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# AN ANALYSIS DIRECTIVE ILLOCUTIONARY ACT FOUND IN “TINKERBELL AND THE LEGEND OF THE NEVERBEAST” MOVIE

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## ABSTRACT

This study aims to know and identify the meaning, types of directive illocutionary act dominantly used and also identify the conflict that found in “Tinkerbell and The Legend of The Neverbeast” movie. This analysis use descriptive qualitative method to collecting data. The data source is taken from the directive illocutionary act that used in the conversation of this movie. In collecting the data, observational method is used by conduct several technique watching the movie, identify the dialogue, identify the caterogies of directive illocutionary act by using the theory of Searle and Vanderveken (1985). It is found there are some types of directive illocutionary act found the Tinker Bell and The Legend of The Neverbeast conversation. Based on the data analysis, there are some types of directive illocutionary act found in this movie. This study shows that the dominant types of directive illocutionary act found in this movie is asking, followed by telling and ordering.

**Keywords:** Directive, Illocutionary Act, Movie

## INTRODUCTION

Illocutionary acts, a concept from speech act theory, refer to the intention behind a speaker's words. In literature, authors often utilize illocutionary acts to convey deeper meaning, subtext, and to develop the characterization and themes of their work. In literary theory, the work of Austin, J. L. (1962) and his concept of speech acts has been influential in understanding the use of illocutionary acts in literature. Additionally, the contributions of scholars like John Searle, who further developed Austin's speech act theory, have helped in comprehending the role of illocutionary acts in literary analysis. Illocutionary act often used in literary because illocutionary acts can reveal the motives, desires and inner conflicts of characters. Illocutionary acts allow authors to convey underlying messages, themes and emotions that may not be explicitly stated in the text. Illocutionary acts can be used to reflect societal norms, values and cultural expectation. By incorporating illocutionary acts, authors encourage readers to actively interpret and analyze text.

Illocutionary acts are widely used in literary works because they add depth, complexity, and nuance to the portrayal of characters, their interactions, and the overall storytelling. According to Austin, J. L. (1962) these are some reasons why illocutionary acts are prevalent in literature. Illocutionary acts can reveal a character's personality, intentions, and motivations. Literature often relies on subtext and irony to convey meaning and create layers of interpretation. Literary works frequently explore social and cultural dynamics, and illocutionary acts can be used to reflect the norms, values, and power structures of the society depicted in the text. The choice of illocutionary acts can define the narrative voice of a text. Dialogues in literature often involve illocutionary acts, which can drive the plot and conflict. Illocutionary acts can be used symbolically to represent broader themes in literature. Authors use illocutionary acts as a creative tool to craft their narratives and engage readers. Illocutionary acts can invite readers to engage with the text on a deeper level. In conclusion illocutionary acts in literature go beyond the surface of words and delve into the complexities of human communication, psychology, and society. Their presence in literary works enriches the storytelling, character development, and thematic exploration, making them an essential tool for authors to convey meaning and engage readers on multiple levels.

J.L. Austin's influential work "How to Do Things with Words" (1962) laid the foundation for the study of speech act theory, emphasizing the performative nature of language

and how utterances can enact actions. While Austin focused on language's performative aspects, his ideas extend to the understanding of illocutionary acts in literature, particularly in relation to conflict. Although Austin didn't explicitly address the connection between illocutionary acts and literary conflict, his concepts provide a theoretical basis for how speech acts, including illocutionary acts, contribute to portraying conflicts in literary works. Austin contends that speech acts have the power to bring about changes in the social context, and in literature, characters' performance of specific illocutionary acts can lead to conflicts by altering power dynamics, challenging social norms, or inciting confrontations. Austin also discusses the potential for misfires or infelicities in illocutionary acts, where intended forces of utterances may not be successfully achieved. In literature, such misfires can result in misunderstandings, conflicts, or dramatic tensions between characters, highlighting the repercussions of failed communication. Austin's introduction of perlocutionary acts, or the effects of speech acts on listeners' attitudes and behaviors, further contributes to conflicts in literary works, leading to emotional reactions, ideological clashes, or shifts in character relationships. Although Austin's direct exploration of conflicts in literature is limited, his insights into language's performative nature and the complexities of speech acts offer a theoretical framework for understanding how illocutionary acts contribute to conflict portrayal in literature. Examining language's performative functions allows authors to effectively depict the tensions, misunderstandings, and confrontations that drive conflicts within their literary works.

