textbook. Their research had two main goals: (1) to identify the 21st century abilities included in the English textbook; and (2) to determine how those skills are included. Checklists were utilized to collect the data, which was then examined by counting the instances of each 21st-century skill and identifying the integration techniques. The findings indicated that the textbook incorporates 11 skills: communication, collaboration, creativity and innovation, media literacy, leadership and responsibility, productivity and accountability, social and cross-cultural, initiative and self-direction, and flexibility and adaptability. These skills are critical thinking and problem solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), and media literacy. These abilities are incorporated using Nunan's task components, which include objectives, inputs, steps, student and instructor roles, locations, and additional tactics like notes, quotations, and things to contemplate. The consequence is to make textbook authors and publishers more conscious of the need to create and distribute textbooks that provide learning resources that include 21st-century capabilities. Moreover, since students nowadays are dealing with the globalization period, this research is anticipated to assist English teachers in being able to provide examples of how to integrate 21st century skills in

everyday life to their students and demonstrate a readiness to promote such talents. His research focused on high school textbook analysis, but the current study would choose an academic English book for college students.

1. English Listening Task in 21st Century Skills

Using insightful concepts from TED Talks, the four level 21st century communication course instructs students in critical thinking and effective communication. Students develop their listening and speaking abilities with help of real-world examples of effective communication, which is essential for both academic and personal success (Baker, L and Blass, L. 2017. An article of 21st century communication). The objective of the task is for students to be able to recognize and produce tag questions with the correct grammatical form and final intonation pattern in simple social conversations. Tag questions are short questions added at the end of a statement to seek confirmation or agreement from the listener, for example: "It's a beautiful day, isn't it?" The final intonation pattern in tag questions is typically rising, indicating that it is a question. The task also requires students to recognize and produce wh-information questions with the correct final intonation pattern. Wh-information questions are used to ask for information and typically start with words like what, where, when, why, and how. The final intonation pattern in wh-information questions is typically falling, indicating that it is a statement or a request for information. By practicing these skills, students can improve their ability to understand and participate in social conversations, as well as develop their overall language proficiency in listening and speaking (brown, H. D 2004, p. 50) and Good language skills according to Soenardi (Putri, S. O 2018, p.18) are divided into four types of abilities involving: listening ability, reading ability, speaking ability, and writing ability. Thus, we know that the four skills are related to one another to support language learning. The task of listening might be one-way or two-way. In one-way activity, the student receives all input from an external source such as a cassette and videotape and they are in charge of carrying it out with the input by forming important terms and writing the

main ideas. In a two-way task some input comes from outside, usually from a partner or lecturer. (Rost, JALT 2020, p. 20). Speaking and listening that are participatory are emphasized in both types of exercises. Pre-listening, while-listening, and post-listening are categories that may be used to organize listening activities for planning reasons.

2. English Speaking Task in 21st Century Skills

One of the four essential abilities you can master in the twenty-first century is communication. While critical thinking and problem-solving are important skills to have, writing is a form of communication, so this is an example of a communication skill, creativity can certainly be used to enhance communication, creativity and design can be used to enhance communication, technology is a tool that can be used to facilitate communication, emotional intelligence can certainly be used to enhance communication, leadership can involve communication, but it is not a communication skill in and of itself. In summary, communication is an essential skill to master in the twenty-first century. (Menon, J. December 26th, 2021. An article of four core skills you can develop in the 21st century). Collaborative tasks can be very beneficial for English language learners because they encourage both speaking and listening skills. When learners work together on a task, they have to communicate with each other in English, which provides opportunities for them to practice using the language in a more natural and interactive setting. Moreover, collaborative tasks can also help learners to develop their social and emotional skills, such as teamwork, empathy, and active listening, which are important skills for success in both academic and professional settings. Collaborative tasks can include activities such as group discussions, role plays, debates, problem-solving tasks, and group projects. These types of activities provide learners with opportunities to express their ideas, opinions, and perspectives, as well as to listen and respond to others in a supportive and engaging environment. Overall, incorporating collaborative tasks into English language learning can be a highly effective way to enhance language skills, as well as to foster a positive and inclusive learning environment

