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# EFL STUDENTS' PERCEPTIONS AND PRACTICES OF USING ARTIFICIAL INTELLIGENCE (AI) IN WRITING THESIS PROPOSAL

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## ABSTRACT

The use of AI in education is becoming increasingly widespread, particularly for thesis proposal writing. This study explores EFL students' perceptions and practices regarding AI assistance in thesis proposal writing. Using basic interpretive methods, semi-structured interviews were conducted with 10 EFL students. The research findings revealed mixed perceptions: positive and negative. Practices were categorized into selecting appropriate AI tools, integrating AI into the proposal, manually reviewing AI output, and recognising AI limitations. Future research should focus on the role of AI in the entire thesis writing process and its impact on students' critical thinking skills.

**Keywords:** EFL, Perceptions, Practices, Artificial Intelligence (AI), Thesis Proposal

## INTRODUCTION

In the last decade, there has been increasing interest in the application of Artificial Intelligence in various fields, especially education. Artificial Intelligence (AI) is a computing system capable of engaging in human-like processes such as learning, adaptation, synthesis, self-correction, and use of data for complex processing tasks (Popenici & Kerr 2017). Crompton and Burke (2023) stated that there was a two- to three-fold increase in AI journal publications in education from 2021 to 2022. Research by Pilco and Yang (2022) shows that AI applications in Latin American higher education help address educational issues and ensure the quality of education.

In English education, AI assists in writing, making tasks such as essay writing and thesis proposals easier (Cummings et al., 2024). Students use AI to brainstorm, draft, and revise texts (Schwenke 2023). AI tools also provide immediate feedback on grammar and vocabulary (Zulfa et al., 2023). Studies show positive student perceptions of AI-based writing tools (Dong & Shi 2021; Koltovskaia, 2020; O'Neill & Russell, 2019). However, concerns about AI replacing human jobs and creating social inequalities remain (Keles & Aydin, 2021; Jeffrey, 2020).

AI can cause dependency and reduce critical thinking (Seo et al., 2021; Warschauer et al., 2023). The problem of plagiarism detection with AI output also requires human supervision (Peres et al., 2023). In response, a university in Surabaya developed a policy that emphasizes the ethical use of AI in thesis writing to support, not replace, the skills of researchers.

Although some research has been conducted on the use of AI in academic writing, there is a lack of research that focuses on EFL students' perceptions and practices in using AI for thesis proposal writing in the Indonesian educational context. This gap highlights the need for further research to explore how AI can be effectively integrated into the thesis proposal. Therefore, the researchers formulated two research questions to consider: 1) What are students' perceptions of using AI in writing thesis proposals? 2) What are students' practices of using AI in writing thesis proposals?

## METHODS

This study used a qualitative method with a basic interpretative approach. Ary et al., (2009) define basic interpretive studies as research that provides a descriptive picture to understand a phenomenon, process, or certain point of view. This study involved 10 English Education students from cohort 2020 at one of the public universities in Surabaya, who were selected through a convenience sampling method because they often used AI in writing thesis



proposals. To answer all questions in the research questions, the researcher used a semi-structured interview instrument.

In this study, the researcher formulated the research questions, after that, the researcher created 18 interview questions to answer the research questions. The next step was the researcher looked for 10 EFL students who were willing to be interviewed and interviewed them one by one according to their schedule through Google Meet. During the interview, the researcher recorded the interview activities and after that, the researcher made a transcript of the interview that had been conducted. The last step was the researcher analyzing the data thematically.

## RESULT AND DISCUSSION

### EFL Students Perception on the Use of AI in Writing Thesis Proposal

Table 4.1 Results of Students' Perceptions of AI in Writing Thesis Proposal



To answer students' perceptions towards the use of AI in writing thesis proposals, the researchers categorized perceptions into two categories: positive and negative perceptions.

### Positive Perceptions

#### AI Shortens the Processing Time

All students agreed that AI significantly reduced the time required for thesis proposal tasks such as literature search, paraphrasing, and grammar correction. Testimonials highlighted AI's positive impact on their workflow, noting its role in speeding up the research process and increasing overall efficiency.

#### *S1, Excerpt 5*

*I absolutely believe, AI has given me everything I need without the need to look at the internet website and I only need to replace the words from the AI output. For paraphrasing, I also use AI Quilbot, which saves me a lot of time.*

In this excerpt, student 1 fully believes in AI's ability to help them complete their thesis proposal faster. With the help of AI, students no longer need to visit various websites to search for information. The output of AI can be used directly with a slight modification of the wording, showing how easy it is to use the results provided by AI. Students used another AI tool,

QuillBot, for paraphrasing, which also saved a lot of time. Overall, the use of AI made the writer's work process faster and more efficient.

Students unanimously agreed on AI's time-saving benefits, which simplify tasks like literature searches, paraphrasing, and grammar corrections. AI tools like Quillbot and Grammarly are praised for reducing manual work, allowing students to focus on refining their ideas and arguments. This aligns with research by Imran and Almusharraf (2023), highlighting AI's role in enhancing research and writing efficiency.

### **AI Solves Language and Grammar Problems**

All ten students had confidence that AI could help with language and grammar errors. However, there was one student who had a small concern in this regard. AI such as Grammarly and Quillbot do provide benefits related to language and grammar problems, but they do not always provide the right solution. There are times when AI still requires human supervision to ensure accuracy and correctness in its use. This student's concern is not entirely unwarranted, given that while AI has come a long way in helping with things like language and grammar, there are still limitations and possible errors that can occur.

#### *S6, Excerpt 98*

*This I'm 80% sure of. The 20% I'm not sure because if I use Grammarly or Quillbot, there's too much autocorrect. Quillbot also doesn't correct it but it corrects the words that I think are not connected.*

In excerpt 98, student 6 stated that she had doubts about Grammarly and Quillbot. Although Grammarly and Quillbot could help improve some aspects of his writing, there were concerns regarding the overload of autocorrect that could inappropriately change the structure or meaning of sentences.

All students recognized AI's effectiveness in addressing language and grammar issues. The results of this study are consistent with previous research findings showing that AI can make a significant contribution to improving students' writing accuracy, as noted by Lund and Wang (2023), as well as improving grammar, as evidenced in the study of Ghali et al., (2018). Tools like Grammarly quickly detect and correct errors, improving the readability and quality of writing. However, human supervision remains crucial to ensure accuracy and appropriateness, as AI corrections may not always align with the author's intended meaning.

### **AI Generates New Ideas**

Nine out of ten students appreciated the role of AI in helping them overcome writing obstacles, especially when they did not have an initial idea for their thesis. All nine participants believed that AI can help with generating new ideas. AI can compile a list of relevant ideas based on certain keywords or themes, so users can quickly evaluate various options and choose the ones that best suit their needs. This efficiency is especially beneficial in situations where time is a critical factor, such as in academic writing.

#### *S3, Excerpt 38*

*AI is very helpful in generating ideas for writing thesis proposals. ChatGPT can inspire me by offering various relevant research topics based on the latest trends in my field of study. In addition, AI can help outline and provide feedback on relevant literature, so that I can start with a strong foundation.*

Student 3 in excerpt 38 assumes that AI is very useful in the thesis proposal writing process because AI can provide ideas based on the latest trends and help in preparing a literature analysis framework so that researchers can start to write a thesis proposal with a strong foundation and good structure.

Some students valued AI's ability to generate new ideas by processing vast amounts of information and providing relevant suggestions. AI platforms like ChatGPT help students access various ideas related to their research topics, although true innovation often stems from human insights and experiences. This perspective is supported by research from Kasneci et al. (2023) and Taecharungroj (2023).

### **AI Integrates Relevant Literature**

Eight out of ten students recognized that AI could help integrate relevant literature into their thesis proposal more efficiently and effectively. This indicates an increased trust in technology to assist the academic research process. The technology is perceived to speed up the process of analyzing and synthesizing vast amounts of information, which can be time-consuming if done manually. However, two other students still had concerns about the possible errors that AI might produce.

*S9, Excerpt 148*

*No, because it's incoherent, you have to search again. The source is not valid.*

Excerpt 148 shows that student 9 considered that AI could not integrate relevant literature into the thesis proposal. The reason for this is that the results produced by AI are unclear and inconsistent and therefore do not meet the criteria of desirable literature. Student 9 also emphasized that the sources of information used were not valid or reliable. This could mean that the sources did not meet the necessary standards of accuracy, reliability or relevance.

Most respondents found AI tools like Perplexity and Google Scholar useful for streamlining the literature search process, despite occasional limitations in delivering satisfactory results. This is similar to research by Grigas et al., (2017) which revealed that most PhD students use Google and Google Scholar to find relevant journal sources. AI's ability to analyze numerous articles and suggest relevant sources enhances the research process, although human validation remains essential to ensure accuracy.

### **Improves Quality of Thesis Proposal**

Half of the students doubted AI's ability to improve thesis proposals, citing concerns about accuracy and authenticity. However, four students saw potential benefits like literature access, grammar correction, and new ideas. One student remained sceptical.

*S2, Excerpt 24*

*Maybe it can, usually our research is much better because the references used are international journals and AI can support finding relevant journals that have rank.*

Student 2 in excerpt 24 expressed the perception that AI might be able to improve the quality of her thesis proposal writing. She stated that her research was of better quality because she used references from international journals. In addition, the author believes that AI can support finding relevant and highly ranked journals. Thus, student 2 thought that the use of AI in the search and research process could help improve the quality of her thesis proposal writing. This reflects the student's optimism towards the role of AI in supporting academic research and the thesis writing process.

Half of the students believed AI could enhance the quality of their thesis proposals by providing efficient access to literature, assisting in grammar correction, and sparking new ideas. According to Fitria (2021), Grammarly as a writing aid can improve the quality of student writing. However, some doubted the accuracy and authenticity of AI-generated content, emphasizing the need for human critical thinking to ensure research integrity.

## **Fosters Critical Thinking Engagement**

Five out of ten students believe AI can improve their critical thinking skills, while the other five doubt its ability to develop critical thinking skills. Some argue that AI fosters laziness and reduces the human ability to think independently, while others argue that AI encourages deeper reflection and inquiry. Despite these differing views, it is clear that the impact of AI on critical thinking is multifaceted and requires careful consideration.

*S7, Excerpt 118*

*I don't think critical thinking has any relationship with AI because AI helps to make things easier, I think we get critical thinking from real-life experiences, for example when we are in college we are asked to think critically a lot. If AI helps critical thinking, I don't think so.*

In Excerpt 118, student 7 expresses scepticism regarding the relationship between AI and critical thinking. He argues that critical thinking is primarily developed through real-life experiences, particularly in academic environments such as college, where students are consistently challenged to think critically. Student 7 believes that the primary function of AI is to simplify tasks, not foster critical thinking. He argued that if AI contributes to critical thinking, its influence will be very small compared to the depth of critical thinking developed through direct engagement with real-world situations and academic challenges. Therefore, student 7 remains unconvinced that AI can improve critical thinking ability.

Some students argued that interacting with AI-generated content stimulated deeper inquiry and reflection, while others feared it might lead to dependency and reduced independent thinking. AI fosters students' confidence, open-mindedness, and maturity in English, which can help them improve their critical thinking skills (Muthmainnah, 2022). This highlights the need for a balanced integration of AI in educational contexts.

## **Negative Perceptions Relies Heavily on AI**

Eight out of ten students relied heavily on AI in writing the thesis proposal. This indicates that all eight students were highly dependent on AI and had difficulty if they had to write a thesis proposal without the help of AI. This dependency was caused by several factors, such as the lack of academic writing skills and limited time.

*S6, Excerpt 101*

*I relied on AI very, very much and it seems like I'm very very dependent on AI. When I used AI, I was more optimistic If I wanted to submit my thesis proposal to the lecturer. My words have been corrected by Grammarly, my ideas have been helped by ChatGPT, and then maybe my words that were originally just basic English became formal English because of Quillbot.*

Excerpt 101 shows that student 6 felt AI technology had become an integral part of his writing process, providing support in various aspects from language correction to idea development and text formality enhancement. While this demonstrates efficiency and improved quality in writing, student 6 also expressed a deep dependence on technology that could detract from an individual's ability to develop independent writing skills.

Concerns were raised about students' heavy reliance on AI, with eight out of ten admitting significant dependence on the technology. This result is in line with research by Bounzar et al., (2024) that AI users should be warned about over-reliance on AI. While AI's efficiency was appreciated, there were fears about its potential long-term impact on language development and critical thinking skills. Students emphasized the importance of balancing AI assistance with human input to maintain creativity and independent research capabilities.

## Practice of Using AI in Writing Thesis Proposals

The students reported that they integrated AI tools into their thesis proposal writing process, especially for generating ideas and checking grammar. This is in line with Salvagno's (2023) findings on the use of AI in scientific writing for organizing material, drafting, and proofreading. Students' specific practices in using AI for their thesis proposals are detailed below:

### Choosing the Appropriate AI Tool

The result of the interview shows that the first step that all students take is choosing the appropriate AI tools that suit them. Overall, the AI tools used by students are Perplexity, ChatGPT, Grammarly, Quillbot, DeepL, Mendeley, Google Scholar, Google Translate and Turnitin. However, the AI tools most frequently used by all students are Grammarly and Turnitin.

*S4, Excerpt 65*

*ChatGPT, Grammarly, Google Translate, Google Scholar, Mendeley, Turnitin.*

In excerpt 65, student 2 explains that he used the AI tools ChatGPT, Grammarly, Google Translate, Google Scholar, Mendeley, and Turnitin to help him write his thesis proposal. Google Translate is an AI-based translation tool while Mendeley is a reference management tool to easily reference sources.

Research by Wulandari et al., (2024) revealed that teachers can also utilize similar tools to improve their writing skills. This preference highlights the importance of grammar checking and plagiarism detection in academic writing. Each student tailored their choice of tools based on specific needs, showcasing a diverse and strategic use of available technologies.

### Integrating AI into the Writing Thesis Proposal

The next step taken by all students in this study was to integrate AI into their research proposals. The interview results show that all students integrated AI in writing chapters 1, 2, and 3, which are all chapters required for the research proposal. All students then searched for relevant literature on Google Scholar and Perplexity. After that, students started writing their thesis proposal in English with the help of Google Translate or DeepL. Then, seven out of ten students used Quillbot AI to paraphrase sentences, while the other three paraphrased without AI assistance. Next, all students used Grammarly to solve grammar errors. The last step taken by all students was uploading their thesis proposal to Turnitin to check the percentage of plagiarism.

*S1, Excerpt 14*

*I used AI Perplexity to find ideas about my topic. I used ChatGPT to help me compose the words. I used Google Scholar to find journals related to my topic. I translate it using DeepL and I paraphrase using Quillbot. Then, I used Grammarly to correct grammar errors. After chapters 1 to 3 are finished, I use Turnitin to check the percentage of plagiarism.*

Student 1 explained their process of using AI to help write their thesis proposal. They used Perplexity to generate new ideas and ChatGPT to organize sentences to make them coherent. Google Scholar helped find relevant journals and literature, while DeepL translated foreign sources. Quillbot was used to rewrite the translated text to avoid plagiarism, and Grammarly checked for grammatical errors. Finally, Turnitin ensures the originality of their work by checking for plagiarism.

All students used AI to help with chapters 1, 2, and 3 of their thesis proposals. They started by generating ideas using ChatGPT and Perplexity, then searched for relevant literature with Google Scholar and Perplexity. Google Translate or DeepL helps those who lack

confidence in English. Quillbot is used to paraphrase, and Grammarly corrects grammatical errors. As mentioned by Chen (2023), AI provides quick proofreading and editing feedback. Finally, Turnitin checks for plagiarism. This process demonstrates a systematic approach to integrating AI into academic writing.

### **Manual Review of AI's Output**

Although all students used AI in their thesis proposals, this study revealed important findings. The students emphasized the importance of respecting copyright and citing sources correctly. They noted that they did not always accept the suggestions from Quillbot and Grammarly, as they were sometimes inappropriate. Students emphasized the need for manual proofreading and revision to ensure accuracy and quality. They felt the need to double-check AI corrections, which shows a critical approach to using technology in academic writing.

#### *S2, Excerpt 33*

*I check the grammar using Grammarly. But I don't 100% accept the suggestions from Quillbot and Grammarly, because I think sometimes they don't fit.*

Student 2 highlighted that while tools like Grammarly and Quillbot are useful for checking grammar and writing, their suggestions are not always contextually appropriate. Writers should use critical judgment when considering these suggestions. While these tools help correct errors, the final decision should depend on a personal understanding of the context and writing style.

Students appreciated AI tools like ChatGPT for editing but emphasized the need for human supervision (Atlas, 2023). They emphasize proper citation and avoid blindly accepting suggestions from Quillbot and Grammarly, to ensure accuracy. Manual proofreading maintains the quality of the work, reflecting a balanced approach to AI and human input for academic integrity.

The role of the human being in this context is that of the supervisor. While AI tools can improve some aspects of thesis writing by providing efficiency and technical support, they cannot replace the complex role of the supervisor in terms of guidance, expertise, ethical oversight, critical engagement, contextual understanding, and the moral support response provided by the supervisor is critical to ensuring the quality, integrity, and academic rigour of the proposal itself.

### **The Limitations of AI**

The students highlighted some of the limitations of AI in this study. The AI requires a fast internet connection to function; without an internet connection, the AI cannot operate. The lack of expert references raised concerns about the accuracy of the information. The AI often produced repetitive output despite keyword variations, hindering new insights. Irrelevant suggestions lead to repetitive rewriting, causing a waste of time. Vague keywords give vague results. Paraphrasing features limit the number of words unless scaled up. AI database limitations generate questions for clarification. The language can be overly redundant and highly artificial. Lastly, AI can misinterpret user intent without specific keywords.

#### *S8, Excerpt 134*

*The database is not extensive enough, and sometimes AI asks us back (ChatGPT). Like "Sorry I don't know what you mean"*

This excerpt shows the limitations of the databases used by AI, which sometimes cause AIs like ChatGPT to be unable to understand or answer user questions appropriately. When the data held by the AI does not include the required information, the AI may respond with phrases such as "Sorry, I don't know what you mean." This highlights the importance of data

completeness and quality in AI systems, as well as the challenges faced when the required information is not available. Therefore, while AI can be a very useful tool, there are still limitations that need to be addressed to improve its ability to understand and respond more accurately to user queries.

The students noted several limitations of AI that affected its effectiveness. Issues included the need for a fast internet connection, lack of expert references compromising the reliability of the information (Fyfe, 2022), repetitive results, and irrelevant suggestions requiring multiple repetitions. The word count limit on free paraphrasing is a challenge, prompting consideration of premium options. AI language can be too formal or generic, losing nuanced meaning. These limitations underscore AI's role as a complement, not a replacement, for traditional research and writing methods.

In conclusion, EFL students' use of AI to write thesis proposals demonstrates a careful integration of technology, enhancing their work while maintaining a critical attitude towards the limitations of AI. This balanced approach underscores the need for supervisory oversight to ensure quality. Going forward, AI will likely provide significant benefits to pre-service teacher education by offering personalized learning experiences, assisting in the development of lesson plans, and providing analytics to improve teaching strategies. While AI will not replace the human element in teaching, its integration promises to improve the effectiveness and efficiency of teacher preparation, leading to better educational outcomes.

## CONCLUSION

In this study, the researcher focused on EFL students' perceptions and practices in subject thesis proposal writing. The limitation of this research is the small sample size; the researcher only used 10 EFL students who had used AI in thesis proposal writing at one of the state universities in Surabaya. The method in this research is qualitative, so the researcher only needs a few participants. Therefore, these few participants can differentiate the findings. The integration of AI in thesis proposal writing received mixed perceptions from students. They appreciated AI's benefits in saving time, enhancing language and grammar, and reducing workload, particularly for literature searches and error correction. However, they expressed concerns about over-reliance on AI potentially impeding the development of basic language skills and critical thinking. Despite AI's efficiency in generating ideas and speeding up the literature search process, some students questioned the accuracy and validity of AI-generated content, emphasizing the necessity of thesis supervisor oversight to align with desired writing styles and purposes. Students utilized various AI tools for idea generation, grammar checking, and plagiarism detection, but stressed the importance of manual review to ensure quality and accuracy. Limitations such as the need for fast internet, lack of expert references, and overly formal language were noted, suggesting AI should complement rather than replace traditional methods. The study underscores the potential of AI to enhance academic writing while highlighting the need for a balanced approach that leverages AI's capabilities and acknowledges its limitations.

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# THE BENEFITS OF BEING BILINGUAL ACCORDING TO RECENT STUDIES

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## ABSTRACT

The 21<sup>st</sup> century has brought technology that connects people worldwide, creating the necessity for bilingualism to facilitate international and intercultural communications created from global interactions. Yet, there are still disputes on the benefits of bilingualism beyond communications and the need for achievement in language learning. Thus, the present study aims to review previous studies on bilingualism and provide a comprehensive summary of the benefits of bilingualism. The study employed a model of library research from George (2008), where previous studies on bilingualism selected following certain criteria were then critically reviewed to synthesize their arguments on the benefits of bilingualism. The review revealed that bilingualism can benefit students' cognitive development, problem-solving, communicative competence, academic performance, and cultural awareness. Bilingualism is also argued to provide health benefits because it can maintain brain functioning and delay degenerative cognitive function diseases, such as dementia and Alzheimer's. Thus, being bilingual contributes to developing students' 21st Century skills.

**Keywords:** bilingualism, benefits, cognitive development, communicative competence, cultural awareness

## INTRODUCTION

The use of language is one aspect that continues to develop over time. Using two languages is necessary for the community (Jiménez-Gaspar et al., 2017). This phenomenon is associated with the era of globalization that occurs in every country in the world. The era of globalization that is increasingly developing demands the ability of people to improve their abilities, including language skills, which, of course, must be prepared from an early age. Globalization has increased the use of two or more languages (Crystal, 2003). Mastering more than two languages is important today (Rahmatian & Farshadjou, 2013). Most of the world's population speaks and understands more than one language. Thus, much attention has been paid to the potential benefits of bilingualism.

The ability to communicate in two languages and understand both languages, which includes reading, writing, listening, and speaking, is defined as bilingualism (Kokturk et al., 2016). Meanwhile, Nickels et al., (2019) state that bilingualism is the ability of participants to know two or more languages. Zhang (2018), also defines bilingualism as the ability to speak and understand two languages fluently, while biliteracy is the ability to read and write well in two languages. In other words, bilingualism is the condition of being bilingual and the ability of people to speak two languages. Bilingualism and biliteracy are interrelated and beneficial to both, and the development of language and literacy in one language enhances and supports language development and literacy in a new language (Giambo & Szecsi, 2015). Many strategies and activities can be used to recognize the power of biliteracy and seek to promote reading in both languages, writing in both languages and language development that support biliteracy.

Presumptions in society state that people fluent in two languages will be more welcome in the globalization era (Luke et al., 2007). This assumption makes various educational institutions provide education foreign language or second language to improve children's language development, including a bilingual program. Bilingual programs aimed at children from an early age are increasingly emerging. Many children worldwide have become bilingual since learning their first language because of mixed marriages (Artini & Nitiasih, 2014).

However, bilingual children may come from non-mixed marriages. How often a language is spoken, in what context the language is used in the environment, and with whose conversation partners also influence the bilingual language system (Nickels et al., 2019). Frequent use of language will affect a person's bilingual skills.

Many people have become bilingual. According to Artini & Nitiasih (2014), there are three categories of bilinguals in terms of language dominance, namely balanced bilinguals, who have mastery of two languages are equally good; dominance bilinguals, who have greater proficiency in one language and speak it significantly higher than in another language; and semi-lingual who learns a second language during a phase where the second language is not yet good and mastery of the first language is reduced because it is rarely used. On the other hand, the concept of bilingualism has received both pros and cons. The benefits of bilingualism are still a topic of intense debate (Marzecova et al., 2013). There was a history of positive and negative points of view about raising children in bilingual households; even paediatricians do not recommend exposing children to two languages (Heinlein & William, 2013). There is still disbelief and contradictions that lead to questions about the power of bilingual advantages and some argue that the advantages of bilingualism may be completely false (Antoniou, 2019).

In addition, there were also myths about bilingualism, such as it can hinder the development of language acquisition in children, the language used at home hurts second language acquisition at school, and a bilingual has multiple personalities (Artini & Nitiasih, 2014). Meanwhile, in their study, Oliver and Purdie (2010) found that bilinguals have a clear level of proficiency in using two languages. Due to the negative myths about bilingualism, this study seeks to show the facts about the benefits of bilingualism through previous studies. Therefore, this paper aims to discuss and see the benefits of being bilingual according to recent studies from 2016 to 2020. This research presents an opportunity to develop innovative research paradigms that will enhance scientific understanding of the phenomenon of bilingualism. The present library research is limited to the cognitive benefits of being bilingual, the communicative benefits of being bilingual, the academic benefits of being bilingual, and the benefits of being bilingual in aphasia and Alzheimer's.

## **RESEARCH METHOD**

The present study was library research that followed George's model (2008) of library research based on the results of previous studies to get the data to answer the research questions. This study followed the library research model of George (2008) which was designed qualitatively by Ariantini, Suwastini, Adnyani, Dantes, & Jayantini (2021). There are several processes in making George's library research model, namely the process of selecting topics, asking research questions, designing research plans, deciding on Reference and Database works, determining sources, evaluating, gaining insights, drawing a thesis, compiling arguments and outlines, and compiling and revising reports (Ariantini et al., 2021). The following diagram explains how the diagram of George (2008) discusses the Library Research Process adopted into this study.