A directive functions as an utterance with the intention of encouraging the recipient to perform a future action. This specific form of speech act involves bringing the spoken words in line with the actual world, pushing the listener to carry out a specific action in the times ahead. According to Searle (1979) in his work titled "Expression and Meaning," there exist five classifications of speech acts: assertive or representative, directive, commissive, expressive, and declarative. Within this investigation, the researcher concentrated on directive speech acts. The variations of directive speech acts encompass guiding, requesting, inquiring, encouraging, informing, necessitating, demanding, instructing, commanding, prohibiting, mandating, permitting, suggesting, insisting, cautioning, advising, recommending, imploring, supplicating, entreating, and praying.

Searle (1976) defined a directive as an attempt by the speaker to persuade the listener to do something or to lead him or her toward something. There were some reasons why the researcher studied this directive illocutionary act, the first is because this act refers to the function of language, which is often used in daily conversation. The second is because, with the directive illocutionary act, people can find out how the speaker intends to desire his wishes for others. The directive illocutionary act is not only found in daily life but also in a movie. One form of media that captures society's daily existence is the movie. The dialogue that the characters exchange with one another is a key component of the film. Illocutionary acts are frequently used in the talks between the movie's characters. This study used the theory by Searle and Vanderveken (1985) in their book entitled *Foundation of Illocutionary logic*. This study used a qualitative method in collecting the data.

The research of Illocutionary acts have been done before by many people. It shows that Illocutionary acts is an interesting object to be studied. Reviewing some previously study that have similarity with this research to help the author for finishing this study. There are four types of illocutionary acts based on the Searle theories. They are Directives, Representative, Expressive and commissive according to research by Ramayanti (2018). It is evident from the findings above that Situmorang (2020) and Hastuti (2021) also reached similar conclusions. Sembiring (2019) and Setiani (2018) both came different result. According to Sembiring's research, there are 30 utterances with directives (10), assertive (5), declarative (2), commissive (4), expressive (9) and Setiani's result is most dominant types of illocutionary act that found is representative. The next research belongs to Muhartoyo (2013) and Yuniati (2018) both came

to different result. Muhartoyo's research found the most frequently used types of directives is ordering and Yuniati's research found that the most dominant directives is commanding. From all of this aforementioned this study will analyze types of directives illocutionary acts that have similarity with Muhartoyo (2013) and Yuniati (2018).

## METHOD

The data source is taken from the movie entitled "Tinkerbell and The Legend of The Neverbeast". Fawn, the animal fairy has several times brought dangerous animals to the fairy's home, Pixie Hollow. Fawn is the main character in this series movie of Tinkerbell. This movie with a duration 1 hour 19 minutes. There are some reasons why the researcher studied about this directive illocutionary act, the first is because this act refers to the function of language, which is often used in the daily conversation. The second is because with the directive illocutionary act, people can find out how the speaker intends to desire his wishes for others. In the daily life, directive illocutionary act always happened because misunderstanding. For example, the speaker makes a request for the listener to do something, but the listener catches it as a comment, not an utterance of to do something. The propositional content constantly requires the listener to take action in the future, whether verbal or nonverbal. The directive illocutionary act not only found in the daily life but also in a movie. Data source is taken from the directive illocutionary act used in the dialogue of this movie. In collecting the data, the researcher used observational by watching the movie, identify the dialogue, identify the categories of directive illocutionary act using the theory of Searle and Vanderveken (1985). The presentation of the study is presented in both formal and informal methods. The formal method was the method of presentation that presented the result of types of directive illocutionary acts appear in the movie, and which data appear most frequently in the research. The informal method is presented in narrative form to explain the meanings of the directive illocutionary acts in the movie entitled Tinkerbell and The Legend Of The Neverbeast.

## RESULT AND DISCUSSION

In this part, the researcher offers data collected from "Tinkerbell and The Legend of The Neverbeast" movie. This study analyze directive illocutionary act that found in "Tinkerbell and The Legend of The Neverbeast" movie by using theory of Searle and Vanderveken (1985). There are 22 types of directive illocutionary act directing, requesting, asking, urging, telling, requiring, demanding, commanding, ordering, forbidding, enjoining, permitting, suggesting, insisting, warning, advising, recommending, begging, supplicating, entreat, imploring and praying. In this study the researcher found several types of directives illocutionary act in this movie there are, directing, asking, telling, requiring, ordering, forbidding, enjoining, permitting, suggesting, warning and praying.