(Cambridge University Press, 2023). The four essentials in speaking tasks are communication, collaborative, critical thinking, flexibility and adaptability, leadership and responsibility, creativity and innovation is the skill that should be included in English speaking tasks in 21st century skills. Communication skill is essential for effective English speaking. It involves being able to express ideas clearly, listen actively, and build positive relationships with others. Collaboration involves working with others to achieve a common goal. In English speaking tasks, collaboration might involve working in groups to prepare presentations or discussing ideas with classmates. Critical thinking involves analyzing information, evaluating arguments, and making sound judgements. In English speaking tasks, critical thinking might involve evaluating the credibility of sources or analyzing the arguments presented in a debate. Flexibility and adaptability are abilities that involve being able to adjust to changing circumstances and learn new skills quickly. In English speaking tasks, flexibility might involve adapting to different speaking situations or adjusting one's approach based on audience feedback. Leadership and responsibility are skills that involve talking initiative, motivating others, and being accountable for one's actions. In English speaking tasks, leadership might involve taking charge of a group project or presenting ideas in a persuasive and engaging manner. Creative and innovation are abilities that involve thinking outside the box, generating new ideas, and finding innovative solutions to problems. In English speaking tasks, creativity might involve coming up with unique presentation ideas or using language in creative and engaging ways. By incorporating these skills into English speaking tasks, learners can enhance student communication skills, work effectively in teams, make sound decisions, adapt to changing circumstances, take responsibility for their actions, and generate innovative solutions to problems.

3. English Reading Task in 21st Century Skills

According to Nunan, 2007 in Refanaldi, Rozimela, Suzanne. N. 2019. P. 54) Reading activities must demonstrate comprehension

during reading tasks in order to demonstrate reading success. English reading tasks refer to planned activities that are designed to help students develop their reading skills in the English language. These tasks can be sourced from various materials such as textbooks, journals, online resources, and newspapers. According to a study by Wang (2018), reading tasks are an essential component of English language learning as they help learners develop vocabulary, comprehension, and critical thinking skills. One common type of English reading task is the use of authentic materials, such as news articles or literature, as reading materials. This approach has been found to be effective in improving learners' reading comprehension and vocabulary (Chen & Fu, 2013). Another effective approach is the use of extensive reading tasks, which involves reading large amounts of text for pleasure and improving overall language proficiency (Day & Bamford, 2002). In addition to these approaches, teachers can also use pre-reading, during-reading, and post-reading tasks to help students better engage with the text and improve their reading skills (Richards & Schmidt, 2013). Pre-reading tasks may include activating prior knowledge or predicting the content of the text. During-reading tasks may include identifying main ideas or taking notes. Post-reading tasks may include summarizing the text or discussing it with peers. In summary, English reading tasks are an essential component of language learning and can be used to improve learners' reading skills and overall proficiency in the English language.

4. English Writing Task in 21st Century Skills

Alister Cumming quoted in (Zhu, et al, 2021) that in real life academic contexts, descriptive, independent, and integrated tasks are commonly encountered by students and scholars. These types typically require thorough understanding of the topic at hand, as well as strong critical thinking and writing skills. Referring to Brown's model of written language proficiency, which outlines four categories of writing tasks that reflect different levels of complexity and linguistic demands. The four categories are: first is transcription in this category includes simple writing tasks such as copying words or sentences, filling in blanks, or

taking dictation. These tasks focus on accuracy and speed of writing rather than on generating content or ideas. Secondly, sentence construction in this category involves writing more complex sentences or short paragraphs that require grammatical accuracy, appropriate word choice, and sentence structure. Tasks in this category may include sentence completion, transformation exercises, or short-answer questions. Thirdly, text construction in this category includes longer writing tasks such as essays, reports, or summaries. Tasks in this category require not only grammatical accuracy and appropriate word choice but also organization, coherence, and the ability to develop ideas in a logical and clear manner. Fourthly, composition in this category represents the most complex writing tasks, such as creative writing or research papers. These tasks require the ability to generate and develop ideas, conduct research, organize information, and produce a final product that meets specific criteria and standards. It's worth noting that these categories are not fixed and may overlap in some cases. Additionally, the demands of each category may vary depending on the level of proficiency of the writer and the specific context of the writing task.

METHOD

This study falls within the descriptive qualitative research category and is categorized as content analysis or document analysis (Rakhmawati & Priyana, 2019, p. 10). It places a focus on thoroughly explaining the messages found in the English textbook. The goal of this research is to analyze an English textbook-style work in a methodical and repeatable way. This study evaluated the researcher in order to get data from the English textbook. The study instrument, which included several features that were examined, was guided by the researcher. The research study's data were gathered from an institute-used English textbook. There are steps that researchers adapted from Miles (Miles et al., 2014), that three steps used to analyze the data there are .

1) Data condensation will be the initial step. The method of picking, concentrating, simplifying, and abstracting significant items is

known as data condensation. The information gathered for the study came from the academic English preparation book. the application of 21st-century skills (communication, collaboration, creativity and innovation, critical thinking and problem solving, global awareness, financial business and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, information literacy, media literacy, ICT literacy, flexible and adaptability, social and cross-cultural skills, social and cross-cultural skills, productivity.

