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*Post Covid 19: Language Learning Teaching, Linguistics and Literature
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Preface

The organizing committee of the Language and Language Teaching Conference 2021 would like to present the *Language and Language Teaching Conference Proceedings (LLTC Proceedings) 2021*. The 2021 proceedings consist of full papers on various topics, such as Current and Future Language Learning-Teaching: What, Why and How, Language Learning, Linguistics and Literature: Diverging or Converging, and Local and Universal Literature in (English) Language Learning. It is expected that the LLTC proceedings would be fruitful in enriching our knowledge and contributions to ELT, linguistics and literature development.

LLTC 2021 Organizing Committee

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STUDENTS' PERCEPTIONS OF FLIPPED CLASSROOM IN LEARNING GRAMMAR AT UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA

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Abstract

This study is to investigate students' perceptions towards flipped classroom in grammar class. Since learning activities have turned into online because of the pandemic COVID-19, the concerns are being raised about the quality of online teaching and learning English. Both the learners and the teachers are completely struggling. Hence, a flipped classroom model is one of the great solutions to this challenge. To figure out the students' perception towards flipped classroom, the qualitative method was conducted by distributing a five-point Likert scale questionnaire to 27 freshmen of second semester who took Intermediate English Structure. To support the data, the semi-structured interview was held to 5 representative students. As the research is about flipped classroom perception, the researcher classified the items of the questionnaire into three procedures in flipped classroom. They were before, during and after virtual meetings. The results reveal that 78,1% showed positive perceptions on activities held before virtual meeting, 73% positive perceptions on activities during virtual meeting, and 76,9% positive perceptions on activities after virtual meeting. It means the flipped classroom in grammar class had a good perception

Keywords: EFL students, English grammar, flipped classroom

Introduction

Grammar has long become a timeless subject to study and teach that teaching and learning of it has always become an interesting issue to discuss. Mastering how sentences are built is always amazingly complex as people associate grammar with errors and correctness. Therefore, grammar, in this case English grammar, is considered as one of the difficult subjects especially when English for Foreign or Second Language learners learn English. In fact, many university students are struggling with English grammar.

Because of the pandemic COVID-19, learning activities change online. With schools and universities across lots of countries, included Indonesia, turning to distance learning during the COVID-19 pandemic, the concerns are being raised about the quality of online teaching and learning English. Both the learners and the

teachers are completely struggling. To really captivate students in online environments, teachers must have strategies that manage screen time. Hence, conducting flipped classroom is expected to carry on lots of benefits. By using flipped classroom, the learning process turns into student-centred approach, and it lets teachers give more time to check comprehension, respond to questions and clarify any misunderstandings that students might have. In flipped classroom, teachers prepare videos or other forms of material so that students watch or read on their own before the class begins. Then, they can be more responsible in developing themselves for the learning process.

Although it has been recently used, this method also has some disadvantages. Flipped classroom completely relies on students' preparation for their classes ahead of time. If the student is an idle loafer, this method does not work at all. The lack of internet access and computers that students have at home can lead to a lack of access to the learning materials provided by the teacher. The depth of understanding of the subject can be determined by the student himself or the group that the student works with because it relies on student participation. Next, it is not only for students; the time and effort required by the teacher initially when creating the flipped class materials is higher than for a traditional class. Basal (2015) divides the flipped classroom into two learning environments which are homework and class-time. As a matter of fact, this hybrid classroom learning is a unique situation that needs a unique approach. Getting students to understand the lesson from home is not always the best option, especially when the subject is considered a complex subject.

Apart from the advantages and disadvantages of the flipped classroom, there are many studies on the flipped classroom. The flipped classroom is used in secondary schools and used in universities or other institutions. Singay (2020) has studied about flipped classroom in English as a second language classroom of learning grammar has result that students were able to improve their grammar competence after learning it in flipped classroom and students' attitude and perception towards the flipped classroom approach were positive at the end of the semester. Furthermore, the results from the interview found important themes, such as a conducive learning atmosphere, increased use of technology, improved relationships in team work. Akhmad Fauzan and Maria Novary Ngabut (2018) also analysed the EFL Students' Perception on Flipped Classroom in Writing Class which was implemented successfully. Most of the students responded positively to the questionnaire. The research that Yuri Paola Chivata and Rocio Cristina Oviedo (2018) conducted, also showed positive results in EFL Students' Perceptions of Activeness During the Implementation of Flipped Classroom Approach at a Colombian University.

Flipped classroom strategy might have been applied to EFL learning and it has had a good impact on the attitudes and performances of EFL students. However, this strategy has not been widely studied in English grammar classes in Indonesia. With several advantages, disadvantages mentioned previously, and considering the current issue, the researcher attempts to figure out students' perception towards flipped classroom in grammar class. This study scopes the area on figuring out the students' perception on three activities on implementing flipped classroom. They are warm-up, class time, after class time activities. Thus, the objective of this study

is to answer the research question of how the students' perceptions towards flipped classroom implementation in learning grammar in a private university in Jakarta in 2020/2021 Academic Year.

Literature Review

Flipped classroom appeared in 2000s. Initially, J. Wesley Baker experimented with these same ideas at Cedarville University in the late 1990s. He presented a paper discussing what he termed the "classroom flip" at an education conference in the year 2000 in what may be the first published mention of the word "flip" associated with this model of teaching and learning. Flipped classroom is a part of blended learning. Johnson, Becker, Estrada and Freeman (2015) assert that flipped classroom model is a general learning activity which covers blended learning, inquiry-based learning and other educational approaches and the tools integrating flexible, efficient learners.

According to Arfstrom et al (2014), as a founder of the Flipped Classroom Network, flipped classroom is all about creating opportunities for active engagement. It is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. It uplifts students to gain the first exposure to new material outside of class. They read or watch lecture videos, and then use class time to do grading activities that assimilate their knowledge, by synthesizing, analysing, problem-solving, discussion, or debates. If teachers or lecturers conduct flipped classroom, they completely restructure the time. Though students are considered to have watched or read the recorded materials, students are still allowed ask questions about the content that has been delivered. Teachers or lecturers can answer the questions during the first few minutes of class. It allows the teachers or lecturers to clear up misconceptions before they are practiced and applied incorrectly. Then, the teachers or lecturers can use the remainder of the time to hold more extensive hands-on activities or directed problem-solving time.

Table 1. Comparison of Traditional Classroom and Flipped Classroom Class Time (Bergmann and Sams, 2012)

Traditional Classroom		Flipped Classroom	
Activities	Time	Activities	Time
Warm Up	5 min	Warm Up	5 min
Go over previous night's Homework	20 min	Q&A time on video	10 min
Lecture new content	30–45 min	Guided and independent practice and/or lab activity	75 min
Guided and independent practice and/or lab activity	20–35 min		

Flipped classroom strategy has been suggested to impact students' performance and proficiency levels positively in various areas of teaching and learning English

language. To help student prepare the class, students are expected to watch flipped material(s) by watching a mini-lecturing video and completing worksheets that are initially collected and graded. Then, at the class time (in this research, virtual meeting) is then spent on activities that encourage students to process and apply the learning objectives. Chaeruman (2020) proposes that one of implications of online learning is conducting flipped classroom that inverts teaching learning activities. Teachers or lecturers do not explain the materials in the class time any longer. Students learn the recorded materials autonomously; then in the class time, teachers or lecturers check students' understanding of the materials or develop their skills. The flipped model for EFL instruction requires a range of possible tools available. These tools include video recording, commercial videos, screencasts or even reading materials (Nicolosi, 2012). The greatest advantage to any flipped classroom is not the videos, but how the teachers or lecturers manage their class time that must gradually be evaluated and redesigned so that the students are able to do more exposure. Basal (2015) adds that in foreign language classes, in grammar class for instance, teachers are recording grammar lessons and conversation starters so as to create class time in class to use the language more practically.

Method

The study employs qualitative data to figure out the students' perception towards flipped classroom in learning grammar. The sample consisted of 27 freshmen students in grammar class selected randomly. The researcher used questionnaire and semi-structured interview instruments to collect the data. The questionnaire consisted of 17 items on a five-point Likert scale. The five-point Likert Scales are *Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree*. As the research is about flipped classroom perception conducted by online, the researcher classified the items of the questionnaire into three procedures in flipped classroom into before (warm up), during (guided Q&A time on virtual meeting) and after virtual meeting (guided and independent practice). Since this research was conducted online, the researcher distributed the Google Form questionnaire through WhatsApp Group class. The questionnaire was adapted from ThaiChay (2014), Singay (2019), and Leola School District students survey (2012) because all the questions are related to the research studied.

Before the questionnaire was distributed to the students, the researcher conducted validity test and reliability test. The results of the reliability test conducted by the researcher was 0.927 Cronbach's Alpha. It means that it is higher than the basic value and it can be interpreted that the questionnaire is very reliable.

To support the data on a questionnaire, the semi-structured interview was held to 5 representative students interviewed through WhatsApp Voice Call. Each participant was interviewed with 8 questions for about 20-30 minutes, depending on the question and situation. For all the questions for the interview, the researcher adapted from ThaiChay (2014), Singay 2019, and Leola School District students survey (2012), Colborn (2012).

Data Analysis

In this study, the researcher used the data analysis technique based on Miles and Huberman (1984) cited in the research method book Prof. Dr. Sugiyono (2018):

246-251), which involved three steps: data reduction, data display, and conclusion drawing/verification. After collecting the data, firstly, the researcher transcribed the data into transcripts. The researcher repeatedly checked the transcripts, so that the transcripts were in accordance with what the students stated. After all the data were transcribed, the next step was encoding. From the transcript, it was coded with concepts related to the research questions that emerged from the data. In the process of coding the data, the researcher read the entire transcript of the data thoroughly. Viewing the transcript allowed the researcher to see other information that might have been risen into the idea, concept, or theme being analysed by the researcher. To simplify the coding process, the researcher created a table consisting of questions and responses from each participant, and this step allowed easy reading for basic analysis. The table was created to help researchers classify their answers based on interview questions and to compare responses from each participant by categorizing it. After collecting and reducing the data, the researcher displayed the data in the form of tables with added explanations. Then, the researcher read all the transcripts repeatedly until the researcher obtained several categories.

Table 2. Categorize Interview Data Result

No	Question	Code Categories	Answer
1.	Do you always watch the flipped materials before class starts?	The Consistency	<ul style="list-style-type: none"> - I always watched the flipped materials before class started. - I always watched and studied the material before class started. - I always watched the flipped materials about 2 or 3 hours before class started. - I almost always watched the videos, but sometimes I did not understand. - I always watched the flipped material before the class started - It was very helpful to know in advance the material that will be discussed.
2.	Do you agree that the flipped materials (Video) at the beginning of class is helpful?	Students agreement	<ul style="list-style-type: none"> - It really helped me in preparing and understanding the material to be studied. - It was very helpful for learning. - I agree that watching videos before class is useful, so that students already understand the material to be presented. - The video also helps me to give my understanding and fluency in class. - I always feel ready to join the class
3.	How do you feel after watching the flipped materials?	Students self confidence	<ul style="list-style-type: none"> - I always join classes - I enter the class, I already understood the material. - I feel helped and more confident to enter the class.
4.	Do you feel more	Students self confidence	<ul style="list-style-type: none"> - I feel more confident to clarify to the lecturer.

- | | | | |
|--|---------------------------------|--|---|
| <p>confident to ask for clarification after watching the videos?</p> | <p>Students self confidence</p> | <ul style="list-style-type: none"> - I can clarify to the lecturer about points that have not been conveyed in the video. - I am more confident to clarify things that I did not understand. - I already understood the material if the lecturer asked me. - I am more confident to clarify things that I have not understood - I can almost always answer them, even though I have to always review the material again. - I feel more confident to ask something or answer the lecturer's question. | |
| <p>5. Do you always feel you can answer the lecturer's question easily?</p> | | <ul style="list-style-type: none"> - I feel more confident and easier to answer the lecturer's questions. - I feel helped and more confident to answer the lecturer's question. - I can't fully answer the lecturer's questions because sometimes I still feel confused by the explanations given in the video with the exercises during class. The difficulty level is different, but almost 80% I can answer it. - I always do all the assignments given after class. | |
| <p>6. Do you always do your assignments through flipped classroom (after Virtual meeting activities)?</p> | | <p>Students responsibility</p> | <ul style="list-style-type: none"> - I always do the assignments given after the class is over because the material is still remembered. |
| <p>7. Do you feel more confident in doing the assignment through flipped classroom (after virtual meeting activities)?</p> | | <p>Students self confidence</p> | <ul style="list-style-type: none"> - I feel confident to do them because I can know how far the material I understand and what is still a problem for me - I feel more confident to complete all assignments even though the level of the task was getting more difficult. - Sometimes I still find it difficult because I forgot the material that has been presented in the video and explained by the lecturer. - I was helped by the explanations from the video and the lecturer, although I was still looking for other references. |
| <p>8. How do you feel after learning grammar</p> | | <p>Students point of view</p> | <ul style="list-style-type: none"> - After I watched the video before virtual meeting and listening to the lecturer's explanation in class, I had to do my assignments. |

	through flipped classroom?		<ul style="list-style-type: none"> - My feelings after learning I was very happy because the lecturer's way of teaching was fun. The exercises given with different levels of difficulty made me more understand and tested my competitive spirit. - Honestly, grammar is a very difficult subject for me but towards flipped classroom reduces my fear of learning grammar. - I prefer to choose before virtual meeting because the material is interesting from the audio to the visual
9.	What do you like most about the format of the flipped classroom?	Students opinion	<ul style="list-style-type: none"> - I really like learning flipped materials before class because it makes me easy to learn in class. - I really like the material that is given before class. - I think I like everything about this method because this method is very effective to use. - I like about flipped classroom is watching video material before class. - I don't like after virtual meeting because the question after virtual meeting is quite confusing.
10.	What do you dislike most about the format of the flipped classroom?	Students opinion	<ul style="list-style-type: none"> - Sometimes I feel bored when I have to do a lot of assignments, as well as the assignments given after class. - I don't like about the flipped classroom is if the video material looks monotonous. - I find it easier to understand the material and more motivated to learn more about grammar.
11.	Do you feel the improvement in yourself towards grammar competence and want to explore more about grammar?	Students improvement	<ul style="list-style-type: none"> - I always found it difficult and have no interest in grammar, but in this semester, I have an interested to learn. I felt I could understand some of the material and it makes me want to more explore. - With this method, I also understand more about grammar, even though I have studied it in elementary to high school and I want to explore more about grammar. - There must be changes, but I think it is better for learning grammar to be explained directly. However, I still want to explore more about it.

In verifying the data, the researcher investigated further and confirmed that the data from the interviews resulted in several categories besides student perceptions.

There is the consistency, self-confidence, responsibility, point of view, opinions, and improvement from students.