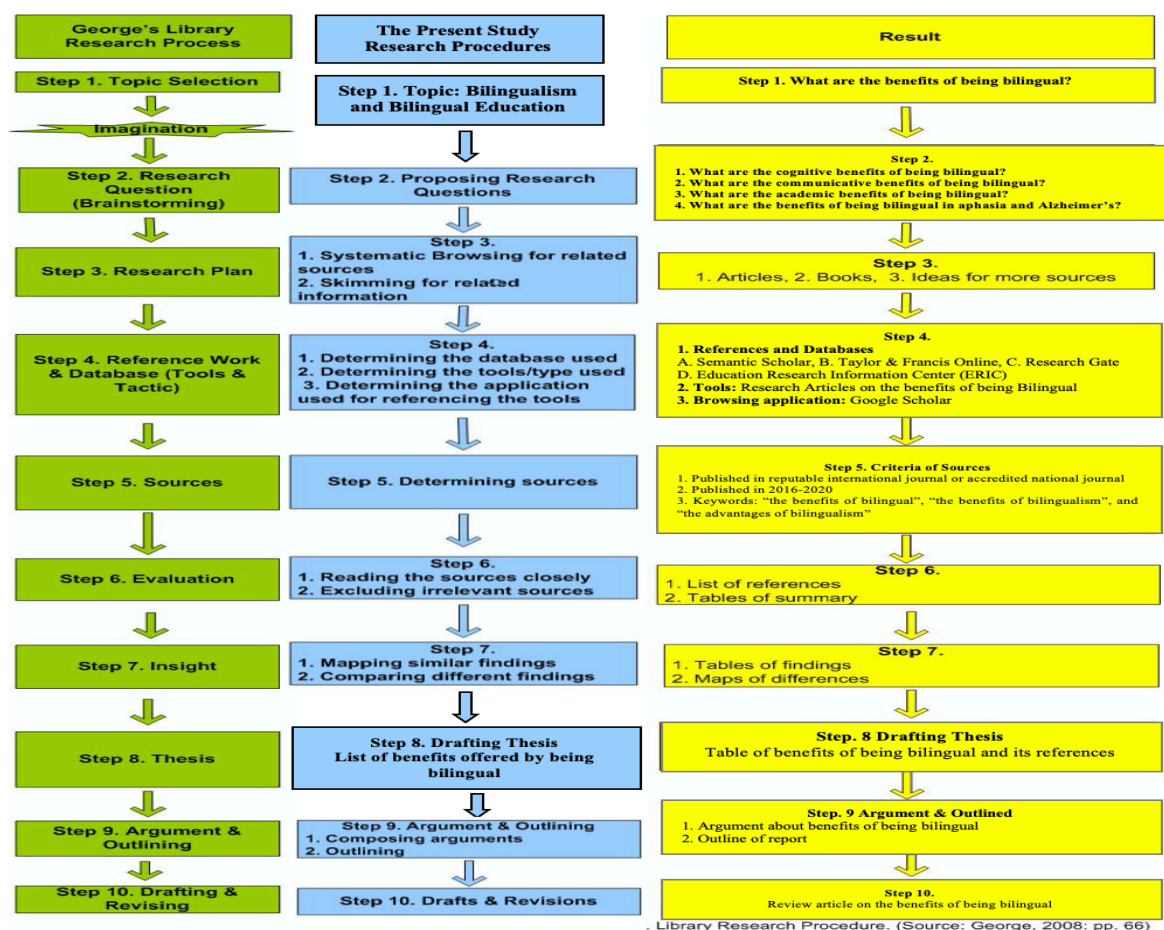


Figure 1. Research Procedure Adapting George's (2018) Model as Cited in Ariantini et al. (2020)

As a library research, the data sources in this study were collected from online databases such as Semantic Scholar, Taylor & Francis Online (TANDFONLINE), Research Gate, and Education Research Information Center (ERIC). Some keywords were used to get the data, namely "the benefits of bilingual", "the benefits of bilingualism", and "the advantages of bilingualism". From the online databases and the keywords, this study found research findings from previous studies that are open source. The research findings from the previous studies were used to answer the research questions that concern the benefits of being bilingual. Thirty-five articles published from 2016 to 2020 were selected to answer the research questions. Thirty-five were open source articles published in reputable national journals accredited by the Science and Technology Index (SINTA) and international journals accredited by Scopus, and published between 2016 to 2020.

The data was collected by carefully reading the thirty-five articles to answer the research questions. From the data sources of thirty-five articles, the research findings and discussions were noted and summarized to know the detailed information to know the benefits of being bilingual. Data analysis was carried out in this study by synthesizing similar findings and comparing different details. The results from previous studies were then translated into arguments about the cognitive benefits of being bilingual, the benefits of being bilingual in problem-solving, the language development and communicative benefits of being bilingual, the benefits of bilingualism in academics, the benefits of bilingualism in cultural awareness, and the benefits of bilingualism on aphasia, dyslexia, and Alzheimer's disease. The findings were then developed into a draft research report in the form of articles, which were then revised based on the understanding of reading the findings of the previous studies and suggestions from reviewers and colleagues.

## FINDINGS AND DISCUSSION

The debate over the effects of bilingualism is likely to continue. But as time passes, more and more studies prove the many benefits of being bilingual. The data sources in this study are from previous studies from 2016 until 2020. Empirical evidence of the benefits of being bilingual can be seen in cognitive development, problem-solving, language development, communicative competence, academic or educational performance, cultural awareness, aphasia and dyslexia recovery and also can delay Alzheimer's disease. The results of reading the thirty-five articles are summarized in the research mapping the benefits of being bilingual.

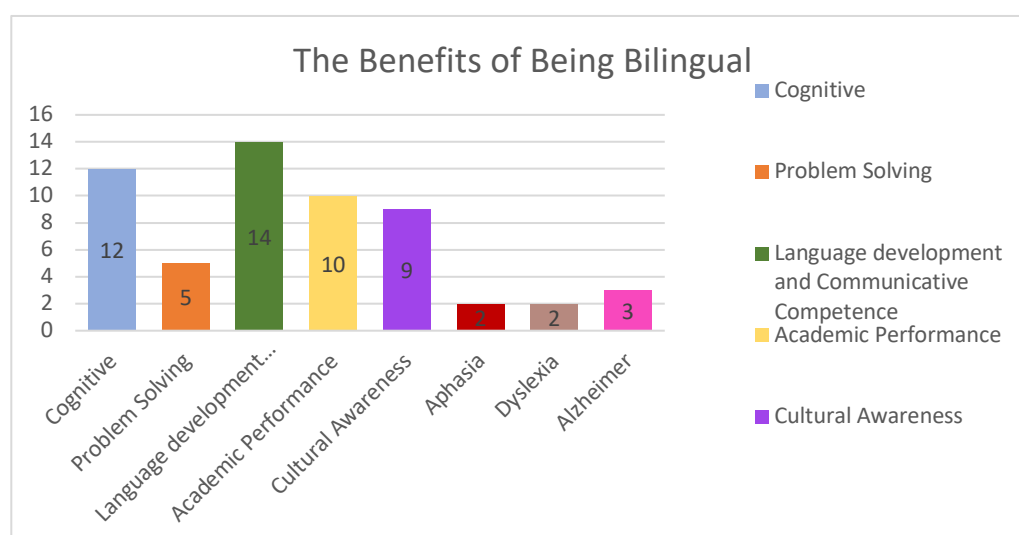


Figure 2. The Benefits of Being Bilingual

### Benefits of being bilingual in cognitive development

There are many advantages that people can get from being bilingual. Being bilingual gives a lot of benefits. According to Al-Shujairi, Buba, & Ya'u (2016), Garrity et al. (2016), Blom et al. (2017); Franziska (2017), Chibaka (2018), Tabori et al. (2018); Antoniou (2019); Daubert & Ramani (2019); Nickels et al. (2019); Zeng et al. (2019); and Chamorro & Janke (2020), one of the benefits of becoming bilingual is having cognitive development. Individuals who become bilingual have better cognitive abilities, cognitive control, as well as cognitive development than monolingual individuals (Al-Shujairi et al., 2016; Garrity et al., 2016; Chibaka, 2018; Tabori et al., 2018; Antoniou, 2019; Noort et al., 2019; Chamorro & Janke, 2020). This is because bilingualism affects brain regions that regulate cognitive control.

Nickels et al. (2019) found that the benefit of being bilingual is having a cognitive reserve, defined as the ability to perform a task properly by effectively using the available brain reserves. Increased cognitive reserve is associated with education, literacy, musical skills, general intelligence, physical activity, and increased social networking capabilities. Bilingualism creates a mechanism that is more flexible cognitively applied to the temporal domain and extends to cognitive control processes in social categorization (Nickels et al., 2019; Pransiska, 2017). Bilingual people have better cognitive abilities than monolingual people, as evidenced by experiments in which students who have received foreign language instruction scored higher on tasks involving evaluation, which is the highest cognitive skill, than students who did not receive foreign language instruction (Chibaka, 2018; Blom et al., 2017). Bilingual experience impacts the cognitive ability to selectively allocate attention resources, especially in cognitively demanding tasks or efforts involving conflicting information (Zeng et al., 2019). In addition, bilingual children showed increased cognitive skills and social awareness relative to monolingual children. This can be seen from the results after one year of primary education, where children who attend bilingual education (English-Spanish education) score significantly

higher than monolingual children in terms of cognitive (selective and responsive) and social skills (communication and cooperation) (Chamorro & Janke, 2020). It can be seen that bilingualism can promote healthy cognitive ageing more globally.

### **Benefits of being bilingual in problem-solving**

Bilingual people have better problem-solving (Chamorro & Janke, 2020) because their bilingual exposure gives them multiple perspectives on the problem at hand and better critical thinking skills (Chibaka, 2018; Akgul et al., 2017). Bilingual individuals have better problem-solving abilities, because their bilingualism exposure provides them with multiple perspectives on the problem and better critical thinking skills. It was found that performance was better for bilingual children with two language experiences than for monolingual children on the measure of verbal and non-verbal intelligence (Nickels et al., 2019). This is because bilingual people have the flexibility to ensure that their language is appropriate for every spoken interaction. Bilingual people quickly choose the right word, the right sound, the correct grammar and the correct delivery when interacting with someone. Being bilingual results in changes in the neural organization of the brain (Kroll & Dussias, 2018; Nickels et al., 2019), which is well-proven that the brain has what is known as experience-dependent plasticity that aids bilinguals in problem-solving. In other words, the bilingual brain has more cognitive flexibility that helps them solve better. It can be concluded that bilingual people have good abilities in problem-solving and decision-making. This is because bilingual people are able to process information better and more thoroughly.

### **Benefits of being bilingual in language development and having communicative competence**

Being bilingual is found to have a positive influence on language development and language skills (Wallner, 2016; Akgül et al., 2017; Blom et al., 2017). Understanding the structure of two languages makes it easier for bilinguals to communicate. Bilingual people will be more sensitive in developing the two languages they are learning and some of the pragmatic aspects of the two languages. Bilinguals can easily distinguish two different grammatical systems well, making it easy to switch both languages (Suek, 2017). Bilingual speakers will usually become literate, where they have developed language skills needed to read effectively in both spoken languages (Wallner, 2016; Mulyani, 2017). Akgül et al. (2017) add that being bilingual is capable of developing communication skills, self-confidence, broad vision, useful for professional life and being a global citizen. Bilinguals, especially early active bilinguals, tend to have greater gains in their higher language skills. Bilingual experiences influence how children direct their attention to the environment and understand differences in sociolinguistic settings (Blom et al., 2017).

When bilinguals communicate with other bilinguals, they have the flexibility to choose the language to use and can switch languages quickly. Akgül et al. (2017), Suek (2017), Pransiska (2017), Nickels et al. (2019), and Alqarni & Dewaele (2020) found that another advantage of being bilingual is when bilinguals communicate with other bilinguals, they have the flexibility to choose the language to use and can change languages quickly. This is called language switching. Not only does language switching occur in spoken language, but it can also occur in informal writing such as e-mails, messages and texts (Bautista, 2004 in Nickels et al., 2019). Language switching is a skill of a speaker who is very proficient in two languages (Nickels et al., 2019; García et al., 2018). Bili (2017) adds that the reasons for switching languages depend on some points of view like grammar, psycholinguistics, sociolinguistics, pragmatics perspectives, and the acquisition process. The benefits of being bilingual make it easier for bilingual people to understand language learning, which will be very helpful in learning another language (Worp et al., 2017). It can be seen that bilinguals can have good

communicative competence in using two languages. Bilinguals can develop a stronger awareness of emotional communication than monolinguals because they are aware of the different emotions that are communicated in the two languages (Alqarni & Dewaele, 2020)

Bilingual children have benefited from comfortably making new friends with everyone. That's because they can use their second language and can communicate with more people because they can speak more than one language (Akgül et al., 2017; Pransiska, 2017; Nickels et al., 2019; Alqarni & Dewaele, 2020). This will be very useful and helpful for bilingual people globally. Chibaka (2018) and Kalashnikova, Pejovic, and Carreiras (2020) also state that being bilingual makes people understand linguistics and have communicative competence. The bilingual experience fosters linguistic competence in a variety of verbal tasks in life; the use of bilinguals enables bilinguals to develop proficiency, better language sensitivity, and deeper understanding and control over their mother tongue and their second language (Chibaka, 2018). This causes bilinguals to have better communication skills. In a study conducted by Garitty et al. (2016), 94% of people agreed that a person with a high level of bilingualism can produce better speaking skills, which make practical career-related advantages and create additional job prospects.

### **Benefits of being bilingual in academic or educational performance**

Being bilingual also gives one the ability to increase academic or educational performance. Pransiska (2017) and Akgül et al. (2017) found that children raised in a bilingual environment have better focus and learning competencies than monolinguals when doing assignments. This ability enables bilingual people to concentrate better. Bilingual children showed academic improvement in their learning process where they performed better when doing addition and number identification tasks (Daubert & Ramani, 2019). Bilingual children outperform monolinguals in several areas of mathematical understanding, namely, adding and identifying numbers (Daubert & Ramani, 2019). On the other hand, monolinguals and bilinguals show equality in the comparative assessment of symbolic and non-symbolic quantities. Bilingual children have academic development simultaneously throughout their learning development. People who learn a second language before age five and those who are capable in their second language have strong brains (Pransiska, 2017). In other words, a bilingual brain is a stronger brain.

The resulting study by Chibaka (2018) and Altman, Goldstein, & Armon-Lotem (2018) also found that comparison of performance on measures of cognitive development shows that bilinguals will easily achieve higher scores on tests of creativity, metalinguistic awareness, and reading achievement. Bilinguals are proven to be more creative and precise in terms of their ability to think flexibly. Knowledge of a second language also leads to higher academic achievement than monolinguals because the previous foreign language experience of bilinguals puts them at an advantage in learning another language, which can help bilingual people improve their ability to learn and remember English vocabulary better (Chibaka, 2018; El-Dakhs & Altarriba, 2019).

Bilingualism relies on lexical metalinguistic awareness, which can acquire and understand new words quickly (Altman et al., 2018). Bilingual people performed much better than monolingual people, it is because bilinguals have the best performance recorded on the language assignment produced by the bilingual whose language of instruction was English. It can also be seen from the study that conducted by Zhang (2018) bilingual people outperform monolingual people after a shift from examining the effects of bilingualism on language-related tasks to focusing on cognition, and most of the tasks that demonstrated the superiority of bilingualism were seen as markers of executive functioning, the processes involved with mental control and self-regulation for achieving goals.

In the academics of bilingual people, speaking more than one language can open up great opportunities for children in their education and to enter their favourite universities later on (Pransiska, 2017; Worp et al., 2017). In Indonesia, for example, entering a good university requires a requirement to pass a language test, especially an English test. Being bilingual also creates additional job prospects. This is supported by the finding of Gandara (2018), which states that bilingual employees will usually be indispensable in the world of work, where they will be the key to communicating with customers who use one of the languages they speak. This causes bilingual employees to be very valuable to the world of work so they will be given promotions more often, and their jobs are safer than others.

### **Benefits of being bilingual in cultural awareness**

These findings imply that being bilingual early in life significantly changes the brain's human structure. Bilingual people also can learn a new culture through language (Wallner, 2016; Pransiska, 2017; Akgül et al., 2017; Chibaka, 2018; Butvilofsky & Gumina, 2020). It can be seen that they automatically learn the culture in learning the language. Bilingual education is mastering two languages and recognizing and teaching bilingual and bicultural students. A bilingual learning environment opens up space for students to be aware of existing culture (Abduh & Rosmaladewi, 2018; Butvilofsky & Gumina, 2020). Bilingual has a positive attitude and respect for other cultures and groups as well.

People from different cultures have been found to pay attention to different types of emotional cues. Being bilingual can automatically develop a more metalinguistic and metapragmatic awareness of cultural and linguistic differences (Alqarni & Dewaele, 2020). The way bilingual people express their emotions using a first and second language allows them to outperform monolingual people in English emotion recognition. In addition to identifying themselves as bilingual, bilingual people can learn to identify other people from the language used to get to know their culture (Samuel et al., 2018; Butvilofsky & Gumina, 2020). Bilinguals who have cultural awareness help them to have access to both cultural communities help them improve their social competence skills (Chen & Padilla, 2019). This implies that bilingual people can be multicultural and respect the cultures of others. Being bilingual can help them to become aware of and know the language and culture. The insight and knowledge of bilingual people about the world is getting wider.

### **The health of benefits of being bilingual**

There are also health benefits of being bilingual. The benefits of being bilingual can help with the recovery of aphasia and dyslexia and delay Alzheimer's disease. Lahiri et al. (2020) investigated the severity of post-stroke aphasia among bilingual patients compared with monolingual patients to check the effect of bilingualism on aphasia recovery during the early poststroke phase. Lahiri et al. (2020) found that the chances of recovery are higher for bilinguals than in monolingual patients. The percentage of recovered patients was bilingual patients who showed better recovery than monolingual patients (Chibaka, 2018; Lahiri et al., 2020). Bilingual participants experienced better aphasia recovery. It can be concluded that a bilingual has a fast recovery. Yet, the effects of bilingualism on recovery of aphasia can vary depending on the particular type of bilingualism (Lahiri et al., 2020).

Meanwhile, in their study, Vender, Hu, Savazzi, Delfitto, and Melloni (2018) found an advantage of bilingualism in dyslexia. They found a positive effect of bilingualism that compared monolingual and bilingual children in a task assessing their morphological skills. Vender et al. (2018) did a study with 106 children participants of Dyslexic children (according to WHO standard criteria) who were recruited from clinical speech centres or public schools in the Trento and Verona areas in Italy. After a test, it was found that bilingualism had positive effects in children with dyslexia. Bilingual dyslexia consistently performs better in dyslexia



than monolingual dyslexia, and also, bilinguals can transcend one language, as in the most difficult conditions for a child to appear one language without distraction. Monolingual dyslexia children who were underperforming and made more mistakes than Bilingual Dyslexia children. The result of Vender et al.'s study (2018) was supported by Lallier, Thierry, Barr, Carreiras, and Tainturier (2018), who also found a positive effect on the initial bilingual reading experience has a long-term effect on manifestations of dyslexia in adulthood. Another finding concerning the advantages that bilingualism provides is that bilingual children, both dyslexic and controls, performed significantly better than monolinguals in the pluralization of words with a vowel ending in -e. The other results showed the general positive effect of bilingualism in the production of a widespread non-word inflexion of plural nouns. In addition, the result also showed that bilingual dyslexia was endowed with better morphological abilities than monolingual dyslexia (Vender et al., 2018; Lallier et al., 2018).

Chibaka (2018) in his study also found that research conducted on patients with dementia or Alzheimer's disease in memory clinics, using measures of the decline in the Mini-Mental State Examination (MMSE) score, as recorded in the four years range from the date of diagnosis, indicated that there was a significant delay in the symptoms of old age dementia recorded in bilingual, which on the other hand manifested more rapidly in monolinguals than in bilinguals. In addition, Antoniou (2019) found that language can change the brain's structure and the networks that follow various cognitive processes. Investigations for the presence of biomarkers of Alzheimer's disease in cerebrospinal fluid in bilingual versus monolingual show that bilingualism reduces the incidence of preclinical Alzheimer's disease (Antoniou, 2019; Paulavicius, 2020). The superiority of bilinguals in executive functioning has been reported in children. Bilingual children perform better executive functions than monolingual children, which is attributed to the demands that bilingualism places on brain networks and the structures within them that serve as the general executive sub-domain.

## CONCLUSION

From the results and discussion above, it can be concluded that being bilingual has many benefits. There has been a great deal of research into bilingualism over the years. Many studies have found various benefits of being bilingual, which means being able to speak more than one language. Based on the findings in this study, the benefits of being bilingual can be seen in cognitive development, problem-solving, communicative competence, academic or educational performance, cultural awareness, aphasia recovery, and delaying Alzheimer's disease.

This study is expected to serve as a reference for other researchers who conduct similar studies which are about the benefits of being bilingual, and other researchers are suggested to explore deeply a phenomenon related to bilingualism, especially bilingualism in Indonesia. This is because there are still few studies on bilingualism in Indonesia. Moreover, this study only gives evidence in terms of the benefits of being bilingual in general by reviewing previous studies. However, the present study has a limited selection of studies included in library research, where older studies might not reflect the most recent understanding of the field. Future studies might be directed toward cross-cultural comparison to assess bilingual benefits across different cultures.

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# QR CODE IN GRAMMY87 GAME AS NEW TECHNIQUES FOR MASTERING GRAMMAR

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## ABSTRACT

The Challenges in Traditional Grammar Teaching grammar often rely on rote memorization and repetitive exercises, which can lead to student disengagement and boredom. Without context or interactive elements, students may find it hard to retain grammar rules and apply them correctly in their writing and speaking. Research in educational psychology emphasizes the benefits of active learning, where students participate actively in the learning process, rather than passively receiving information. Incorporating game elements in education can increase motivation, engagement, and retention. Games provide a dynamic and enjoyable way to learn complex concepts like grammar. The primary goal of Grammy87 is to be creative learning tools to improve students' grammar skills through a board game that is both educational and entertaining. The game aims to transform the learning experience from a mundane task into an exciting adventure by the use of technology of QR code scanning barcode to make easier for everybody to play without the assistance of a teacher. Techniques for gathering data that involve both direct observation and interviews. Data are analyzed using a descriptive qualitative approach, and they are then presented in a narrative format. The R&D procedures were modified from Borg and Gall's (1983) ten-cycle method of creating The Grammy87 Card game. Leveraging the principles of game design and educational research, Grammy87 significantly enhance grammar skills in a fun and motivating way. Integrating technology, providing clear learning paths, and ensuring the game is adaptable to various learning environments are key factors in its success.

**Keywords:** Teaching methods, Grammy87 game, grammar, QR code.

## INTRODUCTION

Language proficiency involves various duties or activities that require specific competencies or skills, with linguistic abilities being heavily weighted in this endeavor. Grammatical rules, for instance, encompass not only the knowledge of grammatical resources such as categories, structures, types of words, tenses, and so on in a certain language, but also the ability to use them effectively to convey a message appropriately. To cultivate an adequate level of English proficiency in learners, linguistic competencies such as grammar must be incorporated into classes. This integration enhances language structure comprehension and usage among language learners.

Various methods and techniques have been devised to ensure learners achieve grammatical competence, including games, music, and storytelling. Nonetheless, this project emphasizes games, which should be integrated into teaching elementary students because they create a more engaging and interactive classroom environment (Lee, 1979; Rixon, 1981; Uberman, 1998). Thornbury (2002) notes that grammar has often been one of the most contentious and misunderstood elements of language teaching, leading to teacher disinterest. Hence, there is a need for strategies that make both learners and teachers comfortable with grammar instruction.

Ersoz (2000) identifies two primary reasons for incorporating games into language instruction. Firstly, games are highly motivating and challenging. Secondly, they offer students opportunities to practice their language skills. Experts agree on the importance of using games in EFL and ESL classes, as they can inspire students and create a supportive learning environment. Based on my observations and experiences as both an observer and a learner, I have noticed various challenges people face when learning grammar. NPDD (2023) found in her research that educational games can enhance student sportsmanship, promote discipline,

encourage interaction with others, and reduce reliance on gadgets by providing engaging activities and focus.

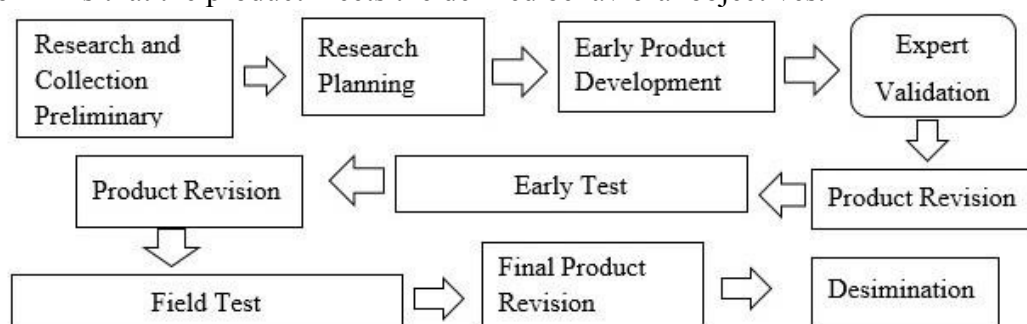
Many people consider grammar to be not only uninteresting but also the most challenging part of learning a foreign language. However, Nguyen (2010) found that nearly every instructor relies on textbooks to teach grammar and seldom incorporates game activities into their lessons. Nguyen states that "teachers tend to turn grammar lessons into a boring, difficult experience for their students, failing to create engaging and effective classes." Scholars such as Luong (2009), Riedle (2008), and Zdybiewska (1994, as cited by Nguyen, 2010) agree that when teaching grammar is difficult, incorporating games is an effective solution. Therefore, using games in the classroom is essential for making grammar lessons easier, more motivating, and more engaging for students.

The challenge of teaching grammar to students and children can be effectively addressed through educational games that facilitate the entire learning process. These games can be further enhanced by incorporating QR codes in classroom applications. QR codes are a rapidly evolving technology, evident in the increasing variety of tasks they can perform. With the advent of mobile technology, QR codes have become prevalent across all industries and are gaining traction in education and learning (Ramsden and Jordan, 2009). Cataloglu and Ateskan (2014) state that QR codes can be utilized in instructional activities in two main ways: first, by providing students access to online applications; and second, by delivering necessary information directly after scanning, even without an Internet connection.

QR codes enhance learning environments by preventing students from wasting time on search engines and avoiding exposure to irrelevant material. Educators can use QR codes on printed documents to give students access to supplementary resources related to the subject, thereby reducing paper waste and providing additional learning materials. QR codes support mobile education and enrich the learning experience (Aktas and Cayci, 2013). Based on the background, problem identification, and defined boundaries, this research aims to answer: How does the Grammy87 game serve as a creative learning tool for students to improve their grammar skills? And how do QR codes simplify playing the Grammy87 game without teacher assistance?

## METHODS

The workflow is used to describe the research conceptual model. Problems identified during field observations were integrated into the conceptual framework. This study employed the Research and Development (R&D) strategy, which involves creating specific products and evaluating their effectiveness. Borg and Gall (1983: 772) define development research as a process for developing and validating educational products. This process, known as the R&D cycle, involves studying research findings related to the product, developing the product based on these findings, testing it in the intended setting, and revising it to address any deficiencies found during testing. In a more rigorous R&D program, this cycle is repeated until field-test data confirms that the product meets the defined behavioral objectives.



*Figure 1. The Research Methods*

The research and development steps in this study were adapted from Borg and Gall (1983) and included: Preliminary Research and Information Collection, Planning, Initial Product Development, Expert Validation, First Revision, Early Trial, Second Revision, Field Test, Final Product Revision, and Dissemination (Figure 1). In this study, the development phase concluded after the second product revision, before the field test was conducted.