2) The presentation of data comes next. The researcher will choose and condense the information assembly from data condensation once the data has been gathered. It will be based on the following study questions: (1) What are the 21st century learning textbook criteria? (2) How compatible with 21st-century learning is the textbook "Preparation for Academic English"?

3) In this research the researcher code the task using 16 skills based on 21st century skills.

4) Conclusion-making is the last step. The researcher draws a conclusion from the data shown in this study.

RESULTS AND DISCUSSIONS

This chapter discusses how researcher serves the data and description to answer the first question. It discusses the textbook criteria of 21st century learning. The aspects involved general overview of the textbook such as the profile of the textbook and composition of content also the textbook criteria describe by using the table.

Table 2.1 Frequencies of Tasks that Appear from Book of Preparation for Academic English.

No	Skill	Frequencies of Tasks
1.	Listening	39
2.	Speaking	18
3.	Reading	21
4.	Writing	21
Total		99

In the table 2.1, the book has 10 units with 99 tasks consist of 39 listening tasks, 18 speaking tasks, 21 reading tasks, and 21 writing tasks. The most tasks that appeared in this book are listening skills. Reading and writing tasks have

the same frequencies. While speaking have only a few tasks compared to other skills.

There are 10 units in the book there are 31 listening tasks that can be identified by researchers. The 39 listening tasks can be categorized based on the type of listening task mentioned in IELTS IDP (Individual Development Plan). The type of listening task that appears in this book of all chapter is matching which are 7 tasks, the second is multiple choice which are 12 tasks, the third note completion which are 2 tasks, the fourth is table completion which are 3 tasks, the fifth is summary completion there are 2 tasks, the sixth is short answer completion which is only 1 task, the seventh is true or false there are 6 tasks, next is picture completion there are 3 tasks, the ninth is vocabulary/grammar correction which are 3 tasks.

There are 10 units in the book there are 18 Speaking tasks that can be identified by researchers. The 18 speaking tasks can be categorized based on the type of speaking task mentioned in British council, the type of speaking tasks that appears in this book of all units are talk about yourself which is 1 tasks, describe a photo/picture which are 2 tasks, discussion have more tasks in this book which are 8 tasks, information gap activity which are 4 tasks, tell a story or personal anecdote has 1 task, speech has 1 task, and role play has 1 task.

DISCUSSIONS

From the analysis of the English textbook, the researcher found the 21st century skills according to Partnership for 21st century learning (P21), 2009. The skills in the 21st century skills are communication, collaboration, creativity and innovation, critical thinking and problem solving, global awareness, financial business and entrepreneurial literacy (Economic literacy), civic literacy, health literacy, environmental literacy, information literacy, flexibility and adaptability, media literacy, ICT literacy, social and cross cultural literacy, productivity and adaptability and leadership and responsibility. Based on finding, there are 16 skills of 21st century that present in 4 skills of English (listening, reading, speaking and writing). The discussion will be described by each

There are 10 units in the book such as 21 reading tasks that can be identified by researchers. The 21 reading tasks can be categorized based on the type of reading task mentioned in British council, the type of reading tasks that appears in this book of all units are reading comprehension & open ended question which are 5 tasks, match each word with its definition which are 4 tasks, discussion just 1 task, check kind of sentence information has 1 task, true or false has 1 task, reading comprehension and multiple choice which are 2 tasks, Reading comprehension and check inference has only 1 task, circle the correct answer has 1 task, find & write the word to each definition which are 2 tasks, compare the information & check information of the text there are 2 tasks, reading comprehension & circle the letter has 1 task.

There are 10 units in the book there are 21 writing tasks that can be identified by researchers. The 21 writing tasks can be categorized based on the type of writing task mentioned in British council article. The type of speaking task that appears in this book of all chapter is integrated writing has 1 task, independent writing which are 8 tasks, correcting word which are 2 tasks, fill in the blanks has 1 task, indicate the sentence which is 1 task, multiple choice has 1 task, switch the grammar which are 5 tasks, mind mapping which is 1 task, and correcting the grammar has 1 task.

skills of 21st century learning. First is Communication there are 57 tasks of communication skill in 10 units in the English textbook of preparation for academic English. according to the indicator of 21st century skill based on P21 the task should include Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts, Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions, Use communication for a variety of purposes, for examples: to inform, instruct, motivate and persuade, Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact and Communicate effectively in diverse environments.

From this task we can see that the task include Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a theme of interplanetary travel, Listen effectively to the other opinion about those theme and use communication for a expressing disagreement.

Second is collaboration, in the textbook there are 10 units that include 18 task of collaboration. The indicator of this skills are demonstrate the ability to work effectively and respectfully with diverse teams, exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal, and assume shared responsibility for collaborative work, and value individual contributions made by each team member The task page 67 demonstrate the ability by work in pairs group, the exercise or task are flexibility for student to build their knowledge to answer and tell to the others and they share their experience to other student so each other get the value from each other based on their knowledge and experience.