Table 3. Interviews' Coding Conclusion

Code Categories	Question
The Consistency	Do you always watch the flipped materials before class starts?
Agreement	Do you think that the flipped videos at the beginning of class is helpful? How do you feel after watching the flipped materials?
Self-Confidence	Do you feel more confident to ask for clarification after watching the videos? Do you always answer the lecturer's question easily? Do you feel more confident in doing the guided and independent practice through flipped classroom?
Responsibility	Do you always do your assignments through flipped classroom (after Virtual meeting activities)?
Opinion	What do you like most about the format of the flipped classroom? What do you dislike most about the format of the flipped classroom?
Improvement	Do you feel the improvement in yourself towards grammar competence and want to explore more about grammar?

Findings and Discussion

The questionnaire is divided into three steps based on the concept of implementing flipped classroom, before virtual meeting, during virtual meeting, and after virtual meeting.

Before Virtual Meeting

In this section, the questionnaire consisted of 5 questions. From the data presented in the table 4, the percentage for the first question is 82.96%. It means that a lot of students watched the video material before the virtual meeting. Then, the second question shows 81,5% of all students agreed that the video was very helpful. Next, the table also shows 81.5% of students prepared in advance to learn grammar. The fourth question is to find out how many students who like watching material video and the result shows 76,3% of students liked watching the video given before virtual meeting. The last question is about student's feeling of the sufficient knowledge of target grammar before virtual meeting. The table shows that only 68,1 % of students who were sure that after watching the recorded material, students gained sufficient knowledge before the virtual meeting started. From all of the questions, the percentage reached 78,1% of 100%. It means that warm-up or before virtual meeting activities positively aided students to prepare their learning.

Table 4. The results of Students' Perception Before Virtual meeting

No	Questions	Options					Score	Percent %
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	I've watched approximately _____ of the videos that have been assigned this semester. Rating option: 1: 0% - 19%; 2: 20% - 39%; 3: 40% - 59%; 4: 60% - 79%; 5: 80% - 100%.	12	11	2	1	0	112	82,96
2.	I find that the flipped material (Video) at the beginning of class is helpful.	11	12	2	0	1	110	81,5
3.	The flipped instruction allows me to prepare my class in advance.	12	10	3	0	1	110	81,5
4.	I like watching the lesson on the video.	8	12	4	1	1	103	76,3
5.	I feel that I have sufficient knowledge of target grammar at the beginning before I have a virtual meeting	1	15	7	3	0	92	68,1
Total Score						527		
Average						105,4		78,1

During Virtual Meeting

In this stage, there are 7 questions that can be seen in the table 5 below. The percentage of the first question reached 76.3% out of 100% which means during the virtual meeting, most students have got more exposure by being given more practices. Then, the second question reached 77,0% which indicates that majority of the students felt more confident due to flipped classroom videos. Next, on the third question, the percentage 71,9% shows that the students did not feel reluctant to clarify their misunderstandings and misconceptions after watching the videos. On the fourth question, percentage reached 71,1% of 100% which means the flipped videos helped the students understand the materials so that they could answer the lecturer's questions. On the fifth question, the majority of students (70,4%) shows their preference on flipped classroom compared to traditional classroom activities. Then, the percentage of 71.1% shows 'during virtual meeting activities on flipped classroom' reinforced students' confidence on their learning. The last question in this stage is about student's motivated to explore target grammar by the flipped classroom. The table shows 73,3 % of students were courage to do more exploration in using target grammar. Overall from 7 questions, it reached 73,0 percentages in total, which means students' perception towards Q&A time on video activities (during virtual meeting) on flipped classroom had a positive response.

Table 5. The results of Students' Perception during Virtual meeting

No	Questions	Options					Score	Percent %
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	Through the flipped materials, I have enough time to acquire grammar knowledge/structures.	5	16	4	1	0	103	76,3
2.	I feel confident about the material after watching the video.	9	11	3	3	0	104	77,0
3.	I feel more confident to ask for clarification after watching the videos.	4	13	7	2	0	97	71,9
4.	I can answer the lecturer's question easily.	5	9	11	1	0	96	71,1
5.	I prefer the flipped classroom format to the traditional lecture format.	6	7	11	2	0	95	70,4
6.	I feel more confident about my learning due to the flipped material	6	9	8	3	0	96	71,1
7.	I am more motivated to explore target grammar by the flipped classroom.	8	7	9	2	0	99	73,3
Total Score							690	
Average							172,5	73,0

After Virtual Meeting

In the last stage the questionnaire consisted 4 questions. From the data presented in the table 6, the first question shows students felt more responsible for learning activities due to flipped classroom. The percentage for the first question is 75,6%. Then, the second question shows that the percentage of 80% depicts the activities of after virtual meeting on flipped classroom had helped students improve grammar. On the third question, the percentage reached 77,8%. It means the guided and independent practice after virtual meeting (class time) helped students explore the target grammar. The last question shows 74,1% indicating that students' confidence in doing the guided and independent practice after class time increased. Overall, from all of the questions, the percentage reached 76,9% of 100%, which means students' perception towards guided and independent practice after class time on flipped classroom was positive.

Table 6. The Results of Students' Perception after Virtual meeting

No	Questions	Options					Score	Percent %
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	I feel I am more responsible for learning activities due to flipped classroom.	7	11	7	1	0	102	75,6
2.	I feel the flipped instruction has helped me to improve my grammar.	8	15	2	1	0	108	80
3.	My grammar competencies are better as I have more time to explore the learning after the virtual meeting.	7	14	4	1	0	105	77,8
4.	I feel more confident to do assignments through flipped classroom (after virtual meeting activities)	5	15	4	1	1	100	74,1
Total Score							415	
Average							166	76,9

Interpretation of interview results

The researcher obtained the results of interviews from 5 informants to find out the students' perceptions towards flipped classroom in grammar classroom. The interview consisted of 8 questions

1. Do you always watch the flipped materials before class starts?
2. Do you think that the flipped videos at the beginning of class is helpful?
3. When you have misconceptions and misunderstanding after watching the flipped materials, do you clarify your misconceptions and misunderstanding on class time?
4. Do you always answer the lecturer's question easily?
5. Do you feel more confident in doing the guided and independent practice through flipped classroom?
6. What do you like most about the format of the flipped classroom?
7. What do you dislike most about the format of the flipped classroom?
8. Do you feel the improvement in yourself towards grammar competence and want to explore more about grammar?

The answers were reported as follows:

Student 1

"I always watched the flipped materials before class because it was very helpful to know in advance the material that will be discussed. I often miss the material when using traditional methods because I can't prepare myself in advance. After watching the video, I always feel ready to join the class. I feel more confident to clarify to the lecturer and lecturer's answer provide my understanding of the material. When the lecturer asks questions, I can almost always answer them, even though I have to always review the material again. Honestly, grammar is a very difficult subject for me but towards flipped classroom reduces my fear of learning grammar. Then I always do all the assignments given after class and feel confident to do them because I can know how far the material I understand and what is still a problem for me. In learning towards flipped classroom, I really like learning flipped materials before class because it makes me easy to learn in class and like most students, sometimes I feel bored when I have to do a lot of assignments, as well as the assignments given after class. However, I know it's very important and I have to do all assignments well within my ability. Yes, I always found it difficult and have no interest in grammar, but in this semester, I am interested to learn it more. I felt I could understand some of the materials and it makes me want to explore more.

Student 2

"I always watched and studied the material before class started because it really helped me in preparing and understanding the material to be studied. So, I always join classes, be more confident in answering the lecturer's questions and can clarify to the lecturer about points that have not been conveyed in the video. Then I also always do assignments after class although sometimes I still find it difficult because I forgot the material that has been presented in the video and explained by the lecturer. Of course, I really like the material that is given before class and I think I like everything about this method because this method is very

effective to use. With this method, I also understand more about grammar, even though I have studied it in elementary to high school and I want to explore more about grammar.”

Student 3

“In the past, I always watched the flipped materials about 2 or 3 hours before class started, and it was very helpful in learning, so when I entered the class, I already understood the material. If the lecturer asked me, I am not afraid, and I am more confident to clarify things that I have not understood. However, I can't fully answer the lecturer's questions because sometimes I still feel confused by the explanations given in the video with the exercises during class. The difficulty level is different, but almost 80% I can answer it. I always do the assignments given after the class is over because the material is still remembered. If I forget, I can re-watch the video. My feelings after learning I was very happy because the lecturer's way of teaching was fun. The exercises given with different levels of difficulty made me more understand and tested my competitive spirit. There's nothing I don't like about learning grammar in this flipped classroom, even though I wasn't interested in grammar because it was boring.”

Student 4

“I almost always watched the videos, but sometimes I did not understand them right away. I agree that watching videos before class is beneficial so that students already understand the material presented. With the video before class, I feel helped and more confident to enter the class and ask something or answer the lecturer's question. But sometimes, I also feel the videos are quite boring, either from the editing or how they are delivered. I mean videos from other sources that are not made by the lecturer. Even so, I still had to do my assignments and was helped by the explanations from the video and the lecturer, although I was still looking for other references. What I like about flipped classroom is watching video material before class. That I don't like about the flipped classroom is if the video material looks monotonous. There must be changes, but I think it is better for learning grammar to be explained directly. However, I still want to explore more about it.”

Student 5

“Yes of course. I always watched the flipped material before the class started because I can understand the material earlier. This video also helps me to give my understanding and fluency in class. In addition, I feel more confident and easier to answer the teacher's questions and clarify the material that I did not understand. It also helps me to get good grades. After I watched the video before virtual meeting and listening to the lecturer's explanation in class, I had to do my assignments and I felt more confident to complete all assignments even though the level of the task was getting more difficult. I prefer to choose before virtual meeting because the material is interesting from the audio to the visual and I don't like after virtual meeting because the question after virtual meeting is quite confusing. However, I find it easier to understand the material and more motivated to learn more about grammar.”

Discussion

Based on the results of the questionnaire and semi-structured interviews of the research presented by the researcher above, students' perceptions of the flipped classroom approach in the grammar class were positive and acknowledged the flipped classroom approach as a strategy to develop grammar competence. The results from the students' questionnaire strongly supported that students had a positive perception of flipped classroom. The similar findings were reported in Singay (2020), which students showed a positive perception towards the flipped classroom approach and students preferred flipped classrooms to traditional classrooms.

In this research, 78,1% students agreed that warm up activities help students prepare their learning better. Similarly, the results of students who like watching the video lesson regularly have a positive perception obtained by Graham Brent Johnson (2013) that students who regularly watch assignment videos find that 84% agree or strongly agree that they regularly watch assignment videos. Also, supported by Thaichay, T (2014), students found it was helpful to have videos before class time because it could repeat viewing the videos as often as wished to have a full understanding and also students felt more comfortable and enjoyed when conducting flipped classroom implementation. In the other words, there was effectiveness of using flipped learning in grammar classroom and also supported the study done by (Missildine, Fountain, Summers, & Gosselin, 2013) which was found that the flipped classroom improved students' grammar competencies, as the result of the mean score that was 77,8%.

Conclusion

This study focuses on the finding of students' perceptions of flipped classroom implementation in learning grammar. As the research is about flipped classroom implementation, the researcher classified the items of the questionnaire into three procedures in flipped classroom. They were before (warm-up), during (class time) and after (guided and independent practice) virtual meetings. The results reveal that 78,1% showed positive perceptions on activities held before virtual meeting, 73% positive perceptions on activities during virtual meeting, and 76,9% positive perceptions on activities after virtual meeting. It means the flipped classroom in grammar class had a good perception. The researchers agree that the flipped classroom had many benefits for students during one semester. Students were given the opportunity to watch videos related to the material before the class, so students could prepare in advance before studying. Students had improved themselves in terms of commitment to self-study without the presence or guidance of lecturers. Furthermore, students could explore more broadly related to the material that have been studied at home and students can continue learning in class. As a result, students could have a richer learning experience, such as individual work, conducting question and answer activities, and taking quizzes held by lecturers. Finally, students could do assignments with more confidence because they got feedbacks from each task given by the lecturer. Also, the questionnaire suggested that students were able to develop their grammar competence after learning in Flipped Classroom.

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DESIGNING INDONESIAN FOR SPECIFIC PURPOSE MATERIALS FOR CUSTOMER SERVICE

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Abstract

Due to the urgency of understanding Indonesian language in the business setting for foreign workers, the program of Indonesian for specific purposes (ISP) was designed. This research aimed to answer how the ISP materials are developed. To gather the information, the researcher employed Rogers's (2002) ADDIE model of Research and Development (R&D) which was combined with Kemp's instructional design model (1977) covering eight steps. The analysis result showed the needs of the learners and the characteristics and their language proficiency. The data became the foundation in designing syllabus and developing the materials using a text-based approach (Cahyono & Widiati, 2011). Since the program was tailored for 40 hours, eight topics were selected including the review and assessment. However, during the implementation of the materials in the learning process, some evaluations were found. Some exercises in certain units needed to be added, while some needed to be reduced in accordance with the learning objectives in each unit. After all, from eight units, only seven units were fully delivered. The researchers found other factors in influencing the completion of the ISP program were students' workload in their office and classroom situations. The research result also showed it was possible to create ISP material using a text-based approach and adaptation of English material due to the lack of sources.

Keywords: customer service, ILFL, ISP design material, text-based approach

Introduction

Because of the development of Indonesia's economy, many investors are interested in investing their money to build a business in Indonesia. It enhances cooperation among foreigners and Indonesians and the urgent need to use the Indonesian language to support business communication. Therefore, many multinational companies assign their foreign employees to learn the Indonesian language in order to fulfill the urgent need to use the language in the immediate context.

Many of them request learning materials that are suitable to their business nature and follow their training time limit. Therefore, they require a language training program to fulfill their needs. They choose Indonesian for Specific Purpose

rather than the regular program. Indonesian for Specific Purpose (ISP) is a part of the Indonesian Language for Foreign Learners (ILFL). Basically, Indonesian language in ILFL classes is a second language or a foreign language for students (Kusmiatun et.al, 2017). It provides more general language skills. As stated by Widowson (1983) general-purpose language courses are often directed by theory (as cited by Trace, Hudson, and Brown, 2015). Meanwhile, ISP is an Indonesian language training that is aimed to achieve language skills in certain topics or fields, such as business, legal, literature, academic writing, research, and so forth. Therefore, the methodology, the content, the objectives, the materials, the teaching, and the assessment activities are centered on a specific target language that is identified through specialized needs (Trace et. al, 2015).

Nowadays, the ISP for business program requests come to various institutions conducting ILFL classes, including ILCIC-LISDU. However, ILFL institutions and teachers face a challenge in providing suitable ISP for business learning material, especially for customer service, due to the lack of teaching resources. Therefore, it encourages this study to develop ISP for business material focusing on customer service. This study attempted to answer a research question: How is a set of Indonesian instructional materials for the specific purpose of a customer service agent developed?

Methodology

This study is aimed to develop suitable material of Indonesian Specific Purpose that supports customer service agents' skills. The final product of this research is a material that can be used in ISP class for customer service. Therefore, this study can be categorized as Research and Development study.