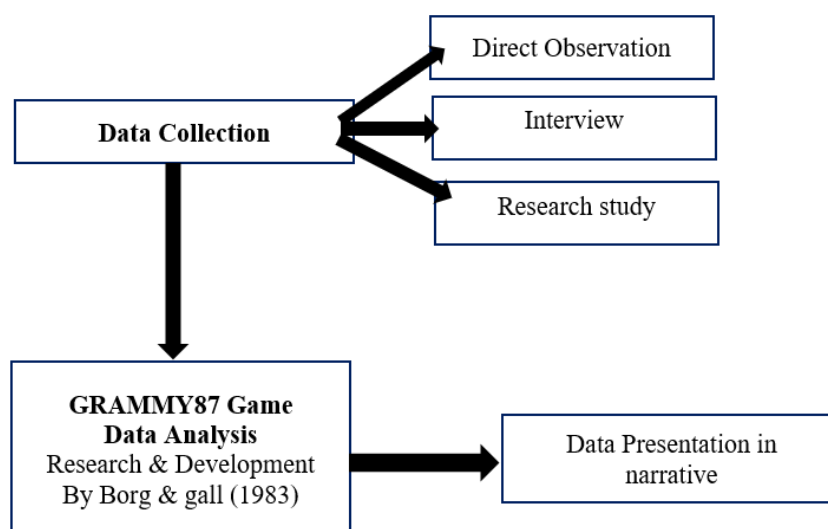


Figure 2. The steps of research

Data analysis techniques in this study follow the methods proposed by Miles and Huberman (Sugiyono, 2009: 91), which include data reduction, data presentation, and drawing conclusions or verification.

## FINDING AND DISCUSSION

### Research planning

A product plan or design is created based on the basic investigations that have been conducted, and it includes:

**a) The purpose of using the product;**

Based on the data collected, this study aims to assess two main objectives: firstly, to evaluate how effectively Grammy87 card games enhance senior high school students' grammar skills as creative learning media; secondly, to examine the impact of Grammy87 card games on students' motivation to enhance their grammar skill.

**b) Who are the users of the product;**

Students from classes X, XI, and XII of senior high school were the sample population for the research phase. However, Grammy87 card games are versatile and can be used at all educational levels in Indonesia. They are suitable for individuals ranging from 10-year-old children to adults.

**c) Description of the product's components and their functions.**

Grammy87 is an educational game that helps students improve their English grammar, structure, and vocabulary. The term "Grammy87" comes from the word "Grammar." Understanding grammar and structure is critical for efficient communication in English. Students are typically intimidated by the phrase "grammar," but Grammy87 takes a unique approach to learning by combining elements of adventure games (such as Jumanji), luck (dice idea), purchasing techniques (Monopoly), and math (counting concept).



Grammy87 makes learning more pleasurable by incorporating enthusiasm, laughter, focus, seriousness, teamwork, critical thinking, and understanding of certain topic. The repetition with Grammy cards allows players to memorize answers and quickly learn ideas. The game offers 20 basic grammar editions meant to help students improve their grammatical skills through targeted content.

## Grammy87 games component

### a) Grammy87 Map

In an adventure game, the Grammy87 game map performs numerous important tasks that improve the player experience. The map helps players grasp the layout of the game environment by displaying numerous locations, pathways, and major areas of interest. It gives gamers a visual guide to help them explore the game. The map allows participants to track their progress throughout the game. By highlighting visited sites and completed objectives, gamers can understand how far they've come and what needs to be done. Maps frequently feature quest locations, objectives, and key things. This helps players understand where to go next and what activities they need to complete, keeping the game orderly and goal-oriented. Players can utilize the map to plan their movements and plans. Understanding the geography and layout allows them to find safe paths, anticipate enemy encounters, and plan for future obstacles.

Figure 3. Grammy87 game Map



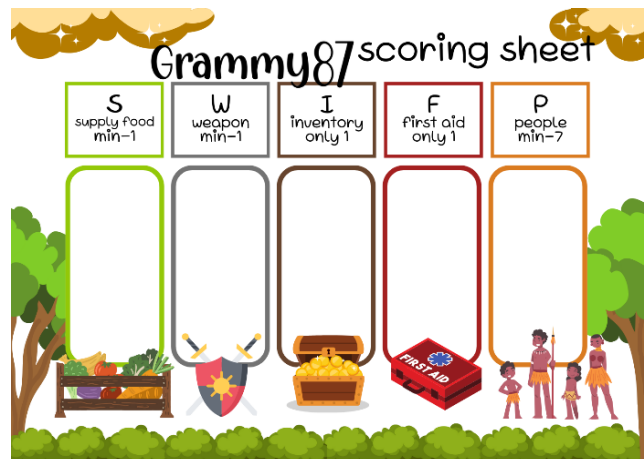
### b) Grammy87 Scoring Sheet

A scoring sheet is essential when playing Grammy87 games since it serves a variety of tasks that improve the whole experience. Here are the main uses of a scoring sheet in a board game. The primary purpose of a scoring sheet is to keep track of each player's points throughout the game. This allows gamers to immediately see their current standing and how they compare to others. Scoring sheets keep a permanent record of the game's progression and outcomes. This can be useful for comparing previous performances, spotting trends, or simply reflecting on noteworthy games. All players may see how points are calculated and recorded, which reduces disagreements



and misunderstandings. Scoring sheets can be used to teach students about educational board games. They can assist gamers in tracking their progress toward acquiring new abilities or knowledge areas, as well as providing performance feedback. By performing these roles, a scoring sheet becomes an essential component of many board games, contributing to an orderly, engaging, and fair gaming environment.

**Figure 4. Grammy87 Scoring Sheet**



**c) Online Dice**

Online dice play a key role in Grammy87 games, improving the player experience in a variety of ways. Online dice provide a fair and unbiased method of generating random numbers, ensuring that the results are only determined by chance and are unaffected by external circumstances. Using online dice eliminates the need to carry real dice, making it easier to set up and play board games anywhere, including at home, in the classroom, and while traveling. Online dice can automate the rolling procedure, providing results quickly and eliminating the need for manual rolling and counting. This accelerates games and decreases downtime, keeping players engaged. Online dice reduce the risk of losing or injuring physical dice, allowing the game to continue uninterrupted due to missing or broken components.

**d) Grammy87 Pawns (40 pieces)**

Pawns, often known as game pieces or tokens, play an important role in Grammy87 games, enhancing the whole gameplay and player experience. On the gaming board, pawns serve as avatars or tokens for the players. Each player usually has a distinct pawn to differentiate their position and movements from others. Pawns represent the players' current position on the board. Pawns track their progress during the game as players move them in accordance with the game's rules (for example, based on dice rolls or card draws). Pawns enable interaction between players and the game board. Moving pawns, landing in specified spaces, and reaching specific locations are common gameplay aspects that engage and keep players interested. Physical manipulation of pawns can be rewarding and enjoyable, improving the overall playing experience. By fulfilling these duties, pawns contribute significantly to the mechanics, strategy, and enjoyment of Grammy87 games, making them crucial components of the overall gaming experience.

**Figure 5. Grammy87 Pawns**



**e) Grammy87 Cards**

These Grammar Cards contain multiple choice questions related to certain grammar. Each card has a score in the form of dollars, which must be collected to achieve the mission. The card contains a QR code that can be scanned to check whether the answer is right or wrong. The Grammy87 card contains 75 cards in 1 deck. Grammy 87 has 38 Decks with 38 types of simple grammar.

**Figure 6. Grammy87 card game**



**Figure7. Grammar Deck List**

1. ADJECTIVE CLAUSE	11. CONJUNCTION CORRELATIVE	21. NOUN DERIVATIVE	30. PREPOSITION OF PLACE
2. ADJECTIVE DEGREE OF COMPARISON	12. CONJUNCTION FANBOYS	22. NOUN VOCAB PART 1	31. PRONOUN PERSONAL
3. ADJECTIVE ED & ING	13. CONJUNCTION SUBORDINATE	23. NOUN VOCAB PART 2	32. PRONOUN POSSESSIVE ADJECTIVE
4. ADJECTIVE ORDER dosascom	14. DETERMINER A AN THE	24. NOUN VOCAB PART 3	33. SYNONYM AND ANTONYM
5. ADVERB OF FREQUENCY	15. DETERMINER DEMONSTRATIVE	25. NOUN VOCAB PART 4	34. TELLING THE TIME
6. ADVERB OF PLACE AND TIME	16. DETERMINER MUCH MANY FEW LITT.	26. NOUN VOCAB PART 5	35. VERB IRREGULAR
7. AUXILIARY DO DOES DID	17. DETERMINER QUANTIFIER	27. NOUN VOCAB PART 6	36. VERB VOCAB
8. AUXILIARY HAVE HAS HAD	18. DETERMINER SOME any every	28. NUMBER & PRICE	37. WH QUESTIONS
9. AUXILIARY TO BE IS AM ARE	19. MODAL 1 CAN MUST SHOULD	29. PREPOSITION IN ON AT	38. WILL AND BE GING TO
10. AUXILIARY TO BE PAST	20. MODAL 2 MUST SHOULDS HAVE TO		

## 5.2 Research result

The findings of this study are related to the following two primary issues discovered through field observations:

### 5.2.1 How does the Grammy87 game become a creative learning tool for students to improve their grammar skills?

The Grammy87 game can become a creative learning tool for students to improve their grammar skills by incorporating the following elements based on the research observation as follows:

#### a) **Interactive Gameplay**

By making grammar learning a game, students are more likely to engage actively with the material. This can include board movements based on correct answers, challenges, and rewards that make learning fun.

#### b) **Contextual Learning**

The game can present grammar exercises within the context of sentences or stories, helping students understand how grammar rules apply in real-life scenarios. This contextual approach enhances retention and comprehension.

#### c) **Variety of Activities**

Including different types of grammar exercises, such as fill-in-the-blanks, sentence correction, and matching exercises, can cater to various learning styles and keep the game dynamic and interesting.

#### d) **Competition and Collaboration**

The game can be designed for both individual play and team-based activities. Competition can motivate students to improve, while collaboration can foster peer learning and discussion about grammar rules.

#### e) **Immediate Feedback**

Providing instant feedback on answers helps students understand their mistakes and learn the correct rules immediately. This can be done through hints, explanations, or correcting wrong answers.

#### f) **Progress Tracking**

Keeping track of students' progress through levels or stages of the game can help them see their improvement over time and set goals for further learning.

#### g) **Incorporation of Technology**

Utilizing digital tools and platforms can enhance the interactive experience, with multimedia elements such as audio, video, and animations to illustrate grammar concepts vividly.

#### h) **Customizable Content**

Allowing teachers to customize the game's content to fit their lesson plans and the specific grammar topics they want to cover ensures that the game remains relevant and targeted to their students' needs.

#### i) **Real-life Applications**

Including scenarios that students might encounter in their daily lives can make the grammar lessons more relatable and practical, enhancing the learning experience.

#### j) **Rewards and Incentives**

Offering rewards, such as points, badges, or certificates, can motivate students to participate and excel in the game, making the learning process more enjoyable.

**Figure 8. Students playing the Grammy87 game**



By incorporating these elements, The Grammy87 game can turn grammar practice into an engaging and effective learning experience for students.

### 5.2.2 How does the QR code make the Grammy87 game easier for everybody to play without the assistance of a teacher?

The use of QR codes can significantly enhance the accessibility and ease of play for The Grammy87 game, making it more user-friendly for students to play independently. Here are several ways QR codes can achieve this:

#### a) Instant Access to Instructions

QR codes can link to instructional written guides on how to play the game. This allows students to quickly understand the rules and objectives without needing a teacher to explain them.

#### b) Resource Access

QR codes can link to additional grammar resources, such as explanations of grammar rules, and the key answer. This allows students to review and reinforce their learning independently without needing a teacher to explain them.

#### c) Hints and Tips

If students encounter difficult questions or challenges during the game, QR codes can provide hints or tips, helping them overcome obstacles without needing teacher intervention.

By integrating QR codes into The Grammy87 game, students can enjoy a seamless, interactive, and independent learning experience, making grammar practice more accessible and enjoyable.

## SUMMARY

Developing a novel board game exclusively for improving grammatical skills can be a creative and useful teaching tool. The Grammy87 games are intrinsically motivating due to their interactive and competitive character. They make learning more fun and less daunting than traditional techniques. Board games can improve grammar rule recall and knowledge by requiring players to actively solve problems and make decisions. The Grammy 87 Games provide quick feedback on players' choices, allowing them to learn from mistakes and reinforce correct usage. It encourages social engagement and collaboration, which can improve learning through discussions and peer correction.

Integrating digital features, like as online dice or QR codes, can improve the gaming experience by giving new resources, interactive information, and automated scoring. Allowing teachers and players to tailor the game's content guarantees that it fits specific learning goals

and adjusts to varied classroom situations. Offering both collaborative and competitive gameplay choices can accommodate different learning styles and promote teamwork or healthy competitiveness. Points, badges, and other awards can encourage players to engage more fully in the game and persevere through hurdles.

According to studies, pupils who study grammar through games tend to retain information and understand concepts more profoundly than those who acquire grammar using traditional means. According to research, kids enjoy learning grammar through games, which can lead to improved motivation and less fear about making mistakes. The Grammy87 games encourage players to communicate, negotiate, and cooperate, all of which are useful abilities both inside and outside of the classroom.

Designing The Grammy87 game for grammar practice combines the advantages of interactive, entertaining, and effective instruction. By combining game design concepts with educational research, such a game can greatly improve grammatical abilities in a pleasant and compelling way. Integrating technology, giving clear learning paths, and making the game adaptable to different learning situations are critical to its success.

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# AN ANALYSIS OF TYPES OF ONOMATOPOEIA IN “ONE-PIECE” MANGA

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## ABSTRACT

This research is an analysis of the types of onomatopoeia in "One-Piece" manga. This research aims to educate readers about the fact that not all comics from around the world use the same word and that each comic from each country uses a unique one. This research uses descriptive qualitative approaches to analyze data to identify issues with the use of the word onomatopoeia present in one-piece comics based on the theory of types and both formal and informal methods are used to present the findings. Observation and documentation methods were used in this research which conducted 4 techniques in collecting the data, they are: watching, note-taking, selecting, and classifying. The results of this research show that there is a significant cultural variation in the way the word is used in comics, and each culture has a different perception of these sounds. In observing this variation, readers can understand how significant cultural factors are in shaping linguistic expressions, as well as how language develops and adapts in the context of diverse societies.

**Keywords:** onomatopoeia, manga, type of onomatopoeia

## INTRODUCTION

Onomatopoeia is a linguistic concept that describes the use of words whose sound mimics the sound or noise of the object or situation being described. According to the expert, onomatopoeia is the name of an object that mimics the sound made by the object (Gasser, 2006:4). In our daily life easier to find onomatopoeias in various forms. Onomatopoeia is a unique type of linguistic expression because it seems that its phonological shape is more closely related to its content. Ordinary words (i.e., words that are not onomatopoeic) cannot convey imaginative, lively, or scenic meanings according to Sugahara (2010; 1). Pollard states that onomatopoeia, also referred to as echoism, is the creation of words by replicating natural sounds connected to the objects or acts involved. Ding-dung, yak-yak, boom, yosh, and crazzhhh are a few examples. Every language has the word onomatopoeia. Every language has its unique onomatopoeia, including those in German, English, Japanese, and other languages. For instance, a pig may use various languages in addition to English when it says "oink," such as "buu" in Japanese, "grunz" in German, and "knor" in Dutch.

Analysis of onomatopoeia comics is a focus of this work for the goal of this research is to educate readers about the fact that not all comics from around the world use the same onomatopoeic word and that each comic from each country uses a unique one. This relates to the culture of each location; for instance, the Transformers comic in the Western region uses the word "tok" for the sound of a punch, whereas the One-Piece comic uses the word "krek" for a punch. It is evident from these two instances that there is no single word that defines the term "onomatopoeia" for a battle scenario. For another reason, to make the reader know the meaning of onomatopoeia when they read a comic. The contextual meaning of onomatopoeic words must be understood in light of this information.

Without an example, onomatopoeia might be challenging to understand, but examples help readers better understand onomatopoeia. It helps the reader by illuminating how their pronouncing words are spoken. According to Elizabeth, there are six categories of onomatopoeia words: mechanical, quick motion, melodic, food preparation and eating, fighting, and the final category is animal. Examples of onomatopoeia include the words "meow," "grrr," "hiss," "neigh," and "oink," which are all considered to be expressions of animals Sasamoto (2019).

Reviewing some of the previous research on the term onomatopoeia will undoubtedly greatly assist this research process and allow a deeper understanding of the subject related to onomatopoeia, resulting in clearer and more accurate studies. The process of implementing this research was strongly influenced by previous studies. There are four categories of onomatopoeia, including animal, battling, melodic, and quick motion, according to research by Eka Maheni (2021). It is evident from the findings above that Firdaus (2021) and Chang (2018) also reached similar conclusions. However, Lailli (2008), Wijaya (2022), and Siddiq (2019) have different conclusions. According to Lailli's research, onomatopoeia has the following characteristics: phonological properties, word variants, and spellings that are short and sound new. In contrast, Siddiq's results from 2019 show that there are three different types of onomatopoeia: imitative sound symbolism, Synesthetic sound symbolism, and Conventional sound symbolism, while Wijaya's (2022) research results show that there are three types of onomatopoeia found: Direct onomatopoeia, Associative Onomatopoeia, and Exemplary Onomatopoeia. From all the above data that will be analyzed by this study, especially from cultural variations and differences in the use of the word "onomatopoeia" in western and eastern regional comics, as well as the types of onomatopoeia seen in one-piece comics. comic.

Based on the provided explanation, the writer's position seems to be focused on conducting a comprehensive review of previous research on onomatopoeia to deepen understanding and inform their own study. They acknowledge the influence of previous studies on their research process and emphasize the importance of building upon existing knowledge in the field. The writer categorizes onomatopoeia into four main types based on Eka Maheni's research: animal, battling, melodic, and quick motion. Regarding the differences in findings among previous studies, there are notable variations in the categorization and characteristics of onomatopoeia. Firdaus (2021) and Chang (2018) appear to align with Eka Maheni's categorization, indicating a degree of consensus in the field. However, Lailli (2008), Siddiq (2019), and Wijaya (2022) present differing perspectives. Lailli emphasizes phonological properties and new-sounding spellings, while Siddiq identifies three distinct types of sound symbolism associated with onomatopoeia. Wijaya, on the other hand, categorizes onomatopoeia into three different types based on their functions. The critical analysis of these differences suggests that there may be ongoing debate or evolving understandings within the field of onomatopoeia studies. The discrepancies could stem from various factors such as methodology, cultural contexts, or theoretical frameworks employed in each study. Thus, it becomes crucial for the writer to synthesize these findings, identify commonalities, and possibly contribute to resolving any conflicting interpretations in their own research.

## **METHOD**

The data source of this research is taken from One-Piece Comic which carried out 30 onomatopoeia words. This comic is used because contains several onomatopoeia words. The researcher used data from one-piece comics since onomatopoeic words were frequently used in comics. This research intends to examine these comics in-depth to identify different onomatopoeic word types. Observation and documentation methods were used in this research which conducted 4 techniques in collecting the data, they are: reading, note-taking, selecting, and classifying. Therefore, descriptive qualitative approaches have been used to analyze the data in this study, this approach of research uses descriptions to examine data to identify issues with the use of the word onomatopoeia in One-Piece comics based on the theory of types by Elizabeth (2013). The varieties of onomatopoeia present in One-Piece Comic are examined using a theory developed by Elizabeth, and both formal and informal methods are used to present the findings. The informal method employs this data as a narrative form to describe the many sorts of onomatopoeic terms, whereas the formal method supports it with tables so that the data is presented clearly and easily comprehended.

## RESULT AND DISCUSSION

This section provides analysis information on the many onomatopoeic devices used in One-Piece Comic. According to Elizabeth's (2013) theory, there are 4 different forms of onomatopoeia, including Mechanical, Fighting, music, and fast-motion. The information presented in the One-Piece Comic is described in this study. The analysis of different onomatopoeic word kinds is the sole subject of this work. The table indicates that 30 onomatopoeic words from One-Piece comics are present. Fighting onomatopoeia and musical onomatopoeia are the two categories of onomatopoeia that frequently emerge in this research. Because One-Piece is an action comic, there are several battle scenes, which is relevant to the topic at hand.

The percentages of data are also presented to explain to the reader which ones are the most commonly found in *One-Piece* comics.

Table 1 Types of onomatopoeia Found in One-Piece Comic.

No.	Types of onomatopoeia	Total data
1.	Fighting onomatopoeia	11
2.	Mechanical onomatopoeia	3
3.	Fast-Motion onomatopoeia	5
4.	Musical onomatopoeia	11
	<b>Total</b>	<b>30</b>

This table appears to represent a breakdown of different types of onomatopoeia along with the total count of data for each type. Onomatopoeia refers to words that imitate the sound they denote. The data on onomatopoeia words being assessed for the varieties of onomatopoeia are displayed by showing screenshots on the panel comic and their subtitles. 11 Musical Onomatopoeia, 3 Mechanical Onomatopoeia, 5 Fast Motion Onomatopoeia, and 11 Fighting Onomatopoeia. The topic of discussion concerns how the data from the comic should be properly analyzed.

### 1. fighting Onomatopoeia

#### a) BZZT!!



Picture 1.

(Page 8/chapter 805/one-piece; Zou Arc)

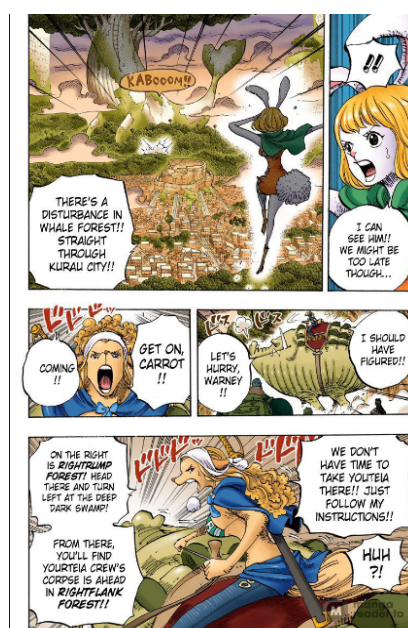
In picture 2 shows that Bepo the polar bear, wanna tell Roddy that he knows Luffy. Luffy used his elastic power to make his neck like a snake and ready to attack. Roddy also had a strong power to defend from Luffy's attack with his head. And then



a little electric explosion resulted from their head slamming into one another with their different strength. In this picture, the word “bzzt!!” represents the sound of hitting. This word is classified into Fighting Onomatopoeia which represents the sound of action. According to Elizabeth (2013), action words or actions that appear in comic books during scenes are onomatopoeic. The word onomatopoeia above is included in the category of fighting onomatopoeia, it can be seen from the picture because the word “bzzt!!” come from Roddy and Luffy’s heads slammed each other’s. Based on the onomatopoeic words above, the words used in Western comics are different from those used in One Piece comics, which originate from Japan. this can be seen from the use of the word "bzzt!!" in the One-Piece comic, while the Batman & Spiderman comic, uses the word "pokow" which means a fighting move made by a character in the story according to research by Puspayoga (2021). So, the onomatopoeia word “bzzt!!” can be categorized as onomatopoeia fighting because that word appears as the effect of electric explosions.

## 2. Mechanical Onomatopoeia

### b) Kaboom!!



Picture 2.

(Page 4/chapter 805/one-piece; Zou Arc)

Figure 2 shows Carrot surprised to see that there was a fight in Whale Forest on Zou Island. Somebody was fighting there and Wanda immediately took Carrot to that location to make sure what happened there with the animal-vehicle to stop the fight. In this picture, the word “Kaboom!!” represent the sound of explosions. This word is classified into fighting onomatopoeia which represents the sound of an action. This word is different from the word found in research conducted by Maheni (2021) where "kraka boom" is the sound of an explosion originating from a bomb explosion in the museum after Diana left the museum after fighting with witches in the Wonder Woman comic, whereas in One Piece comics use the onomatopoeic word "kaboom!!" for the sound of an explosion in the whale forest. According to Elizabeth theories, action words or actions that appear in comic books during scenes are onomatopoeic. The word onomatopoeia above is categorized as mechanical onomatopoeia, it can be seen from the picture because the word “kaboom!!” here comes from the explosions in

Rightrump Forest, the word onomatopoeia “kaboom!!” can be categorized as mechanical onomatopoeia because the sound “kaboom!!” appears as the effect of a bomb explosion in the forest.

c) **RRRRRR!!**

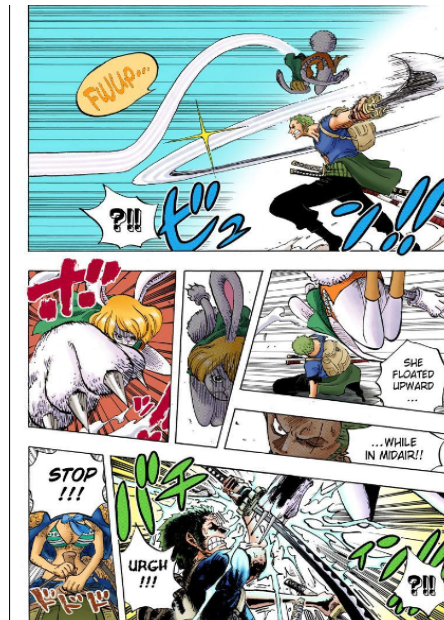


Picture 3.

(Page 08/chapter 803/One-Piece; Zou Arc)

In picture 4, Two ships bearing the Jolly Roger Pirate Blackbeard were sailing somewhere in the New World. Laffitte was on one of the boats when Jesus Burgess called to say they had stopped at Dressrosa to pick him up but that he was not there. Burgess claims he is hiding aboard a specific ship in response to Shiryu's surprise that he is still alive. The sound "rrrrrr!!" is depicted in Figure 4. This simulates the sound of a phone ringing. According to Elizabeth's (2013) theory, the word above falls under the mechanical subcategory of onomatopoeia because it contains the phrase "rrrrrr!!" coming from a vintage phone that vibrated as a caller dialed the number. The onomatopoeic terms discovered in Puspayoga's research are distinct from the words seen in the One Piece comics. The word "rrrrrr" is used in the One Piece comic book, however according to research by Puspayoga, it is "riing" in the Marvel comic books featuring Spider-Man and Batman. Although they are different from the phrases above, they communicate the same sense; specifically, the two words above represent the sound of a telephone ringing because someone from each comic wants to make a call or leave a message. As seen above, Laffitte is answering a call from Jesus Burges, who informed her that she was securely hidden on a ship. Thus, the onomatopoeia word “rrrrrr!!” is categorized into mechanical onomatopoeia because the sound comes from the telephone ringing.