Third is creativity and innovation skill there are 4 units and 7 task are found using creativity and innovation skills. There are indicators in creativity and innovation to know that if this task has relation to 21st century skills or not. There are use a wide range of idea creation such as create a novel, new and worthwhile ideas, elaborate, refine and analyze also evaluate own ideas in order to improve and maximize creative efforts, developing the implement and communicate new ideas to others effectively, be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work, and demonstrate originality and inventiveness in work, and view failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. Below is the example of the task that includes creativity and innovation skill. From the task page 73 we can conclude that it the use a wide range of idea creation such as create a mind mapping, with the ideas that have been instructed, elaborate, refine and analyze the ideas to develop mind map to improve and maximize creative efforts and the

result is to make the student think creatively and structured when write an short essay.

Forth global awareness in the textbook there are 10 units that include 99 task of global awareness. The indicators of this skill are use various types of reasoning based on the situation; analyze how the parts of whole relate to one another to produce an overall result; analyze and evaluate arguments, claims, and evidence effectively; make connections between information and arguments, Interpret information and drawing conclusion based on the best analysis; Reflect critically on learning experience and processes; Solve different kinds of problem, Ask and identify some questions that try to clarify various points of views.

Fifth is financial business and entrepreneurial literacy (Economic literacy). In the textbook there are 5 units that include 30 task of collaboration. Use 21st century skills to understand and address global issues, Learn from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts, understand other nations and cultures, including the use of non-English language. Below is one example of global awareness skill.

Sixth is entrepreneurial literacy, this skill has 1 unit and 2 task that found use financial business and entrepreneurial literacy. There are three indicators to evaluate this skill such as to know how to make appropriate personal economic choices, understand the role of the economic society, use entrepreneurial skills to enhance workplace productivity and career options.

Seventh is civic literacy, these skills have 6 task and 24 tasks that found use civic literacy. The indicators of this skill are participate effectively in civic life through knowing how to stay informed and understanding governmental processes, exercise the rights and obligations of citizenship at local, state, national, and global levels, and understand the local and global implications of civic decisions.

Eighth is health literacy, in the textbook there is 1 unit that includes 4 task of health literacy. There are indicators that include to this skill such

as Obtain, interpret, and understand basic health information and services and using such information and services in ways that enhance the health, understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction, use available information to make appropriate health-related decisions, establish and monitor personal and family health goals, and understand national and international public health and safety issues.

Ninth is environmental literacy, in the textbook there are 8 units that include 34 task of environmental literacy. The indicator of this skill are demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems; demonstrate knowledge and understanding of society's impact on the natural world such as population growth, population development, resource consumption rate. Investigate and analyze environmental issues, and make accurate conclusion about effective solutions; and take individual and collective action towards addressing environmental challenges such as participating in global actions, designing solutions that inspire action on environmental issues.

Tenth is health literacy, in the textbook there are 10 units that include 76 task of health literacy. There are indicators to access and evaluate the task to check information literacy such as access information efficiently (time) and effectively (source), evaluate information critically and competently, use and manage information, use information accurately and creatively for the issue or problem at hand, manage the flow of information from a wide variety of sources, and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Eleventh is media literacy, in the textbook there are 10 units that include 39 task of media literacy. There are indicators of media literacy namely, understand both how and why media messages are constructed, and for what purposes; examine how individuals interpret message differently, how values and points of view are included or excluded, and how media can

influence beliefs and behaviors; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

Twelfth is ICT literacy, in the textbook there is a task for ICT literacy. The indicator of ICT literacy are understand and utilize the most appropriate media creation tools, characteristics, and conventions; understand and effectively utilize the most appropriate expressions and interpretations in diverse, multicultural environments; ICT (information, communication, and technology) literacy; apply technology effectively; use technology as a tool to research, organize, evaluate, and communicate information; use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies. Since 2020 until 2023 this book available in soft file by using pdf and barcode to listen the audio on the listening tasks. It can be seen that ICT literacy in this book can be easily understood because it utilized the right tools that student often use. Using pdf and barcode is very effective in utilizing expression and interpretation in a diverse multicultural environment. With ICT literacy (information, communication, and technology) tasks can apply effectively and lead students using technology as a tool to do tasks such as organizing, evaluating, and communicating using digital technology.

Thirteenth is flexibility and adaptability, in the textbook there are 7 units that include 10 tasks of flexibility and adaptability. The indicators area to adapt to change, adapt to varied roles, job responsibilities, schedules, and contexts. Work effectively in a climate of ambiguity and changing priorities, be flexible, incorporate feedback effectively, deal positively with praise, setbacks, and criticism. Also understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments. The task adapts to change, adapt to varied roles, job responsibilities, of the contexts.