The researcher explain and presented the result by using the table to reader to know which one of types directives illocutionary act most commonly used in Tinker Bell and The Legend of The Neverbeast.

**Table 1.** types of directives illocutionary act found in Tinkerbell and The Legend Of The Neverbeast.

No	Types of Directive Illocutionary Act	Total data
1	Directing	1
2	Requesting	3
3	Asking	58
4	Telling	30

5	Requiring	2
6	Ordering	25
7	Forbidding	1
8	Enjoining	1
9	Permitting	1
10	Suggesting	5
11	Insisting	2
12	Warning	5
13	Praying	1
	<b>Total</b>	134

Based on the table the total of the data of directive illocutionary act is 134 data. 1 directing, 3 requesting, 58 asking, 30 telling, 2 requiring, 25 ordering, 1 forbidding, 1 enjoining, 1 permitting, 5 suggesting, 2 insisting, 5 warning, and 1 praying. The most commonly types of directives illocutionary act that found in Tinker Bell and The Legend of The Neverbeast movie is asking with 58 data.

### Directing

According to Searle and Vanderveken (1985: 198) “Direct” is the fundamental English directive verb, which refer to the entire collection of directives. In english, the most of directions have a distinctive way of expressing their illocutionary purpose  
Data 1 (Tinker Bell and The Legend of The Neverbeast, 2014 : 04.45-04.45)

Fawn : *“We just have to get Hannah out to where she belongs without causing, you know...widespread panic.”*

In this part, Fawn talk to tinker bell that she need to get Hannah out to where she belongs. This conversation happened when Fawn bring Tink to meet Hannah. Fawn just want to help Hannah with the broke wings and help Hannah out without widespread panic. This conversation is classified into directing because Fawn direct Hannah go out without the Widespread panic.

### Requesting

According to Searle and Vanderveken (1985: 199) Request is a directive illocutionary acts that permit the choice of refusal. A request can be granted or refused by the hearer. This is different from “direct” it is conveyed in a slightly politer manner expressed in English by the modifier “please”.

Data 2 (Tinker Bell and The Legend of The Neverbeast, 2014 : 37.38 – 37.40)

Queen Clarion : *“Nyx, let's not do anything rash until we know more.”*

In this conversation, Nyx, Fawn and also Queen Clarion discus about the legend of the Neverbeast. Fawn who wants the neverbeast keep safe from Nyx always diverting the question from nyx about that animal. This conversation is classified into requesting because the Queen Calrion Request to Nyx that don’t do anything rash until they know the truth.

### Asking

According to Searle and Vanderveken (1985: 1999) “Ask” has two separate purposes. The concept of asking a question comes first, followed by the concept of requesting someone to do some action.

Data 3 (Tinker Bell and The Legend of The Neverbeast, 2014 : 06.00 – 06.02)

Vidia : *“Don’t berries come from the forest?”*

In this conversation, vidia ask Fawn and Tink why they bring back the berries that come from the forest to the forest. This conversation classified asking because vidia asking about the berries to Fawn.

### **Telling**

According to Searle and Vanderveken (1985: 200) Telling a listener to do something is directing him in a way that removes him ability to refuse. Tell (to) different between “request” or “ask” this is much more forceful and less courteous, and the distinction comes from the fact that “request” and “ask allow for the potential of rejection, whereas “tell (to)” does not.

Data 4 (Tinker Bell and The Legend of The Neverbeast, 2014 : 05.40 – 05.42)

Fawn : *“See Tink? I told you this would work.*

In this conversation Fawn felt proud because of her plan to move Hannah the Hawk out almost successful. This conversation is classified into telling because Fawn told that her plan almost successful to Tink.

### **Requiring**

Searle and Vanderveken (1985: 200) state that Requiring has a Further Criterion of needing to be completed. Normally, the act must be required for a specified purpose.

Data 5 (Tinker Bell and The Legend of The Neverbeast, 2014 : 50.01 – 50.03)

The fairy : *“Everyone get inside. Hurry!”*

In this conversation the speaker is requiring everyone to move indoors quickly for safety.

### **Ordering**

According to Searle and Vanderveken (1985: 201) Order does not necessitate a hierarchical authority system. Whether or not one’s power is institutionally sanctioned, one can force someone to do anything merely because of one’s position of power.