3. Fast-Motion  
d) FWUP..

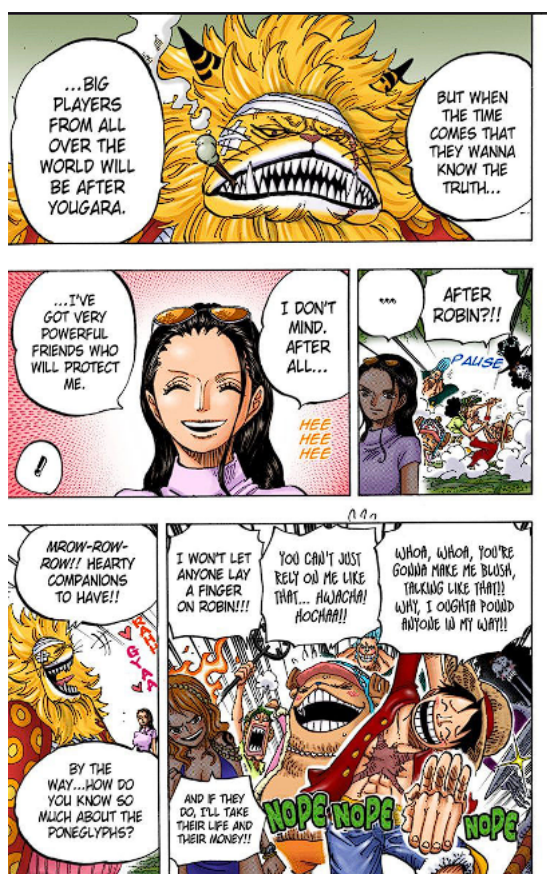


Picture 4

(Page 5/Chapter 805/One-Piece; Zou Arc)

In picture 5, The Mink tribe member Carrot unexpectedly attacks the samurai Zoro. Zoro skillfully pulled his sword to attack Carrot, but Carrot managed to dodge the blow. Carrot suddenly darted up, startling Zoro, who then whipped out her claws to attack her. With the help of his sword, Zoro was able to repel it. Suddenly, Wanda showed up and ordered them to put down their weapons. The word "fwup.." in this illustration stands for Carrot evading Zoro's assault. According to Elizabeth's theory, this word is a part of the fast-motion onomatopoeia that is brought on by human activity such as dropping objects and the speed of an object. The phrase "fwup.." is like an object that is released swiftly, hence the word onomatopoeia above can be characterized as fast-moving onomatopoeia. This noise is made by Carrot deflecting Zoro's sword blows. Scenes of Zoro (the swordsman from Mugiwara straw hat pirates) and Carrot (the mink) battling include a fast-moving onomatopoeia that goes "fwup.." as far as the landscape is concerned. The purpose of this word is to have the reader immediately see Carrot evading Zoro's assault. Where they were located in Zou's country. Didi Prihadi's research in the Batman Beyond comic differs from the word onomatopoeia found in the One Piece comic in that the former uses the word "fwup" instead of the onomatopoeic "whooshh" when Batman is trying to escape from a hole, dodging Roronoa Zoro's strikes in the carrot scene. However, the definition of the two terms above demonstrates that they both convey the movement of objects from one location to another. The purpose of this word's mode is to provide the reader with a vivid mental image of the type of onomatopoeia "fwup..", which is an onomatopoeia for fast-motion type.

4. Musical Onomatopoeia  
e) hee hee hee



Picture 5  
(Page 9/Chapter 818/One-Piece; Zou Arc)

The Straw Hat Pirates' Robin and King Nekomamushi are shown in image 5 being informed that Yologaria will be pursued by all the great pirates in order to locate Poneglyph (a huge and mysterious epigraph with historical knowledge written on it in ancient script in One Piece Comic) on Zou Island. Robin one of the crew of Mugiwara Straw Hat Pirates responded quickly and, with a little laughter, said that she was fine with that because being among her friends had helped her get stronger. In this picture, the word “hee hee hee” represents the sound of human laughter. This word is classified into musical onomatopoeia caused by humans, such as playing drums, touching body parts, and dropping another object from human activities. According to Elizabeth (2013), action words or actions that appear in comic books during scenes are onomatopoeia. when the information above is contrasted with the findings of Puspayoga's study, which discovered the onomatopoeic term "hahahahaha," The word onomatopoeia used in the One Piece comic, where the onomatopoeic word "hee hee hee" is used, is different from that used in the Marvel Comics' Batman and Spiderman. Although the two words employed are distinct, they yet have the same meaning—namely, that of representing sound. Laughter from a person.



## CONCLUSION

This research is an analysis of the types of onomatopoeia in "One-Piece" manga. Based on the data examined in One-Piece Manga and the theory put forward by Elizabeth (2013), four categories of fighting, mechanics, fast motion, and musical onomatopoeia were identified as relevant to this issue. However, the use of the word onomatopoeia found in One Piece comics is different from the word onomatopoeia found in comics outside of Japan but has the same meaning. The onomatopoeia for "fight" consists of action words, Quick Motion communicates the sound of speed, while the Musical Onomatopoeia contains the sound of musical instruments. Mechanical onomatopoeia imitates the sound of a machine. The comic has four different variations of onomatopoeia, including 11 Fighting, 3 Mechanical, 5 Fast-Motion, and 11 Musical onomatopoeia. Fighting and Musical onomatopoeia are the two that appear most frequently in One-Piece comics out of the other four types because, in the Zou Arc only these two types of onomatopoeia appear more dominantly than mechanical and fast motion onomatopoeia. The conclusion that can be drawn is that although there are variations in the validation of the words used to express the same type of onomatopoeia, they are all valid. This indicates how important cultural background is in shaping these variations. Onomatopoeia is the expression of sounds produced by objects or phenomena, and each culture has a unique perception of these sounds. Therefore, differences in the validation of words reflect varying cultural views of these voices. This understanding also shows that language and culture are strongly linked, and language is often a reflection of certain cultural values and experiences. In the provided examples, onomatopoeia, such as "hee hee hee", "fwup..", and "rrrrrr!!", enrich the storytelling by vividly portraying sounds like laughter, swift movements, and ringing telephones, respectively, across various comic narratives. Despite differences in specific words between comics like One Piece and Batman Beyond, their shared function remains consistent in representing auditory elements within the story. In observing this variation, readers can understand how significant cultural factors are in shaping linguistic expressions, as well as how language develops and adapts in the context of diverse societies.

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# THE CONTRIBUTION OF SELF-REGULATED LEARNING IN SHAPING HIGH SCHOOL STUDENTS' ENGLISH PROFICIENCY

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## ABSTRACT

The study addressed the influence of self-regulated learning (SRL) in English language learning. It involved 23 high school students attending a private school in Surabaya. The school implements bilingual language usage, incorporating both English and Indonesian. Therefore, most of the students demonstrated high fluency in English, as evidenced by their effortless communication during class activities. The students completed a scale and open-ended questionnaire regarding self-regulated learning and participated in an English proficiency test. The data were analysed using simple regression analysis. The finding suggests that self-regulated learning did not predict students' English proficiency. Instead, according to students' open-ended responses, the study found that students' English proficiency was highly influenced by their exposure to the language naturally without structured learning strategies. Future studies should explore a more thorough assessment of students' self-regulated learning levels and their connection with English proficiency, particularly in similar contexts.

**Keywords:** English proficiency, language exposure, learning strategy, self-regulated learning (SRL).

## INTRODUCTION

Since the middle of the 20<sup>th</sup> century, there has been a significant transformation in the education system, with a fundamental shift towards individuals taking responsibility for their own education (Gardner, 1963, as cited in Zimmerman, 1990). This transition has given rise to the concept of self-regulated learning (SRL), which emphasizes students taking control and mastering their own learning (Zimmerman, Barry; Schunk, 2008). Furthermore, the Ministry of Education and Culture (Kemendikbud) is currently promoting "Merdeka Belajar" or "Freedom of Learning." This initiative places a strong emphasis on the concept of SRL, which allows students to learn at their own pace (Wahyudin, 2020). In this curriculum, teachers play the role of facilitators rather than primary sources of information. Given its crucial role in the Kurikulum Merdeka, SRL has become a more relevant topic to address.

In the context of language learning, SRL takes on particular significance. This is because when learners solely rely on what they are taught in the classroom, their target language exposure is limited (Kormos & Csizér, 2014). Therefore, it is crucial for learners to take the initiative in acquiring skills beyond the classroom and implementing SRL strategies. Although learning strategy is indeed essential in language learning (Nyikos & Oxford, 1993), not all strategies for language learning fall under the category of self-regulated learning strategy (Wang & Bai, 2017). Zimmerman has characterized self-regulated learning strategies as purposeful actions undertaken by a learner to acquire information or skills (B. Zimmerman, 1990). He categorized the SRL process into three phases: forethought, performance, and self-reflection. The forethought phase involves processes and beliefs occurring prior to learning activities; the performance phase includes processes during the implementation of behaviors, while self-reflection pertains to processes occurring after learning (B. J. Zimmerman, 2002). Through the use of self-regulation strategies, learners develop the ability to plan their learning, select suitable cognitive and metacognitive techniques, and assess their own progress (Seker, 2016). These strategies empower learners to set more effective goals, use more efficient learning methods, monitor and evaluate their progress more effectively, create a conducive learning environment, seek help when needed, invest greater effort and perseverance, and establish more effective new goals when they have achieved their current ones (Zimmerman, Barry; Schunk, 2008).

The previous study findings suggest that SRL is a strong predictor of success in acquiring a foreign language and is closely associated with English proficiency (Bai & Wang, 2023; Guo et al., 2023; Seker, 2016). Related studies also indicate that students who exhibit effective self-regulation in their English EFL or ESL studies are more likely to attain favorable outcomes in English language learning (Cho & Kim, 2019) and encounter fewer challenges during the learning process (Schwam et al., 2021). Furthermore, SRL plays a significant role in enhancing students' English reading comprehension (Li & Gan, 2022), writing (Sun & Wang, 2020; Teng & Zhang, 2018), and speaking performance (Uztosun, 2021). Additionally, latent profile analysis studies reveal that higher-achieving language learners employ a more diverse range of SRL strategies (J. Chen et al., 2023; X. Chen et al., 2020). An unexpected finding emerged from Wang et al. (2013) research, which investigated self-efficacy beliefs and SRL strategies in English language acquisition among 160 German and 200 Chinese college students. The results revealed a positive correlation between the application of SRL strategies and English language test scores among Chinese students, while the correlation was negative for German students. One possible explanation is that the QESRLS, designed for Chinese students, may not accurately gauge the utilization of SRL strategies among German students, possibly due to linguistic, social, and cultural differences. Another perspective is that German students may employ distinct English self-regulated learning strategies compared to Chinese students. It could also be linked to how English is taught in German and Chinese classrooms, as these learning strategies depend on the context and environment (Wang et al., 2013).

Ultimately, the studies discussed above have highlighted SRL's impact on students' proficiency in English. Nevertheless, there remains a need to confirm those findings within the Indonesian EFL context (Melvina & Julia, 2021). Moreover, the majority of studies on self-regulated learning have predominantly concentrated on participants from primary schools, universities, and teachers. High school students, especially in a foreign language setting, have been underrepresented in these studies (Chong & Reinders, 2022). Therefore, this research seeks to establish whether a positive correlation exists between SRL and English proficiency, particularly in the high school context.

## METHOD

The study adopted the embedded correlational design, employing both quantitative and qualitative methods to collect data (Creswell & Clark, 2007). Qualitative data, however, served only a complementary role within the overall design. The study was conducted among high school students at a private bilingual school in Surabaya, where English is used for daily learning. As a result, most students demonstrated a significant level of English proficiency, which was evident in their seamless communication during class activities. This study employed convenience sampling as the method for selecting research participants, ensuring voluntary participation from each individual within the population. This research adhered to ethical standards by emphasizing the absence of coercion for student involvement. The total number of research samples obtained was 23 high school students, spanning grades 10-12. It is noteworthy that the total population of high school students at this private school was 34 students.

A questionnaire was employed to assess students' SRL in English language acquisition. The questionnaire is divided into three sections – the first for participant identification, the second containing scales to collect data on students' SRL level in learning English, and the third consisting of open-ended questions to gather information on the specific SRL strategies employed by each student. The questionnaire scale is adapted from Wang & Bai's (2017) Questionnaire of English Self-Regulated Learning Strategies (QESRLS), comprising 25 items in 9 categories (Appendix 1). The QESRLS was primarily derived from the SRL theory developed by B. J Zimmerman & Pons (1986), which has been adjusted to suit the context of



English language learning better. Students respond to the items using a five-point scale based on their usage frequency, ranging from 1 (never) to 5 (always). The subsequent section of the questionnaire is open-ended, designed to gather insights into how students apply SRL strategies in the process of learning English (see Appendix 2). To check the questionnaire's validity, the researcher employed Pearson product-moment in SPSS 27 with a group of 23 students. To assess the questionnaire's reliability, Cronbach's alpha was utilized in SPSS version 27. The researcher employed a conventional method to classify the level of SRL. The potential scores from the questionnaire were categorized into three groups for each variable. The size of each group was established using the formula:

$$\text{Class Width} = \frac{\text{Maximal Score} - \text{Minimum Score}}{3}$$

In this study, the questionnaire comprised 25 valid questions, resulting in a scoring range of 25 to 125. Therefore, the interval width was calculated to be 33.33. Subsequently, the researcher adjusted the scores based on the classifications outlined in Table 1.

*Table 1. The Classification of SRL Level*

Interval of SRL	Category
25 – 58.2	Low
58.3 – 91.5	Middle
91.6 – 125	High

To assess the students' English proficiency, the researcher conducted an English test using the EnglishScore mobile application by British Council. EnglishScore is a free English test that helps learners gauge their proficiency using the CEFR band. The test is designed with questions tailored to specific skills and CEFR levels, assessing core competencies such as grammar, vocabulary, reading, and listening. The automated scoring system quickly gives accurate results, aligning with CEFR and serving as an indicator of performance on other international English tests like IELTS (Anton, 2021). The research followed the scoring criteria outlined by the developers of the EnglishScore test to ascertain the English proficiency levels of students.

*Table 2. The Category of Students' English Proficiency*

CEFR	EnglishScore	TOEFL ITP	IELTS
C2 (Proficient)	599	677	8
C1 (Advanced)	500	627	7
B2 (Upper Intermediate)	400	543	6
B1 (Intermediate)	300	460	5
A2 (Elementary)	200	337	4
A1 (Beginner)	100		
Pre A1 (Pre Beginner)	0		

*(Source: English Score Application by British Council)*

Statistical analysis is carried out using the SPSS version 27. Firstly, a test of normality was performed to determine whether the data are normally distributed or not. In this study, Shapiro Wilk is used by the researcher to do a normality test because the sample of data is less

than 50 ( $N < 50$ ). Following that, a linearity test was conducted to determine the presence of a linear relationship between the dependent variable and independent variable. The subsequent step involves conducting simple regression analysis to comprehend whether the variables do indeed impact the other variables (Gallo, 2015). The result of the coefficient table (t-test) in SPSS indicates whether there is an influence of SRL on English proficiency. If the significance (Sig.) is less than 5%, then SRL has a significant influence; if the Sig. is more than 5%, then there is no significant influence of SRL on English proficiency.

## FINDING AND DISCUSSION

The analysis yielded three key findings. Initially, the research delved into the participants' level in SRL, assessing their ability to direct their learning process, establish goals, and monitor their progress in mastering English. Subsequently, the researcher gauged students' English proficiency through the EnglishScore application developed by the British Council. Lastly, the study explored the potential relationship between students' SRL and their English proficiency levels. Using statistical analysis techniques, the researcher determined that SRL did not significantly contribute to the students' English proficiency. Responses from open-ended questionnaires regarding students' SRL practices in English learning were also examined to discern the strategies actually utilized by the students in their learning. Several factors emerged as potential contributors to the insignificant correlation between SRL and the students' English proficiency, including their language exposure and individual differences such as learning styles and backgrounds.

### Self-Regulated Learning Level

The data collected from self-regulated learning scale questionnaire was thoroughly analyzed. Descriptive statistics were employed to reveal patterns and insights within the dataset, facilitating a comprehensive understanding of students' SRL. The resulting table displays descriptive statistics of self-regulated learning.

*Table 3. Statistical Result of the SRL Questionnaire*

N	Valid	23
	Missing	0
Mean		86.83

Based on the results of the descriptive statistics, the average score for student self-regulated learning was found to be 86.83. When compared with the classification of SRL levels, it is evident that the SRL scores of high school students at this private school in Surabaya fall within the intermediate category. Therefore, it can be concluded that the level of self-regulated learning among students in learning English is moderate.

### English Proficiency

From the outcomes of the English test administered via the English Score Application by the British Council, the researcher condensed the distribution frequency of English scores using SPSS 27 as follows:

*Table 4. Statistical Results of the English Score*

N	Valid	23
	Missing	0
Mean		427.35

Based on the results of the descriptive statistics, the average English score for the students is 427.35. The median is 425, with a maximum score of 599 and a minimum score of 269. To gauge the students' English proficiency level, the researcher compared the mean score

with the classification table provided by the EnglishScore application from the British Council. It indicated that 427.35 falls into the 'upper intermediate' category. Therefore, based on this research, the average English proficiency level of students at a private school in Surabaya was determined to be upper intermediate.

### The Contribution of Self-Regulated Learning on Students' English Proficiency

The research sought to explore the influence of SRL on high school students' English proficiency at a private school in Surabaya. The researcher conducted inferential analysis with correlational research methods. Specifically, a one-way directional approach was taken, indicating that only variable "x" influences variable "y," not the other way around. Simple linear regression was used to address the research objective. Parametric statistics were chosen due to the normal distribution and linearity of the data. Thus, these data analysis methods were employed to investigate the impact of SRL on students' English proficiency.

*Table 5. The Coefficient Result from SPSS Regression*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	454.843	150.312		3.026	.006
	SRL	-.317	1.713	-.040	-.185	.855

a. Dependent Variable: English Score

Based on the significance value from the Coefficients table, a significance value of  $0.855 > 0.05$  was obtained, indicating that the variable SRL (X) does not have a significant effect on the variable English score (Y).

### Discussion

To begin with, the SRL level among high school students at a private school in Surabaya reached an average score of 86.83 out of a total score of 125, indicating a moderate performance. Additionally, they demonstrated an upper intermediate proficiency in English, with an average score of 427.34 on the EnglishScore application by British Council. Remarkably, 9 out of 23 students who took the test achieved relatively high scores, placing them in the advanced category. However, the statistical analysis showed that there is no significant contribution of SRL on English scores. This finding is unexpected considering previous research indicating a significant impact of SRL on English proficiency (Bai & Wang, 2023; Cho & Kim, 2019; Guo et al., 2023; Schwam et al., 2021; Seker, 2016). Nevertheless, the researcher identified stronger factors potentially shaping the students' English competence based on responses from open-ended surveys conducted with students.

One significant factor contributing to the high English proficiency of students is language exposure. Additionally, individual differences, including students' diverse learning styles and backgrounds, also influence the improvement of English proficiency. Many of the highest-scoring students do not actively engage in structured English learning activities. Instead, they predominantly consume English content such as movies, shows, and books out of habit and long-standing practice. They lack specific strategies to maintain motivation in learning English because they have a natural interest in the language. Moreover, they do not regularly monitor their progress, as they can intuitively sense their improvement. This explanation is consistent with the findings of previous research (Mamori et al., 2003), suggesting that high-performing students tend to employ what the researcher terms "strategies" naturally. These strategies are so ingrained in their behavior that they may not recognize them as distinct or deliberate actions.

Another significant factor is students' backgrounds, which affects the duration of their exposure to the English language. Some students have been exposed to English from an early age, both within their families and in their environment, leading them to unconsciously acquire the language. According to social cognitive theorists, the Self-Regulated Learning (SRL) process is influenced not only by students themselves but also by environmental factors (Bandura, 2001). Therefore, it is not surprising that although some students have a higher SRL level, it does not automatically make them proficient in English. Despite their frequency in setting goals, planning their studies, employing SRL strategies in learning, and tracking their progress, they might lack the extensive exposure to the English language compared to students who already have a high level of English proficiency due to their longer exposure to English.

An alternative explanation for the lack of significant impact of Self-Regulated Learning (SRL) in enhancing students' English proficiency in this study could be that less proficient students may have been motivated to frequently use SRL strategies, but ineffectively. This is evident in the lower levels of English proficiency achieved by students who were highly motivated and utilized SRL strategies. Conversely, relatively proficient students may have been more selective in applying strategies due to their extensive vocabulary. For example, Student A, who scored 544 with an advanced rating, when asked about his learning strategy in English, simply stated, *"I just regularly speak English, sometimes using broken English with friends and family."* Similarly, Student B, who scored 579, mentioned, *"I rarely consume Indonesian content. I also enjoy playing video games in English because it's weirder and more interesting."* In contrast, Student C, despite scoring much higher in SRL than the other two, only achieved a score of 310 in English. Interestingly, Student C employed more SRL strategies in learning, stating, *"I watch movies and YouTube with English subtitles, I watch English vocabulary and pronunciation reels on Instagram, I record new words, and I ask my teacher and classmates for help when I got difficulty."* These findings align with research by J. Chen et al. (2023) regarding the weak correlation between SRL and English reading proficiency. Another study by Mamori et al., in 2003 also suggested that high motivation (the will to learn); either alone or in combination with strategy use, does not necessarily guarantee learning success. While a strong desire to learn may have prompted students to use strategies, these strategies did not always result in effective learning outcomes, possibly because these learners lacked the necessary metacognitive understanding to select and utilize strategies optimally (Mamori et al., 2003).

Ultimately, this study indicates that a weak correlation between self-regulated learning and English proficiency does not diminish its importance or applicability. Encouraging self-regulated learning in language education still holds practical benefits, as it has the potential to enhance English proficiency in conjunction with other factors. Particularly for students with limited language learning experience, developing self-regulation skills can foster essential language learning strategies both in and out of the classroom. A promising direction for future research would involve delving deeper into factors that predict students' English proficiency in similar contexts. Furthermore, additional research is warranted to clarify the unique contribution of self-regulated learning to English language acquisition.

## CONCLUSION

This research examined the contribution of self-regulated learning among high schools students at a private school in Surabaya in shaping their English proficiency. The findings indicate that the students exhibited a moderate level of SRL, demonstrating their ability to take ownership of their learning quite well. Additionally, their English proficiency was found to be above average. The study findings suggest a surprising lack of significant correlation between Self-Regulated Learning (SRL) and English proficiency among the sampled students. Instead, the study highlights other influential factors such as language exposure and individual

differences in learning styles and backgrounds. Many high-scoring students do not actively engage in structured learning activities but rather immerse themselves in English naturally. Additionally, students' backgrounds play a crucial role. Those exposed to English from an early age tend to have higher proficiency levels. Furthermore, the study suggests that less proficient students may employ SRL strategies frequently but ineffectively, leading to lower proficiency levels. Conversely, more proficient students may be selective in their strategy application due to their extensive vocabulary. Despite the weak correlation between SRL and English proficiency in this study, encouraging SRL in language education remains valuable. It can complement other factors and contribute to enhanced proficiency, especially for students with limited language learning experience.

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# DEVELOPING “BLOOKET” AS A MEDIUM TO ENRICH STUDENTS’ VOCABULARY FOR THE SEVENTH GRADERS

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## ABSTRACT

The level of ability to speak and understand English among Indonesian students varies, with some students having good proficiency while others may still face challenges in communicating in English. This study uses an R&D framework to develop Blooket as a learning tool that can improve the vocabulary of seventh grade students. The methods used include careful testing of materials and media as well as conducting field evaluations to evaluate Blooket's effectiveness as a learning tool. Field test results show that Blooket is effective in increasing students' vocabulary, providing important insight into Blooket's potential as a teaching tool. Vocabulary plays a crucial role in English language acquisition. Presently, the predominant challenge in Indonesia is that a significant number of students struggle to communicate proficiently in English due to their insufficient command of vocabulary. Consequently, devising effective strategies to impart vocabulary is crucial. One viable approach to address this challenge involves the utilization of media. Blooket, a computer-based medium, has been transformed into a potent educational tool employing the Research and Development (R&D) framework. R&D, as a research design, is instrumental in the creation and evaluation of new products through iterative experimentation. The research design encompasses key stages, including the validation of materials and media, as well as field assessments. Field evaluations were undertaken at a chosen Junior High School in Sidoarjo, with seventh-grade students participating in the study. The topic selected for enriching students' vocabulary was descriptive text. The primary aim was to ascertain the viability of implementing the developed media and gauge the perceptions of both educators and students during its application. Based on the outcomes derived from the implemented stages, it is evident that Blooket is well-suited for English language instruction. Not only does the game serve as a motivational tool for students, but it also mitigates the risk of student boredom during vocabulary learning sessions.

**Keywords:** Learning Vocabulary, Descriptive Text, Blooket

## INTRODUCTION

Technology is one of the leading causes of change in various sectors of life. Technology developments have led us in a digital direction where existing technology can fulfill all human activities (Indarta et al., 2022). With advances in technology, several applications have been designed to facilitate game-based digital language learning (DGBLL) for English as a Foreign Language (EFL) learners. These applications can be used individually or in groups, using gadgets or laptops. DGBLL acts as a learning tool that makes learning fun for students. These games can be grouped into two types: entertainment-based and education-based. Various commercial off-the-shelf (COTS) games, primarily designed for entertainment, have been adopted to test their effects on language learning. (Putriani & Hudaibah, 2021). Consequently, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia initiated a new curriculum called "Kurikulum Merdeka Belajar" with the central concept of independent thinking (Shofa, 2020). The "Freedom Curriculum" aims to help teachers and students realize their full potential to innovate and improve the quality of their learning. Teacher autonomy can be implemented through new ideas, allowing it to transcend the confines of the bureaucratic system.

With the advancement of technology, several applications have been designed to facilitate digital game-based language learning (DGBLL) for English as a Foreign Language (EFL) learners. These applications can be used individually or in groups, utilizing gadgets or laptops. DGBLL serves as a learning tool that makes learning fun for students. Such games can be categorized into two types: entertainment-based and educational-based. Various commercial off-the-shelf (COTS) games, primarily designed for entertainment, have been adopted to

examine their effects on language learning. These games include video games (DeHaan, 2005; DeHaan, Reed, & Kuwada, 2010), simulation games (Cooke-Plagwitz, 2008; Jauregi, Canto, de Graaff, Koenraad, & Moonen, 2011; Miller & Hegelheimer, 2006; Ranalli, 2008), massively multiplayer online role-playing games (MMORPGs) (Rama, Black, van Es, & Warschauer, 2012; Suh, Kim, & Kim, 2010; Thorne, 2008), and adventure-based games (Chen & Yang, 2013). Consequently, educators need to have technological literacy to create effective learning media for classroom activities. Researchers have recognized that motivating students of all ages through educational game-based learning approaches is a strategy with great potential (Hamari et al., 2016; Prensky, 2001, 2003; van Eck & Dempsey, 2002). Therefore, game-based learning can be implemented to teach vocabulary, increase students' motivation, and create an enjoyable learning experience, such as using the Blooket game.