Work effectively in a discussion student will learn how to be flexible, incorporate feedback effectively, and deal positively with praise, setbacks, and criticism. Also understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in gathering the ideas.

Fourteenth is social and cross cultural literacy, in the textbook there are 7 units that include 10 task of social and cross cultural literacy. The indicators of social and cross cultural literacy are to interact effectively with others, know when it is appropriate to listen and when to speak, conduct themselves in a respectable, professional manner, work effectively in diverse teams, respect cultural differences and work effectively with people from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values, and leverage social and cultural differences to create new ideas and increase both innovation and quality of work. to interact effectively with others, know when it is appropriate to listen and when to speak, conduct themselves in a respectable, professional manner, work effectively in diverse teams, respect cultural differences and work effectively with people from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values, and leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Fifteenth is productivity and adaptability, in the textbook there are 8 units that include 12 tasks of productivity and adaptability. There are the indicators of productivity and adaptability such as teach 21st century skills discretely in the context of key subjects and 21st century interdisciplinary themes, focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning, enable innovative learning methods that integrate the use of supportive technologies, inquiry and problem based approaches and higher order thinking skills, and encourage the integration of community resources beyond school walls. This is the high level of the task, the task page 98 ask student analyses the historical places or objects in their city or country also make an essay. It teach

21st century skills discretely in the context of key subjects and 21st century interdisciplinary themes such as historical places, focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning, it enable innovative learning methods that integrate the critical thinking, creativity and innovation also information skill of the student. The task also inquiry the problem based approaches and higher order thinking skills, and encourage the integration of community resources beyond their environment.

Sixteenth is leadership and responsibility, in the textbook there is 9 units that include 12 tasks of leadership and responsibility. There are the indicators of this skills such as use interpersonal and problem solving skills to influence and guide others toward a goal, leverage strengths of others to accomplish a common goal, inspire others to reach their very best via example and selflessness, demonstrate integrity and ethical behavior in using influence and power, and be responsible to others. This task use interpersonal and problem solving skills to influence and guide others toward a goal the task above is speaking task that ask student to make a mini role play, it benefit to strengths student to accomplish a common goal, inspire others to reach their very best by demonstrate integrity and ethical behavior in using influence and be responsible to others.

Muchlisin, A. 2018. Mentioned in (Zakaria, 2021. P.82) that in the future learning challenges are: produce graduates with 21st century skills marked by possessing skills which include (1) critical thinking; (2) creativity skills, (3) communication skills, (4) collaboration skills. Therefore, model learning and its assessment system in the 21st century should be directed to encourage students to be able to: (1) find out from various sources of observation, not being lecture, (2) formulating the problem, not just solving the problem, (3) thinking analytically or making a decisions rather than thinking mechanistically, and (4) emphasizing the importance of cooperation and collaboration in solve the problem. This means that the tasks in the book will affect student learning abilities, at his time the book must include

21st century skills that can be integrate student's knowledge and ability to thinking mindfully.

According to Antoni, N. Waloyo, E. 2018 in article with title the need of EFL learners' information literacy in the 21st century, at the university level, EFL learners are at an age where they can discern priorities and make informed decisions in their learning journey. Unlike teenagers, they don't require explicit guidance on what to do; they can independently evaluate the outcomes of problem-solving.

According to BNSP textbook tool text that the textbook is excellent when it is more 80% (Hutabarat, T. 2021. P.25) so it could be conclude that the textbook of preparation for academic English has relation with 21st century skill because researcher has do assessment from this textbook it has 15 skills from all the task at the book and 1 skill, ICT literacy is not available in this book. At least there is 90% or excellent of the 21st century skills include in the English textbook of preparation for academic English.

According to Regulation of the Minister of National Education No.11 of 2005. Textbooks are required resources for use in schools or formal education. These resources contain learning materials and assignments in the context of increasing faith and piety, character and personality, ability to master science and technology, sensitivity and ability. The bookkeeping center concludes that textbooks are books used as a guide for students at a certain level as instructional learning media, related to certain fields of study. Therefore, It can be concluded that the textbooks of preparation for academic English are standard books that compiled by experts in their fields, can be equipped with learning tools like recordings, and can be used as a support for learning.

Despite significant effort to digitize existing books and the numerous websites and CD-ROM that offer instructional digital information, the writer only discovered a tiny number of textbooks that are specifically created for K-12 that fully utilized improvements in technology. This is partially because most efforts to integrate technology into the classroom have been focused on institutions that are already resource rich and

view digital content as an addition to printed textbooks rather than a replacement for them (Diaz, P. Sudra, M. 2004, P.01.). Based on those explanations we can conclude that the textbook is important as a learning tool without textbook, learning process less effective.