This research combined Kemp's (1977) instructional model and Rogers's (2002) ADDIE model. ADDIE model stands for 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. While, Kemp's (1977) steps of the instructional design model taken were (1) Identifying the goal, topics, and general purposes, (2) identifying students' characteristics, (3) specifying learning objectives, (4) listing the topics/subject content, (5) conducting pre-assessment, (6) selecting the teaching-learning activities and resources, (7) and considering the necessary support services, (8) evaluating students' learning. Those instructional models were used in this research to develop an ISP program for customer service. The following figure presents the steps that were undergone in this research.

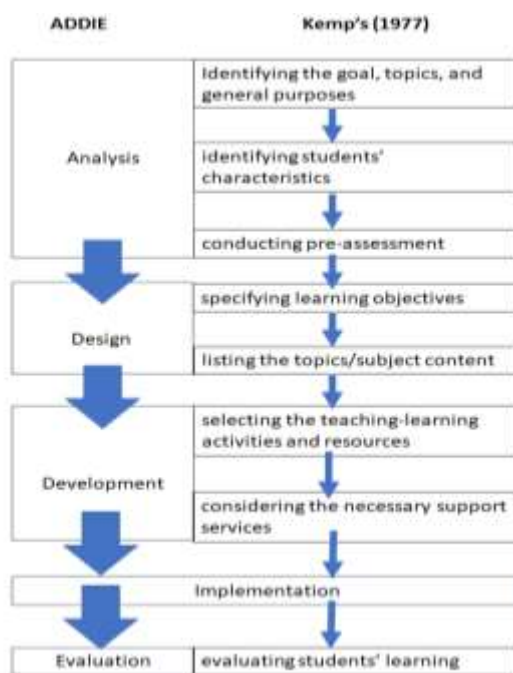


Figure 1. R&D Stages (Combination of ADDIE and Kemp's)

Research and information gathering involves conducting need analysis to identify the purpose of the program and students' characteristics. The analysis also involves conducting pre-assessment, to build guidelines for the material design. The need analysis data was obtained from the interview of the user to gain the learners' background and needs. Then, a pre-assessment was conducted through an online placement test in Edmodo to gain information related to learners' language skills. The online placement test assessed reading, writing, and grammar skills. To follow up the written placement test result, the learners were interviewed in order to match the result of the placement test and their level of proficiency. Through the interview, the students' characteristics were also identified. Since the material was Indonesian for a specific purpose (customer service), the suitability of learning materials was also examined through the interview.

The interview result had important roles in designing the syllabus and the materials. The syllabus was a mixed syllabus (text-based, task-based, functional, and notional) to accommodate required skills and expressions for a customer service agent. Mulyanah (2017) stated that there are many syllabus guides needed in the preparation of ILFL teaching materials. Curriculum references are needed according to the needs of the student.

After designing the materials, later on, the materials were implemented during the program. The program itself was 40 hours of learning including midterm and final review and test. To evaluate the instructional material, observation was conducted to know which parts of the materials needed to be revised. The researchers were also the instructors of the program so that they could examine the implementation of the instructional materials. The other indicators were also the completion of the learning objectives and the test results. Employing the

observation and test result, the last step, revising the instructional materials, was conducted.

The research was conducted in ILCIC LBUSD. The objects of the study were two students working in one of the International communication companies as a customer service agent. They were from the Philippines who have studied before in ILCIC LBUSD at the beginner level.

Discussion

In the discussion part, there are five sections in line with the five steps of ADDIE Research and Development (R&D) used in this research. They are analysis, design, development, implementation, evaluation.

Analysis

In order to attain a suitable language learning program, the process of developing the program was started by conducting an analysis to identify the goal, topic, and general purpose of the ISP program. The analysis is aimed to find important keys in learning languages for specific purposes, such as the suitable content and objective which is oriented to the specific need of the learners (Paltridge & Starfield, 2013 in Kusmiatun, 2017). The aim is supported by Rogers (2002) who states the analysis is aimed to draw the basis for drafting of training purpose, to know the characteristics of the learner's job environment and its company culture, to find the real reason and needs from the learners. To do so, the instructional designers did an interview with the learners' manager to gain background knowledge about the learners and their learning purpose. Their manager stated that learners were aimed to be able to handle customer service tasks in Indonesian language, especially handling email. Through the interview as well, the designers gained learners' educational background that is related to Indonesian language training, occupational, and mission information.

The interview showed that there were two learners who came from the Philippines. They have been living in Yogyakarta for three years. They work in Teleperformance Indonesia, a multinational company that provides customer service for various companies. They have 30 hours of Beginners 1 Indonesian language class in 2019 in ILCIC. Therefore, the information of the students was also gained from the old students' archives in ILCIC. Even though they had short training during their prior arrival in Indonesia, they still had exposure to Indonesian language through their surroundings. The first student works as a team leader of customer service agents and the second one works as a customer service agent for an email service or shopping application. They handled complaints and assisted customers through calls or emails. Mostly, their customers complained about forgotten passwords, e-money transfer failure, and application errors. The customer also asked for guidance to transfer data or e-money, account settings, and application use.

After the background information of the learners was gathered, the students had a placement test and a short interview. The test and the interview were conducted to draw a baseline of their general language skill. The result stated that they were able to handle simple daily transactional communication. They were also able to use words and expressions that were memorized. Their speech flows halted

several times to remember the right words or expressions and translate the words. Moreover, their language production was limited to simple sentences that describe concrete things in their surroundings. Their ideas in their speech and writing are difficult to follow sometimes. Therefore, according to the placement test and interview result, their language level was categorized as A1.

Design

In regards to the result of the analysis process, in the design process, the researcher considered goals, listed topics, and stated general purposes, and specified the learning indicators. Since the program was tailored for 40 hours and the duration of each meeting was two-hour length, it was decided there were eight specific topics discussed in the program. Each topic was taught in two meetings (four hours). The remaining hours were for mid and final tests with one review meeting before each test. As a result of this step, the list of topics and the learning indicators of each subject are presented in the following table.

Table 1. Topic and learning indicators

Unit	Topic	General purposes	Learning indicators
1	Daily activity	Describing activity and make an appointment	Students are able to describe their daily activities using adverbial frequencies.
2	Telephoning 1 (answering telephone)	Basic telephone manner and expression	Students are able to make and answer a call using suitable and expression based on the contexts
3	Telephoning 2 (handling a complaint 1)	Confirming customer's information and handling complaints in a phone call	Students are able to use suitable expressions to make a confirmation about the information given by customers
4	Telephoning 2 (handling a complaint 2)	Apologizing	Students are able to use suitable expressions to apologize and give recommendations related to customer's problems
5	Deal with Difficult customers	Giving advice	Students are able to handle difficult customers using a suitable manner. Students are able to give advice to customers
6	Problem-solving	Using <i>silakan</i> (please), imperative, and preposition of location	Students are able to use proper imperative while describing position to help the customer
7	Email 1	Email structure	Students are able to compose an email using a suitable structure
8	Email 2	Describing company policy	Students are able to describe company policy while dealing with the customer's problem

According to the table above, the topics/ subject content was started from the general subject (daily activities) to review what they had learned from the prior program. Then, in the following units, they were specified and put in some

categories. The categories are related to the learners' job title as a customer service agent. The categories were three main ways of dealing with the customer, especially handling customer's problems. They are telephoning, meeting in person, and sending emails.

The first is telephoning. In this category, the main objectives achieved are using appropriate expressions in making and answering a business call, confirming customer's information, handling complaints in a phone call, and apologizing in regards to customer's problems.

The second category was in-person communication. In this category, the students still learned how to handle customers' problems, but they specifically learned how to give advice and instructions using appropriate expressions when they met the customers or client in person.

The last category was writing formal/ business emails. Even though the main objectives were composing an email using the appropriate structure and being able to describe company policy, the learners also learned how to reply to customers' emails in regards to customers' problems.

Development

In developing the materials, this research adopted two Kemp's (1977) instructional design steps. They were selecting teaching-learning activities and resources and considering the necessary support services. As it is mentioned that designing the materials of Indonesian for specific purposes (ISP) specifically for customer service was not easy due to the lack of sources and the willingness to provide authentic materials led the researchers to adapt several English sources as the instructional materials of ESP. Moreover, important things to consider in learning BIPA is to make foreign students learn the Indonesian language and be able to use it properly and correctly in real situations (Suyitno, 2005).

The materials adaptation was to help the research to find suitable materials for the students (Tomlison and Masuhara, 2004). To achieve the learning goal of each meeting, the researchers used a text-based approach. Text-Based Approach is an approach that was developed from Halliday's Functional Linguistics (Cahyono & Widiati, 2011: 74). This approach accommodates the learners to engage meaningfully with different texts in different contexts.

In line with the principle of the text-based approach, this research used 'texts' as the basis for developing a teaching and learning program. This led the researchers to develop each unit of the materials into six sessions in accordance with the language proficiency skills and supported with learning the grammar as the foundation. The sections are put into practice in the stages of teaching and learning cycle, namely building knowledge of the field, giving a text model/modeling, joint construction, and independent construction.

This is also Here is the flow of the materials

1. *Praaktivitas* (Pre-Activity)
2. *Membaca* (Reading)
3. *Tata bahasa* (Grammar)
4. *Menulis* (Writing)
5. *Mendengarkan* (Listening)
6. *Berbicara* (Speaking)

Each unit was started with pre-activity. According to a text-based approach, the activities in pre-activity are to build the knowledge/ context. It is to activate the students' schemata. In pre-activity, the texts given were written texts, for example, questionnaires and infographics. The activities are varied. They are answering mini-survey questions, reading infographics, and discussing contextual issues that occurred during their work.

After pre-activity, the reading section was presented as the form of text modeling. Here, the genre of the texts was selected in accordance with the objectives of each unit. If the unit was about telephoning, the reading text was a dialog of conversation in the phone call. If it was about sending emails, the reading text was using email structure. Reading itself is also one of the receptive skills so that before producing a text either spoken or written, the learners were exposed to the text model.

For the grammar section, it was part of the joint construction stage. Here the students comprehend the schematic structures and the linguistics features. At this stage, the language expressions were also exposed to help the students gain mastery of language. For the speaking and writing sections, since those are productive skills, they were the platform to do the independent work. At this stage, the learners produced both written and spoken texts.

In developing the materials, the materials used were authentic in terms of the contextual setting. By using the right authentic material, ILFL students will be able to follow learning by utilizing basic knowledge to guess the teaching material they are learning (Suyitno, 2005). Nunan (1999) stated authentic materials are the product of genuine communication. The students can experience the real communication of the target language in the classroom. The authentic materials can strengthen the direct relation between the learners with the outside world (Gebhard, 1996). The materials were taken from certain sources. As an example, in the unit telephoning, the learners were exposed to the common expressions of telephoning in a formal setting. Another example, in a topic about problem-solving, the learners were expected to be able to give instructions on operating an application. Here, the material used was an online application to order online transport and food. The learners were asked to give instructions on how to use the application.

Implementation

The developed material was implemented from June 2021 - September 2021, in ILCIC, Language Institute of Sanata Dharma University. It was implemented in a class of two students. They learned every Friday at 03.00 p.m. 05.00 p.m. First, the classes were conducted offline. Then, it changed synchronously online using Zoom due to the covid-19 pandemic situation. The class was administered by a teaching team consisting of four teachers.

To conduct the class, the teachers applied text-based learning. Text-based learning is defined as a form of language instruction based on examples of a certain text or genre (Byram, 2004). In text-based learning, students are given texts as the language model. Therefore, students are able to acquire words and suitable expressions from the model text. According to Feez and Joyce (2002) text-based learning, which is called as teaching and learning cycle by the Victorian State

Government, has four steps, namely: 1) building knowledge of the field, 2) giving a text model, 3) joint construction, and 4) independent construction.

Firstly, the class was conducted by building the learner's knowledge about the field through the *Praaktivitas* section. Students and teachers discussed learners' experiences when they worked as customer service agents and what problems they have faced. This step helped the learners to understand the texts easily.

Secondly, the teachers gave a text model in the *membaca* (reading) and *mendengarkan* (listening) section. The model contained language focus and expression. In this stage, students were assigned to gain information from the reading texts or audio. Then, they were given exposure to certain language focuses and expressions from the model text.

Thirdly, students will identify the language structure characteristics and the expression used in certain situations. They also practice using grammar and expressions through exercises so that they gain mastery of language. In this step, the teacher assisted the students to build control toward the language.

Fourthly, students developed their own text independently using grammar and necessary expressions in *menulis* (writing) and *berbicara* (speaking). In this step, students did not need assistance from the teacher. It means that the students are independent enough to use the language well.

In the implementation, evaluations were also administered. The evaluation was conducted in the middle and the end of the program. During the implementation, there was an unexpected finding. The learning activities at the beginning of the program were quite obstructed, especially in units one and two, because the learners needed adjustment to the language. They spent more time recalling the language and processing the information in the first and the second unit. In accordance with the finding, the program did not run in the schedule. Thus, the implementation was limited to unit one up to seven only. In addition, the assessment was adjusted as well according to students' progress.

Evaluation

After the implementation process, the researchers found several feedbacks from each unit that needed to be improved and revised. During the evaluation process, the researcher also listed suggestions. The details can be seen in the following table

Table 2. Evaluation and Suggestion to Improve the Designed Material

Unit	Topic	Evaluation	Suggestion
1	Daily activity	The type of 'daily activities in this unit was limited. Also, there were too many exercises in this unit so that it took more time to finish the unit. It exceeded one meeting, and it affected other unit completion in the program plan. Also, the writing exercises	It should cover activities outside the workplace, reduce the number of exercises, and also focus more on speaking exercises.

		should be reduced because the skill focus of this unit was speaking.	
2	Telephoning 1 (answering telephone)	In the grammar exercises, the vocabulary related to the work setting was less varied.	The materials should relate to activities outside the work setting.
3	Telephoning 2 (handling a complaint 1)	Language focus related to reported speech is not suitable for the phone settings	Reported speech should be attached in the material about report writing.
4	Telephoning 3 (Apologizing)	There were no language focus exercises to support the learning objectives.	The topic should have a language focus which would be discussed in this unit.
5	Deal with Difficult customers	The proposed problem in the material was far from students' daily settings. Therefore, the students have to learn unnecessary vocabulary that will not be used in their immediate setting.	The problem used in the material should be based on the student's immediate environment and experience.
6	Problem-solving	The listening exercise did not focus on comprehensive skills It only focused on completing the words and dialogue.	The designer needs to add comprehensive skills.
7	Email 1 (Email structure)	Material email structure should have been taught before the material about problem-solving. It was because learners should know email structure before they learn about how to solve customers' problems through email.	This material needs to be rearranged into more suitable sequences.

In addition, the evaluation was also obtained from the learning process. The researcher found that some exercises in certain units could be taken as homework so that the class progress could be in accordance with the program plan that each topic was discussed in two meetings.