Data 6 (Tinker Bell and The Legend of The Neverbeast, 2014 : 51.27 – 51.30)

Nyx : *“Stop this! I order you, stop this now”*

In this conversation Nyx told Gruff the Neverbeast to stop the storm, but the neverbeast can’t hear nyx because of the nightshade powder make the neverbeast sleep for a moment. This conversation classified into ordering because Nyx order the Neverbeast to stop the storm.

### **Forbidding**

According to Searle and Vanderveken (1985) Forbidding is the propositional negotiation of ordering. This forbidding a listener to do something is actually telling the listener not to it.

Data 7 (Tinker Bell and The Legend of The Neverbeast, 2014 : 28.08 – 28.10)

Fawn : *“Gruff! No time for rock collecting!”*

This conversation Fawn talk to Gruff that she Forbid him to collect the rock. This conversation classified into forbidding because Fawn forbid Gruff to stop collecting the rock.

### **Enjoining**

Searle and Vanderveken (1985: 202) Enjoin means to forbid or prohibit by certain authorize method, which is why the idea of an injunction, which is a legal limitation, exist. The sole distinction between enjoin and forbid is that enjoin is used in a formal or official context.

Data 8 (Tinker Bell and The Legend of The Neverbeast, 2014 : 51.48 – 51.50)

Tinkerbelle : *“Do you need anything else?”*

This conversation is an invitation or offer for someone to express if they require additional assistance or items.

### Permitting

According to Searle and Vanderveken (1985:202) permitting someone to do something is equivalent to performing an illocutionary denegation of preventing him from doing it.

Data 9 (Tinker Bell and The Legend of The Neverbeast, 2014 : 39.12 – 39.16)

Fawn : “*Come on, guys. You don't really think any of that stuff is true.*”

In this conversation Fawn is permitting or allowing the expression of doubt regarding the truth of certain information.

### Suggesting

According to Searle and Vanderveken (1985) Suggesting and insisting are respectively weak and strong directives. Suggest differs from insist only by the fact that it has a special mode of achievement of its illocutionary point, namely persistence.

Data 10 (Tinker Bell and The Legend of The Neverbeast, 2014 : 06.22 – 06.24)

Rosetta : “*A simple “thank you” would suffice*”

In this conversation Rosetta as a garden fairy wants to help Fawn bring the berries to the forest with the easier way but Fawn says no and Rosetta told Fawn that a simple thank you would suffice. This is classified into suggesting because of the way Rosetta told Fawn to say thank to her.

### Insisting

According to Searle and Vanderveken (1985: 203) Insist contrasts from direct simply in that it employs a unique method of achieving its illocutionary goal, namely persistence.

Data 11 (Tinker Bell and The Legend of The Neverbeast, 2014 : 54.07 – 54.09)

Fawn : “*We're getting you out of here*”

In this conversation Fawn tries to help Gruff from the nightshade effect and help Gruff to go out of there. This is classified into insisting because of Fawn's desperate desire to get Gruff out of there.

### Warning

Searle and Vanderveken (1985:203) when I warn you that something is the situation, I generally do something in order to urge you to do some act about it. Normally, the purpose of providing a warning is to persuade you to take some evasive action.

Data 12 (Tinker Bell and The Legend of The Neverbeast, 2014 : 04.12 – 04.15)

Tink : “*Fawn, hawks eat fairies!*”

In this conversation Tink is shocked because Fawn is hiding a baby hawk and says if hawk eats the fairies. This is classified into warning because Tink is warning Fawn that hawk will eat the fairies.

### Praying

Searle and Vanderveken (1985: 205) state that to pray is to ask for permission to God (or some other sacred person or entity). There seems to be an archaic meaning of “pray” that shake speared and that is still used in the law, which simply means “request”, generally from a superior.

Data 13 (Tinker Bell and The Legend of The Neverbeast, 2014 : 37.47 – 37.50)

Fawn : “*I just don't want innocent animals to get hurt.*”

In this conversation, Nyx explain that she will find about the legend animal and Fawn trying to explain to Nyx and Queen Qlarion if Nyx's plan would hurt the animal. This classified into praying because fawn hope that nyx's plan would never hurt the animal.