This overall content of this book is in accordance with the age range of students and adjusts to issues that exist in the 21st century as mentioned by Diaz, the textbook should be appropriate with the ages, technology of learning environment, and preparing for economy globally can be considered with hardware and software issues, connectivity, content, and pedagogy (Diaz, P. Sudra, M. 2004, P.01.). This textbook plays an important role in the education system, and they should be appropriate for the age group of students they are intended for. the content, structure, and language used in the textbook designed to cater to the needs of the learners. Furthermore, in the modern era, the learning environment is increasingly becoming technology-driven, and this textbook able to integrate with this environment. For example this involves taking into account issues such as hardware and software requirements, connectivity, and access to digital content. Overall, this textbook designed with careful consideration of age appropriateness, technology requirements, pedagogy and global economy preparation to ensure their effectiveness in delivering quality education.

CONCLUSION

After knowing the indicators of the 21st century skills criteria, the researcher makes an analytical description of several selected tasks to be an example and analyst. All of the units of this task of textbook the 21st occur the first research question concerns the general overview of textbooks by using cunnings worth checklist and it result that this book has fulfilled the criteria for determining goal and approaches, the standard of design and organization, the language content criteria, the criteria of the skills, and the criteria of the topic. After that, the researcher gather the blue scale to find the criteria of 21st century skills and there are 16 skills completed with the description from some experts and indicators that

background to this criteria and the core of this question one research.

The second question is how the textbook has relation with 21st century skills. In this chapter researcher analyses all of the tasks in units from this book by using the criteria of 21st century skills. From the analysis it's found 16 skills such as communication, collaboration, creativity and innovation, critical thinking and problem solving, global awareness, financial business and entrepreneurial literacy, health literacy, media literacy, information literacy, environmental literacy, social and cross cultural literacy, flexibility and adaptability, productivity and accountability, leadership and responsibility, and civic literacy. However, there the ICT literacy has been develop in 2020 because of pandemic. This book but according to BNSP this book was excellent because inside it has 90% criteria of 21st century skill.

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Adapting Assessment for Diverse ELT Learners

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Abstract

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This article comprehensively addresses the significance and complexities of adapting assessment for diverse ELT learners. The research design employs a literature review approach, systematically analyzing academic articles, reports, and case studies. The study identifies key concepts and patterns related to adapting assessment for diverse ELT learners. Diverse learners in ELT encompass individuals with varying identities, motivations, and language proficiency levels. Strategies to adapt assessment include incorporating culturally diverse materials, providing multiple assessment formats, considering individual language proficiency levels, and accommodating learners with disabilities. Clear assessment instructions and rubrics are also crucial for effective evaluation. Implementing adapted assessment faces challenges such as diverse academic abilities, linguistic backgrounds, and the need for collaboration with families and communities. Strategies to overcome these challenges include building trust, employing communication strategies, integrating digital storytelling, adapting assessments to online environments, and framing language learning as critical engagement. recognizing and accommodating diverse learners in ELT assessment is vital for creating equitable and inclusive educational experiences. This article provides educators with valuable insights and strategies to meet the diverse needs of their students.

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INTRODUCTION

The significance of diverse learners in English Language Teaching (ELT) is a topic that has been explored in various studies. Researchers have emphasized the importance of incorporating cultural diversity in ELT materials to equip learners with the ability to navigate different contexts (Ariawan et al., 2022). Additionally, the

need for investigating diversity in ELT studies has been highlighted, indicating the importance of understanding and addressing the diverse needs of learners (Cesur, 2022). The concept of identity and its relationship to language learning and social change has also been discussed, particularly in the context of diasporic communities and their diverse needs and desires

for learning (Norton & Toohey, 2011). Furthermore, the inclusion of various accents and World Englishes in ELT has been recognized as beneficial for learners, exposing them to the diversity of English and enhancing their perspectives (Irgin, 2020; Sadeghpour & Sharifian, 2019). Recognizing and embracing the diversity of learners in ELT is crucial for creating inclusive and effective language learning environments.

Adapting assessment for diverse English Language Teaching (ELT) learners is of utmost importance to ensure equitable and inclusive education. Incorporating cultural representations from source, target, and international cultures in ELT materials is crucial for equipping learners with cultural diversity in different contexts (Ariawan et al., 2022). Integrating different varieties of English in ELT not only enhances learners' awareness of sociolinguistic realities but also fosters the development of metacultural competence, enabling effective intercultural communication (Sadeghpour & Sharifian, 2019). Additionally, understanding the narratives and experiences of bilingual parents can contribute to the development of the ELT curriculum, taking into account the real-life use of the English language (Chavez, 2022). Implementing differentiated instruction that considers diverse learning differences, socio-cultural backgrounds, and language skills is vital in supporting English language learners (Ndu et al., 2022). Furthermore, recognizing the identities and investments of language learners and teachers can lead to innovative research and promote social change in language learning (Norton & Toohey, 2011).