A good example is Blooket, which is an application that offers a variety of interactive games specifically designed to help students expand their vocabulary. Through features such as quizzes, memory games, and student-to-student challenges, Blooket creates engaging and challenging learning experiences that can increase students' motivation to learn English. Additionally, Blooket also allows teachers to monitor their students' progress and provide more personalized feedback through its platform. Research on the development of “Blooket” as a tool for enriching the vocabulary of seventh graders could be enhanced by stating the research objectives more clearly from the start. This will help readers to better understand the contributions added by the research. Additionally, although the results indicate that the use of Blooket is effective in teaching vocabulary, more information regarding specific learning outcomes and student performance indicators would make the discussion more interesting and provide a more comprehensive picture of how effective the intervention is. Thus, Blooket meets the criteria as a game-based learning tool that is effective in improving students' language skills. Moreover, game designs have different properties and can facilitate language acquisition for several reasons. Games offer high intrinsic motivation for players/learners (Susilo et al., n.d.), facilitating positive learning experiences, which are essential in language acquisition (Dornyei, 2014; Ushioda & Dornyei, 2011). Games often contain rich textual input, encouraging players/learners to engage in meaningful language use while completing game activities and tasks (Chen, Chen, & Dai, 2018; Reinhardt, 2017). Interactive and immersive experiences in games can reduce learning anxiety and increase the use of the target language for interactions with others (Peterson, 2016; Reinders, 2012).

However, the independent curriculum for learning English focuses on strengthening six language skills: listening, speaking, reading, viewing, writing, and presenting or presenting inclusively in various types of texts (Ministry of Education, Culture, Research, and Technology, 2022). The expected learning outcomes of these six English skills align with the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) and are equivalent to level B1. Specifications that reflect level B1 (CEFR) can be observed in students' ability to maintain interaction and effectively convey information in various contexts, express main ideas comprehensively, and engage in communication even without fluency. Therefore, students need to master vocabulary in order to rapidly develop these six skills when learning a foreign language.

Before conducting the research, the researcher had conducted an interview with an English teacher at SMP Zainuddin, who stated that students were experiencing several issues in vocabulary learning. The first issue was caused by the overwhelming amount of vocabulary that needed to be learned and memorized, resulting in students often feeling lazy when it came to vocabulary learning. The second issue was the lack of engaging learning processes, which made students feel bored during vocabulary lessons. The third issue was that students had limited knowledge of English vocabulary, especially those coming from public elementary schools. Based on the researcher's experience in English Language Teaching at SMP



Zainuddin, several problems were identified in this school. Many students lacked understanding of basic vocabulary, such as the meanings of words related to family members, which they were unfamiliar with. Additionally, some students faced difficulties and made mistakes in reading English vocabulary. Many students were unmotivated to learn English because they didn't understand it and found it challenging.

Based on the background explanation above, the researcher is interested in investigating how to design an application called 'Blooket' for teaching vocabulary to seventh graders. This research will focus on developing game-based learning media to encourage students to learn topic-based vocabulary from English textbooks following the independent curriculum. Therefore, this research focuses on developing educational media using games to teach vocabulary to seventh-grade students. Following the background stated above, the research questions of this research are formulated as follows:

1. How can 'Blooket' be developed into a medium which can enrich vocabulary?
2. What were students' responses toward the use of Blooket in teaching vocabulary?

## **METHOD**

This research utilized the Educational Research and Development (ER&D) approach as it focused on developing learning media in the form of games for junior high school students. The Educational Research and Development (ER&D) approach was chosen because of its focus on developing learning media that fits the objectives of this research, while the ADDIE model was chosen because of its flexibility in designing and implementing effective learning programs. Each stage of the ADDIE model is carefully defined and implemented in detail, from learning needs analysis to evaluating program effectiveness. In the implementation stage, the game is introduced to students by providing clear instructions and playing is done interactively. At the evaluation stage, specific criteria are used to assess the performance of the learning materials and the questionnaire results are analyzed in depth to understand the extent of their effectiveness.

According to Branch (2009), the ADDIE technique remained one of the most efficient methods for product development today. The research procedure consisted of five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The ADDIE model served as a valuable instructional design framework for HR and training professionals seeking to create efficient learning and development programs. Its five phases were as follows: 1. Analysis: During this stage, instructional designers identified the training program's learning needs and objectives. This involved analyzing the target audience, determining learning goals, and identifying the necessary resources for achieving those objectives. 2. Design: In this phase, designers developed a blueprint for the training program. This included creating learning objectives, selecting appropriate instructional strategies, and outlining the content in detail. 3. Development: The actual content of the training program was created during this stage. It entailed writing the content, developing graphics and multimedia elements, and constructing assessments. 4. Implementation: In this phase, the instructional designer delivered the training program to the intended audience. This involved providing the content, offering support to learners, and monitoring their progress. 5. Evaluation: The effectiveness of the training program was evaluated in this final stage. It encompassed assessing learners' performance, gathering feedback from learners, and making necessary improvements to the training program. To sum up, the ADDIE model was an instructional design tool that aids HR and training professionals in crafting effective learning and development programs. The five phases of ADDIE models were analysis, design, development, implementation, and evaluation, guided the creation of training programs that meet the needs of the target audience and achieve the desired learning objectives. The application of the ADDIE model provided students and

teachers with a structured approach to impart knowledge and skills to each other, with the ultimate goal of supporting students in building their knowledge and skills.

In the analysis phase, the researchers focused on identifying the English vocabulary learning needs, lacks, and wants of the students. They also consulted educators to gather information on their instructional approaches for teaching vocabulary. The educators utilized game-based learning tools like Quizziz or Kahoot in their English lessons except vocabulary. Based on this, the researchers aimed to develop game-based learning media specifically for vocabulary acquisition. The insights gained from the student identification process played a vital role in determining the primary objective of the media under development. The learning media sought to enhance students' vocabulary knowledge and make the learning experience enjoyable through interactive game-based activities. The needs analysis was conducted through classroom observations in a junior high school, with a focus on a single class consist of 26 students.

The "Blooket" game plan is designed to provide an interactive and fun learning experience for seventh graders to enrich their vocabulary. Games will consist of a variety of modes, including quizzes, memory games, and student-to-student challenges, designed to actively engage students in expanding their vocabulary. Each mode will feature various categories of vocabulary relevant to the English curriculum, and a score will be given based on the speed and accuracy of the student's answers. Additionally, features such as power-up usage and restudy options will be included to increase student engagement and provide a more dynamic learning experience. With this approach, it is hoped that "Blooket" will be an effective tool in supporting students in enriching their vocabulary in an interactive and fun way.

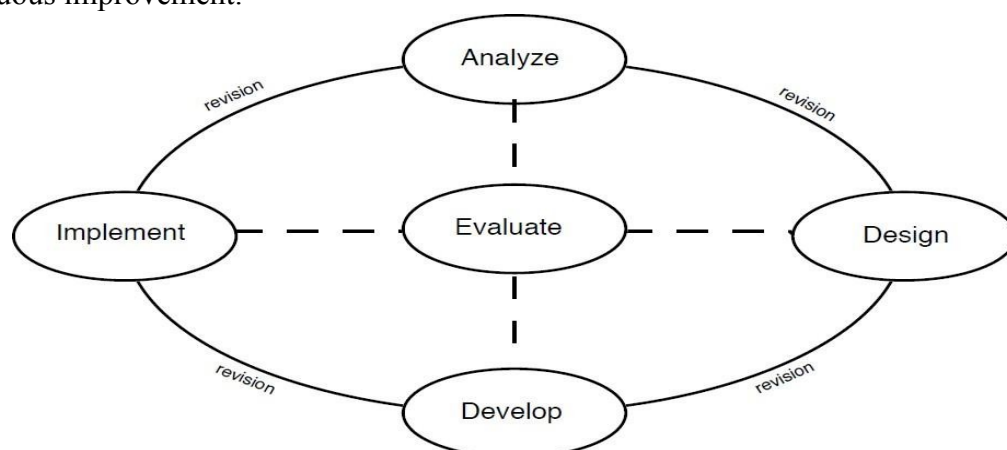
The design stage involved the initial development of the learning media. Once the needs and goals of the product were identified, the researcher began preparing materials related to vocabulary. The researcher started by inputting questions into the Blooket game website application, which served as the foundation for designing the media. The chosen game mode presented students with vocabulary-related questions after they completed game stages. Students had to answer the questions correctly to earn points, which could then be used to exchange blooks (game currency). The objective of this game was to facilitate enjoyable vocabulary learning and enhance the vocabulary acquired through the given questions.

Next, in the development stage, the researcher manually entered a set of questions into the game and added images to some of the questions. Additionally, the researcher had to select the correct answer from two to four multiple-choice options or provide answer choices for fill-in-the-blank questions. The game's duration and appropriate game mode were determined by the host. Once the game was completed, the researcher sought validation from experts to ensure the reliability and validity of the media. In summary, this media was designed to prevent students from feeling bored while learning English.

The implementation stage in this research has been completed through several steps. Students played the validated game to determine its functionality. All students played the game with a time limit of 15-25 minutes for each game mode to answer English vocabulary-related questions. Before playing, the host explained the game rules, as each game mode had different rules.

The final stage, the evaluation phase is crucial for the post-trial stage. Its purpose is to assess the effectiveness of the learning media. The researcher distributed questionnaires to students to gauge their responses to the Blooket game. In this phase, the game will be revised based on the questionnaire results reflecting student responses and feedback from English

teachers. This stage process aims to address any shortcomings identified in the game, ensuring continuous improvement.



*Figure 1 The Concept of ADDIE Model*

## RESULT AND DISCUSSION

### A. Result

The researcher has a specific goal concerning vocabulary learning based on the lesson plan that has been developed, with a particular emphasis on descriptive texts, for middle school students. These objectives include: a. Students to be able to mention vocabulary related to body parts. b. Students to be capable of employing adjectives for describing someone. c. Students to be able to create a basic descriptive text about describing someone. To achieve these aims, the researcher intended to design a game-based learning tool and carefully selected relevant materials based on the students' needs. The core of the product's design relied on analyzing the students' requirements, which will guide the identification of necessary materials, preferred learning methods, and suitable media to facilitate the learning process. In summary, the researchers sought to create an engaging vocabulary learning experience centered on body parts, using a game-based approach. By customizing the materials and media to align with students' needs, they aimed to effectively attain the specified objectives.

### (1) Result of Preliminary Design of Blooket

Based on needs analysis as the first stage in the ADDIE model, researchers have identified several problems in the learning process. The identified problems are divided into several aspects: students' needs, deficiencies and desires. Researchers have evaluated the first stage, and found that several aspects describe problems that occur during the learning process. From the data obtained through classroom observations, it can be concluded that vocabulary is the basis for learning English because students admit that they experience difficulties in learning English due to a lack of vocabulary knowledge. Apart from that, they also lack motivation in learning English. Therefore, the teacher's role is very important in increasing their motivation to learn English. Furthermore, as a facilitator, the teacher must guide students by explaining the material clearly. Teachers should also suggest or even provide students with many easily accessible learning resources. In addition, the role of media in English is equally important to stimulate students.

The second stage is the design stage. In this stage, researchers design learning materials that will be included in the media. This learning material is adapted based on the research subject, namely seventh grade junior high school students. Learning material focuses on descriptive text, especially about body parts. To make it interesting for students, researchers organize the material in the form of quizzes and games. After the learning materials were compiled, researchers continued to design products using the Blooket application.

## (2) Review from Material Expert

The researcher has conducted trial to determine whether the content integrated into the media is appropriate or not. Subject matter experts were provided with a questionnaire, which was divided into three aspects: content, language used, and the benefits of incorporating content into the game. Based on the data gathered from the questionnaire, the subject matter experts indicated that the content within the media is beneficial for enriching and memorizing vocabulary.

The validation was conducted on July 27, 2023. Data was collected using a 5-point Likert scale questionnaire. As the result was counted, the material expert gave 94%. The validation of the material components resulted in scores that were tallied for a total score. Through conversion from quantitative to qualitative data, criteria were established based on the average score, categorized as "excellent." The instructional model has been deemed "feasible to be implemented without revision".

## (3) Review from Media Expert

The researcher validated the media by administering a questionnaire to media experts. There were four aspects covered, including design, game rules, feasibility, and the benefits of the media. The experts mentioned that the design was well-done. However, in the second aspect, there were a few unclear instructions as they believed that in a game, students should have a clear understanding of how to play. In the following aspect of feasibility, it was deemed satisfactory. Additionally, the expert also pointed out that there are numerous advantages for both students and teachers when utilizing this media.

Validation was carried out on July 27, 2023, the media components yielded a score of 93.8% out of the total. Through the conversion of quantitative data into qualitative information, the criteria derived from the average score fall into the "excellent" criteria. In addition to the questionnaire, validators also provided comments and suggestions for making several improvements to the product. This learning model is considered "feasible to be implemented with revisions." Based on the collected data, the scores obtained from the validation of the instrument were calculated as follows:

Total Score=  $61/65 \times 100\% = 93.8\%$

*Media yang digunakan sangat bagus dan kreatif karena hal ini merupakan hal baru bagi siswa. Mereka merasa termotivasi dan tertantang dengan variasi permainan. Sehingga mereka semakin bersemangat dalam belajar vocabulary. Sebagai tambahan, sebaiknya memperbanyak konten (pertanyaan-pertanyaan) yang digunakan untuk media, siswa akan lebih senang dengan variasi permainan dengan banyak konten.*

## (4) Result of Implementing Stage

The researcher implemented the product after revisions in order to assess how the product functions. The implementation phase of this research, a short-term course was conducted to ascertain the effectiveness of the product. This study was conducted at SMP Zainuddin Waru. For the completion of the research, seventh-grade students were selected to participate in the development of the game. The researcher conducted a trial of the Blooket game with seventh-grade students at SMP Zainuddin as the research subjects. In the implementation phase, the researcher assumed the role of an English teacher. The game trial involved 26 students in a single class. The teacher acted as the host during the game, guiding its progression throughout the learning session. Students played the game individually, using their own smartphones. The duration of the game was determined by the host based on the selected game mode. The teacher provided the students with a game code to facilitate their participation.

Subsequently, students awaited instructions from the teacher before playing and answering questions. The questions presented focused on vocabulary related to parts of the body, allowing students to learn new terms they may not have been familiar with previously. This media was created to simplify the process of learning new vocabulary for students, as the teacher's previous instructional tools were book-based and solely utilized the Quizziz game. Therefore, the purpose of the Blooket game as a vocabulary learning medium is to assist students in recalling new vocabulary and provide an enjoyable learning platform to prevent monotony and bored.

### (5) Result of Evaluating Stage

The effectiveness of the product can be assessed through questionnaire results provided to the participants at the conclusion of the course program. After all the data was collected, the researcher rewrote the field notes from the questionnaire to make them well-organized. After that, the researcher created tables to simplify the questionnaire data for easier data management. The questionnaire data is provided below:

*Table 1 Students Response in Questionnaire*

No.	Questions	Students' Answer	
		Yes	No
1.	Do you like playing with Blooket game? Apakah kamu tertarik bermain game Blooket?	100% (26 Students)	-
2.	Do you learn any new vocabulary after playing Blooket? Apakah kamu belajar kosa kata baru setelah bermain Blooket?	96,2% (25 Students)	3,8% (1 Student)
3.	Does Blooket help you to know new words for your vocabulary knowledge? Apakah Blooket membantu kamu menambah kosa kata Bahasa Inggris?	96,2% (25 Students)	3,8% (1 Student)
4.	Do pictures given in the game help you to understand more about some vocabularies and the meaning? Apakah gambar yang ada dalam Blooket membantu kamu lebih memahami kosa kata baru dan artinya?	96,2% (25 Students)	3,8% (1 Student)
5.	Is the instruction clear enough? Apakah perintah yang diberikan mudah dimengerti?	96,2% (25 Students)	3,8% (1 Student)
6.	Is there any difficult word in the game? Apakah ada kosa kata yang sulit dipahami?	73.1% (19 Students)	26,9% (7 Students)
7.	Does the game help you to learn English better? Apakah game ini membantu kamu belajar Bahasa Inggris dengan lebih baik?	100% (26 Students)	-
8.	Is the game difficult to understand? Apakah Blooket game ini susah untuk dimainkan?	7,7% (2 Students)	92,3% (24 Students)
9.	Is the game boring? Apakah Blooket game ini membosankan?	-	100% (26 Students)
10.	Do you feel more enthusiast to learn English especially in reading after using the media? Apakah kamu merasa lebih bersemangat untuk belajar Bahasa Inggris terutama dalam membaca setelah menggunakan Blooket?	100% (26 Students)	-

Based on the data, the Blooket game has met the students' needs in vocabulary learning. As shown in table 4.1, the Blooket game helped learners learn vocabulary effectively and enjoyably. The pictures used in Blooket also helped them understand what they should do or the meaning of something. One student gave a 'no' answer to question number 2 (table 4.1) because the student did not learn new vocabulary in the Blooket game. In question number 3, one student gave a 'no' answer. This means that the student does not have a lot of vocabulary knowledge. In question number 4, one student answered 'no'. This means that the student was not helped by the pictures provided in Blooket to learn new vocabulary. In addition, one student answered 'no' to question number 5 because the student had difficulty understanding the instructions given. In question number 6, seven students still had difficulty understanding new vocabulary because they had a limited vocabulary knowledge. Two students answered 'yes' to question number 8. This is because the students are already proficient in playing Blooket.

It can be concluded that students' responses to the use of Blooket in vocabulary learning is suitable for implementation in the classroom, especially in English language learning. There are two game modes that are highly favored by students in vocabulary learning: "Fishing Frenzy" and "Battle Royale". After conducting a field trial, the students filled out a questionnaire related to their responses to the implementation of the Blooket game. The survey results showed that 95.2% of the twenty-six students agreed that Blooket is categorized as "Excellent". Therefore, it can be concluded that this media is suitable for implementation in vocabulary learning.

Additionally, based on trial results and feedback from English teachers, several minor revisions were identified for completion. Developers added questions to the Blooket game as the existing set lacked those related to texts describing individuals. The game's concept provided to students needed clarity to facilitate smoother gameplay. Developers adjusted the game concept and provided explanations to students, ensuring an easier understanding of how to play Blooket.

## **B. Discussion**

### **“Blooket” Be Developed into A Medium Which Can Enrich Vocabulary**

The study's findings conclusively demonstrated how "Blooket" served as a potent tool in enriching students' vocabulary. The efficacy of this game-based learning platform in addressing the specific needs and challenges of vocabulary acquisition for seventh-graders aligns impeccably with established theories in education and language learning.

The research highlighted "Blooket" as a proficient medium tailored to enhance students' vocabulary learning. It aligned seamlessly with the fundamental concept of vocabulary acquisition in language learning, substantiating its alignment with Harmer's theories (2016). The positive response from students underscored how "Blooket" has been skillfully designed to augment vocabulary acquisition and aligned with established theories in this domain.

Moreover, the study illuminated the motivational aspect of language learning through game-based platforms. The enthusiastic engagement of students with "Blooket" resonated with prior research (Hamari et al., 2016) on the motivating effects of such learning tools. The positive feedback and increased enthusiasm for learning English, particularly through reading, validate the intrinsic motivation induced by "Blooket" as highlighted by Prensky (2001, 2003).

The research also addressed the significance of clear instructions and mechanics in educational games. While some students faced initial challenges, this insight emphasized the need for refining game mechanics for effective learning. Improving the clarity of instructions, as advocated by Kinzie and Joseph (2008), is crucial for enhancing the efficacy of "Blooket" in vocabulary enrichment.

Furthermore, the study indirectly touched upon vocabulary learning strategies by providing an engaging platform for practice and reinforcement. This aligned with the notion

that effective language learners utilized various strategies, including practice and context, echoing Nation's concept (2001). By focusing on descriptive texts for vocabulary learning, the research aligned with teaching vocabulary within specific contexts (Ploeger, 2000), showcasing how "Blooket" can be adjusted to address students' vocabulary needs within a particular context.

Additionally, the research followed a game-based learning framework (Garris et al., 2002), emphasizing the immersive nature of games for learning, which "Blooket" effectively embodies. The platform's role as a formative assessment tool aligned with the concept of gauging student understanding and progress (Torrey, 2022), further emphasizing its multifaceted utility.

Therefore, the research findings underscored the pivotal role of "Blooket" as a medium for enriching students' vocabulary, aligning cohesively with established theories and concepts in language learning, instructional design, and motivation. The positive outcomes offered tangible evidence of "Blooket's" efficacy in addressing vocabulary challenges while enhancing student motivation and engagement, contributing significantly to the field of language learning and pedagogy. Expanding upon these findings, "Blooket" can be further developed to serve as an even more robust and versatile tool for vocabulary enrichment, ensuring clearer instructions, diverse contexts, and enhanced engagement to maximize its educational impact.

### **Students' Responses Toward the Use of Blooket in Teaching Vocabulary**

The overwhelmingly positive student response to the use of Blooket in vocabulary teaching underscored its effectiveness in enhancing the learning experience. These responses were in line with existing theories in the field of education, especially theories that emphasize motivation and engagement in learning through game-based approaches.

The findings of this study, which showed that 100% positive response regarding students' interest in playing Blooket and increasing their enthusiasm for learning English, are in line with previous research regarding the motivational aspects of game-based learning. As highlighted by Hamari et al. (2016) and further supported by Prensky (2001, 2003), the enthusiastic engagement observed among students reflects the intrinsic motivation induced by game-based learning platforms such as Blooket. This alignment validated Blooket's efficacy not only in cultivating interest but also in encouraging students to delve deeper into English language learning, particularly through reading.

Additionally, affirmative feedback regarding vocabulary acquisition and the game's help in understanding new words through visuals reinforces Blooket's effectiveness in facilitating language learning. These responses corroborated existing theories regarding language acquisition strategies, particularly the use of visuals to assist in understanding and retaining new vocabulary (Nation, 2001).

However, the research also highlighted areas that need improvement, particularly the identification of difficult words in games and the need for clearer instructions. These aspects were in line with theories that emphasized the importance of perfecting game mechanics and providing clear instructions for effective learning outcomes (Kinzie and Joseph, 2008). Improving these elements in Blooket can further optimize its potential as a vocabulary enrichment tool.

In essence, students' positive responses confirmed that Blooket's effectiveness in vocabulary teaching, aligning with existing theories about motivation, engagement, and language acquisition. The platform's ability to generate enthusiasm, aid vocabulary acquisition through visuals, and foster a deeper interest in learning English, especially through reading, highlighted its value as an engaging and impactful educational tool. Integrating suggestions for improvement will strengthen Blooket's efficacy, ensuring a more comprehensive and rewarding experience for students engaged in vocabulary learning.

## CONCLUSION

Research on the development and implementation of "Blooket" as a medium for enriching the vocabulary of seventh grade students is closely related to various concepts and theories in the field of education and language learning. This study provides convincing evidence of the efficacy and relevance of "Blooket" as a game-based learning platform in addressing specific challenges related to vocabulary acquisition. The positive results of this study provide concrete evidence of the platform's efficacy in overcoming vocabulary acquisition challenges, increasing student motivation and engagement, and supporting effective teaching and learning.

This research produced several specific learning outcomes. First, the use of "Blooket" has been shown to significantly improve students' vocabulary comprehension. By involving students in interesting game activities, it is easier for them to understand and remember English vocabulary. Second, intensive interaction with this game has also helped increase students' learning motivation. They feel more motivated to learn because of the use of fun and interactive games. This has a positive impact on the level of student participation and involvement in the learning process. Thus, it can be concluded that "Blooket" is not only effective in improving vocabulary understanding, but also in increasing students' motivation and engagement in English learning.

Based on the results and discussions, the conclusion is drawn from an analysis that gathers two main findings. First, the results regarding how 'Blooket' can be developed into a medium that can enrich vocabulary for students. The research findings indicate that the implementation of the Blooket game can serve as an effective medium to enhance students' vocabulary. The analysis of observations, interviews with English teachers, and student responses to the game shows that Blooket makes a positive contribution to motivation and student engagement in understanding English vocabulary. The specific use of this game is designed to meet students' needs in learning English, address shortcomings in the learning process, and fulfill students' desires to improve their English language skills. Therefore, the first conclusion is that Blooket can be developed into an effective medium to enrich students' vocabulary, providing a positive impact on the English learning process among junior high school students. The main objective of this research is to develop and implement "Blooket" as a medium to enrich the vocabulary of seventh grade students. This study aims to assess its effectiveness in overcoming vocabulary acquisition challenges and increasing students' motivation and engagement in English language learning. During the creation phase, "Blooket" was carefully developed as a game-based learning platform, in line with educational theories of engagement and motivation. Expert reviews highlight its potential as an effective tool for enriching vocabulary. During implementation, "Blooket" is introduced to students with clear instructions and played interactively. Student responses demonstrated increased motivation and engagement, as well as improved vocabulary comprehension. The evaluation phase revealed that "Blooket" effectively enriches students' vocabulary, addressing specific learning needs and desires. These findings have important implications for theory, practice, and future research in language learning and educational technology. They emphasize the importance of incorporating game-based learning approaches to increase student engagement and motivation. Additionally, this research highlights the need for further exploration of innovative technologies such as "Blooket" in language education to better meet diverse learning needs and preferences.

Second, the results on what the students' responses were toward the use of Blooket in teaching vocabulary. This study showed that media was developed based on the needs of students, most of whom lack English vocabulary and motivation to learn English. The research findings indicated that "Blooket" effectively addresses the challenges students face in learning English vocabulary, supporting the central role of vocabulary acquisition in language learning



as theorized by Harmer (2016). The study also confirms the motivating effects of game-based learning, in line with previous research, and highlights the importance of clear instructions and mechanics in educational games, aligning with principles (Kinzie & Joseph, 2008). Regarding the overall product, the implementation of this product has yielded positive responses. Students have found value in the presence of the product, as indicated by the total scores they provided. In the large-scale field test, students gave a score of 95%. This signifies that the game can help them in vocabulary learning.

Furthermore, based on the data collected through observation, interviews, and questionnaires, it can be concluded that this media is effective and beneficial for both students and teachers in English language learning, particularly in vocabulary acquisition. This is evident from the positive responses given by students and teachers. Therefore, active engagement in the 7th-grade classes at Zainuddin Junior High School can be achieved through the incorporation of Blooket in English language learning, especially in vocabulary acquisition.

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# IN-SERVICE TEACHERS' PERSPECTIVES ON EFL PRE-SERVICE TEACHERS' PERFORMANCES IN TEACHING YOUNG LEARNERS

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## ABSTRACT

The present study aimed at investigating the teaching performances of pre-service teachers in teaching English as a Foreign Language (EFL) when instructing young learners, as perceived by in-service teachers. Adopting a descriptive qualitative research design, data were gathered through observations and interviews conducted with 15 students enrolled in the fourth semester of the teaching English as a foreign language subject. The evaluation of the pre-service teachers' performances was based on an adapted evaluation sheet derived from the government's professional teacher development program, encompassing criteria related to the commencement, progression, and conclusion of the lesson. Participants were in-service teachers from three distinct educational institutions, selected through purposive sampling. The findings of the study indicated that the pre-service teachers received average scores ranging from 70 to 90 for each criterion, demonstrating their proficiency in teaching young learners. Descriptively, it can be inferred that the pre-service teachers exhibited competent teaching skills within this particular instructional context.