Actually, the researchers could also apply flipped learning so that it provided the students opportunities to do independent learning. However, it was difficult to apply due to the workload of the learners. Another impact was that the learning process was quite slow since all exercises were discussed in the class. The students refused to do the homework. It affected the program plan. As a result, only seven

out of eight topics were discussed in this 40-hour program. Class activities: Flipped learning and homework (reading the text/ writing to practice the language)

Conclusion

To develop ISP Material for customer service, the researcher adopted the combination of ADDIE (R&D cycle) and Kemp's eight steps as the framework. The first stage, analysis, consists of Kemp's steps, namely identifying the goal, topics, and general purposes, identifying students' characteristics, and conducting pre-assessment. The second step was designing, It includes Kemp's steps, i.e. specifying learning objectives and listing the topics/subject content. In the third stage, development, It adapts Kemp's steps, i.e. selecting the teaching-learning activities and resources and considering the necessary support services. Fourth, in the implementation, the materials were directly implemented throughout the program. The last stage is evaluation, here it uses Kemp's last step of instructional design, namely evaluating students' learning. The applied cycle helped to develop ISP material. However, each step must be evaluated to achieve the most suitable program. The problems that arose in this process were caused by students' workload in their office and the material that was not fully delivered, and classroom situations. In a nutshell, every step must be evaluated deeper due to the time constraints and students' learning pace and workload in the office. In addition, to give more opportunities for the students to do independent learning due to the time constraint, flipped learning can be applied. The students can read the text at home and be ready for the classes. Also, adding a preparation course is recommended. In the class, the students can review basic Indonesian grammar (ber-, me-, me-i, and passive structure) and vocab in order to reach the target level (B1). Although some problems arose, developing the ISP material using text-based and ADDIE is still significant to develop suitable language instruction. In the future, R&D in ILFL should be more

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THE STRENGTHS AND CHALLENGES OF USING DIALOGIC READING TO CHILDREN IN PERMATA GROUP

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Abstract

Teaching reading is considered as a challenging task by the teachers. It is a challenge for the teachers to make the students engage with the reading activity. In Permata Group (pseudonym) teachers implemented dialogic reading to motivate the students in reading activity. This study discussed teachers' perception on the strengths and challenges of using dialogic reading to children in Permata Group. It is a qualitative study in which the data is gathered through observation and interview. The finding shows that there are seven strengths and five challenges faced by the teachers who facilitate the dialog reading activity to children in Permata Group. Few of the strengths is the picture and the limited words on the book in dialogic reading activity makes the students focus on the reading activity and curious with the story. Moreover, it motivates them to get involve in the dialog during the reading activity. Besides the strengths, teachers also face challenges such as the dialogic reading should be assisted by the experienced teacher.

Keywords: CROWD strategies, dialogic reading, PEER strategies

Introduction

Harmer (2007) states that reading is an essential part in learning. Farzaneh & Nejadansari (2014) also adds that reading is a basic skill to acquire information. Therefore, reading tend to be related with academic success. Unfortunately, Indonesia has got reading level in the 48th of 56 positions across countries (Tjalla, 2010). Unquestionably, teaching reading is a challenging task. Therefore, teachers need to make innovation and find many ways of teaching reading to engage students with the activity and motivate them to read. Furthermore, in order to understand an English text, students need to know 98% of vocabulary in the text (Nation & Beglar, 2007). In other words, vocabulary is very important. In line with this statement, Richards & Renandya (2002) states that vocabulary has a big role in learning and using the language since it used in all skills such as listening, reading, speaking and writing.

The importance of reading activity and vocabulary learning to students should be considered by the teachers. One of the ways to support reading activity and provide vocabulary learning is through dialogic reading. Dialogic reading is a

shared reading activity in which it engages students with the activity and support vocabulary learning (Ping, 2014). Doyle & Bramwell (2006) also adds that dialogic reading supports one's socioemotional development. It helps learners increase their teamwork skill.

The implementation of dialogic reading involving interaction or dialog between teacher and students. Teacher uses strategies of PEER (prompt, evaluate, expand, and repeat) and CROWD (completion questions, recall questions, open-ended questions, wh- questions, and distancing) to engage students with the reading activity (Whitehurst, 2002).

Based on the pre observation in Permata group, Kutai Kartanegara, East Borneo, the researcher found that teaching reading to children is quite challenging. The learners are not motivated to read. Therefore, the teachers come up with the solution of implementing dialogic reading. The teachers used a local literature related to litter free environment to save Mahakam River. This study discussed the teacher's perception toward the implementation of dialogic reading using a local literature. According to Seng (2017) perception is a specific set of experience. The perception used in this study is related to the experience of teachers about the strengths and challenges of implementing dialogic reading to children in Permata group.

Method

This research was done in Permata group, Kutai Kartanegara, East Borneo. There were 15 children and 3 teachers. The subjects of this study are the teachers in Permata Group. The subjects were asked about their perception of teaching using dialogic reading. The perception was related to the strengths and challenges of implementing dialogic reading to children in Permata group. The data was collected by using interview guideline, and check list observation. A set of questions were prepared before the interview session and more questions were developed during the interview session. the data was analysed by using Miles & Huberman (2002) which involving three steps, they are data reduction, data display and data conclusion. The data was explained qualitatively.

Findings and Discussion

Table 1. Teachers' perception related to strengths on the implementation of dialogic reading to children

No	Strengths
1	The reading activity is interactive
2	Detailed picture and limited words make the topic more interesting resulting to children's curiosity and make the children focus with the activity
3	The activity engages the children to get involve with the dialog and activity. It supports children's skills and creativity
4	Intervention (PEER and CROWD strategies) by the teachers support the learning new vocabulary
5	The activity support children's skills and creativity
6	The activity relates the lesson or the topic with children's experience
7	The activity facilitates skill of socializing

Table 2. Teachers' perception related to challenges on the implementation of dialogic reading to children

No	Challenges
1	The activity needs to be accompanied by experienced teachers who know about dialog reading well.
2	The activity is more effective to be implemented in a small group of children with no more than five children.
3	The activity is more effective to be implemented in a limited time (10-20 minutes). The activity is more effective to be implemented in a group where the children
4	have the same language proficiency level and same topic interest.

Teachers' perception related to strengths on the implementation of dialogic reading to children are:

The reading activity is interactive

The finding shows that there was interactive dialog between children to children and children to teachers. Teachers' questions that follow the strategic of PEER and CROWD stimulated the children to speak up their opinion, questions and answers, as said by Mr. Agus "...children were so active. They kept asking and answering my questions... they told their peers about what was going on in the picture..." it is in line with the study conducted by Napoli & Johnson (2019) that states dialogic reading engage students to speak so that there will be interactive dialog between them and teachers.

Detailed picture and limited words make the topic more interesting resulting to children's curiosity and make the children focus with the activity

The observation and interview found that interesting details of the picture and limited words on the book lead to children's curiosity. Children were curious about the story behind the picture as well as the next story. They even tried to guess the story on the next page. This situation makes the children feel fun. Moreover, children were not bored. Their curiosity makes increase their attention with the book and the reading activity, resulting to more ideas, questions and answers, as stated by Miss Fani "they really focused on the activity, they asked "why was the grass long?""

It is supported by Grolig (2020) who state that teacher and students can use the picture on the book effectively in the reading activity to stimulate students get involve in the activity. Teachers can use the picture to make a story based on students' language proficiency level to stimulate their skills in thinking and answering questions. Napoli & Johnson (2019) adds that dialogic reading technique attracts students' attention to listen enthusiastically. Stein & Glenn (1979) states that picture on the book stimulate readers' responses and reactions.

The activity engages the children to get involve with the dialog and activity

The finding showed that children responded the questions enthusiastically. Children get involve with the dialog, interaction and activity, as said by Ms. Dea "they answered teachers' questions... they were so active until the follow up activity". In Permata Group, teachers had 5 meetings of shared reading using the

same book with different focus on vocabulary for each meeting. In each meeting there were pre reading stage where teacher stimulated children with the cover of the book, reading stage where the teachers implemented dialogic reading technique, and follow up activity. In meeting 5 the follow up activity was making posters about litter free. It helped children to train their creativity and skills. children were so active in making posters. Studies such as Lonigan, et al, (2013); Whiterust, et al. (1994); dan Zevenberg & Whitehurst (2003) state that technique implemented in dialogic reading support students to participate in the reading activity. Doyle & Bramwell (2006) adds that the use of book with the content of socio-emotional can help students' social skills. It can be done to make the students focus on the meaning of the word and practice it so it can be an experience to students.

Intervention (PEER and CROWD strategies) by the teachers support the learning new vocabulary

Teachers make students familiar with some new words through dialogic reading technique during the reading activity, as said by Miss Fani "*can you find any broom? Where is the broom?*". Some children answered it correctly while others answered it incorrectly so the teachers make a sentence using the word of "broom". Then broom appeared again on the next pages, and the children already knew and familiar with that word. Children learn new words fun and effectively. It is in line with Blewitt, et al. (2009) who states that communication strategic used by teachers is effective to stimulate students to think during shared reading activity.

The activity relates the lesson or the topic with children's experience

The lesson or topic used in this reading activity was based on children's experience in their daily lives therefore the picture and the questions are related to their experience. It makes the topic easy, as stated by Miss. Fani "*the setting is in school, playground, backyard, and they already knew the pictures on the book because they often see them around. So, it was not hard. That's why when they guessed the new vocabulary, sometimes it's correct*". According to Whitehurst (1992) one of the techniques in dialogic reading is where the teachers' questions make the students connect situation in the picture or words to their life experiences.

The activity facilitates skill of socializing

This activity involved socialization skills such as making friends and interaction among peers. During the activity, children explain or tell their peers as said by Mr. Agus "*...children were so active. They kept asking and answering my questions... they told their peers about what was going on in the picture...*" he added "*they were so active until the follow up activity*". The children worked in a team to make posters based on their creativity. Some of them stucked the picture to the poster, some of them colored the poster, other wrote handwriting on the poster. Gestwicki (2007) states language is a tool to communicate and think, through language students can socialize to play and learn. And dialogic reading can help students to practice their skill in language and communicating.

Teachers' perception related to the challenges on the implementation of dialogic reading to children are:

The activity needs to be accompanied by experienced teachers who know about dialog reading well.

Dialogic reading must be accompanied by those who know well about the techniques of dialogic reading. Moreover, teachers need to make well preparation. As stated by Miss Fani "*children must be assisted by teacher who knows dialogic reading or even has experience about dialogic reading*" she adds "*the teacher must know the techniques such as the questions*". Therefore, teachers need to read literature before practice implementing dialogic reading. According to Whitehurst (1992) there is an intervention by form of questions from adult in dialogic reading activity.

The activity is more effective to be implemented in a small group of children with no more than five children

In Indonesia, the size of the class is big. State elementary school tend to have 30 – 35 students with one teacher in every class. While private English courses provide one teacher and one shadow teacher for about 12 students. Therefore, despite the advantages of Dialogic reading, it cannot be implemented in every class. As said by Mr. Agus "*in the third meeting in session one, there are only 7 children (there should be 10 children and it would be divided into 2 groups) so we put them in one group, and it was hard*" there was a problem, one of the teachers could not come because of the flood after heavy rain. So, there was no other choice. Unfortunately, it resulting to ineffective activity. Some children talked to other children, and the teacher could not focus to see all children. According to Whitehurst, et al. (1994) in dialogic reading activity, one group should be no more than 5 children.

The activity is more effective to be implemented in a limited time (10-20 minutes).

The finding found that the reading activity should not be implemented in a long time. As said by Ms. Dea "*in the second meeting, I tried to review the vocabulary while reading the book. It spent almost 10 minutes. I also focus on new words in the book... the total time that I spent was 25 minutes. children get bored*" it can be concluded that dialogic reading should not be implemented in a long time. It is in line with the study conducted by Huebner & Meltzolf (2005) who states that dialogic reading should be done in 10 – 20 minutes.

The activity is more effective to be implemented in a group where the children have the same language proficiency level and same topic interest

The next challenge is dialogic reading should be implemented in a group where the students have the similar language proficiency level. As said by Mr. Agus "*in the third meeting in session one, there are only 7 children (there should be 10 children and it would be divided into 2 groups) so we put 7 in one group, and it was hard*". It was hard because two children have different language proficiency level with those five children.

Conclusion

Teachers' perception related to strengths on the implementation of dialogic reading to children are, (1) The reading activity is interactive, (2) Detailed picture and limited words make the topic more interesting resulting to children's curiosity and make the children focus with the activity, (3) The activity engages the children to get involve with the dialog, (4) Intervention (PEER and CROWD strategies) by the teachers support the learning new vocabulary, (5) The activity support children's skills and creativity, (6) The activity relates the lesson or the topic with children's experience, (7) The activity facilitates skill of socializing. Meanwhile, teachers' perception related to challenges on the implementation of dialogic reading to children are, (1) The activity needs to be accompanied by experienced teachers who know about dialog reading well, (2) The activity is more effective to be implemented in a small group of children with no more than five children, (3) The activity is more effective to be implemented in a limited time (10-20 minutes), (4) The activity is more effective to be implemented in a group where the children have the same language proficiency level and same topic interest, (5) The source or book that is related to local literature is limited.

One of the strengths that teachers found was dialogic reading is helpful in learning new words. It helps learners to understand the new English words and enjoy the story. Moreover, it also motivates learners to involve in the dialog by giving idea, answers and questions. Previous study such as a study conducted by De Temple & Snow (2003) states that complicated and unfamiliar words can be explained and introduced to young learners to book reading activities by the support of pictures and texts in the book. Furthermore, Ping (2017) also found that dialogic reading improved young learners productive and receptive skills.

Despite the strengths or advantages this study also found challenges of dialogic reading. One of them is, it should be accompanied by teachers who know dialogic reading well. A previous study conducted by Urbani (2011) found that teacher who taught dialogic reading to deaf and hard of hearing students thought dialogic reading required big effort of teachers to engage students in active participation by paying attention to students' attention and behaviour. The teacher thought that it was hard. The next study is hoped to be able to find significant correlation between students' perception toward online English classroom and their language achievement.

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INVESTIGATING EXTENSIVE READING EFFECTS TO THE EYL'S ONLINE LEARNING VOCABULARY KNOWLEDGE

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Abstract

An investigation of the issues if Extensive Reading (ER) might upshot EYL (English Young Learners)' vocabulary knowledge in online learning was accomplished. It was followed by uncovering the students' attitude. Thirty two fifth graders of a private school were to join an activity of reading outside classes. The participants undertaken a treatment dealing with one of two online Graded Readers from their own choice for a period of a month. The scores of the online pre-test and post-test regarding the students' vocabulary cognition were then compared and explored. Even though the difference between the score averages was from the one below the school passing grade standard for English subject to that above it, the result of SPSS analysis displayed that ER was not effective to enhance the subjects' vocabulary development. Despite of the fact, the PSL students' responses to the questionnaire concerning their experiences during the ER program revealed that they enjoyed the activity and gained benefits of it.