The purpose of this article is to comprehensively address the significance and complexities of adapting assessment for diverse English Language Teaching (ELT) learners. By offering educators practical guidance and evidence-based strategies, we aim to empower them to tailor assessment practices to the unique linguistic backgrounds, cultural contexts, learning styles, and life experiences of their students.

METHOD

The research design for this study primarily employs a literature review approach. This approach involves systematically searching, selecting, and analyzing relevant academic articles, reports, and case studies to build a comprehensive understanding of the topic. To gather data for the literature review, a thorough search of academic databases such as ERIC, JSTOR, PubMed, and other relevant databases will be conducted. These databases contain a wealth of scholarly articles, reports, and case studies related to assessment in English Language Teaching (ELT). The selected literature will be subjected to content analysis to identify key concepts, themes, and patterns related to adapting assessment for diverse ELT learners. This analysis involves systematically categorizing and coding information from the literature to derive meaningful insights.

RESULTS AND DISCUSSIONS

Overview Diverse Learner

Diverse learners refer to students who come from various backgrounds, including different ethnicities, linguistic abilities, and learning needs (Mosito et al., 2020). These learners may have different levels of fluency in a second language (Saito et al., 2018) and may require tailored teaching strategies and approaches (Mtshali & Mashiya, 2022). These learners may experience a range of emotions, both positive and negative, when engaging in diverse learning facilitated by various technologies (Chen et al., 2021). Learner autonomy, which can be defined from different perspectives, is also a concept relevant to diverse learners (Hoa et al., 2019).

The diverse learner population in English Language Teaching (ELT) encompasses individuals with varying identities, motivations, and language proficiency levels. Norton & Toohey (2011) highlight the importance of considering learners' identities and the potential impact of labeling them as "poor" or unmotivated language learners. Vogt & Tsagari (2014) emphasize the need for assessment literacy among teachers to effectively evaluate the

language proficiency of diverse learners. Hu (2005) examines ELT in Chinese secondary schools, emphasizing the role of this sector in raising the national level of English proficiency. Sadeghpour and Sharifian Sadeghpour & Sharifian (2019) discuss the integration of different varieties of English in ELT, which enhances learners' awareness of sociolinguistic realities and promotes metacultural competence. Borg & Edmett (2019) focus on the development of a self-assessment tool for English language teachers, highlighting the importance of supporting teachers in catering to the diverse needs of learners.

Strategies to Adapt Assessment

To adapt assessment for diverse English Language Teaching (ELT) learners, several strategies can be employed. Firstly, incorporating culturally diverse materials and topics in assessments can provide a more inclusive and relevant assessment experience (Rouf, 2022). This can involve developing, adopting, and adapting ELT materials to reflect the local cultures and needs of the learners (Rouf, 2022). Additionally, considering the use of English as a Lingua Franca (ELF) and World Englishes (WEs) perspectives in assessment can help accommodate the linguistic diversity of learners (Lopriore & Tsantila, 2022).

Secondly, providing multiple assessment formats and options can cater to different learning styles and preferences (Meihami & Razmjoo, 2016). This can include incorporating self-assessment and peer-assessment opportunities, allowing learners to reflect on their own progress and provide feedback to their peers (Meihami & Razmjoo, 2016).

Thirdly, considering the individual language proficiency levels of learners and tailoring assessments accordingly is crucial (Lopriore & Tsantila, 2022). This can involve providing differentiated assessment tasks that align with learners' language abilities and providing appropriate support and accommodations for learners with disabilities (Tarrayo et al., 2021).

Forthly, accommodating learners with disabilities is a crucial aspect of creating an inclusive educational environment. It requires proactive efforts from educational programs to recruit, accommodate, and retain students, residents, and faculty with disabilities (Poffenberger et al., 2022). However, there is a lack of data on the prevalence of disability among psychologists and graduate students in psychology, highlighting the need for more research in this area. Additionally, it is important to recognize that some gifted and talented students may also have disabilities, known as twice-exceptional, and their unique needs should be addressed (Park et al., 2018). Disability is considered a central aspect of diversity, and supervisors play a vital role in creating a socially just and disability-affirmative training environment (Wilbur et al., 2019). By understanding the barriers faced by trainees with disabilities and establishing appropriate accommodations, supervisors can support their professional development (Lund et al., 2020).