## CONCLUSION

In conclusion, this study delved into the realm of illocutionary acts, specifically focusing on the directive illocutionary acts within the context of the movie "Tinkerbell and The Legend of The Neverbeast." Directives represent a category of illocutionary acts aimed at influencing the recipient's future actions. This study explored illocutionary acts, focusing on directive ones in the movie "Tinkerbell and The Legend of The Neverbeast." Directives aim to influence future actions and fall within Searle's five illocutionary categories. The research was motivated by the wide use of directive acts in daily communication and media. The main character, Fawn, employed various directive types like directing, asking, telling, ordering, forbidding, suggesting, and warning. Using qualitative methods, 134 instances of directives were identified in the movie. Asking dominated with 58 occurrences, followed by telling 30 and ordering 25. Overall, the study highlighted the role of directive illocutionary acts in communication dynamics, leveraging Searle's framework to underscore their prevalence and impact on character interactions and the narrative.

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# GOOGLE CLASSROOM FOR LANGUAGE LEARNING: ITS BENEFITS AND CHALLENGES ACCORDING TO RECENT RESEARCH

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## ABSTRACT

Along with the growing impact of technology in education, Google Classroom emerged as one of the most commonly used online learning platforms. Many studies have argued for the benefits of Google Classroom, including in the context of language learning, although its implementation comes with challenges. Objectives: This study investigated prior studies on Google Classroom to provide a comprehensive summary of the benefits and challenges of Google Classroom for language learning. Methods: This study adapted the library research model from George (2008) into a qualitative design, where the data were taken from experts' opinions and results of previous studies on the implementation of Google Classroom as published in reputable international journals and national journals accredited by SINTA from 2015 to 2021. Findings: The study revealed that the implementation of Google Classroom was proven to benefit students' four language skills by providing teachers and students with a platform to share learning materials and conduct learning progress synchronically and synchronically. Challenges were also identified during the implementation: low effectiveness, low online learning pedagogical readiness, technological challenges, and lack of students' self-efficacy/self-regulated learning. Conclusion: Google Classroom provides features that may benefit language learning, yet its implementation should be aware of the users' technological and pedagogical readiness, while stake-holders should provide necessary technical and infrastructure supports for the teachers and the students.

**Keywords:** benefits, google classroom, language learning, language skills, technology

## INTRODUCTION

With the democratization of digital technology (Diamandis & Kotler, 2012), technology has become an integral part of learning, as students' learning processes are now widely supported by gadgets such as computers, smartphones, and the internet (Trilling & Fadel, 2009; Harjanto & Sumarni, 2019). Technology allows students to access the necessary information, presenting inquiry learning and critical thinking to increase their creativity (Piirto, 2011; Purwanti et al., 2022; Salam, 2020a). Technology has also affected language learning positively, as it can motivate the students to be more engaged in their learning process (Daulay et al., 2021; Hutapea & Suwastini, 2019; Puspawati et al., 2021; Utami et al., 2021). Technology allows learning to shift from teacher-centered learning into a more student-centered process, where students can benefit from the process of self-discovery (Dantes et al., 2019).

The outbreak of the Covid-19 pandemic has made online learning a necessity, made possible by the advance in information technology (Heggart & Yoo, 2018; Puspitasari et al., 2021; Rahmayanti et al., 2021). Among the many online learning platforms available, Google Classroom has become one of the most preferred platforms by teachers and educators (Albashtawi & Al Bataineh, 2020; Alim et al., 2019; Subandi et al., 2018; Sulisworo et al., 2020). Although beginner users sometimes encounter challenges in implementing Google Classroom (see, i.e., Puspitasari et al., 2021; Suwastini et al., 2021), many teachers admit that the platform is easy to access and keeps updating its features to facilitate the learning process. Subandi et al. (2018) argue that teachers like using Google Classroom because it is very

accessible, while Albashtawi and Al Bataineh (2020) argue that Google Classroom facilitates teachers because it allows the giving out of tasks, assignments submission, and assessment. Likewise, Warman (2021) stated that it assists in creating students for sharing learning resources, learning material, making announcements, and collaborating in classroom activities, discussions, and task submissions (Warman, 2021).