Keywords: effect, extensive reading, EYL, online learning, vocabulary knowledge

Introduction

The circumstances of Covid-19 pandemic have made a massive shift in online learning systems, it was because the application of online class had to be done simultaneously all-over elementary school and higher education. Over the past decade, numerous researchers have discussed the significance and the role of reading in students' second language learning. The variation of words in written texts is richer than that in oral discussion (Horst, 2005; Nation, 2001). It is the receptive approach in English learning such as extensive reading that can contribute to learners' success in acquiring a higher level of reading competence (Senoo & Yonemoto, 2014). Extensive Reading (ER) builds vocabulary and expands it further through exposure to a large variety of words over and over again. In order to obtain a strong memory retention in vocabulary learning, L2 learners need to be exposed to the same words as often as possible. ER exposes the reader to the same words numerous times, so the words may retain in learner's mind. Chien (2015) stated that teachers could provide reading materials that were suitable for English Young Learner (EYL)'s levels and skills. It would help them learn new words effectively

because vocabulary was one of key components that had to be mastered by the students in learning a new language.

Attitude is a process where someone respond in consistently favorable or unfavorable manner with respect to a certain subject. Someone's attitudes are collected from various forms of judgments (Fishbein & Ajzen, 2010; Yamashita, 2013). ER is one the reading methods that will improve students' attitudes. Juan and Cheng (2008) claimed that EYL's attitudes towards reading could increase with the use of ER. There are many aspects affecting EYL's attitudes such as age, gender, and language proficiency level. Some problems involved in investigating vocabulary learning through extensive reading have been discussed by L2 researchers and teachers (Horst, 2005). The first problem in learning vocabulary for EYL's was the students' lack of identifying grammatical structure of words. Next was that younger readers were introduced to fewer words than older readers due to their language levels. It means that young learners have limited assets of words. The third was that most children might have factual knowledge of a term but not the functional concept. As a result, most of them had low vocabulary knowledge. Ahour and Salamzadeh (2014) state that the primary construction piece of a language is vocabulary, it is because sentences, paragraphs and texts are made from a component of word meaning. Therefore, learners should know more about English vocabulary if they want to be able to speak and use English. The more vocabulary they acquire, the better their ability in English will be. The aim of this research was to find out the effects of ER in improving English Young Learners' vocabulary knowledge during online learning classrooms and learners' attitudes towards the use of ER activity in their vocabulary knowledge. Hence, this study was conducted to answer the research questions as follows:

1. Is extensive reading effective in improving English Young Learners' vocabulary knowledge?
2. How significant is the improvement of the E Y L's vocabulary knowledge after the extensive reading (ER) activity?
3. What are the students' attitudes towards the use of ER activity in their vocabulary knowledge?

Literature Review

There are four points of attention to be deliberated in the followings to support our discussions specifically Vocabulary Learning, Extensive Reading, Online Learning, as well as English Young Learners' Attitudes.

Vocabulary Learning

According to Richards and Renandya (2002), vocabulary is a key component in improving PSL students' language proficiency and is the basis for how well student listen, read, speak and write. Teaching vocabulary to English Young Learner (EYL) is very important. Penfield as cited in Stern (1983) said that the younger the age of the learners are better in foreign language learning compares to adults or teenagers. It means that even though EYL learn English as a new thing, they could be better in learning vocabulary than teenagers or adults who might have a previous knowledge beforehand. Kung (2003) as cited in Sitompul (2020) stated that there were important aspects in EYL's vocabulary learning such as appropriate

instruction. The teacher had to facilitate EYL in terms of increasing students' phonemic awareness. Since young learners tended to do simple activities, the teacher could use cognitive strategies like verbal and written repetition. Various materials in different context could help teachers introduce a suitable vocabulary learning techniques for young learners. Teaching English to young learners was different from teaching English to adults. It was because young learners had their own characteristics which needed special treatment because of their unpredictable moods. For EYL, it is necessary for the teachers to make the language learning process as fun as possible to make children enjoy their learning. Lessons and activities could become successful when those fulfilled learners' learning needs (Cameron, 2001). Ellis (2005) endorsed the importance of substantial amounts of input for L2 acquisition and argued that extensive reading was one of the easiest approach of pedagogically exploring the input-rich learning environment.

Extensive Reading

Extensive Reading (ER) is also called self-voluntary reading, pleasure reading, and sustainable silent reading. The crucial part of ER is mainly massive amount of materials, so that students receive pleasure from reading while getting the general idea of the text at the same time (Susser and Rob, 1990). ER materials is a key component in students' commitment to ER. The more interesting the story of the book, the more students' interest rises. If they manage to spend time to read often, they will find an increase in their vocabulary knowledge. Students can read any type of book. Graded readers help determine the appropriate reading materials for students at certain level because new vocabulary and grammatical structures are repeated in graded readers for students to become familiar with them. If they have chosen a book suitable to their own level, they may understand most of the vocabulary and grammar elements.

When English Young Learner (EYL) is concerned, it is difficult to decide the appropriate reading options because there are too many students with diverse levels and variety needs of reading comprehension in the language learning classroom. These are important aspects when it comes to EYL's reading activities: skills, reading drive and student's characteristics. Two characteristics such as internal and external reading motivation conclude that the children's choice of reading is strongly related (Norgate & Duncan, McGeown, Osborne, Warhurst, 2016). Young learners' characteristics play a role in students' motivation in ER activity, students at this age need a lot of support from the teacher and people around them. Following the theory, pleasure reading without the obligations to find all of the new words can greatly improve students' language skills (Green & Oxford, 1995, as cited in Brown, 2000).

Online Learning

The Covid-19 pandemic has affected more than 200 countries worldwide from the year of 2020 to this day. The government issued policies such as self-isolation, social distancing to community activities restrictions enforcement or known as *PPKM* in Indonesia. The ministry of education and culture made a decision to close down schools to prevent the spread of the virus. As a result, students had to stay at home and learn from home (Fauzi and Khusuma, 2020). These conditions forced

educational institutions to adapt to online learning methods in a timely manner. Online learning was defined as learning experiences in synchronous and asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students could be anywhere (independent) to learn and interact with instructors and other students (Singh and Thurman, 2019).

Hart and Carta (1994) claimed that vocabulary knowledge was a dominant indicator of students' progress in language learning. They found that vocabulary knowledge was vital in students' reading achievement. Online vocabulary teaching differentiated each student's experience in language learning and raise the recognition of learning strategies which could be useful for the students even after the classroom had been dismissed (Atay and Ozbulgan, 2007). In a way, this activity helped students become independent learners and further motivated them to improve their vocabulary knowledge.

English Young Learners' Attitudes

Attitude is a process which happens in someone's mind as a response to something they listen, see or do. It could be classified as positive and negative attitude. According to Fishbein & Ajzen as cited in Yamashita (2013), attitude was a learned predisposition to respond in consistently favorable or unfavorable manner with respect to given object. EYL's attitudes varied because attitudes were collected from many forms of judgments. Attitudes could progress from the following: affect, behavioral change, and cognition. Learners' preference for a system was a form of physiological response. Meanwhile, verbal indication of learners' plan was called the behavioral intention. Cognitive assessment of the system to form an attitude was called the cognitive response. Most attitudes in learners were a result of observational learning from their surroundings (Mughtar, 2015).

Reading attitude is defined as a state of mind related to reading which makes the learners approach or avoid a reading situation. There are three aspects that affect learners' reading attitudes. First is learners' beliefs about the benefits from reading. Second, it deals with learners' expectations of others based on their motivation to conform to those expectations. Third is learners' reading experiences. PSL learners' perceptions towards reading would create a behavior which is shown from their response to certain subjects whether it is relatively positive or negative. Consequently, some studies also support that if ER is executed accordingly. It could enhance EYL's attitudes towards the use of ER activity in their vocabulary learning (Rojak, 2018).

Method

Mixed methods of quantitative and qualitative were used in this research to measure the effects of Extensive Reading (ER) in improving EYL's vocabulary knowledge and learners' attitudes towards the use of ER to their vocabulary knowledge. The participants were 32 Year-5 students from a private elementary school in Jakarta, Indonesia. The participants were gathered in one experimental group. They were at the age of 9 to 11 years, consisted of 58.1% female and 41.9% male. The students' native language was Indonesian and they were learning English

as a foreign language. Fifth grade students were more exposed to a larger quantity of vocabulary items than those in lower grades. Meanwhile, the sixth-grade students were occupied with the preparation of final exams. Hence, it was decided to make fifth grade students as the main subjects of this research.

To collect the data, the instruments used for the research were vocabulary knowledge pre-test and post-test, as well as a questionnaire about students' attitudes towards the use of Extensive Reading (ER). The vocabulary knowledge pre-test and post-test were in a format of multiple choices. The tests consisted of 20 vocabulary items regarding the students' knowledge of words found in the reading materials. For the questionnaires, it was also delivered online via Google Forms consisting of 13 statements and 2 open-ended questions. The questionnaire was around students' experience after joining the ER program whether they enjoyed the activity and benefitted something out of it. For the 13 close-ended questions, the students had to answer if they strongly agree, agree, disagree or strongly disagree with each of the statements. The questionnaire was adopted from Ferdila (2014). It was used to measure the percentage in terms of students' fondness of the activity using interval score as the fundamental measurement. The 2 open-ended questions were to share about their experience which could explore more in depth of students' attitudes towards the use of ER in their vocabulary knowledge.

The data were collected over 4 weeks from March to April 2021. It was conducted upon the participant's agreement to take part in the study along with the headmaster and teacher's permissions to hold the study at the school. There were two online meetings on Zoom for the study due to Covid-19 pandemic. Before the test, a presentation was to elicit the benefits of extensive reading to students. Then, the students took a vocabulary knowledge pre-test by accessing the link on Google Forms where they had to answer 20 items of multiple choices questions in a duration of 18 minutes. Later, graded readers reading materials were provided for the students to engage in Extensive Reading (ER) program concurrently for 4 weeks. The two books chosen from the ER foundation graded readers list were: (1) *The Phantom Airman* by Allan Frewin Jones and (2) *The Secret Garden* by Frances Hodgson Burnett. The first book had 66 pages and the second one had 85 pages. They were suggested by the ER foundation graded readers list from the Macmillan sections because the language level met the English proficiency of fifth grade students in an EFL context.

At the end of the treatment, another link was for the students to respond to the questionnaire which consisted of 13 statements and 2 open-ended questions to get an insight of students' experiences in the ER program with the reasons behind their opinion on ER activity. The students were asked to respond to the questionnaire on Google Forms in 4 minutes.

The numbers of words the participant scored on the pre-test and post-test were counted individually and the scores' differences between the two tests were calculated to see the vocabulary growth. Afterwards, the scores of each test were compared and explored through a descriptive and an inferential analysis using statistics measurement. The test involved vocabulary items the participants' acquired throughout the treatment. After that, the vocabulary growth was seen by calculating the reliability score and correlations coefficient between the two

variables which consisted of the vocabulary knowledge pre-test and post-test using SPSS statistical software.

Findings and Discussion

The combination of the quantitative and qualitative analysis led to insights about the PSL students' vocabulary improvement as well as their attitudes towards the use of Extensive Reading headed for their vocabulary knowledge during online learning classrooms.

The Vocabulary Knowledge Pre-Test and Post-Test

The vocabulary pre-test was administered on March, 17th 2021 and the post-test was done on April, 21st 2021. The results of the analysis showed that from 32 students who successfully participated in the study, both scores of the pre-test and the post-test had positive correlation with each other (Pre-test $r = .559$; Post-test $r = .559$) and the $p = .001$ ($\alpha < 0.01$). It was proven to be significant. The implication of the correlation statistics supported the ground for concluding the data (rater scores) which were reliable and appropriate to become the basis of further investigation. The results exhibited the descriptive statistics for each variable. In the further analysis, the mean score of the pre-test was $14.28 \times 5 = 71.4$. Meanwhile, the school's minimum score to pass the English subject was 75 out of 100. The mean score of the pre-test showed that the PSL students' vocabulary knowledge was below the school's minimum score at the beginning of the treatment. Therefore, the vocabulary knowledge post-test was administered after the PSL students were engaged in an extensive reading program for a month. It was later found that the mean score of the post-test was $15.34 \times 5 = 76.7$ (slightly above the minimum score to be acquired by the students at that school).

The correlations coefficient and inferential statistics of the results from the vocabulary knowledge pre-test and post-test was that the $p = .072$ corresponded to the $t = 1.859$ with 31 degrees of freedom. It shows that the improvement between vocabulary knowledge pre-test and post-test is proven to be insignificant as $p = .072$ ($\alpha > 0.05$). Despite of the students' post-test mean scores that reached the school's minimum score to pass the English subject, these numbers showed that PSL students only gain a small amount of improvement which was less than 10% (0.5) in their vocabulary knowledge tests' scores. Therefore, it indicated a strong evidence that the results of the vocabulary knowledge tests corresponded to the statistically insignificant p-value.

The Questionnaire

The analysis to the students' responses to the 13 statements showed that almost all of them (96.7%) agreed that ER activities helped them in developing their vocabulary knowledge. Whereas, 80.6% of them approved that the story of the reading materials was interesting for their age. In addition, there were 77.5% of students granted that reading homework was a beneficial assignment. The same amount of students supported that ER was an interesting routine activity in their English class. Less than three third of students disagreed that they faced difficulty in reading without teacher's guidance. On the other hand, 74.2% of students agreed that group discussion encouraged them in sharing the information from the text they

read. More two third (67.8%) disagreed that they were not interested in reading English if there was no assignment. Meanwhile, there were more than half of students agreed that reading homework was a fun assignment. Whereas, 51.6% of them disagreed that there was a lot of homework. Therefore, it was displayed that more than half of students had positive attitudes towards the use of ER in their vocabulary knowledge. It meant that the majority of PSL students had a pleasant experience in ER activity as they were happy to be involved in the activity, and planned on reading the whole book offered by the teacher. This affected their overall attitudes towards ER. In applying the interval score in scale by Sugiono (2012), it was found out that ER became a favorable activity for the PSL students with a total score of 1148 out of 1872, as shown in Table 1.