The last, the use of clear assessment instructions and rubrics is essential for effective evaluation. Dawson, (2017) emphasizes the need for clearer rubric design to ensure replicability and understanding among researchers and practitioners. Brookhart & Chen (2015) highlight the importance of quality in descriptive rubrics, emphasizing the need for clear and focused criteria. Schunn et al. (2016) investigate the accuracy of peer review in assessing writing using a clear rubric, demonstrating the potential for students to accurately evaluate their peers' work. (Oh et al., 2018) discuss the significance of clear descriptions in an instructional rubric for faculty calibration and students' self-assessments. Finally, (Brookhart, 2018) suggests that rubrics improve student learning by increasing transparency, reducing anxiety, aiding feedback, and supporting self-regulation. Overall, these references emphasize the importance of clear assessment instructions and rubrics in promoting effective evaluation and enhancing student learning outcomes.

Challenges and limitations in implementing adapted assessment

Assessing English language learners from diverse backgrounds presents several challenges. Firstly, these learners exhibit a wide range of academic abilities, English language proficiency levels, and academic backgrounds (Mvududu & Thiel-Burgess, 2012). This diversity requires teachers to employ assessment strategies that are sensitive to individual learner needs and provide appropriate support. Secondly, the linguistic backgrounds of English language learners can influence their comprehension and interpretation of English texts, leading to challenges in tasks such as reading comprehension and sentence resolution (Yang & Shih, 2013). Teachers need to be aware of these challenges and design assessments that consider the linguistic backgrounds of the learners. Thirdly, the involvement of families and communities in supporting English language learners is crucial. However, establishing effective communication and collaboration between teachers, families, and communities can be challenging, especially when there are language and cultural barriers (Hardin et al., 2010). Lastly, the development of second-language literacy skills is closely linked to the academic success of English language learners (Kim, 2011). Therefore, assessments should not only focus on language proficiency but also on the development of literacy skills in the second language. Overall, assessing English language learners from diverse backgrounds requires teachers to be sensitive to individual learner needs, consider linguistic backgrounds, foster collaboration with families and communities, and address the development of second-language literacy skills.

Key demographic variables in English Language Teaching (ELT) include age, gender, language background, learning styles, and cultural identity. Tarrayo & Anudin (2021) discuss the importance of incorporating gender-fair language and gender-equality values in ELT practices. Norton & Toohey (2011) explore how identity categories such as race, gender, and sexuality intersect with language learning. Lee, (2015) examines the perspectives of EFL learners

on ELT materials evaluation relative to learning styles. Gilmore (2007) emphasizes the use of authentic materials in foreign language learning to enhance the curriculum. Haque and Hossain Haque & Hossain (2022) focus on virtual assessment in ELT during the COVID-19 pandemic, highlighting the challenges and considerations in the context of Bangladesh.

Strategies to overcome the challenges

Strategies to overcome the challenges in implementing adapted assessment for diverse learners in ELT can include:

1. Facilitating a connection between learners and building trust, making help-seeking a norm (Ahmad & Ahmad, 2022).
2. Employing communication strategies, such as memory, cognitive, and social strategies, to improve academic listening comprehension skills (Halali et al., 2022).
3. Integrating digital storytelling into language classrooms to improve student motivation (Adara et al., 2022).
4. Adapting assessment methods and platforms to online environments, considering the shift to online learning due to the COVID-19 pandemic (Ali & Dmour, 2021).
5. Framing language learning and critical engagement as mutually reinforcing endeavors toward critical praxis for multilingual learners (Bacon, 2017).

CONCLUSION

In conclusion, the significance of recognizing and accommodating diverse learners in English Language Teaching (ELT) cannot be overstated. This article has explored the multifaceted nature of diversity within ELT, encompassing cultural, linguistic, identity, and socioeconomic dimensions. Researchers have underlined the importance of embracing this diversity, emphasizing its role in equipping learners with the skills needed to thrive in a globalized world.

Adapting assessment practices for diverse ELT learners has emerged as a paramount concern. By incorporating cultural diversity, recognizing linguistic varieties, and considering

individual language proficiency levels, educators can create assessments that are more equitable and inclusive. Additionally, accommodating learners with disabilities and providing clear assessment instructions and rubrics are essential steps in ensuring effective evaluation and supporting student learning.

Challenges and limitations in implementing adapted assessment have been acknowledged, particularly the diverse academic abilities and linguistic backgrounds of English language learners. Nonetheless, strategies have been discussed to overcome these challenges, ranging from building trust and employing communication strategies to integrating digital storytelling and adapting assessments for online environments.

Overall, this article's purpose has been to empower educators with practical guidance and evidence-based strategies for adapting assessments to the unique needs and backgrounds of diverse ELT learners. By recognizing and embracing this diversity, we can foster inclusive and effective language learning environments that enable all students to succeed. In doing so, we contribute not only to their language proficiency but also to their development as informed, culturally aware, and globally competent individuals.

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