**Keywords:** in-service teacher, pre-service teacher, teaching performance, perspective, English for young learner

## I. INTRODUCTION

It is obvious that it is becoming more and more important for every person to become fluent in this universal language, both passively and actively, in order for it to serve as a medium for verbal interaction and communication as information systems and digitization continue to advance quickly. Those who fail to recognize this potential will undoubtedly fall behind and will not be able to play a leading role in recording the history of the country's growth.

Unfortunately, Indonesia now considers English to be a foreign language. As a result, it is exceedingly challenging to discover people who speak English in Indonesia, where there are several barriers to the teaching of English. Indonesian is frequently used as the language of instruction in class for instructions, communication, and discussions regarding the teaching of English so that

Therefore, it may be said that Indonesia does not provide an environment that is conducive to learning English. Previous studies have demonstrated that teaching English as a foreign language, or EFL, in the Indonesian context has encountered substantial challenges. Low teacher competency and insufficient student motivation undoubtedly contribute to students not learning English at the required level (Sulistyo, 2015).

Panggabean (2015) discovered in his research that Indonesia's English learning and teaching methods are burdensome. Teachers continue to instruct English using the prior method, despite the fact that since the 1980s the grammar-based technique has transitioned to a functional approach. They consequently fail to establish a communicative, comfortable, and engaging learning and teaching environment. The similar thing also happens in early year education level. The complexity of the content, knowledge, and skill to understand the young learners' characteristics become the more challenging issues were also addressed by the young learners' teachers in teaching EFL.

In any level of education, teachers must build their professional knowledge to master the complexities of teaching (Kunter et al., 2013). Professional knowledge is derived from theory and practice and integrates general pedagogical knowledge, content knowledge, pedagogical content knowledge, and affective-motivational components such as beliefs, values, motivation, and metacognition (Blomeke, 2017; Shulman, 1987).

To create teachers with the aforementioned professionalism criteria, higher education institutions actively implement training programs to prepare high-quality pre-service teachers who can understand all aspects of lesson preparation, implementation, and evaluation. In the execution of these activities, in-service teachers are actively involved to provide valuable input for the improvement of pre-service teachers' competencies.

Specifically, for assessing how well pre-service teacher preparation programs prepare instructors for the difficulties of teaching young learners, it is essential to comprehend the viewpoints of classroom teachers. In-service teachers play a critical role in guiding and evaluating pre-service teachers during their training period. Studying the perspectives of in-service teachers provides valuable insights into how they perceive the preparedness and effectiveness of pre-service teachers in handling the unique challenges of teaching young learners. Research by Johnson and Wilson (2019) highlighted that in-service teachers' observations and feedback were essential in facilitating pre-service teachers' professional growth and improving their classroom performance.

The preparation of pre-service teachers for teaching young learners is a significant aspect of EFL teacher education. Educators recognize the importance of equipping pre-service teachers with pedagogical strategies and content knowledge tailored to the needs and characteristics of young learners. Yang, et.al. (2022) emphasized the need for comprehensive training programs that focus on active learning, student-centered approaches, and the integration of technology to support the effective instruction of young learners.

Perspectives of in-service teachers on pre-service teacher performance evaluation provide essential feedback for program improvement and assessing the readiness of pre-service teachers to enter the teaching profession. Zheng and Wang (2018) explored in-service teachers' perceptions of evaluation criteria for pre-service teachers and found that effective classroom management, student engagement, and adaptable instructional strategies were highly regarded attributes.

Studying the perspectives of in-service teachers regarding pre-service teachers' classroom practices can offer valuable insights into the effectiveness of instructional techniques and the impact on young learners' learning outcomes. Kim and Lee (2017) examined in-service teachers' perceptions of pre-service teachers' implementation of communicative language teaching approaches in young learner classrooms and found that positive perspectives were associated with improved student engagement and language acquisition.

Collaboration and mentorship between in-service and pre-service teachers have been recognized as crucial factors in supporting the professional development of novice teachers. Studies by Zhang and Zhu (2023) emphasized that in-service teachers' guidance and support during the pre-service teaching period enhanced pre-service teachers' confidence and ability to navigate challenges in young learner classrooms.

In conclusion, the perspectives of class teachers play a critical role in assessing the effectiveness of pre-service EFL teachers when instructing young learners. This study aims to enhance pre-service teacher preparation programs and instructors' readiness to address the challenges of teaching English to young learners by examining their viewpoints. The study's findings will contribute to improving the quality of language instruction for young learners and will be valuable for teacher educators, policymakers, and practitioners involved in EFL teacher education. From the vantage point of experienced class teachers, this research is expected to provide valuable insights into the strengths and weaknesses of EFL pre-service teachers' abilities in instructing young learners. By identifying areas that require more attention and growth, the findings will aid in the enhancement of pre-service teacher training programs. The advice and recommendations of class teachers will be instrumental in refining teaching methods, classroom management strategies, and overall pedagogical approaches in EFL teacher education.

## II. LITERATURE REVIEW

### a. *Pre-service teacher training*

Pre-service teacher training is a critical phase in preparing future educators to meet the challenges of diverse and dynamic classrooms. A comprehensive training program that focuses on content knowledge, pedagogical skills, classroom management, and reflective practices can empower pre-service teachers to become effective and reflective practitioners. Integrating technology and providing meaningful field experiences are essential in enhancing the quality of teacher preparation. Addressing the challenges and adopting effective approaches in pre-service teacher training is pivotal to ensure the success and impact of teachers in their professional careers. Darling-Hammond (2006) emphasized that pre-service teacher training plays a pivotal role in shaping the quality of education in schools. It influences the knowledge, skills, and attitudes of future teachers, directly impacting student learning outcomes. Zeichner and Conklin (2005) argued that well-designed pre-service teacher training programs lead to the development of reflective and competent educators who are better equipped to meet the diverse needs of learners. Research by Shulman (1986) emphasized the importance of developing both subject matter expertise and effective pedagogical strategies to deliver content effectively. Studies by Emmer and Stough (2001) highlighted the significance of equipping pre-service teachers with classroom management techniques to create conducive learning environments.

### b. *In-service teacher perspectives*

The perspectives of in-service teachers play a crucial role in shaping the educational landscape. Their insights, experiences, and beliefs influence classroom practices, curriculum development, and school policies. This literature review explores research related to in-service teacher perspectives, focusing on their attitudes, challenges, professional development needs, and impact on student learning. Hargreaves (1996) emphasized that in-service teachers' attitudes and beliefs significantly impact their instructional decisions and interactions with students. Positive attitudes towards professional growth and reflective teaching practices have been associated with improved student outcomes. Pajares (1992) discussed the role of self-efficacy beliefs in teaching effectiveness. In-service teachers with high self-efficacy are more likely to take on challenging tasks and persist in the face of difficulties. Darling-Hammond and Richardson (2009) emphasized the importance of targeted professional development programs that align with in-service teachers' specific needs and classroom contexts.

### c. *Teaching Performance*

Teaching performance refers to the implementation of the teaching planning into action. This study adapted the teaching rubric used in the Teacher Professional Education Program (2022) within several criteria. Here are the basic criteria used in the instrument which were henceforth divided into 18 criteria.

- Lesson Planning: Evaluation of the candidates' ability to plan clear and structured lessons, including learning objectives, teaching strategies, instructional materials, and assessment methods.
- Subject Matter Mastery: Assessment of candidates' proficiency in mastering the subjects they teach, including in-depth understanding of the content and the ability to explain it accurately.
- Interaction with Students: Observing how candidates interact with students, whether they can create positive relationships, listen to students, and respond to their questions and feedback.
- Use of Teaching Methods and Strategies: Assessment of the candidates' use of diverse teaching methods to create engaging and interactive learning experiences.
- Classroom Management: Evaluating candidates' ability to effectively manage the classroom, create a conducive learning environment, and address potential disruptions or issues in the classroom.

- Use of Media and Technology: Observing how candidates utilize media and technology in teaching and to what extent it supports student learning.
- Learning Assessment: Assessing candidates' ability to evaluate students' understanding, provide feedback, and make adjustments to instruction if necessary.
- Creativity and Innovation: Evaluating the candidates' level of creativity and innovation in creating engaging and relevant learning experiences for students.

#### d. Teaching Young Learners

Teaching for young learners is a crucial stage in early childhood education that lays the groundwork for lifelong learning and development. Effective pedagogical approaches, such as constructivism and scaffolding, align with the developmental needs of young learners. Piaget (1964) emphasized the significance of hands-on, experiential learning for young children. Constructivist approaches that encourage active exploration and discovery align with the developmental needs of young learners. In addition, Vygotsky (1978) in Pendergast (2011) introduced the concept of the zone of proximal development (ZPD), highlighting the importance of scaffolding and support from teachers to facilitate children's learning and problem-solving abilities. Rimm-Kaufman et al. (2009) found that high-quality teacher-student interactions in early childhood classrooms were associated with greater social and emotional development in young learners. Furthermore, Ali et al. (2018) mentioned that children learn 'naturally' through play, with the teachers facilitating opportunities for play in the environment they are exposed to. Children taught at an early age usually benefit in the following ways such as improved social skills, lesser or no need for special education instruction during subsequent school years, better grades, and enhanced attention spans.. Play-based activities were found to promote creativity, problem-solving skills, and language acquisition.

### III. METHODS

The research employed a qualitative approach, utilizing observation and interviews to gather data from in-service teachers who observed the teaching performances of EFL pre-service teachers in young learner classrooms. This study collected the in service teachers' perceptions from PAUD Kumara Bhuna II Denpasar Utara, TK Negeri Pembina Denpasar, and SD Negeri 1 Jagapati Badung. Purposive sampling were used to select these three schools in which they teach English for the students, have special English teacher, represent both private and public schools, and involved under MoU with the university. Specifically, they observed the pre-service teachers who wore coming from the fourth semester of English Language Education Department who were currently taking Teaching English as a Foreign Language (TEFL) Class I Gusti Bagus Sugriwa Denpasar Hindu State University. The data were collected by using questionnaire with a number of criteria which had been adjusted to teacher assessment instrument issued by the Ministry of Education, Culture, Research, and Technology. It consisted of 18 questions about teaching performances during pre-activity, whilst activity, and post activity. In addition, an interview was done to find out the more comprehensive reasons and situation to confirm Furthermore, the data were analyzed and described descriptively for each item.

### IV. RESULT AND DISCUSSION

Regarding the present research objective to explore the perspectives of in-service teachers on the performances of EFL pre-service teachers in teaching young learners through a descriptive qualitative research design, the data from the observation sheet and interview were displayed and analyzed as follows.

*Table 1. Pre-service Teachers' Performances during Pre-Activity*

No	Criteria	Average Score
1	<b>Prepare students physically and mentally (Q1)</b> Includes student seating arrangements, and mental, direct teaching, delivering greetings, praying, asking about student conditions, and attendance.	85
2	<b>Motivate students (Q2)</b> Convey the benefits of studying the material to be studied, with employment, technology, etc.); generate students' interest/motivation to study	85
3	<b>Give apperception (Q3)</b> Increasing students' attention (for example by doing demonstrations), asking questions that relate previous knowledge to the material to be studied, related to everyday life, associated with current issues	80
4	<b>Deliver learning objectives (Q4)</b> In accordance with the theme/sub-theme, relevant to the indicators, can be implemented in learning	85
5	<b>Convey material coverage (Q5)</b> In the form of main material and delivered sequentially	85

Based on the result of the observation checklist filled by the in-service teachers, it was found that the pre-service teachers showed great performances in opening the lesson. By having average score above 85, the students can be considered having good competency in preparing the students physically and mentally; motivating the students, delivering the learning objectives, and conveying the material coverage. Here is the result of the interview with the in-service teacher 1 in kindergarten.

*"...the pre-service teachers mostly entered the classroom full of excitement and they also managed their tone, voice and gesture to fit in the students' ages. The use implementation of simple games and songs at the beginning seemed helping the students to be more relax during the class activities"*.

Interestingly, the in-service teacher 2 also mentioned that *"... every pre-teacher used different games and make-up songs from one to another"*. The only problem encountered during this opening session was the time management. According to the in-service teacher 3 as well as the class teacher in interview, she said *"...the students really enjoy the games and request for more and it was permitted by the pre-service teachers. It takes long time. Too long."* The in-service teacher 2 from the kindergarten was also impressed by the way the pre-service teachers who were immediately switch their English-full teaching into dual language use in giving instruction. It helped the young learners a lot in following the activities. The other weakness found by the teacher was in form of the way the students were given appreciation. According to the class teachers, young learners preferred to be announced for their achievement and it was not widely done by the pre service teacher.

Furthermore, the following table will present the pre-service teacher in conducting the main activity in which it will be classified into two categories, namely the material mastery

and the implementation of the model, strategy, techniques, or methods. Their performances on material mastery were considered very good by the class teachers since their average score shows 83. Only one teacher put notes on the observation sheet which is about the pronunciation of the students. The pre-service teachers were still caught to be mispronounced some words in the classroom. According to the teacher, the students are following the mispronunciation of them because they are in the middle of drilling the words and phrases.

*Table 2. Pre-service Teachers' Performances during Whilst Activity*

No	Criteria	Average Score
	<b>Material mastery</b>	
6	<b>Delivering material (Q6)</b> In accordance with the learning objectives of the RPP, concepts are conveyed correctly, systematically (from easy to difficult, from concrete to abstract, from those close to the student's environment to far), and linking material with other relevant knowledge	83
7	<b>Applying the concept of learning materials to life (Q7)</b> Providing real examples, relating to the latest information, relating to themes (science, environment, technology, and society)	70

The previous table also shows the creativity of the pre-service teachers in applying the concept of learning materials to life is quite good since the average score shows 70. This item implied the way and initiative of them in linking and integrating the materials with other subjects. Teacher 1 mentioned that

*"The pre-service teachers were lack in connecting the materials with other subject. They mostly focus on the introduction of the vocabularies and expressions. The students were actually active in the classroom with lots of activities; however it was not integrated to other subjects so that it was not considered very beneficial by the students".*

In term of the use of the teaching procedures, here is the table that summarizes the result of the observation sheets filled by the class teachers.

*Table 3. The implementation of models and methods*

No	Criteria	Average Score
8	<b>Implementing active learning (Q8)</b> Carrying out learning steps reflects active learning (encouraging students to experience hands-on activities: observing/conducting experiments, inviting students to interact, discussing difficult words, making inferences, stimulating students' ability to think at a higher level, fostering joy)	90
9	<b>Cultivating positive habits (Q9)</b> Familiarize students to act in discipline, work together, encourage students to dare to argue or ask questions, accustom students to communicating politely, give appreciation appropriately and proportionately.	80



<b>10</b>	<b>Utilizing tools, media, and technology (Q10)</b> Effectively and efficiently (performed properly and safely, skillfully using tools/materials/media/ICT, fostering active student participation in learning, strengthening student understanding, attracting student attention)	<b>85</b>
<b>11</b>	<b>Classroom management (Q11)</b> Skilled in guiding students classically, in groups and individually, the class remains conducive, always provides reinforcement and motivation, can attract students' attention to stay focused in carrying out activities, teacher mobility in the class has purpose, eye contact with students awake.	<b>75</b>
<b>12</b>	<b>Language use (Q12)</b> Sentences are clear and easy to understand, the choice of words or sentences of greeting is in accordance with the psychological maturity of the students (eg calling students with the word you, not you, etc.), words/sentences that do not contain SARA and/or bullying, intonation and tone according to needs, volume of voice is clear; use polite language.	<b>80</b>
<b>13</b>	<b>Evaluating learning process (Q13)</b> Go around monitoring student learning progress, asking questions to monitor student achievement, motivating students to achieve higher development, carrying out process assessments according to plan.	<b>80</b>
<b>14</b>	<b>Evaluating learning outcomes (Q14)</b> Conduct assessments according to purpose, carry out assessments according to plan, use rubrics to assess, follow up on assessment results during learning.	<b>85</b>
<b>15</b>	<b>Social awareness (Q15)</b> Demonstrate empathy for students, care for students' needs, and care for environmental conditions; be open to differences in student conditions.	<b>80</b>
<b>16</b>	<b>Personalities (Q16)</b> Have an open attitude (saying thank you/sorry in the right circumstances; showing friendly gestures; admitting mistakes/shortcomings gracefully; neat appearance, clean, and polite; enthusiastic	<b>80</b>

There are 9 items about the step by step activities done by the pre-service teachers in the classroom about the implementation of model and methods which are viewed from several aspects including operational procedure, social awareness, and personalities. Based on the previous table that it clearly shows that the pre-service teachers get the highest average score in implementing active learning. Furthermore, the teacher 2 confirmed the result by stating

*“The pre-service teachers are eagerly conducting games, competition, and singing songs for engaging the students. The variety of the activities is also high in which the students were using group work, class discussion, group discussion, talk show, role play, and presentation in the teaching learning process.”*

In addition teacher 3 also mentioned

*“Even though the students are young learners, they seem being fully motivated by the pre-service teacher. They majorly used 21<sup>st</sup> century learning model which are emphasizing on communication, collaboration, creative and critical thinking, namely problem based learning, project based learning, and cooperative learning”.*

The teacher 2 also mentioned that the students are highly motivated because of the media used by the teachers. Both physical media and technology-based media made by the pre-service teacher are very useful to stimulate active learning in the classroom in which most of the students are actively participating in the class activities.

The lowest average score was seen in term of the classroom management. Classroom management includes the strategies used by the pre-service teachers in managing the classroom and control the students' behaviors so that the activities can run well in accordance of the lesson plan. It was 70 in average according to the class teachers and a number of reasons were stated by the teachers in the observation sheets. First, the pre-service teachers still find it difficult to refocus the students when the students are doing transition from one activity to another activity. They also mentioned that the pre-service teachers have no special strategies in drawing students' attention. Because of that, it was considered time consuming since it was taking few minutes to refocus the students. Besides, the teacher highlights the way the pre-service teachers responds to the misbehavior in the classroom. Some of them did not take it seriously about the trouble makers in the classroom. It also affects the class situation since the other students are distracted and provoked by them. Some teachers also mentioned that they need to help the pre-service teacher in grouping the students because some of them still confused to find groups. Some of them mentioned that the overall management is quite good only some aspects need to be improved as being stated previously.

The other two components which are gaining big average score as 85 are utilizing media and technologies in the classroom and evaluation the students' learning outcomes. In term of using media and technology, all pre-service teachers are using media in their teaching learning process in form of presentation slides, videos, games, and flash cards. They also use self-generated worksheets which are designed to be fancy to be adjusted to young learners' characters. The other teachers also added that this factor made the students enjoy finishing the task without pressure. In line with this, the evaluation carried out at the end of the lesson were already done by the pre-service teacher in which according to the notes from the class teacher on the observation sheets, they were using small quiz or general question and answers. The type used in the quiz are is very simple is which more likely games. The students did not find it difficult because the students thought they were still playing which can be seen from their excited facial expression.

In term of the way the pre-service teachers cultivate the positive habits in the classroom can generally be categorized as good for showing average score 80. The similar value was gained for language use, the ongoing assessment, social awareness, and personalities. The class teachers mentioned that some of the pre-service teachers' positive attitude during class

activities motivated the students to the similar thing, however, for some are still struggling to maintain the positive attitude especially in responding students' behaviors. The other thing needs to be improved is about the language use which is previously being mentioned, particularly about the pronunciation and the use mostly English by some pre-service teachers. Nevertheless, the students in kindergarten level were given instruction bilingually which is also assisted by pictures. However, for the students who are already in primary schools especially who are in higher level were given instruction which are mostly delivered in English. It becomes another highlight of the class teachers to be more aware on students' condition. The pre-service teachers are also assessed in closing the lesson. Here is the summary of their performance.

*Table 4. Pre-service Teachers' Performances during Post-Activity*

No	Criteria	Average Score
17	<b>Concluding the lesson Q17</b> By involving students, guiding students in making summaries through recalling (discussing what play activities students have played and what they like most), and providing feedback come back.	80
18	<b>Reflecting the lesson and conducting follow up (Q18)</b> Reviewing the concept of material that has been taught, guiding students to carry out self-evaluations to find benefits, providing feedback on the learning process, assigning assignments, informing activity plans lesson for the next meeting.	80

Based on the table 4, the pre-service teachers performances shows quite good performance as 80 shown in the average value. According to the teacher, they actually conclude the lesson and reflect the activities at the end. However some of the students directly conclude or review the process by their own because the students were being quiet. It is expected that the pre-service teacher can generate simpler questions or connected to their experiences, so the students can be involved in the discussion freely.

The results revealed that the pre-service teachers' performances in young learner class settings received average scores ranging from 70 to 90. Notably, their engagement of students through active learning strategies earned them the highest average score of 90. This suggests that the pre-service teachers demonstrated proficiency in creating dynamic and interactive learning experiences for young learners, enhancing their overall engagement and participation in the classroom.

Conversely, several aspects were identified as areas that could benefit from improvement. These included strategies for integrating materials with other subjects and real-life situations, as well as classroom management techniques. The scores in these areas indicated the need for pre-service teachers to develop more effective ways to contextualize lessons and maintain a conducive learning environment for young learners.

This findings align with previous studies that emphasize the significance of active learning strategies in engaging young learners effectively. The high average score obtained by pre-service teachers in this aspect reinforces the importance of promoting student-centered approaches in EFL classrooms. It is in line with Fayombo (2012) who investigated the relationships between the active learning strategies (discussion, video clips simulation, game show, role – play, five minute paper, clarification pauses, group work) and the students'

learning outcomes and found out that the use of Video emerged the best active learning strategy.

The pre-service teachers were mostly implemented games in their teaching activities which is displayed with highest average score in active learning among other criteria. By integrating games with the learning process, educators aim to motivate students and foster a deeper understanding of the subject matter. This approach not only creates an enjoyable studying environment but also offers opportunities for practical application of acquired knowledge (Munna and Kalam, 2021; Torrente et al., 2011; Pho and Dinscore, 2015).

Meanwhile, the lowest performance was found in the criterion of connecting the lesson with real life situation. It is probably caused by a number of factors, such as lack of practice and students' characteristics. Lack of teacher training in designing real-life connections may hinder effective implementation (Webster, 2019). The limited information about the students' characteristics and background will probably lead the lack performance of the pre-service teacher.

Understanding the factors influencing pre-service teacher performance, utilizing effective assessment methods, and providing comprehensive pre-service teacher training are essential in preparing future educators to excel in their professional roles. By addressing the challenges in assessing pre-service teacher performance and continuously improving training programs, teacher education institutions can contribute to the development of highly competent and effective teachers who positively impact student learning outcomes.

## V. CONCLUSION

The study provides valuable insights into the perspectives of in-service teachers on the performances of EFL pre-service teachers when teaching young learners. While acknowledging the areas for improvement, the research reveals that the pre-service teachers' overall performance meets the expectations set by the government's teacher evaluation sheet. The findings underline the importance of refining instructional strategies, particularly regarding material integration and classroom management, to enhance the overall learning experience for young learners in EFL settings.

It is essential to acknowledge the limitations of this research, which focused on a singular class of EFL pre-service teachers over a limited period. Future investigations should explore the potential influence of gender, the diverse background levels of students, and the willingness of in-service teachers to share their perspectives more comprehensively.

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# EMPOWERING YOUNG LEARNERS IN ENGLISH EDUCATION: POTENTIAL AND LIMITATIONS OF SUNO AI

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## ABSTRACT

Engaging and maintaining young learners' attention spans with songs has been a common technique in the teaching of English. However, looking for suitable and perfect songs on the internet has always been difficult and takes much time for those teachers who want to include music in their classes. Now, this challenge is made easier by SUNO, a generative AI that creates songs quickly and effectively. Nevertheless, like any other technology, SUNO is not flawless AI. There are some downsides associated with SUNO as well. For example, the quality of the songs depends on the prompt it receives. Moreover, its operation relies on an uninterrupted connection to the internet which might not be available at certain institutions such as rural areas.

**Keywords:** English Language Teaching, Educational Songs, Young Learners, SUNO AI

## INTRODUCTION

Learning English has become more essential nowadays because it is a lingua franca spoken in many countries (Alghannam, 2024). Many people believe that it should be introduced as early as possible because as some research implies, young learners learn new languages faster and easier than adult learners (Wallin & Cheevakumjorn, 2020). Therefore, many schools, particularly in Indonesia, now teach English starting from early childhood education, such as kindergartens and elementary schools (Umar, 2022).

When it comes to teaching English to young learners, for some teachers, it can be more problematic and sometimes infuriating than teaching adults. The main cause behind this matter is the difference in attention span between kids and adults. The lengths of attention spans possessed by kids, especially who are still in their early years, always appear to be shorter than grownups. If they are not kept engaged constantly, children can easily lose interest or focus or become restless. Consequently, teachers need to be constantly innovative and dynamic in order to keep their students interested and focused (Avezova, 2022).

To maintain children's attention, teachers need to be able to create an engaging and fun classroom. Besides inserting games into the lessons, teachers can integrate songs to attract children's attention. Not only can songs grab students' focus, but several studies also suggest that young learners may acquire English faster and easier if songs and music are included in the lessons (Andari & Wiguna, 2022). Songs that use rhythm and repetition may help children pick up and recall new words more easily. In addition, integrating songs into lessons enables teachers to create a fun and interactive learning environment that fosters language acquisition and fluency.

However, sometimes some teachers find it difficult to choose which songs to use in the classroom because of some considerations. First, they need to be aware of the complexity of the lyrics. Teachers might want to choose songs with simpler words that are easy for young learners to understand. Second, the selected songs must relate to the lesson objectives. Third, the songs should be age-appropriate and culturally acceptable to students (Shimada, 2024). There are certainly some other aspects that teachers need to consider in selecting songs to use and it is no surprise that they can spend hours and hours finding good songs for teaching. Now, with the help of SUNO AI, all those challenges are nothing, and teaching English to young learners with songs should be easier and stress-free for teachers.

## Overview

SUNO is a generative AI meant for producing songs with vocals and/or instruments, or instrumentals. The first thing that teachers should do before composing songs is go to [www.SUNO.com](http://www.SUNO.com) and sign up using an email address. After successfully signing up, teachers get 50 credits daily which can be used to create 10 songs. If teachers wish to create more songs a day, they can buy the pro version for 10\$/per month or buy the premiere version which is 30\$/per month. The pro plan allows users to create up to 500 songs while with the premiere one, users may compose 2,000 songs.