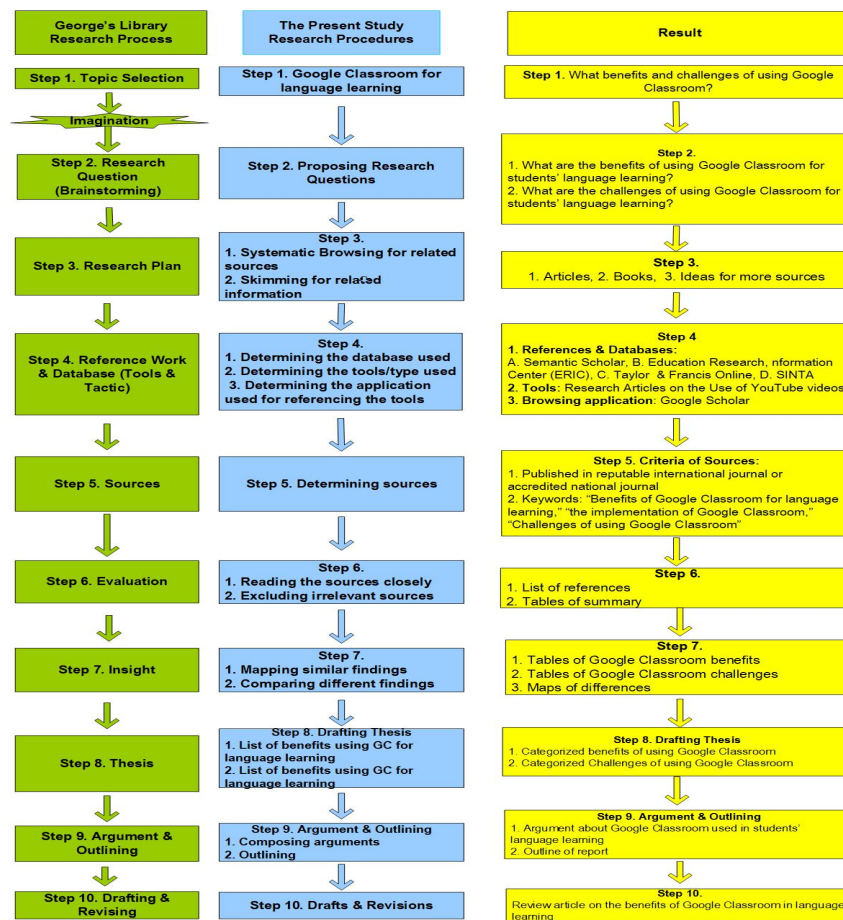
In terms of language learning, Google Classroom has also been widely implemented (Alim et al., 2019; Puspitasari et al., 2021; Salam, 2020a; Satar & Akcan, 2018). Various benefits and advantages of Google Classroom have been argued by these previous studies, ranging from technical advantages to positive impacts on students' improved learning process, language competencies, and 21st-century skills, such as critical thinking. The present study aims to critically review previous studies on the implementation of Google Classroom and its impact on language learning to provide comprehensive arguments about its benefits for language learning. Such synthesis of Google Classroom's benefits in language learning contexts can be constructive for teachers and future researchers. It can act as a reference that can enlighten educators and researchers about the potential benefits of Google Classroom for their students.

## METHOD

This study was library research following the adaptation of George's (2008) model of library research into a qualitative design by Ariantini et al. (2021). Figure 1 below displays the step-by-step procedures of the present study. The first step was determining the research topic for students' language learning: Google Classroom. In the second step, the research question was composed, focusing the present study on the benefits of Google Classroom for language learning. The third step determined the research plan, incorporating browsing and skimming for information related to the research question through reading books and articles related to the topic.

The fourth step decided the application used for retrieving the source of the data and the database from where the sources would be retrieved: Google Scholar was chosen as the application, while the databases were Semantic Scholar, ERIC, Research Gate, and SINTA. With the application and the databases decided, the fifth step had to determine the keywords and criteria for selecting the data sources. The keywords used were "technology platform for student learning a language," "Google Classroom for learning," "the strength of Google Classroom for teaching and learning," "the benefits of Google Classroom for language learning," "challenges of Google Classroom for language learning," and "the implementation of Google Classroom for students learning language skills." The articles with matching keywords should be published in reputable international journals indexed by Scopus, Ebsco, and Copernicus or in national journals accredited by SINTA, index SINTA 1, SINTA 2, SINTA 3, and SINTA 4, or proceedings indexed by Scopus or WoS. The articles should be published from 2015 to 2021.

In the sixth step, the articles retrieved with the above criteria were then reviewed to determine their relevance in answering the research questions. Unsuitable articles were excluded from the research. This exclusion/inclusion process left the study with 45 articles included as the source of the data. In addition to these articles, one book was included as the source of data due to its indispensable relevance to the study. In the seventh step, the articles were then more critically observed to identify the benefits argued and proven by the sources and the challenges encountered during the implementation of the online learning platform.