Table 1. EYL's Attitudes towards the Use of Extensive Reading

No.	Statements	SA %	A %	D %	SD %	Score for each statement
1.	I am not interested in reading English if there is no assignment.	6.5	25.8	48.4	19.4	68
2.	Reading homework is a fun assignment.	19.4	48.4	25.8	6.5	87
3.	Reading homework is a beneficial assignment.	19.4	58.1	16.1	6.5	90
4.*	I face difficulty in reading without teacher's guidance.	6.5	19.4	48.4	25.8	91
5.	The story of the reading materials is interesting for my age.	25.8	54.8	16.1	3.2	94
6.	I understand more vocabulary after the extensive reading activity.	16.1	58.1	19.4	6.5	88
7.*	There is a lot of homework.	22.6	25.8	35.5	16.1	76
8.	Extensive reading is an interesting activity.	19.4	58.1	16.1	6.5	90
9.	Extensive reading activities help me in developing my vocabulary.	32.2	64.5	0	3.2	101
10.	Extensive reading activities increase my confidence in reading English.	32.2	38.7	25.8	3.2	93
11.	Group discussion encourages me in sharing the information from the text that I have read.	25.8	48.4	22.6	3.2	92
12.	I agree if extensive reading as a routine activity in my English class.	22.6	54.8	16.1	6.5	91
13.	I plan on finish reading the whole book provided by the teacher.	16.1	54.8	22.6	6.5	87
Total Score						1148
Ideal Score						1872

Note that number 4 and 7 are negative statements.

Dealing with students' reading time as Figure 1 illustrates, 5mins indicates the range of reading time between 15 to 29 minutes, 30mins (30-59 minutes), 1hr (60-119 minutes), 2hr (120-179 minutes), 4hr (240-299 minutes), and 5hr (300-359 minutes). It revealed that more than one third of students spent an hour of their day to read the available book. Some students, 21.9%, spent 2 hours to read daily and 18.8% of them read for 30 minutes only. Less than a quarter of students spent less than 30 minutes to read per day, whereas a small percentage of students stated that they read for 4-5 hours. It meant that most of the students did not spend sufficient time to read outside of the classroom. Since students' engagement in reading was crucial in a successful ER program, these findings heavily affected students' outcome.

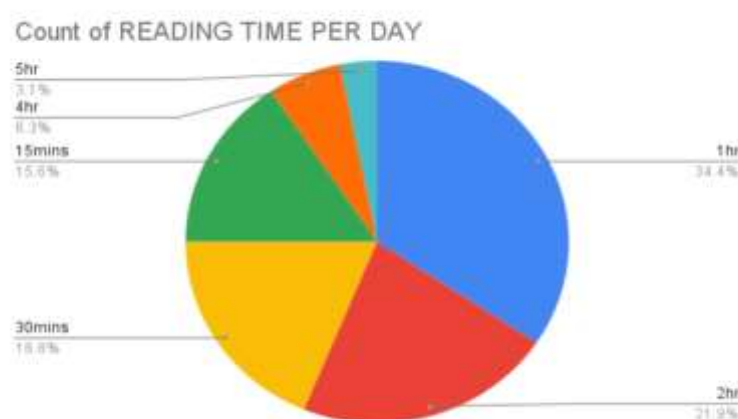


Figure 1. The Chart for EYL's Reading Time a Day

Table 2. shows the PSL students' responses to the last open-ended question. More than half of students stated that they liked ER activity because it helped them learn many unfamiliar words to later work on their follow up activities. They added that the story of the book was interesting for them. Whereas, those who were neutral stated that they did not have a specific feeling, they had no idea what to feel about ER. Meanwhile, the students who thought that ER was a fun activity commented that it was very useful for their vocabulary learning too. However, a few of them stated that they hated the ER activity because they did not like to read whatsoever. Anyhow, the findings put forward that PSL students' attitudes towards the use of ER were mostly positive in improving their vocabulary knowledge (as declared by almost three third of the participants).

Table 2. EYL's Opinion about the ER Program

Students' Responses	Quantity	%
Students liked ER because of the story of the book, and unfamiliar words they learned.	19	59.4
Students did not have a specific feeling about ER (neutral).	7	21.9
Students thought that ER was a fun activity because it was useful to learn vocabulary.	4	12.5
Students hated ER because they do not like reading at all.	2	6.2

Discussion

SPSS analysis displayed that the PSL students' scores differences between the pre-test and the posttest were insignificant. To appropriately address the results, they should be interpreted with caution. According to Day and Bamford as cited in Miller (2012), to implement a successful ER program, the following characteristics should emerge: the student spends plenty of time to read outside of the class, the students choose reading materials that interest them, the reading materials meet students' levels of difficulty in reading, the main purpose of the reading activity is for pleasure so that the students obtain the information for general comprehension. Last but not least, the teacher keeps record and track what each student has read. However, the findings showed that some students only spent an hour of their day to read the book. The rest of them even read less than 30 minutes on a day-to-day basis. It indicated that the majority of students did not read the text as often as they should have. It resulted in PSL students' small vocabulary growth. Further stated that students had to read the book as much as possible, but the participants in this research did not do as expected. That might explain why the ER treatment was not effective in improving PSL students' vocabulary knowledge.

There are likewise possible reasons to further support the findings, it was because the study was done through asynchronous learning. Bijeesh, 2017, as cited in Sadeghi, M., (2019) argued that the chances of getting distracted and missing school's deadlines were high because the lack of real-life interaction between students with teacher and students with peers. It was difficult to keep record and track students' reading progress because the learning process in terms of clarifications and explanations were easier to be done with face- to-face encounter between a teacher and students. Therefore, it was exceedingly hard for the teacher to monitor students' engagement in reading assignment because students fully relied on their time management skills. Consequently, since the tests for assessments was done online, the researcher could not control or regulate students' poor activities in terms of students' performance in school's assignment or tests. PSL students had to rely on their own responsibility to complete a task according to the time allocated. Learning readiness, learning performance, and learning satisfaction were the crucial things that teachers could not monitor during online learning (Hung et al., 2010). That might explain the insignificant scores differences between the pre-test and post-test.

Birkenveit (2018) specifies that it is possible that the students need a greater variety of reading materials within each reading level and genre in order to have a real choice of material. As autonomy and word noting choice is crucial for students' motivation in order for them to spend a sufficient reading time. The options of two graded readers from the present study might be too limited for the students' preferences or interests in comparison to the previous study as it was shown on students' reading engagement in the materials. Furthermore, the other aspect was the short period of the ER program, the subjects might not have an adequate time to improve their reading habits. If the students had participated in a longer ER program, the results could have been different (Song, 2020). Lastly, even though students' perceptions about their vocabulary knowledge were found affirmative after the ER program, the duration of the treatment for the present study was fairly brief to see any remarkable improvement.

Conclusion

In regard to the findings of this study, we can conclude that ER is not effective in improving PSL students' vocabulary knowledge. It showed that online learning had several disadvantages that contributed to the results of PSL students' vocabulary knowledge pre-test and post-test. It turned out that students could not perform as well as in offline classrooms. The possible explanation of the findings was students' lack of interactions or relations with peers or educators during online learning affected their performance in school's assignment. Therefore, the findings bring implications for the academic world that ER is insignificant to increase PSL students' vocabulary knowledge during 4-week treatment. The duration of the treatment could be one of the feasible reasons of the findings. The other reasons were that students had difficulty in managing their time during online learning and it resulted in their performance in reading home assignment and their lack of engagement in the reading materials. However, PSL students had positive attitudes towards their experience in ER activity which was shown on their responses to the questionnaire.

Concerning with vocabulary learning as it is related to extensive reading, the conclusion brought some of the following suggestions. First, the learner should write a vocabulary notebook as a reference to the words they encountered during ER to increase their vocabulary knowledge. According to Kung (2003) as cited in Sitompul (2020), young learners tend to do simple activities, the teacher can use cognitive strategies like verbal and written repetition. Second, the teacher should incorporate interesting learning strategies such as graphic form, where the teacher can underline or make a flashcard of the target words as well as make a small group discussion so students no longer learn in isolation, the main purpose is to keep students motivated throughout the ER program. Third, further researchers could conduct two groups experimentation consisting of a control and an experimental group to gauge the effects of ER in PSL students' vocabulary knowledge. It is to see the contrast between the two groups' results prior and subsequent to the treatment. In regard to that, the researcher may also include specific questions about ER on the open-ended questions so that the data could be more detailed for the purpose of discussion. More titles of the books available may provide options for the students to enjoy their reading outside class so they can get pleasure and at the same time improve their vocab knowledge. Finally, a longer treatment duration may also be conducted to achieve significant results.

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TEACHERS' BELIEFS AND PRACTICE OF TASK-BASED LANGUAGE TEACHING IN THE EFL CLASSROOMS

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Abstract

Task-based language teaching (TBLT) is a current approach to teaching English that has attracted much research in recent decades. Though numerous studies on the TBLT have taken place in Indonesian in recent years, a minimal number have mainly addressed teacher beliefs and practice in TBLT in English as a foreign language (EFL). Therefore this study aimed at investigating teachers' beliefs in English language classes with the practice of TBLT. The study employed a quantitative approach. Self-reported questionnaires gathered the study's results from thirteen English teachers from five Islamic Junior High Schools in Indonesia. The data were organized, tabulated, and analyzed by the descriptive-analytical method. The findings suggest that the teachers held strong beliefs about the use of TBLT. Teachers' beliefs are generally reflected in their classroom practices. They became more aware of the significance and impact of their beliefs on their classroom practices. Future study implications have also been discussed.

Keywords: EFL classroom, task-based language teaching, teachers' belief, practice

Introduction

Task-Base Language Teaching (TBLT) has been given growing attention during the last three decades and praised as a potential powerful language learning approach (Van den Branden, Bygate, & Norris, 2009). The approach has been popular among many practitioners, often viewed as a continuation of Communicative Language Teaching (CLT), resulting in how it enables students to improve their language systems through meaningful dialog and interaction, which motivate many students (Ellis 2003). Unlike CLT, however, it does not just rely on meaningful communication but also concentrates on grammatical forms, usually after a communication task has been completed.

TBLT offers learners a chance to communicate language use through tasks (Douglas & Kim, 2014; Le & Nguyen, 2012). Thus, language learning can promote communication and learner engagement by helping learners practice their target language instead of gaining knowledge from language materials and utilize the target language effectively after being exposed to activities in a natural setting. This

method has become a realistic foundation for communicative classrooms in which students complete task-based activities via the pre-task, task cycle, and post-task stages (Skehan, 2014; Willis & Willis, 2007). In particular, Ellis (2003) shows that TBLT has been noticed from several points of view in recent years with an emphasis on meaning, real-world language use, and communicative-oriented activities that integrate four language abilities.

Teachers as decision-makers will usually be considered a significant actor in implementing new ideas in the classroom. Their understanding, beliefs, and perceptions of the new method play a crucial part in implementing the new approach to teaching (East, 2012). Teachers are thought to be more inclusive and integrate into school practice if the new teaching technique is in line with the existing values of teachers (Munby, 1982). The growing interest in TBLT teacher attitudes and practices is a response or result of the newest pedagogical innovation, which helps us comprehend the different challenges facing the implementation of TBLT (Lai, 2015).

Research has revealed that the belief of TBLT teachers influences their educational practice (Feryok, 2008). Although the two may not always match, teaching beliefs have been shown to influence teachers' instructional decisions (Phipps and Borg, 2009). Teacher's beliefs are teacher cognition that refers to the cognitive dimensions that cannot be observed in teaching, which teachers know, believe, and think (Borg, 2003). The definition of the beliefs of teachers varies widely, sharing certain parallels and contrasts with knowledge. According to Woods (1996), knowledge refers to items we accept conventionally. In contrast, conviction refers to taking a thesis that is not proven, unconventional, and in which a disagreement is taken. Regardless of its distinctions, the vast majority of a teacher's knowledge can be classified as beliefs (Kagan, 1992).

The belief of language teachers and their connections to classroom practice in the last two decades has attracted many studies. A teacher is seen as significant because teachers are considered active decision-makers whose thinking plays an essential part in organizing classroom events (Farrell, 2007). This research assists educators in enlightening teachers about the personal constructions that might be valuable in the design and implementation of teacher education programs. Understanding language teachers' beliefs also significantly impact language policymakers concerning the deployment, for example, of innovations. In Vietnam, this investigation can be used to inform resume developers if they consider teachers' ability to implement a particular curriculum (Nation & Macalister, 2010).

Since the 1970s, researchers have been particularly intrigued by the examination of teachers' beliefs. In the 1960s, the prevalent paradigm for research, called the process product approach to teach, focused primarily on the relationship between teacher behavior, student-teacher behavior, and student accomplishment (Clark & Peterson, 1986). In other words, teaching research focused on observable behaviors (processes) of teachers that affected learning (product). Learning was seen from this perspective as a product of teacher behavior (Borg, 2006; Freeman, 2002). The processes of teacher thinking, i.e., their reasoning, decision-making, and judgments, were not part of the investigation at the time.

Language teachers' beliefs influence both their teaching practices and professional development. The teacher makes education judgments based on their

theoretical position on teaching and education (Harste & Burke, 1977). Learners' views influence their goals, methods, materials, patterns of interaction between schools, roles, students, and schools. In addition, Richards and Rodgers (2001) affirmed that teachers have language assumptions and that these convictions form the basis of a specific approach to language training. Therefore, teachers can affect teaching practice by ensuring that the theoretical orientation of teacher work reflects current and relevant field research is the primary driver of how teachers act during languages training (Cummins, Cheek, & Lindsey, 2004).

This paper presents the findings of a qualitative case study in which data were gathered from thirteen English language teachers employed in four Islamic junior high schools in Indonesia. The paper focuses on the teachers' beliefs of TBLT and its practice in Indonesian contexts.

Method

EFL teachers employed a survey research design at certain Islamic Junior High schools to gather their beliefs on task-based language teaching features in the current study. The research wasn't intended to cover the total EFL teachers community in Indonesia; nevertheless, it focused on some Islamic Junior High Schools. Thirteen English teachers from four Islamic Junior High Schools participated in the study. Eight female teachers and five male teachers were there. All of them were bachelors of English education. Their experience in EFL was between 7 and 31 years. (Table 1).

Table 1. Participant Teachers' Profile

Teacher	Age	School	Gender	Qualification	Service (Years)
1	53	A	Male	BA English Language	31
2	46	A	Male	BA English Language	26
3	46	A	Male	BA English Language	24
4	52	A	Male	BA English Language	28
5	54	B	Female	BA English Language	30
6	41	B	Female	BA English Language	18
7	52	B	Female	BA English Language	30
8	35	B	Female	BA English Language	12
9	41	C	Male	BA English Language	20
10	45	C	Male	BA English Language	24
11	42	C	Female	BA English Language	20
12	39	D	Male	BA English Language	15
13	30	D	Male	BA English Language	7

This study aims to examine Indonesian English teachers' beliefs and practice on TBLT. The research questions in particular are: (1) what are the teachers' beliefs in Task-based Language Teaching in English teaching at Islamic Junior High Schools?, (2) how appropriate do the teachers' beliefs of TBLT with EFL classroom practice?, and (3) what practical reasons do EFL teachers choose and avoid implementing TBLT in their classrooms?.

The researcher employed a questionnaire to elicit responses to the research questions. A questionnaire has been developed utilizing Jeon and Hahn's (2006)

teacher beliefs survey to explore the beliefs of Islamic Junior high school teachers who are already teaching TBLT. However, the resulting survey was much different from the original, as revisions were made because most teachers had already used a TBLT method in this study.