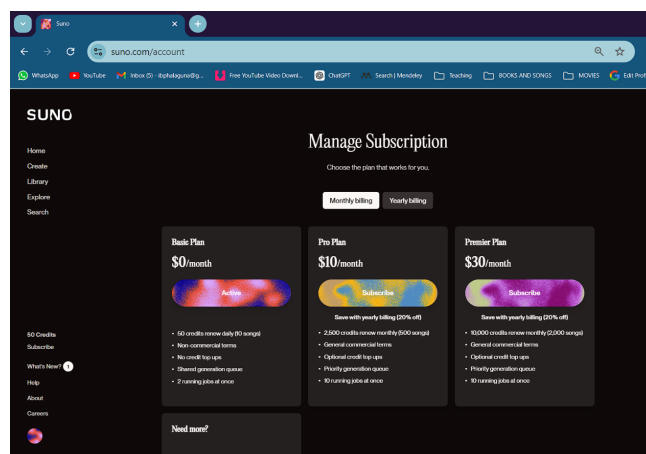


Figure 1. SUNO subscription

Making songs and using them with the help of SUNO is exceedingly easy and uncomplicated. Therefore, it could be appropriate for teachers who have different levels of skills. When teachers enter the description of the desired song (prompt) in the 'create' segment of this platform, they will have fulfilled their first requirement. The purpose behind writing a prompt is that it serves as a basis or blueprint for SUNO to create songs according to what teachers feel should be included in teaching. However, if teachers want to get exactly what they intended from SUNO, then they must be very detailed and specific about their prompts. Thus, SUNO can come up with those songs incorporating specific language points or learning outcomes when prompts are clear and much more explicit. For instance, teachers might want to include several things in their prompt such as the the genre of the song, the learners' age as well as their level of English, and the vocabulary or grammar points that teachers are focusing on. By composing clear and analytical prompts, teachers will make sure they are getting relevant songs from SUNO which will meet the learning objectives. The example of the prompt can be seen in the following picture.

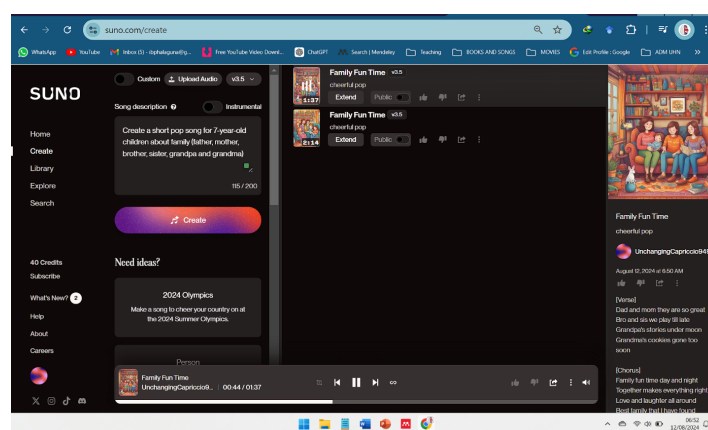


Figure 2. Creating Songs on SUNO by using a prompt



Another interesting thing that SUNO can do is it can help teachers create a song from the lyrics that they have written beforehand. To do this, teachers are supposed to switch the mode to “custom” and follow the instructions required such as inserting or writing the lyrics of the song, choosing the style of the music (pop, jazz, rock, reggae, etc), and writing the title of the song. Teachers need to click “create” afterward and SUNO will make two samples of songs based on the lyrics given. If the songs created are too short for teachers, SUNO can make them longer by editing them in the “extend from” column. However, it would be a good idea for teachers not to make the songs too long as it may lose students’ attention and interest in the songs.

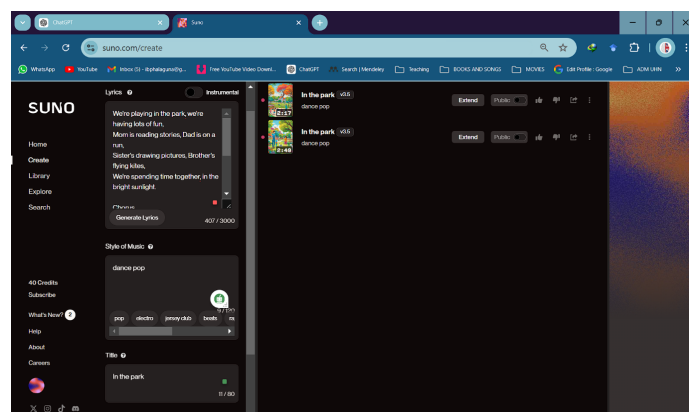


Figure 3. Creating a Song on SUNO by using lyrics

After downloading the songs, teachers are in a position to use them immediately in their teaching, learning, and or classroom practices. There are quite a few activities that teachers can do with the songs downloaded. Here are some ideas for it (Marie, 2024):

- 1) **Sing Along:** “Sing along” activity requires all children to sing the same song, which offers them an opportunity to familiarize themselves with proper pronunciation patterns, beats and intonations in a comfortable setting. Besides, children’s confidence levels increase when they sing together and improve their command of language. Moreover, most songs are characterized by repetition thus enhancing vocabulary acquisition and grammar remembering elements thereby making it easier for learners to retain information.
- 2) **Cloze or Gap Fill:** This method enhances learners’ capacity to hear better and strengthens their words. The teacher gives students part of song lyrics leaving some words blank. Next, the complete piece is played to them so that they could guess the unspecified ones from surrounding sentences. Eventually, this exercise develops not only their listening comprehension but also emphasizes stress intonation, melody or sentence speed.
- 3) **Active listening:** “Active listening” is considered to be one of the most powerful methods in which students can enhance their abilities to comprehend hearing and reading languages. In this activity, young learners are asked to listen to a song and they need to respond to questions or identify some language features like grammar patterns, significant words, or vocabulary from the texts. The primary objective of this active listening is to make young learners pay attention to the details of the language practice as it fosters their thinking skills in both comprehending and interpreting spoken English.
- 4) **Read Along:** “Read Along” helps students improve their pronunciation, word recognition and fluency. In this kind of activity, learners vocalize the texts while listening to the music at the same time. The idea behind this technique is that it helps students to strengthen their correct pronunciation by integrating them into listening exercises based on connecting sound with word forms along with fast words recognition. In addition to that, following the

tempo and singing along are aspects of this exercise which facilitate smooth reading skills in terms of frequency responsiveness.

- 5) **Lyric Challenge:** The "Lyric Challenge" is another activity that teachers can do with the song. In this activity, parts of the selected song's verse are presented to young learners. After a while, they are required to completely forget about it and they only may contribute some words either orally or written down. The advantage of this method lies not only in that it promotes sound memory but also allows young learners to study morphology by repeating such phrases and structures over again while at the same time imbuing them with positive emotions.

### **Pedagogical Benefits**

The advancement of AI nowadays, especially SUNO, brings some positive impacts to the teaching and learning process. First, SUNO is a real-time-saver for teachers who like to insert songs into their lessons. Traditionally, it would take a lot of time for teachers to choose which songs to use in the classroom. They used to spend hours looking for appropriate songs for their students on the internet and sometimes they ended up making up their songs by changing the lyrics of some popular songs. It was complicated, frustrating, and time-consuming. However, teachers can now sit back and spend their time on what truly matters because, with the help of SUNO, they can create ready-to-use songs just in no time by only typing prompts.

Second, SUNO allows teachers to tailor the lyrics so that they meet the objectives of the lesson. Unlike general educational songs on the Web, which may not satisfy specific learning objectives or the peculiarities of a certain class, SUNO puts the teachers in control of their content. Teachers can input specific terms, certain grammatical patterns, or particular topics that they want the students to get across and the song will only contain these aspects. In summary, a good song to use in the classroom should not just be fun, and engaging but also educational and meet the objectives of the lesson at the same time. (Shimada, 2024)

The third benefit that teachers could get from SUNO is they can adjust the music, rhythm, and tempo to the students' music preferences. All students have their own kind of music they love to listen to. It will not be a good idea to bring a song that teachers and students do not like into the classroom. (Adnyani & Dewi, 2020). By knowing the vast majority of the students' type of music and creating a song that meets students' tastes on SUNO, it would be much easier for teachers to make the students engaged as well as motivated in learning.

Another advantage is that SUNO can promote students' 4C skills that will help them succeed in this era. Those 4C skills include creativity, critical thinking, collaboration, and communication.

1. **Creativity:** The feature of SUNO which allows users to create their songs just by inserting the lyrics can definitely foster students' creativity. By exploring and experimenting with various types of musical styles and melodies, not only can young learners feel engaged in the learning process, but they will also develop their innovative ways of thinking.
2. **Critical Thinking:** Asking young learners to create their songs by using SUNO can also promote their critical thinking skills. When teachers give students chances to do it themselves, such as allowing them to choose the elements of the song, the tone, and the genre, they will certainly improve their decision-making skills which will lead to critical thinking skills.
3. **Collaboration:** Young learners love working together with their friends. Creating songs in groups by using SUNO can be a fun and collaborative activity that teachers can get students to do in the classroom. They can share their ideas in creating the song

and divide tasks (one student can focus on the lyric while the other students can think of the genre or the melody of the song)

4. **Communication:** After asking young learners to create a song together in a team by using SUNO, teachers need to tell them to present it or sing it in front of the class. Through the process of creating and presenting the songs, children will automatically develop their communication skills.

In summary, young learners would get many benefits if teachers integrated SUNO into the English teaching and learning process. Not only it would make the classroom fun and engaging, but also enhance the students' 4C skills, the essential skills that students need to be successful in this 21<sup>st</sup> century.

## Challenges

Although SUNO has clear potential in the language classroom, it does present challenges. The first challenge of utilizing SUNO is this tool is very much teacher-dependent, and when the teachers enter vague or poorly formatted questions and instructions (prompts), the output can be of relatively poor quality. For instance, if a teacher entered a prompt that does not contain well-defined learning outcomes or precise elements, it would mislead the AI and the songs created will not address the intended lesson plans appropriately. This tends to be quite frustrating, especially for a teacher who probably does not know how to create prompts to receive the most ideal response. Thus, having the ability to create clear, concise, and detailed instructions (prompts) is vital for teachers if they want SUNO to produce targeted songs.

Another main challenge in the utilization of SUNO relies on technological reliance where the internet and compatible equipment are essential components. This requirement becomes a major limitation for schools or educators in areas with low technology development or places with poor internet connection. The teachers from underprivileged areas will not be able to optimize the use of the tool, more likely they will not be able to use it at all due to a lack of high-speed internet and up-to-date devices. Consequently, investing in infrastructure could be one of the vital ways to address this problem so that all teachers can access and use SUNO regardless of their location.

## CONCLUSION

SUNO is an enhancement of educational technology, where it helps to provide a flexible teaching aid in making fun and educative songs. The application of artificial intelligence means that through SUNO, teachers can easily create good quality age-appropriate songs for children in a short time. SUNO can save time in searching for songs, allowing for the selection of songs based on the focus of the lesson and changing content as per students' preferences. Not only does it help in the easy preparation and organization of the lessons, but it also helps make changes to the content in a way that will be more interesting to the students.

It is undoubtedly that there are certain shortcomings to talk about. It should also be noted that the quality of the songs created with the help of SUNO often depends on the input prompts. Teachers are supposed to create clear and concise instructions so that SUNO can create the aimed songs. Further, the availability of an internet connection as well as owning compatible devices may be another significant challenge for some teachers in using SUNO.

In conclusion, it can be seen that although SUNO provides good solutions and outlooks and has significant advantages for teachers and learners, it should be used only with an understanding of its problems and constraints. When integrated with other activities such as filling the missing lyric, karaoke, or role-play, SUNO will afford educators the best way of achieving valuable learning outcomes while at the same time offering an enriched flexible way of learning to the students. For more information on SUNO and its features, visit <https://SUNO.com>.

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# THE PERCEPTIONS OF TOURISM WORKERS IN NUSA DUA, BALI REGARDING THE USE OF ENGLISH LANGUAGE SKILLS IN THE TOURISM INDUSTRY

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## ABSTRACT

This paper examines the perceptions of tourism workers in Nusa Dua, Bali, regarding the importance of using English in the tourism industry. The study aims to explore the workers' perceptions and self-perceptions of English language skills and their relevance to the industry. A descriptive research design with a quantitative approach was utilized, and data were collected through questionnaires. The findings reveal that the participants hold positive self-perceptions and perceptions toward English language skills, strongly agreeing on the importance of English in their work. They recognize the significance of good listening, speaking, reading, and writing skills in English, as well as a broad vocabulary related to the industry. The study provides insights into the participants' background characteristics, including gender, age, education, departmental affiliation, and working experience. Overall, this research contributes to the understanding of the importance of English proficiency in the tourism industry, informing language training programs and human resource practices. The findings emphasize the participants' awareness of the role of English in effective communication, customer service, and career advancement, highlighting the need for language skills in the industry.

**Keywords:** perceptions, English language skills, tourism industry

## INTRODUCTION

English plays a very important role as the main tool for international communication. The number of people in the world who communicate in English with international speakers is continuously increasing compared to speakers of other languages (*Crystal, 2003*). This statement is supported by the fact that around 380 million people speak English as an international language, as the facts have proven that English is now global. Most of these people live in countries where English is required for external purposes: to communicate and do business with people in other countries, and to pursue advancement in business fields. In addition, English is used as a means to transfer thoughts and culture and to create good relations between people in other countries. As a result, English has become an international language.

The use of English is very important for workers in the tourism industry. More specifically speaking and listening English is necessary for tourism workers working in the tourism industry as well as spoken communication while reading and writing English is necessary for email communication. When tourism workers were asked to select three functions of English knowledge that were used mainly in their work, the results revealed that among the most relevant functions were providing information, followed by providing services, and offering help for problems (*Prachanant, 2012*). Then when tourism workers face the communicative needs of their customers, they realize that the best way to meet consumer expectations is the ability to capture the subjective, emotional and physical needs that stimulate successful transactions (*Abarca & Moreno, 2001*).

From the explanation above, the use of English as a communication tool by tourism workers has a role that cannot be underestimated. What differentiate from the previous research conducted by the researchers above is that this research focuses to the perceptions of the tourism workers regarding of English language skills. Based on this fact, researchers will examine the perceptions of tourism workers, especially in Nusa Dua, Bali, regarding the importance of using English in the tourism industry whose goal is to help tourism workers, or prospective tourism workers, accommodate the use of English which will be useful in the world of work in the tourism industry.

## LITERATURE REVIEW

### Explanation of Perception

Perception refers to a person's process of understanding the environment. This involves organizing and interpreting it as a stimulus in psychological experience (*Coren et al., 2004*). Perception is also defined as the process by which an individual organizes and interprets sensory input to understand the sensations around him. In addition, perception can be seen from the cognitive processes that everyone experiences in understanding information about the environment, such as seeing, hearing, recognizing, tasting, and smelling (*McDonald, 2011*). Likewise, (*Qiong, 2017*) suggested that perception uses knowledge (stored in memory) to recognize or receive stimuli received by sense organs such as eyes, ears, and nose, and interpret the nose. In short, perception is the process of interpreting or interpreting information received through the human sensory system. Perceptual processes include sensory recording, pattern recognition, and attention. (*Slameto, 2003*) found that perception is the process of entering messages or information into the human brain by human perception which continuously makes connections with the environment. This relationship is carried out by the five senses, namely the sense of sight, the sense of taste, the sense of smell, and the sense of touch. According to (*Robbins, 2003*), perception is a process carried out by individuals to organize and interpret sensory perceptions to give meaning to the environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to information. We can think of perception as the process by which we receive sensory information from our environment and use that information to interact with the environment. Perception allows us to take sensory information and turn it into something meaningful.

### The Role of Using English in Tourism

English has become an international language, spoken, learned and understood even though it is not the native language for some countries. English plays a major role in many sectors, including tourism. Tourism and languages should promote knowledge of the tourism industry in general, and for the overall tourism product in a destination. In the service sector, tourism plays an important role. According to (*Thitthongkam & Walsh, 2010*) language is a system of spoken or written symbols that can communicate ideas, emotions, and experiences. (*Bobanovic & Grzinic, 2011*) states that to guarantee the quality of hospitality services it is necessary to find a common language between supply and demand sides. Understanding the role of language, stakeholders can improve coordination skills. Language is a resource that includes daily practice and almost all other aspects of human life. Furthermore, according to (*Thitthongkam & Walsh, 2010*), it is assumed that ignoring the important role of language can lead to loss of resources or result in limitations to tourism development due to lack of communication. The role of language is defined as a factor related to tourism organization management. According to a study on the role of language in tourism organizational management, researchers pointed out various key dimensions of language in tourism (*Thitthongkam & Walsh, 2010*):

- A. To increase customer satisfaction
- B. improve and maintain the language competence of the tourism community;
- C. to motivate international tourists
- D. to promote a better understanding of demand and culture; And
- E. to create effective internal and external communications.

English has become an academic subject in the hospitality training programs of most universities and industrial sectors to achieve English proficiency for work and fulfill job responsibilities, particularly in the tourism industry.

## Empirical Review

There have been many previous studies, for example (*Dombi, 2011*), (*Jenkins, 2012*), and (*Nagy, 2016*) have emphasized the role of English as a lingua franca, researchers consider it very appropriate to start exploring the use of English in the tourism industry. Despite this language difference, tourism employees must equip themselves with good language skills, namely English communication skills because language is considered a bridge that connects them with tourists (*Douglas & ED, 2013*). For example, tourism workers need to improve their English to provide excellent service to international tourists (*Chanthatira & Suwanarak, 2017*). Although there are various backgrounds in the mother tongue of international tourists, English is widely used in the tourism domain. For example, tour guides in Southeast Asian countries, namely Malaysia and Indonesia, communicate in English when carrying out their duties such as greeting tourists, explaining things and places, asking questions, conveying and explaining information, reminding, and giving instructions and warnings (*Ekayati & Saniaty, 2018*). In addition, (*Khuong, 2015*) stated that English is very necessary in Vietnam to provide tourism services to international tourists. His study also shows that tourism program students in Vietnam also attend English training for tourism. In his study, (*Prachanant, 2012*) described the need for the use of English among tourism employees in Thailand, especially to convey information, provide services, and offer assistance. In another Southeast Asian country - Cambodia, (*Morrow, 2015*) revealed that English is used by international tourists who speak that language as their first language or as an international language that supports the use of English required by Cambodian tourism employees.

## METHOD

### Research Design

The methodology used by the researcher involved questionnaires and literature review. This section begins with population and sample used, data collection, instruments, and data analysis.

### Population and Sample

Respondents in this study included 60 tourism workers in Nusa Dua, Bali. Nusa Dua, Bali is chosen as the research site because of the many international chain hotels in the area thus English will be a compulsory skill that the workers must have. The sampling design used by the researchers was nonprobability sampling, with no binding probability that each population member would be selected as the sample subject. The sampling technique in this study uses a targeted sampling technique that divides the sample into specific types of people who can provide the information the researcher needs and those who meet the specified criteria set by the researchers (*Sakaran & Bogie, 2016*).

### Data Collection

Data was collected through observation and interviews. Observations are carried out at the place where the phenomenon is needed by the researcher. Observation also allows researchers to obtain direct information about certain phenomena, rather than stories from other people's interpretations. During the observation, the researcher observed the activities of visiting tourists as well as the workers behaviours. Through these observations and interviews, the researcher collects data that is to analyse the point of this research

### Instruments

Questionnaires was used as research instruments in this study. The questionnaire was designed based on a review of the literature and the experience of the researcher. Likert scale from 1 to with 5 was used as the method to process the data to find respondents' opinions about

the perception of the importance of using English in the tourism industry. The questionnaire was written in English and the questionnaire set was divided into 3 parts. Part 1 is a question about basic information such as tourism workers' backgrounds, such as Gender, Age, Education, Working Experience, and the departments where they work. Part 2 discusses self-perceptions of English, and Part 3 discusses the Perception of the respondents toward English for specific purposes (ESP) in tourism and hospitality industry. According to *(Mangkuatmodjo, 2015)* in determine the score classification can be using the interval formula with Sturges criteria:

$$I = \frac{HV - LV}{K}$$

Information:

I = Intervals

HV = Highest Value

LV = Lowest Value

K = Number of Class Intervals

From the formula above, the interval scale used in this research is as follows:  $I = \frac{5 - 1}{5}$

$$I = 0.8$$

So, the distance (scale) of each class interval of 0.8. From the interval scale then interpreted in average respondent's answer with criteria:

**Table 1.** Respondents Answer Interval Scale

Intervals	Information
4.20-5.00	Strongly Agree
3.40-4.19	Agree
2.60-3.39	Neutral
1.80-2.59	Disagree
1.00-1.79	Strongly Disagree

## Data analysis

This study uses a descriptive research design with a quantitative approach to describe the perceptions of tourism workers about the importance of English in the tourism industry. Data were analyzed using IBM SPSS Statistics Version 25 to give descriptive statistics regarding the perceptions of tourism workers, especially in Nusa Dua, Bali, about the importance of using English in the tourism industry.

## RESULT AND DISCUSSION

### The background description of the respondents.

**Table 2.** Frequency of Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	68.3	68.3	68.3
	Female	19	31.7	31.7	100.0
	Total	60	100.0	100.0	

This section describes the frequency of the respondents' gender where the total of the respondents are 60 people with 41 male (68.3%) and 19 female (31.7%).



**Table 3.** Frequency of Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 22 years old	16	26.7	26.7	26.7
	23 - 27 years old	14	23.3	23.3	50.0
	28 - 32 years old	4	6.7	6.7	56.7
	33 - 37 years old	14	23.3	23.3	80.0
	38 - 42 years old	12	20.0	20.0	100.0
	Total	60	100.0	100.0	

Table 3 describes the age of the respondents. It has 5 groups age, 18 – 22 years old with 16 respondents (26.7%), 23 – 27 years old 14 respondents (23.3%), 28 – 32 years old with 4 respondents (6.7%), 33 – 37 years old with 14 respondents (23.3%), and 38 – 42 years old with 12 respondents (23.3%). It can be clearly seen that the biggest group age is 18 – 22 years old with 16 years old (26.7%), and the smallest group is 28 – 32 years old with 4 respondents (6.7%).

**Table 4.** Frequency of Education

Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma II	3	5.0	5.0	5.0
	Diploma III	3	5.0	5.0	10.0
	Diploma IV	44	73.3	73.3	83.3
	S 1	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

The highest frequency of education comes from Diploma IV with 44 respondents (73.3%), S1 (Undergraduate) with 10 respondents (16.7%), and Diploma II alongside Diploma III with 3 respondents (5.0%) respectively.

**Table 5.** Frequency of Department in Hotel

Department		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management and Finance Department.	7	11.7	11.7	11.7
	Food & Beverage Hotel Department.	21	35.0	35.0	46.7
	Front Office Hotel Department.	14	23.3	23.3	70.0
	Housekeeping Hotel Department.	3	5.0	5.0	75.0
	Maintenance Hotel Department.	3	5.0	5.0	80.0
	Reservations & Marketing Hotel Department.	9	15.0	15.0	95.0

	Human Resource Hotel Department.	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

There were 7 departments where the respondents worked at the time this research was conducted. This highest frequency comes from Food and Beverage Department with 21 respondents (35.0%), then followed by Front Office Department with 14 respondents (23.3%), Reservations and Marketing Departments with 9 respondents (15.0%), Management and Finance Departments comes next with 7 respondents (11.7%), and followed by Maintenance Departments and HR Departments with 3 respondents (5.0%) respectively.

**Table 6.** Frequency of Working Experience

Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1 year	12	20.0	20.0	20.0
	1 - 3 years	20	33.3	33.3	53.3
	4 - 6 years	14	23.3	23.3	76.7
	7 - 9 years	14	23.3	23.3	100.0
	Total	60	100.0	100.0	

Table 6 describes the working experience of the respondents with the highest frequency comes from group 1 – 3 years with 20 respondents (33.3%), 4 – 6 years and 7 – 9 years with 14 respondents (23.3%) respectively, and 12 respondents (20.0%) below 1 year of working experience.

### Self-Perception on English language

**Table 7.** Descriptive Statistics of Self Perceptions on English Language

No	Question	N	Mean	Perception
1	Do you like English?	60	4.42	Strongly Agree
2	Is English important to you?	60	4.65	Strongly Agree
3	Does English have a positive impact on your work?	60	4.55	Strongly Agree
4	Are you able to interact in English?	60	4.33	Strongly Agree
5	Is being able to interact in English, your service income increases?	60	4.32	Strongly Agree
	Valid N (listwise)	60		

Table 7 presents the descriptive statistics of self-perceptions on English language skills among the participants. The table includes the question number, the number of respondents (N), the mean scores, and the corresponding perception levels. In question 1, participants were asked whether they like English. The results show that the participants strongly agree (mean = 4.42) that they have a positive inclination towards the English language. Moving to question 2, participants were asked about the importance of English to them. The findings indicate a strong agreement (mean = 4.65) among the participants that English holds significant

importance in their lives. In question 3, participants were asked about the positive impact of English on their work. The results reveal that the participants strongly agree (mean = 4.55) that English has a positive influence on their professional endeavors. Question 4 assesses the participants' self-perceived ability to interact in English. The findings demonstrate that the participants strongly agree (mean = 4.33) regarding their capability to engage in English conversations. Lastly, question 5 focuses on the perception of whether being able to interact in English leads to an increase in service income. The participants strongly agree (mean = 4.32) that their income in the service industry rises when they possess the ability to communicate effectively in English.

The descriptive statistics indicate that the participants hold a strong agreement and positive self-perception regarding their liking for English, the importance of English to them, and the positive impact of English on their work. Additionally, the participants express confidence in their ability to interact in English, perceiving it as a valuable skill that contributes to increased income in the service industry.

### **Perceptions Toward English for Specific Purposes (ESP) in Tourism and Hospitality Industry**

**Table 8.** Descriptive Statistics of Perceptions Toward ESP

No	Statement	N	Mean	Perception
1	Good listening skills in English are very important in the hospitality and tourism industry.	60	4.68	Strongly Agree
2	Good speaking skills in English are very important in the hospitality and tourism industry.	60	4.68	Strongly Agree
3	Good reading skills in English are very important in the hospitality and tourism industry.	60	4.52	Strongly Agree
4	Good writing skills in English are very important in the hospitality and tourism industry.	60	4.23	Strongly Agree
5	Knowing a lot of English vocabulary related to the hotel and tourism industry is very important.	60	4.58	Strongly Agree
	Valid N (listwise)	60		

Table 8 provides the descriptive statistics for perceptions toward English for Specific Purposes (ESP) in the context of the hospitality and tourism industry. The table presents the statement number, the number of respondents (N), the mean scores, and the corresponding perception levels. Statement 1 reveals that participants strongly agree (mean = 4.68) that good listening skills in English hold significant importance in the hospitality and tourism industry. Similarly, in statement 2, participants also strongly agree (mean = 4.68) that good speaking skills in English are very important in the hospitality and tourism industry. Moving to statement 3, the participants strongly agree (mean = 4.52) that good reading skills in English are highly important within the hospitality and tourism industry. In statement 4, the participants indicate a strong agreement (mean = 4.23) that good writing skills in English play a crucial role in the hospitality and tourism industry. Furthermore, in statement 5, participants strongly agree (mean = 4.58) that having extensive English vocabulary related to the hotel and tourism industry is of great importance.