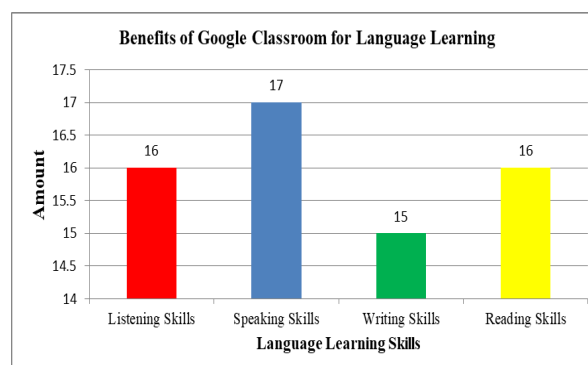
**Figure 1.** Adapting George's (2008) Library Research Process

After the benefits and challenges were identified, they were mapped into categories in the eighth step. In the ninth step, the research formulated arguments based on the data identified and categorized in the seventh and eighth steps, resulting in the outlines of the research report. With repeated revisions, as suggested by reviewers, the draft of the research report became the present article.

## RESULTS AND DISCUSSION

### 1. Benefits of Google Classroom for Language Learning

The observation of previous studies on the implementation of Google Classroom revealed that the online learning platform has been argued to benefit students' mastery of language skills.



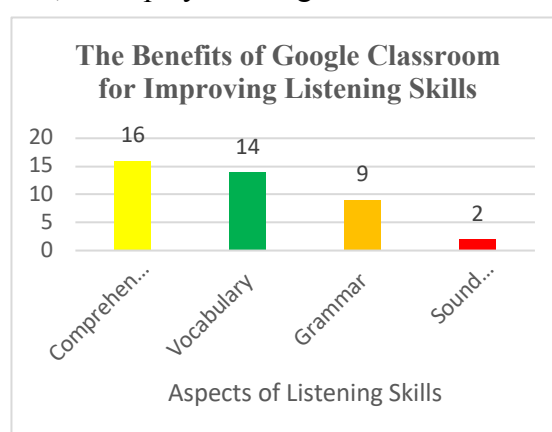
**Figure 2.** Benefits of Google Classroom for Language Learning

Figure 2 above displays the summary of the study's result. Sixteen out of forty-five studies claim the benefits of Google Classroom for students listening skills, seventeen of them argue for the platform's positive impact on speaking skills, fifteen studies prove the platform promotes students' writing skills, and sixteen studies proved the application is beneficial for students' reading skills.

### Increasing Students' Listening Skills

Listening skills are receptive skills that allow students to comprehend spoken English (Nor, 2015; Palmer, 2018). Students often view listening as the most challenging skill to learn (Amiryousefi, 2018; Elekaei et al., 2020). According to Palmer (2018) there are four aspects of listening skills: comprehension, vocabulary, grammar, and recognition of sounds. Among the aspects of listening skills, comprehension is the subskill that is most often benefitted by Google classroom, according to the reviewed studies. Since textbooks may not promote listening skills more comprehensively compared to the inclusion of the other three major language skills (Warman, 2021), technology is always need to provide audio exposure to stimulate students' listening practice (Ulum, 2015). This is where Google Classroom benefits students' listening skills in general (Melani, 2020; Shaharane et al., 2016; Warman, 2021).

In this study, sixteen studies argue for the benefit of Google Classroom for improving these four aspects of listening skills, as displayed in Figure 3 below.