The descriptive-analytical method was used to arrange, tabulate, and analyze the quantitative data gathered from the questionnaire. Thematic analyzes are used to find, analyze and present data sets of patterns or themes (Braun and Clarke, 2006).

Finding and Discussion

Teachers' Beliefs about Task-based Language Teaching

This component of the questionnaire examines teachers' beliefs in TBLT in general and critical opinions regarding TBLT. A collection of statements reflecting (a) current thinking on crucial task aspects and TBLT (such as those articulated in Ellis (2003); and (b) statements addressing some of the most frequently leveled criticisms of TBLT were established. Table 2 shows the findings of the study section.

Table 2. Teacher Beliefs About TBLT

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1. A task is oriented at a communication goal.	0.00	0.00	23.08	61.54	15.38
2. A task is primarily concerned with meaning.	0.00	0.00	15.38	69.23	15.38
3. A task has an obvious result.	0.00	7.69	15.38	61.54	15.38
4. A task is a student's activity in which the students employ the target language.	0.00	7.69	15.38	53.85	23.08
5. TBLT is in line with the principles of communicative language teaching.	0.00	7.69	7.69	69.23	15.38
6. TBLT is an instructional approach that is centered on the student.	0.00	7.69	7.69	69.23	15.38
7. TBLT consists of three phrases: pre-task, task cycle, and post-task.	0.00	0.00	23.08	53.85	23.08

Table 1 compares the responses of teachers to key task ideas and the TBLT by percentage. In replies to items 1 through 3, which required certain task concepts, most respondents thought that the purpose of the task was to communicate (76.92%), the main emphasis was on meaning (84.62%), and a clearly defined result (76.92%). In response to item 4, most teachers (76.92%) regarded tasks as an activity in which learners utilize their target language. Most teachers (76,92%) considered tasks to be activities when students use the target language. This suggests that most EFL teachers in Indonesia usually agree with the task definition. In reply to item 5, most teachers (84.62%) indicated they believed in the link between TBLT and teaching of communicative language teaching. This shows that

teachers who embrace the communicative approach tend to integrate TBLT into their own language classrooms more often. The results in items 6 and 7, which deal with the philosophy and TBLT's stages, indicate that the majority of teachers (84.62%) believed in student-centeredness and that more than half of teachers (76.92%) recognized three steps of TBLT, including pre-task, task cycle, and post-task.

Concerning the first question of the research, data analysis results for items 1 to 7 demonstrated the firm belief of teachers in TBLT. They knew the aspects of the assignment quite clearly, implying that they approve of the task's pedagogical benefits in foreign language learning classes. Furthermore, these findings are nearly identical to prior results indicating that teachers in Korean secondary school classes were aware of students' practical understandings of the critical concept of TBLT (Jeon and Hahn, 2006). This research also confirms the findings of Harris (2016), who evaluated EFL teachers' attitudes toward TBLT in Japanese classrooms. Moreover, the study results were consistent with Zhang and Luo's research (2018), which investigated the beliefs and practices of teachers in Chinese as a second language class regarding the TBLT.

The Appropriateness of Teachers' beliefs of TBLT with EFL Classroom Practice

In this section of the questionnaire, statements were targeted at further examining the beliefs of teachers of TBLT with particular regard to the adequacy of the EFL students. Many of those teachers perhaps responded unsurprisingly to the beneficial benefits TBLT offers to Indonesian students. The respondents agreed that TBLT satisfies Indonesian students' needs (84,62%), motivates (76,92%), engages learners (84,62%), and improves the students' language skills (92.31%). A broad majority (84.62%) also disagreed that the TBLT was not suitable in a situation such as Indonesia, where students had little opportunity to use English outside the classroom. The respondents disagree that Indonesian students are being used to teach alternative approaches to TBLT (69.23%). The majority of students (76.92%) do not respond correctly to TBLT student-centered model. However, nearly 84.62% of teachers agreed for this study that the TBLT methodologies imported from outside Indonesia need adaptation, and we are already turning to these prospective adaptations.

Table 3. Teacher's belief in TBLT's Appropriateness for EFL classrooms

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1. TBLT deals with the students' needs.	0.00	7.69	7.69	69.23	15.38
2. TBLT is committed to the interests of students.	0.00	0.00	15.38	61.54	23.08
3. TBLT enhances the language skills of students.	0.00	0.00	7.69	69.23	23.08
4. TBLT stimulates students in the classroom	0.00	7.69	15.38	53.85	23.08

to use their target language.					
5. TBLT approach is brought from outside the Indonesian context, so it must be adjusted.	0.00	7.69	7.69	69.23	15.36
6. Students have little chance to utilize a foreign language outside the classroom; hence TBLT is unsuitable.	38.46	46.15	15.38	0.00	0.00
7. Students are exposed to teaching approaches that are considerably different from TBLT, making implementation difficult.	23.08	46.15	15.38	7.69	7.69
8. Students don't like TBLT's student-centered approach.	23.08	53.85	15.38	7.69	0.00

Reasons for teachers to choose or avoid TBLT implementation

The questionnaire section comprises five closed-ended items and two open-ended questions concerning why teachers choose or avoid implementing Task-based language teaching in their classroom practice. Table 4 reveals the majority (84.62%) of teachers report that TBLT increases students' interaction skills, followed by its collaboration environment of learning (84.62%), their encouragement to motivate and advance their students (76.92%), and their academic achievement (61.54 percent). However, more than half of respondents (69.23%) believed that TBLT was appropriate for small group work, and two teachers (15.38%) provided further justifications. One of them revealed that when students were assigned a specific task, they felt a sense of responsibility and urgency to complete it. When repeated, the task could assist learners in improving their language use. Another teacher remarked that adopting TBLT could help her students understand the learning objectives and student learning after her classroom exercises. The two additional teachers responded that because TBLT improved learners' capacity for self-study and self-correction, they preferred to employ it in their classrooms.

Table 4. Frequency of teacher reasons for choosing TBLT

Reasons	Frequency	Percentage
TBLT encourages students' academic achievement.	8	61.54
TBLT enhances the interaction skills of students.	11	84.62
TBLT promotes the intrinsic motivation of students.	10	76.92
TBLT offers an environment for collaborative learning.	11	84.62
TBLT is suitable for small group work.	9	69.23
Additional reasons.	2	15.38

Table 5 provides teachers' answers about avoiding teachers from using tasks in their teaching practices.

Table 5. Frequency of teacher reasons for avoiding TBLT

Reasons	Frequency	Percentage
Students are not accustomed to TBLT.	8	61.54
Textbook materials are not appropriate for task-based language teaching.	11	84.62
Using task-based approaches is difficult with large classes.	10	76.92
I have trouble evaluating the task-based performance of students.	9	69.23
I have got limited language skills.	9	69.23
I know very little about task-based language teaching.	8	61.54
Additional reasons.	3	23.08

Four primary problems facing teachers during the implementation of work were inappropriate content in teaching materials (84.62%), large class (76.92%), difficulty in evaluating the performance of students (69.23% and poor knowledge of task-based instruction (69.23%). The remaining explanations were related to the perceived lack of English skills (61.54%) and a lack of familiarity between students and task-driven learning (61.54 percent). In addition, three teachers surveyed (23,08%) indicated further reasons. Another factor was the belief that students almost usually employed their mother tongue to accomplish the task. Time constraints were further examined to impede the implementation of teacher TBLT lessons by EFL teachers. The last reason they avoided TBLT was the time they had to prepare for TBLT teachers.

The data of the questionnaire responses reveals that teachers used or avoided TBLT for several reasons. Some teachers opted to utilize TBLT to raise student enthusiasm, enhance interactive learning practices and promote collaboration; others were hesitant to integrate tasks due to unfamiliarity with tasks, large class sizes, and inappropriate materials. Additionally, interview results reveal that teachers are concerned about time limits and a lack of English language proficiency for TBLT implementation. These issues align with Van den Branden's (2016) assessment of the teacher's role in task-based language learning, which indicates that teachers play an essential role in planning and devising adequate tasks relevant to the requirements and interests of students in improving language abilities. As TBLT contradicts traditional beliefs on classroom management, both teachers and students used traditional approaches focusing on accuracy over fluency. Therefore this outcome is consistent with Leaver and Kaplan (2004). These scientists have observed that the attitudes of teachers and students are essential determinants in TBLT implementation.

In terms of task-based materials, the participating teachers said that the content of their textbooks was one of the reasons they avoided using TBLT, as Leaver and Kaplan stated (2004). As a result, teachers found it extremely difficult to deliver task-based language courses using such materials. Given this dissonance, teachers should be encouraged to provide task-oriented resources that meet students'

learning requirements and interests, fostering interactive and collaborative learning settings.

Conclusion

The practice of Task-based language teaching cannot be distinguished from teachers' beliefs since it is the basic understanding of how classroom activities should be conducted. With their strong beliefs in the concepts of TBLT, professional teachers may manage their classes and assess the communication skills of their students under the TBLT principles. These concepts are constantly developed with the changing demands of students over time. The teachers must update their knowledge and pedagogical skills in more detail and complex TBLT principles. Thus, systematic professional development of teachers must also be strengthened and updated with coexisting education in such a way as to make the beliefs of teachers more effective in the improvement of the teaching and learning process.

This study examined the beliefs of TBLT teachers and their practice in Indonesia, particularly in the context of Islamic junior schools. It showed that most schools in which EFL teachers were polled seemed to believe in language task-based teaching strongly. The results also indicated that these teachers firmly reject some critiques about the TBLT implementation. In Indonesia, TBLT is being implemented by these teachers, and the approach provides specific factors the conditions required for effective language acquisition in Islamic junior high school situations. Many teachers have shown an increased interest in using TBLT in the teaching and learning process, mainly because they consider that TBLT provides significant advantages to students' improved communication and communication skills.

Based on the results of the research, significant implications for teachers are suggested. First, because teachers significantly influence classroom practice, the teacher needs a strong belief in TBLT to apply it successfully. Second, considering that one of the main reasons for instructors not using TBLT is strongly due to a lack of confidence, some efforts were better to be made to remove possible hurdles to instructors in a task-based classroom. Teachers might employ alternative class management methods, such as pair assessment, various types of tasks, and other actions. Last, the researcher expects this research to encourage curriculum designers and other academics to explore and analyze those crucial to successful classroom implementation.

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EFL LEARNERS' ACCEPTANCE ON COMPUTER MEDIATED COMMUNICATION: SURVEY ON TEACHING READING IN HIGHER EDUCATION

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Abstract

Almost every aspect of life has been influenced by technology in the last decade. The impact of technology on education since the emergence of the World Wide Web has grown rapidly. Technology has created new learning methods in higher education. Online programs not only give graduates promising positions in today's work environment but also create and develop innovations in learning. Computer mediated communication systems (CMCs) are considered essential for successful online courses in college. This study aims to determine how to measure students' acceptance on the usefulness of the e-learning system based on Computer Mediated Communication (CMC) in teaching reading. There were 30 participants. Survey method used to gather the data. The result shown that CMC as a media for teaching reading in the higher education gave some benefits and motivate the students to comprehend the material well.

Keywords: CMC, EFL Learners, higher education, online learning, reading, students' acceptance

Introduction

Nearly all aspects of life have been affected by technology in the last decade. The impact of technology on education has developed rapidly since the invention of World Wide Web. It is in line with Malik (2018) states that in the 21st century, we live in interconnected world where globalization, information and communication technology, and knowledge explosion have been phenomenal change in modern society. Four C (4C) – critical thinking, communication, collaboration, and creativity – is basic competency all students need in the 21st century (National Education Association, 2014). In addition, technology keeps appearing around us, and is expected to be a part of individual students' learning experience. New technology and Internet have emerged and grown rapidly in the last years, affecting our life dramatically. The utilization of technology in long distance education has shown its significance to both instructors and students in transferring knowledge. Internet use also possibly helps change traditional teaching approach into more modern one, when it is integrated into pedagogic instruction

(Tayebinik & Puteh, 2012). Computer, cellular phone, social media and many other digital devices have been prominent and well-established element of our society. This affect educational sector and change our traditional perception on it (Tsourapa, 2018). Education, ICT, innovation, and science technology are the primary pillar of society.

Technology has created new learning method in colleges or universities. Online program not only gives the graduates the promising position in work environment today but also creates and develops learning innovation. The increased use of information and communication technology (ICT) in high education has been explored, primarily related to students' experience with university environment (Edmunds, Thorpe, & Conole, 2012). Technology is not a solution to the 21st – century education, but it is a means to help education and learning, and it cannot be called a separated course as it should be used in all classrooms. Each of technology-related learning should build on the class' theme and purpose. The position of technology in pedagogy builds on some factors and questions about effectiveness, time saving, outcome improvement, etc. technology has made education more accessible than it some decades ago. Anyone can access education through online learning wherever he/she is, owing to internet network. Both public and private universities are now required to do their traditional function more efficiently. Students' expectation has changed as well, making high education institution fulfill the students' need more flexibly (Stukalina, 2017). All universities and other high education institutions have made diversification and can offer several online learning models and media. Online learning has facilitated both lecturers and students to access the learning material they want through their computer and cellular devices. It is in line with S. A. Garba, Y. Byabazaire and A. H. Busthami (2015) stating that ICT infrastructure and internet connectivity in educational institutions give the lecturers and the students an opportunity of adopting the 21st-century teaching-learning method promoting the development of 21st-century skill or competency. ICT use in education is compatible to organize a more student-centered learning that often results in some tensions among instructors and students. However, with the world moving fast into digital media and information, the integration of ICT into teaching-learning practice becomes more important and this importance will keep growing and developing in 21st century (Moges Alemu, 2015). The availability of internet connectivity, particularly, provides platform for the change of lecturer-centered pedagogy use (content-based learning) into student-centered pedagogy (inquiry and project-based learning) that is more interactive and oriented to students' activity in the learning process. Technology use provides a relatively more significant improvement of academic achievement (Al-Hariri & Al-Hattami, 2017). In such way, geographical constraint inhibiting the learning in the past has been broken by technology.