The descriptive statistics illustrate that across all statements, the participants consistently hold a strong agreement and perception regarding the importance of English language skills and vocabulary in the context of the hospitality and tourism industry. The mean scores consistently indicate a high level of agreement, emphasizing the significance of good listening, speaking, reading, and writing skills, as well as a substantial vocabulary, in this industry. The data provided in Tables 2 to 8 presents valuable insights into the background characteristics, perceptions, and self-perceptions of the participants regarding English language skills and their relevance to the hospitality and tourism industry. First, Tables 2 and 3 provide an overview of the respondents' gender and age distribution. The majority of the participants were male (68.3%), and the largest age group was 18-22 years old (26.7%). These findings suggest that the study captured a diverse group of respondents, representing different demographics within the industry. Table 4 highlights the educational background of the participants, with the highest frequency being Diploma IV (73.3%), followed by S1 (Undergraduate) (16.7%). This indicates that the majority of the participants had completed a diploma or undergraduate program, providing a foundation for their knowledge and skills in the hospitality and tourism industry. Table 5 explores the departmental distribution of the participants' current work, indicating that Food and Beverage Department had the highest frequency (35.0%), followed by Front Office (23.3%) and Reservations & Marketing (15.0%). These findings offer insights into the specific areas where the participants are employed, showcasing the diversity of roles within the industry. Table 6 presents the participants' working experience, with the largest group having 1-3 years of experience (33.3%). This suggests that a significant portion of the participants had a moderate level of experience in the hospitality and tourism field. Moving to Tables 7 and 8, they shed light on the participants' self-perceptions and perceptions toward English language skills within the industry. The findings indicate strong agreement among the participants across all statements. Participants strongly agreed that they liked English, perceived it as important, recognized its positive impact on their work, believed they were able to interact effectively in English, and acknowledged that being able to do so increased their service income. These self-perceptions and perceptions reflect the participants' understanding of the significance of English language proficiency in the hospitality and tourism industry.

The self-perceptions and perceptions toward English language skills among participants were overwhelmingly positive. Participants strongly agreed on the importance of English, its positive impact on work, and their ability to interact effectively in English. They also recognized the correlation between English proficiency and increased service income, highlighting the practical significance of language skills in the industry.

Moreover, participants acknowledged the importance of specific English language competencies for hospitality and tourism, including listening, speaking, reading, writing, and vocabulary acquisition. These findings underscore the role of English as a vital tool for communication, customer service, and professional advancement within the industry.

Overall, the study indicates a high level of awareness and recognition among participants regarding the importance of English language proficiency in the hospitality and tourism sector. These insights carry significant implications for language training programs, curriculum development, and human resource practices within the industry. By aligning with the needs and expectations of employees, organizations can better equip their workforce with the requisite language skills to excel in diverse roles and meet the demands of an increasingly globalized industry landscape.

## CONCLUSION

The research findings presented in this article provide valuable insights into the perceptions of tourism workers in Nusa Dua, Bali, regarding the importance of using English

in the tourism industry. The study aimed to examine the workers' perceptions and self-perceptions of English language skills and their relevance to the hospitality and tourism industry. The findings indicate that the participants hold positive self-perceptions and perceptions regarding English language skills. They strongly agree that they like English, consider it important, recognize its positive impact on their work, and believe they are able to interact effectively in English. Furthermore, they acknowledge that being proficient in English increases their service income. These perceptions highlight the participants' awareness of the significance of English language proficiency in their professional lives. The study also reveals the participants' strong agreement on the importance of English skills in the hospitality and tourism industry. They recognize the significance of good listening, speaking, reading, and writing skills in English, as well as a broad vocabulary related to the industry. These findings emphasize the participants' understanding of the role of English in effective communication, customer service, and career advancement within the industry. The research contributes to the field of study by providing empirical evidence of the perceptions and self-perceptions of tourism workers regarding the importance of English in the tourism industry. The findings shed light on the language requirements and competencies needed by workers in the industry, informing language training programs, curriculum development, and human resource practices. The study has a few limitations that affect how we interpret its findings. Firstly, it focused solely on tourism workers in Nusa Dua, Bali, so we can't assume that the results apply to workers in other places or industries. Additionally, the sample size was small, which might not accurately represent all tourism workers in the area. There's also a chance that participants gave answers they thought were socially acceptable, which could bias the results. Since the study only looked at participants' perceptions at one point in time, we can't track how these perceptions might change over time. Furthermore, factors specific to Nusa Dua, Bali, like its unique culture and industry dynamics, might have influenced the results in a way that doesn't apply elsewhere. Lastly, the study didn't explore other factors, like participants' previous English training or exposure to international tourists, which could have affected their views. Considering these limitations helps us understand the study's findings better and suggests areas for further research.

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# SELF-DIRECTED LEARNING (SDL) THROUGH MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN LEARNING SPEAKING OUT-OF-CLASS – THE USE OF DUOLINGO, CAKE, ELSA SPEAK, MODLY, AND BUSUU APPLICATION

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## ABSTRACT

Nowadays, students need more time to improve speaking skill by learning speaking out-of-class using mobile application. This research aims to analyze the process of students Self-Directed Learning (SDL) using Mobile Assisted Language Learning (MALL), and to identify the students' reasons in using Mobile Assisted Language Learning (MALL) to build Self-Directed Learning (SDL) in supporting learning speaking out-of-class at UIN Raden Mas Said Surakarta in academic year 2022/2023. The research method applied descriptive qualitative method. The research collecting data used interview, and observation technique. The result of this research showed that 2<sup>nd</sup> semester students who used MALL have structured process of SDL which deals with; (a) The students determine learning need; (b) The students determine goals from their needs and define structured objectives to accomplish their goals using a mobile application; (c) The students choose learning materials on the mobile application; (d) The students do learning activity using mobile application; (e) The students evaluate their learning progress using mobile applications as their self-assessment; (f) The students reflect on their learning progress as their self-reflection. Then students' reasons in using mobile application in learning speaking which deals with; (a) Mobile application is flexible in place; (b) Mobile application is flexible in time; (c) Mobile application has clear instruction, enjoyable, effective, and helpful in learning speaking; (d) Mobile application has rich multimedia features that can help students to do speaking practice; (e) The English learning material is available in the application.

**Keywords:** Self-Directed Learning (SDL), Mobile Assisted Language Learning (MALL), Learning Speaking Out-Of-Class

## INTRODUCTION

In today's digital age, the landscape of English language learning has been transformed by technology-based tools and resources. Online platforms and apps have made it possible for learners to access educational materials anytime and anywhere, breaking the barriers of traditional classroom settings. These digital tools offer a wide range of interactive and engaging content, such as video lessons, quizzes, and games, which cater to different learning styles and preferences. Additionally, social media and online communities provide opportunities for learners to practice English with native speakers and other learners from around the world, enhancing their communication skills and cultural understanding.

One of the most innovative approaches to digital language learning is Mobile-Assisted Language Learning (MALL). MALL leverages mobile devices like Personal Digital Assistants (PDAs), smartphones, and MP3 players to facilitate language learning (Hashim et al., 2017). These devices offer the flexibility to learn on the go, making it easier for learners to integrate language practice into their daily routines. Apps designed for MALL provide various features, such as interactive exercises, pronunciation guides, and real-time feedback, which help learners improve their language skills effectively. Moreover, the portability and convenience of mobile devices enable learners to utilize spare moments throughout the day for language learning, thereby increasing their exposure and practice time.

English learning does not always take place in formal classes. In many cases, English is learned in informal situations outside the classes. Out-of-Class Language Learning (OCLL) refers to informal learning activities conducted outside the classroom. These activities are undertaken by students either for language learning purposes or purely for enjoyment (Ibatova, 2019). Speaking, a productive skill, is frequently practiced in OCLL. Research by Lumb (in Haryanti, 2018) indicates that Indonesian university students often engage in speaking activities outside the classroom to learn English. Yulianti et al. (2021) found that students

predominantly use audio-visual media for self-directed learning in speaking English. Thus, OCLL activities, supported by technology, provide opportunities for students to improve their English speaking skills through various suitable activities.

Self-Directed Learning (SDL) is a key component of OCLL. SDL empowers English language learners to take charge of their learning goals by making independent choices in their learning processes outside the traditional teacher-centered classroom (Arndt, 2017). SDL is an informal learning approach where learners determine their own needs, processes, evaluations, and goals. It is crucial for adult learners or higher education students, who spend significant time on learning projects, fostering independent learning styles (Loeng, 2020).

In Indonesia, higher education institutions support SDL through regulations like the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 Year 2020, which mandates SDL for university students. This regulation encourages adult learners to actively engage in SDL outside the classroom, as their educational obligations are complex and substantial (Yusran et al., 2022). Adult English learners often prefer Self-Directed Learning (SDL) because it offers greater autonomy and flexibility, allowing them to tailor their learning experiences to fit their unique needs, schedules, and learning goals. Unlike traditional classroom settings, SDL empowers learners to take control of their educational journey, choosing the materials, methods, and pace that best suit their personal circumstances and preferences. This approach is particularly appealing to adults who may have work, family, and other responsibilities that make fixed schedules and rigid structures challenging. Furthermore, SDL encourages lifelong learning and intrinsic motivation, as adults can focus on topics and skills that are directly relevant to their personal and professional lives, making their learning more meaningful and immediately applicable.

Mobile-Assisted Language Learning (MALL) is an educational approach that leverages mobile devices such as smartphones, tablets, and PDAs to facilitate language learning (Hashim et al., 2017). It allows learners to access language learning resources and engage in language practice anytime and anywhere, enhancing their learning experience through the use of technology. It serves as an effective medium for supporting SDL in English learning. It caters to language learners' needs by promoting the use of mobile devices (Hashim et al., 2017). In today's smartphone era, numerous applications facilitate MALL, such as self-learning apps, translation tools, and dictionaries. University students, in particular, are the primary users of MALL (Burston, 2014).

At Raden Mas Said Islamic University of Surakarta, EFL students in the English Language Education Study Program utilize SDL with mobile applications to learn English, especially speaking, outside formal classes. These applications aid in improving speaking skills and fostering independent learning (Kusmaryani et al., 2019). Second-semester students in the 2022/2023 academic year used multiple mobile applications for SDL to learn speaking outside formal classes. However, only a few applications provided the necessary materials, and only some students used quiz features for evaluation, such as those in Duolingo as a free language-learning app that offers a gamified approach to numerous language education, Cake as a free English learning app that focuses on improving speaking and listening skills through video-based lessons and daily expressions, Elsa Speak as an AI-powered app designed to help users improve their English pronunciation and speaking skills through personalized feedback, Modly as a language learning app that focuses on conversational practice and vocabulary building through interactive exercises and lessons, and Busuu as a language-learning app that combines interactive courses with social features, allowing users to learn and practice a language with the help of native speakers.

This research builds on previous studies to support its findings. Humaira & Hurriyah (2018) focused on SDL processes among high school students learning English outside the classroom. Mikeladze et al. (2020) investigated the beliefs and behaviors of Georgian adult



English language learners in autonomous learning. Ramadhani (2022) analyzed undergraduate students' reasons for using mobile devices in SDL to enhance listening skills. In contrast, this research aims to analyze the SDL processes of second-semester students in the English Language Education Study Program at UIN Raden Mas Said Surakarta using mobile applications to support learning speaking outside formal classes. The study seeks to understand students' SDL processes through MALL and their reasons for using mobile applications as support tools in learning speaking outside formal classes.

## **RESEARCH METHODOLOGY**

This research used qualitative research method to describe student Self-Directed Learning (SDL) using mobile application in supporting learning speaking out-of-class of 2<sup>nd</sup> semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023. The researcher used a descriptive qualitative design to analyze of students SDL processes and identify students' reason in using mobile application as supporting media to build SDL in learning speaking out of formal speaking class based on data obtained based on objective facts and circumstances in depth to obtain rich data and a comprehensive understanding. Qualitative description is a qualitative design that produces clear direct but rich descriptions of an experience, perception, or event using common language through simple interpretations during the data analysis process (Suardi, 2017).

The participants of this research were 12 students from 2<sup>nd</sup> semester students of English Language Education Study Program of 2C class at UIN Raden Mas Said Surakarta in academic year 2022/2023 who used self-learning application (such as ELSA Speak, Cake, Duolingo, and so on). The data were obtained from students through interview and observation. The in-depth interview chose by the researcher. The aim of semi-structured interviews in this research was to know process students SDL using mobile applications and students' reason using mobile application to build SDL in learning speaking out-of-class openly and widely. The researcher used the interview guide which form of open-ended questions with sub-questions which developed according to the circumstances of the interview. Observation is done by observing the activities of the participants in their mobile application with the video recording which will record by the participants. The researcher used field note to take the important data from the observation. The field note used to conduct the data about the process of students SDL using mobile applications in learning speaking out of formal speaking class.

In achieving, credibility, and validity of the finding, the researcher use triangulation of method. Triangulation of method is the triangulation technique to get data from the same source of data using more than one method which can include observation, interview, document, and so on (Denzin, 2015). The researcher used interview, and observation for the same data simultaneously to got a deeper understanding of informants towards their SDL using mobile applications in learning speaking out-of-class and not to seek the truth about the topic. The data has been obtained will be analyzed used theory from Miles and Huberman (2014), there are condensation data, display data, and conclusion drawing and verifying.

## **FINDINGS AND DISCUSSION**

### **1. Students Self-Directed Learning (SDL) Process using Mobile Assisted Language Learning (MALL) in Supporting Learning Speaking Out-Of-Class**

From interviews, and observations, the students have structured SDL process that includes need analysis, goals and objectives, learning materials, learning strategies, self-assessment, and self-reflection.

## 1.1 Need Analysis

The first process identified in Self-Directed Learning (SDL) among students is the analysis of their needs. During this need analysis phase, students assess their current language requirements and anticipate future language demands. According to the students, speaking is one of the most critical English skills they need to prioritize. They emphasize the importance of speaking skills because it enhances their overall English proficiency, enables effective communication with others, boosts their self-esteem as English graduates, and increases their confidence.

Moreover, the emphasis on speaking skills stems from the students' recognition of its potential benefits. Interviews with students revealed that mastering speaking skills can lead to greater job opportunities, facilitate limitless communication for relationship building, support personal development, and prove useful in various societal contexts. This aligns with expert opinions, which suggest that students need to communicate clearly and correctly in English because it is vital in the international arena and can open doors to a better future (Humaira & Hurriyah, 2018).

## 1.2 Goals and Objectives

- Goals

In prioritizing and focusing on speaking skills, students set specific goals to deepen their learning experience. These goals stem from their perceived need for improved speaking abilities. The research revealed that students aim to enhance their communication skills, refine their existing speaking proficiency, and support their educational and professional aspirations. These goals align with broader objectives in self-directed learning (SDL), which include improving language skills for academic purposes, engaging in communication with foreigners, pursuing personal interest in spoken English, advancing their careers, and facilitating travel (Mikeladze et al., 2020). Furthermore, Ramadhani (2022) found that students engage in SDL using mobile devices not only to enhance their language skills but also to boost their academic performance.

- Objectives

To achieve their goals, students outline specific objectives and leverage mobile applications as learning tools. After identifying their learning needs and setting goals, students find that self-learning applications make it easier to reach their objectives in learning speaking. The study found that the most popular apps among students are Cake, Duolingo, ELSA Speak, Modly, and Busuu. Each of these applications offers unique features that cater to different aspects of language learning. For example, Duolingo provides a gamified learning experience with levels, grammar tips, and AI-driven feedback. Cake offers video-based lessons and pronunciation practice with AI recognition. ELSA Speak focuses on pronunciation with detailed feedback from a speech analyzer, while Modly and Busuu offer conversational practice and structured learning paths aligned with the Common European Framework of Reference for Languages (CEFR).

Students often face potential problems in their learning journey, such as difficulty in maintaining motivation, identifying appropriate materials, and tracking their progress. These apps help mitigate these issues by providing structured learning paths, instant feedback, and engaging, interactive content. For instance, Duolingo's gamified approach keeps learners motivated with rewards and leaderboards, while ELSA Speak's detailed feedback helps students identify and correct pronunciation errors. These features collectively make the learning process more manageable and effective, helping students overcome common hurdles in language acquisition.

### 1.3 Selecting Materials

In the SDL process, after determining their needs, goals, and objectives, students select their learning materials independently. The research found that students use self-learning applications to access appropriate materials. Each mobile application provides learning materials in different ways to suit students' needs. For example, Duolingo offers materials structured by learning levels with accompanying guidebooks that include grammar tips and useful phrases. Cake allows students to select materials via the Speak feature or follow a pre-arranged learning track. ELSA Speak provides materials tailored to the learner's skill level through the Path feature, while Modly offers topic-based materials and conversational practice through the Chatbot feature. Busuu aligns its materials with the CEFR stages, offering progressively challenging content.

Beyond mobile applications, students also use other resources such as textbooks, e-books, novels, dictionaries, materials from lecturers, and multimedia content from platforms like Instagram, YouTube, Spotify, and podcasts. This diverse approach to selecting learning materials is consistent with findings from studies such as Mikeladze et al. (2020), which showed that learners in Georgia also used a mix of self-selected and teacher-provided materials in their SDL processes. This multi-faceted strategy allows students to tailor their learning experiences to their preferences and needs, enhancing their ability to learn and practice speaking skills effectively.

### 1.4 Learner Strategies

The researchers found from interviews that students prefer self-learning applications as a supporting medium for learning speaking over other applications for several reasons. High ratings in the Play Store, advertisements, alignment with their learning needs, interactive media, and recommendations from friends or family play significant roles in their choices. These factors suggest that students are looking for reliable, effective, and engaging tools to aid their language learning process.

In the SDL process, after selecting their materials, students engage in learning activities to practice their skills. Self-learning applications like Cake, Duolingo, ELSA Speak, Modly, and Busuu provide similar methods for learning speaking. These apps allow students to practice words, sentences, or conversation simulations with native speakers via AI, and they offer pronunciation examples for students to mimic. The AI then evaluates their pronunciation and provides corrective feedback. This method aligns with findings from Fitria et al. (2021), which highlight how self-learning applications like Cake offer speaking practice through simulated conversations and AI feedback on pronunciation.

In addition to self-learning applications, students employ various strategies to enhance their speaking skills. These include having conversations with friends or family, writing down vocabulary, practicing words or sentences after watching videos on Instagram or YouTube, and engaging in self-talk. These activities complement the structured practice provided by mobile apps and offer diverse contexts for language use. Haryanti (2018) found that out-of-class speaking activities, such as speaking with friends face-to-face, conversing with foreign friends, private tutoring, and self-talk, significantly contribute to students' language development.

Students often integrate different learning tools in their SDL process, including textbooks, e-books, and other mobile applications. Each tool offers unique benefits that can be used independently or in conjunction with others to create a comprehensive learning experience. For instance, textbooks and e-books provide detailed explanations and structured content that can build a solid foundation of knowledge. Mobile applications, on the other hand, offer interactive and engaging ways to practice language skills. By combining these resources, students can leverage the strengths of each tool to address different aspects of language

learning. For example, they might use textbooks for in-depth grammar study and mobile apps for pronunciation practice and interactive exercises. This multi-faceted approach ensures that students have a well-rounded and effective SDL experience, allowing them to improve their speaking skills more efficiently and enjoyably. (Haryanti, 2018).

### 1.5 Self-Assessment

Assessment is a crucial process for gathering information about the results of the learning process. In the context of Self-Directed Learning (SDL), researchers found that students engage in self-evaluation to monitor their progress. Students reported improvements in their speaking skills, indicating that their abilities have become better over time.

Students employ various self-assessment methods to evaluate their progress. Interviews revealed that students assess themselves when completing exercises in mobile applications, reviewing learning materials, advancing to the next level, and taking weekly quizzes. These different approaches to self-evaluation help students gauge their learning achievements and areas needing improvement.

Each mobile application offers unique ways for students to conduct self-evaluations:

- Duolingo Application. Duolingo aids self-evaluation by allowing students to repeat incorrect exercises at the end of each lesson, ensuring they master the content before moving on.
- Cake Application. Cake supports self-assessment through quizzes that review material students have completed, providing a comprehensive understanding of their retention and mastery.
- ELSA Speak. ELSA Speak facilitates self-evaluation by enabling students to repeat exercises they initially performed incorrectly, reinforcing correct pronunciation and speaking skills.
- Modly Application. Modly includes weekly quizzes that review the learning progress over the past week, offering a structured method for continuous self-assessment.
- Busuu Application. Busuu provides a review section at the end of each chapter, allowing students to evaluate their understanding of the material before proceeding to new topics.

These mobile applications not only assist in self-evaluation but also provide feedback that is essential for effective SDL. This feedback loop helps students identify their strengths and weaknesses, adjust their learning strategies, and set new goals. By incorporating a variety of self-assessment methods, students can achieve a more accurate and holistic view of their progress, leading to more effective language learning and continuous improvement in their speaking skills.

### 1.6 Self-Reflection

Self-reflection is the final stage in the SDL process, where students review their overall English learning experiences. This reflection includes evaluating their use of mobile applications for speaking practice. Students reported that while mobile applications are helpful, they also have limitations, prompting the need for additional media and strategies to enhance learning. They noted that other resources could sometimes be more effective for speaking practice, highlighting the necessity of a multifaceted approach.

When using mobile applications like Cake, Duolingo, ELSA Speak, Busuu, and Modly, students set specific learning targets defined by these apps. The research revealed that if students failed to meet these targets, they often switched to different applications or took breaks before attempting to reach their goals again. This adaptability demonstrates their commitment to achieving learning outcomes, despite encountering obstacles with a particular app.

The strategies, self-assessment, and self-reflection processes observed in this study differ significantly from those in the study by Humaira & Hurriyah (2018). In the earlier study,

students had limited and vague learning strategies, struggled to select appropriate English materials, and could not structure their learning effectively. In contrast, the current research shows that students have well-structured learning strategies, often incorporating additional methods beyond mobile applications. Moreover, unlike the previous study where students relied solely on report card scores for self-assessment, the current study's participants employed various self-assessment techniques. They used quizzes, reviews, and progress tracking within the mobile applications to evaluate their learning. Additionally, while earlier findings indicated that students lacked effective self-reflection skills, the present study demonstrates that students can reflect on their progress, identify gaps in their learning, and utilize multiple strategies to address these gaps.

In summary, self-reflection in SDL involves a thorough examination of the learning process, including the use of mobile applications. Students recognize the limitations of these tools and supplement their learning with other resources. Their structured need analysis, goals and objectives, learning strategies, learning material selection, diverse self-assessment methods, and effective self-reflection distinguish this study from previous research, highlighting the advanced capabilities of students in managing their language learning independently.

## **2. Students' reason in using Mobile Assisted Language Learning (MALL) to build Self-Directed Learning (SDL) in supporting learning speaking out-of-class**

From the interview, there are five students' reasons in using MALL. The reasons include:

### **2.1 Increasing Mobilities**

Mobile applications can be used anywhere due to their digital nature, allowing them to be easily downloaded onto smartphones, which students carry everywhere. This flexibility means that students can use these apps in various locations, such as at home, in boarding houses, or at college. This convenience aligns with studies showing that students frequently use their mobile phones for learning in various settings (Lai, 2018).

### **2.2 Time-Saving**

Mobile applications offer time-saving benefits as they can be accessed anytime without a fixed schedule. Students often use these apps during break times, in the evenings, after classes, on weekends, and whenever they receive reminder notifications from the app. This flexibility provides students the freedom to learn independently at their convenience (Pulungan & Siregar, 2020). The amount of time students spend on these applications varies; some use them for less than 30 minutes, while others spend more than 30 minutes. Their routine usage also differs, with some using the apps several times a week and others daily. These variations depend on factors like busyness, forgetfulness, or laziness.

### **2.3 Environmental Friendly**

Using technology effectively requires understanding its usage. The research found that students appreciate mobile applications for their clear instructions, which simplify the learning process. Students reported that these applications are straightforward, enjoyable, and engaging, with varied content that prevents monotony. Additionally, the cute themes and animations make learning enjoyable. These apps serve as comprehensive learning tools, aiding in speaking practice and reinforcing learning material. The study found that self-learning applications like Cake, Duolingo, ELSA Speak, Busuu, and Modly support students' SDL due to their user-friendly, enjoyable, and effective nature (Botero et al., 2018).

## 2.4 Rich Multimedia Devices

Students prefer mobile applications for learning because of their rich multimedia content. These apps are praised for being exciting, comprehensive, helpful, interesting, and effective. Observations revealed that mobile applications offer features such as learning levels and rankings, instructional videos, exercises, speaking practice tools, audio pronunciation examples, feedback on pronunciation, and sentence translations. This multimedia approach engages learners by providing diverse content, including music, videos, games, and assessments, making them valuable tools for learning English (Botero et al., 2018).

## 2.5 Availability of Learning Material

Mobile applications provide a variety of learning materials that facilitate the SDL process. These apps offer extensive English topics, allowing students to choose materials that suit their needs and preferences. They can select from pre-arranged content or explore materials independently. Additionally, the apps provide brief explanations of the learning materials, making them accessible and understandable. This feature aligns with studies showing that self-learning applications, such as Cake, present ideas, thoughts, and materials in a clear language with relevant examples and exercises (Pulungan & Siregar, 2020).

## CONCLUSION

The research indicates that students have a structured SDL process using applications like Cake, Duolingo, ELSA Speak, Modly, and Busuu. The first step involves identifying learning needs, with a focus on improving speaking skills. The second step is setting goals based on these needs and defining objectives to achieve them using mobile applications. The third step involves selecting learning materials within these self-learning applications. The fourth step is implementing these strategies by practicing words, sentences, or simulated conversations with native speakers, using audio pronunciation examples for correct pronunciation. The fifth step is evaluating progress through self-assessment using the applications, which helps improve speaking skills. The final step is self-reflection, where students review their learning progress.

Students choose mobile applications for several reasons. Firstly, these apps are flexible and can be used in various locations, increasing mobility. Secondly, they save time by allowing learning at any time. Thirdly, they are environmentally friendly, with clear instructions and engaging content. Fourthly, they offer rich multimedia features that support speaking practice. Lastly, they provide a wide range of learning materials, making them valuable for SDL.

While students also use other learning materials and strategies, mobile applications effectively complement and complete their speaking practice. These apps offer features and benefits that other materials and strategies do not provide, making them an essential part of the students' SDL process.

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