Information technology has provided prospect to rich and innovative approach to solve educational problem and to give solution to the increased demand for learning source. YouTube and website share videos enabling the users to upload, to watch, and to share clip videos, offer access to new dynamic chance to effective and non-traditional teaching and learning pattern (Alwehaibi, 2015). One of them is the use of Computer Mediated Communication (CMC)-based online learning media in Reading teaching. In the last decades, online education has developed in

high education institution. CMC is an effective tool that has changed daily life way, occupation, and learning. CMC helps to communicate with people throughout world. CMC activities can be asynchronous, including writing email or posting online response, or virtual synchronous conversation (Mahdi & Najran, 2010). CMC is considered as important for successful online course (Rockinson-Szapkiw, 2012). CMC refers to the communication between individuals and between groups through network computer. Such communication can be either asynchronous or synchronous and cater on a variety of useful functions, from administration to building understanding and knowledge (Naidu & Järvelä, 2006). In addition to CMC's potency, advantage, and effectiveness in supporting the high education learning, its activities are very varying, thereby is important to identify the factors to predict the successful implementation of CMC (Tolmie & Boyle, 2000). CMC can be used to connect reading skill to writing skill in foreign language teaching and learning (Wang, 2012). CMC is a suitable way of providing quality interaction between students, particularly when it is followed with elaborative feedback (Murphy, 2010). Communication technology has been largely integrated into daily life for a large number of global populations connected to Internet. Meanwhile, digital communication can involve many modalities, from video, text, image, to sound (voice). This study focuses on communication technology enabling direct communication in text modality conceptualized as computer-mediated communication (CMC). Computer-mediated communication involves some online communicating methods: email, blogging, instant message, SMS, and chatting room. Online communication method is dependent on available technology capacity, with limited technology or device (Garberoglio, Dickson, Cawthon, & Bond, 2015). CMC evidently supports the improvement of reading test score effectively (Hsieh, 2010). CMC-based learning system, when planned thoroughly, potentially facilitates the learning outcome and improves the effectiveness of learning (Naidu, Barrett, & Olseb, 2011). Therefore, this article will describe: (1) access to CMC use in Reading teaching, (2) the advantage of CMC use in Reading teaching, (3) communication and interaction through CMC use in Reading teaching, and (4) students' satisfaction with CMC use in Reading teaching.

Research Method

In this research, the author employed survey method to obtain data. The sample of research was students in English Department of Universitas Slamet Riyadi (Slamet Riyadi University). Technique of collecting data used was questionnaire. Data was collected through distributing questionnaire to English students, particularly those taking Reading course. Technique of analyzing data used was descriptive analysis one. The questionnaire used was closed-ended one distributed to 30 students of English Department. The questionnaire consisted of 20 items, including some components: (1) advantage of CMC, (2) easy access to CMC use, (3) communication and interaction through CMC, and (4) students' satisfaction with CMC use. The hypothesis of research was that Students of English Education Department accept the advantage of CMC use as one of ICT-based learning media in Reading course teaching.

Result

a. Access to CMC use in Reading teaching

The component of access to CMC use in Reading teaching consists of 5 statement items: (1) easy access to CMC system, (2) easy access to learning material, (3) easy receiving and sending exercises, (4) easy assignment submission, and (5) easy operation of CMC system. The proportion of access to CMC use in Reading course teaching can be seen in table 1. About 43.3% or 13 of students agree with the easy access to log into CMC, while 10% or 3 students disagree, and 46.7% or 14 students are neutral. In addition to easy access to log into CMC, there are some eases related to the access to learning material: receiving, collecting exercise questions, and, submitting assignment. In relation to the ease of assignment submission, about 56.7% students agree and 13.3% strongly agree. In relation to the ease of CMC operation system, about 43.3% or 13 students agree and 10% or 3 students strongly agree. Therefore, it can be concluded that majority students can get easy access to the use of *Reading* teaching.

Table 1. Access to CMC use in Reading teaching

No.	Question	SD %	D %	N %	A %	SA %
1.	Easy access to CMC system	0	0	46.7	43.3	10
2.	Easy access to learning material	0	3.3	26.7	56.7	13.3
3.	Ease in receiving and sending question exercise	0	3.3	26.7	53.3	16.7
4.	Ease in submitting assignment	0	3.3	26.7	56.7	13.3
5.	Easy CMC system operation	0	0	46.7	43.3	10

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

b. Advantage of CMC Media in Reading learning

The component related to the advantage of CMC media use in Reading learning consists of 5 points: (1) learning activity quality, (2) very good media to communicate and interact during learning process, (3) media that can be used to help students send the assignment timely, and (5) the administration of beneficial feedback. The first point concerns the quality of learning through CMC media use, with which about 23.3% students strongly agree, and state that the quality of reading learning is better in the presence of CMC media, while 13.3% of students agree with it. About 30% students strongly agree that CMC media is a very important media to communicate and to interact during the reading learning process, and 16.7% agree. CMC media also helps students send the assignment, in which about 40% students agree with the statement and 10% strongly agree. About 33.3% students agree that the use of CMC media can facilitate the students in evaluating information related to learning material and 6.7% strongly agree. Similarly, about 30% students agree and 6.7% students strongly agree with the statement concerning the administration of feedback by lecturer.

Table 2. Advantage of CMC media

No.	Statement	SD %	D %	N %	A %	SA %
1.	The quality of learning is better through CMC media	0	3.3	60	23.3	13.3
2.	CMC is a good media to communicate and to interact during learning process	0	6.7	46.7	30	16.7
3.	CMC helps me send the assignment timely	0	0	50	40	10
4.	CMC helps me evaluate the information related to learning material	0	0	60	33.3	6.7
5.	Feedback given through CMC media is very advantageous	0	0	63.3	30	6.7

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

c. Communication and interaction in Reading learning process using CMC media

The component related to Communication and Interaction in Reading learning process using CMC media consists of 5 points: (1) students' convenience in using CMC media, (2) lecturers' role in helping students and participating in discussion, (3) convenience in interacting with peers, (4) lecturers' enthusiasm in teaching and explaining through CMC, and (5) lecturers' activeness during Reading learning process. Students agree that using CMC media in Reading learning they feel comfortable (26.7%) and 56.7% students state that they are neutral, and the rest of 16.7% strongly agree. Lecturers are also enthusiastic with the Reading learning using CMC. It is based on the students' argument indicating that 50% students agree and 23.3% strongly agree. In addition to being enthusiastic, the lecturers are also cooperative during Reading learning process using CMC media, as indicated with 33.3% students agreeing with this statement and 23.3% students strongly agree. Considering the percentage, it can be concluded that communication and interaction run smoothly between lecturers and students during Reading learning process using CMC media.

Table 3. Communication and Interaction in the learning process

No.	Statement	SD %	D %	N %	A %	SA %
1.	I feel comfortable using CMC media	0	0	56.7	26.7	16.7
2.	Lecturer helps students and participating in discussion	3.3	0	30	40	26.7
3.	I feel comfortable interacting with fellow students	0	6.7	43.3	40	10
4.	Lecturer explains the material enthusiastically through CMC	0	3.3	23.3	50	23.3
5.	Lecturer is cooperative in the learning process	0	3.3	33.3	33.3	30

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

d. Students' satisfaction on CMC

The fourth component is students' satisfaction with CMC media use. In this component, there are 5 points: (1) the compatibility of facilities to CMC media for Reading learning, (2) CMC media is an interactive media, (3) CMC media is an appropriate media in Reading learning, (4) CMC media can motivate students better in Reading learning, and (5) facilities contained in CMC media are more varying. Students' satisfaction with CMC media use in Reading learning is fairly high; it can be seen from 50% students agreeing and 13.3% students strongly agreeing that the facilities of CMC media are compatible to Reading learning. About 40% students agree that CMC media is an interactive Reading learning media and 10% strong agree. About 20% students agree and 6.7% strongly agree with the statements in points 3,4, and 5 that CMC media are more varying, motivating better, and better than other Reading learning media. It indicates that students' satisfaction with CMC media use in Reading learning is fairly high.

Table 4. Students' Satisfaction on CMC

No.	Statement	SD %	D %	N %	A %	SA %
1.	Facilities in CMC media corresponding to my learning needs.	0	0	36.7	50	13.3
2.	CMC Media can be recommended as an interactive learning media	0	6.7	43.3	40	10
3.	CMC media is an appropriate choice to me in the learning compared with other media	0	6.7	66.7	20	6.7
4.	I prefer CMC media in learning as it can motivate me to learn	0	3.3	70	20	6.7
5.	I prefer CMC media as it is more varying	0	0	73.3	20	6.7

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Discussion

New technology and Internet have emerged and grown rapidly in the last years, affecting our life dramatically. The utilization of technology in long distance education has shown its significance to both instructors and students in transferring knowledge. The change of educational sector occurs through the utilization of information as an effective medium of delivering online learning material (Miyono, 2013). It can be said that a fairly significant shift occurs, in which the lecturing is held not only face to face but also online through communication media like computer and internet (Riadi, Normelani, Efendi, Safitri, & Tsabita, 2020). It changes traditional teaching approach into the more modern one.

Universities or colleges throughout world are more creative in the presence of on online option to keep the students safe and healthy at home. Higher education in Surakarta spurs the quality of online learning during this Covid-19 pandemic. To support online learning, Unisri implements 17 (seventeen) general platforms the students and the lecturers can select according to their agreement. They include, among others, google classroom, zoom, group whatsapp, email, MS Teams, Google Meet, etc. In addition, Unisri also has its own application for online learning system: Sibela and Sisdayanti. However, in implementing online learning, the lecturers are given freedom to use ICT-based learning media to support learning process. One of

learning media used in English Education Department, particularly in Reading course, is Computer-Mediated Communication (CMC)-based media, by which they can learn, discuss, and interact with students. Internet use is an expansion of technology facilitating the students to access learning material, to interact with content, instructor, and other students, and to get support during learning process (Zhafira, Ertika, & Chairiyaton, 2020). In addition, students can interact with both lecturers and their peers, and thereby will get feedback directly on their learning outcome (Anhusadar, 2020). The largest advantage of information and communication device use is reflected on the learning from home, in which the material is presented in different method and in distinctive speed, by seeing their potential progress themselves (Marković Mirjana, 2017).

Considering the result of survey on students attending Reading course, majority students can get access easily to its use in Reading teaching. About 43.3% students agree that there is an easy access to CMC. In addition to easy access to CMC, there is an easy access to learning material, related to question receiving and collection, and assignment submission. About 17 (seventeen) or 56.7% students can access the learning material easily. This motivates the students to participate more actively in Reading learning process. The improved motivation encourage the students to participate actively in CMC (Cheon, 2003). The result of research shows that long distance learning using CMC has some strengths, one of which is that the students reading more materials and assignment given in order to be more independent. In addition, the advantage of using CMC in long distance learning is its easy access to a variety of long distance learning platforms used, thereby can motivate the students to enrich themselves with the material given during long distance learning (Marani, Subarkah, & Wijayanto, 2020). The easy assignment submission is stated by about 56.7% students. Out of interactive and supporting CMC tools, some of them are more useful to improve and to support the learning. Students' attitude to the effectiveness of CMC tools can offer insight into the use of various CMC tools in online learning (Mehri & Izadpanah, 2017).

In relation to the quality of learning through CMC media use, about 23.3% students strongly agree that the quality of reading learning is better in the presence of CMC media, while 13.3% students agree. About 30% students strongly agree that CMC media is a very good media to communicate and to interact during reading learning, and 16.7% students agree. CMC media also helps students send the assignment, as indicated with 40% students agreeing the statement. About 33.3% students agree that CMC media use facilitates the students to evaluate information related to learning material and 6.7% students strongly agree. Similarly, 30% students agree and 6.7% students strongly agree with the administration of feedback by lecturers. Computer-mediated communication (CMC) is any form of communication between two or more individuals interacting and/or influencing each other through separated computer with internet or network connection – using social software. CMC does not include a two-computer communication method, but how people communicate through computer. Computer-mediated communication (CMC) is any form of communication between two or more individuals interacting and/or influencing each other through separated computer with internet or network connection. Computer-mediated communication allows for temporal and spatial freedom, while improving interaction between

groups and individuals at the same time. Computer-mediated communication deals with geographic constraint in communication allowing for collaboration through long distance communication. Both students and lecturers can exchange, store, edit, broadcast, and copy any written documents. They can send data and message instantaneously, easily, and in low cost. About 26.7% students agree that using CMC media in Reading learning, they feel comfortable, 56.7% students say that they are neutral, and the rest of 16.7% strongly agree. Lecturers are also very enthusiastic with Reading learning using CMC media. It is based on the students' argument indicating that 50% students agree and 23.3% strongly agree. In addition to being enthusiastic, the lecturers are also cooperative during Reading learning process using CMC media, as indicated with 33.3% students agreeing with this statement and 23.3% students strongly agree. Considering the percentage, it can be concluded that communication and interaction run smoothly between lecturers and students during Reading learning process using CMC media. Out of interactive and supporting CMC tools, some of them are more useful to improve and to support the learning. Students' attitude to the effectiveness of CMC tools can offer insight into the use of various CMC tools in online learning online (Mehri & Izadpanah, 2017). Long distance learning using CMC has some strengths, one of which is that the students reading more materials and assignment given in order to be more independent. In addition, the advantage of using CMC in long distance learning is its easy access to a variety of long distance learning platforms used, thereby can motivate the students to enrich themselves with the material given during long distance learning (Marani, et al, 2020). CMC gives an opportunity of communicating and learning in the class (Sherblom, 2010). CMC is the change of learning experience in IT era. Learning and teaching option surpasses traditional classroom in which the lecturer gives knowledge and students become passive learners. A lecturer is an instructor and facilitator, encouraging the students to build its knowledge itself, to think critically and creatively, and to interact with each other, and empowering them to study independently (Khine, Yeap, & Chin Lok, 2003).

Students' satisfaction with CMC media use in Reading learning is fairly high; it can be seen from 50% students agreeing and 13.3% students strongly agreeing that the facilities of CMC media are compatible to Reading learning. About 40% students agree that CMC media is an interactive Reading learning media and 10% strong agree. About 20% students agree and 6.7% strongly agree with the statements in points 3,4, and 5 that CMC media are more varying, motivating better, and better than other Reading learning media. It indicates that students' satisfaction with CMC media use in Reading learning is fairly high. CMC enables an individual to participate in communication with minimum stress. CMC makes individual feeling comfortable as it also contributes to self openness, enabling the partners to communicate more openly and expressively. Using computer in CMC-based language teaching is considered as a communicative interacting medium. Therefore, computer-mediated communication (CMC) is very closely related to communicative approach to foreign language teaching. Considering the communicative approach, there should be an understanding on input – listening to and reading – to entire language acquisition process (Mehri & Izadpanah, 2017). The largest advantage of CMC is the students' improved

motivation and active participation. It is in line with a previous study on CMC finding that the students report the reduced anxiety with making error (mistake) and are motivated to use the target language, both of which provide bigger opportunity of producing target language (Cheon, 2003).

Conclusion

Computer-mediated communication (CMC) is any form of communication between two or more individuals interacting and/or influencing each other through separated computer with internet or network connection. Considering the result of research, it can be concluded that communication and interaction run smoothly between lecturers and students in the Reading learning using CMC media. Out of interactive and supporting CMC tools, some of them are more useful to improve and to support the learning. Students' satisfaction is fairly high with CMC media use in Reading learning. CMC enables an individual to participate in communication with minimum stress. CMC makes individual feeling comfortable as it also contributes to self-openness, enabling the partners to communicate more openly and expressively. It implies that CMC as a Reading learning media in university (college) benefits and motivates the students to understand the material better. Further researchers are recommended to analyze the weaknesses or the constraints both students and lecturers have in English learning process broadly and comprehensively.

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