**Figure 3.** The Benefits of Google Classroom for Improving Listening Skills

Figure 3 shows that among the sixteen articles arguing for the benefits of Google Classroom for listening skills, all of them view the platform benefits the students' listening comprehension (Al-Marroof & Al-Emran, 2018; Alim et al., 2019; Hapsari & Pamungkas, 2019; Heggart & Yoo, 2018; Hemrungrote et al., 2017; Melani, 2020; Nisa & Nugraheni, 2021; Nor, 2015; Rosdiana et al., 2018; Rozak & Albantani, 2018; Shaharane et al., 2016; Sihotang et al., 2020; Singh et al., 2020; Sukmawati & Nensia, 2019; Thi & Nhat, 2021; Ulum, 2015). These studies highlight Google Classroom's positive impact on students' listening comprehension, since it provides space for teachers to share varied listening materials and tasks (Hapsari & Pamungkas, 2019; Heggart & Yoo, 2018; Melani, 2020; Nisa & Nugraheni, 2021; Singh et al., 2020). It allows teachers to share multiple listening materials and tasks to give flexibility for students to choose the listening materials based on their language proficiency level (Hapsari & Pamungkas, 2019; Melani, 2020; Shaharane et al., 2016; Sihotang et al., 2020; Singh et al., 2020; Sukmawati & Nensia, 2019; Ulum, 2015). The listening materials can be adjusted to students' proficiency level (Melani, 2020; Thi & Nhat, 2021). It is beneficial for students to practice their listening skill by considering their level of proficiency and students learning style (Melani, 2020). Therefore, it will be more effective for students to practice their listening skill. The use of audio-visual listening materials help students to illustrate the content

to achieve better understanding (Melani, 2020; Shaharanee et al., 2016). Moreover, Google classroom provide flexibility of time and place for students to access the listening materials repeatedly and in more private space to avoid distraction (Melani, 2020; Nor, 2015). By accessing the listening materials repeatedly, students can improve their comprehension. Moreover, the flexibility of place provided enables students to be more focus during their listening practice.

Fourteen of the previous studies observed in the present review claimed that Google Classroom facilitates students' vocabulary building (Al-Maroofof & Al-Emran, 2018; Hapsari & Pamungkas, 2019; Heggart & Yoo, 2018; Hemrungrrote et al., 2017; Melani, 2020; Nor, 2015; Nisa & Nugraheni, 2021; Rozak & Albantani, 2018; Shaharanee et al., 2016; Sihotang et al., 2020; Singh et al., 2020; Sukmawati & Nensia, 2019; Thi & Nhat, 2021; Ulum, 2015). The presentation of multiple listening materials help students to enrich their vocabulary repertoire (Melani, 2020; Nor, 2015; Thi & Nhat, 2021). The exposure toward listening materials such as video, recordings, and songs enable students to get used with general and specific vocabularies presented in the materials (Hemrungrrote et al., 2017; Melani, 2020; Nor, 2015; Nisa & Nugraheni, 2021; Rozak & Albantani, 2018; Shaharanee et al., 2016; Sihotang et al., 2020; Sukmawati & Nensia, 2019; Ulum, 2015). Moreover, Google Classroom allows teacher to use audio-visual listening materials (Melani, 2020; Nor, 2015). The audio-visual materials helps to visualize the content delivered in which there is spesific vocabularies that can be learnt by the students (Melani, 2020; Nor, 2015). Besides, the listening tasks designed by the teachers also allows students to recall the vocabularies found in the audio or video provided.

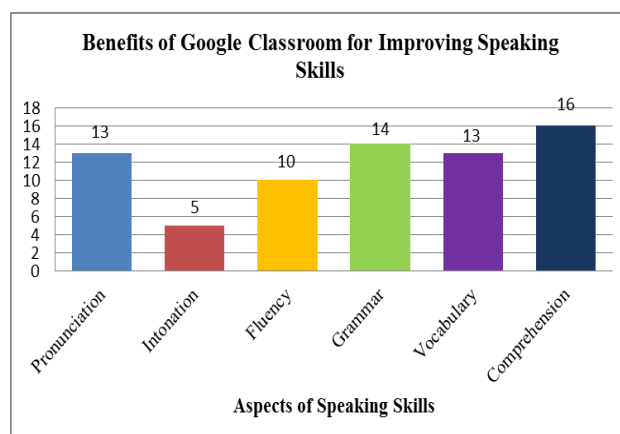
Nine of the sixteen studies proposing for the benefits of Google Classroom for listening skills claim that the online learning platform helps students' grammar (Al-Maroofof & Al-Emran, 2018; Alim et al., 2019; Hemrungrrote et al., 2017; Melani, 2020; Rozak & Albantani, 2018; Nor, 2015; Singh et al., 2020; Thi & Nhat, 2021; Ulum, 2015). The selected listening materials provided by the teachers expose students with grammatically correct sentences ( Hemrungrrote et al., 2017; Melani, 2020; Rozak & Albantani, 2018; Singh et al., 2020). The exposure toward English sentences helps students to make their own sentences as well. In the process of listening practice, students learn about English grammar and learn how to compose sentences in English. They learn about the language structure and tenses. Moreover, the listening tasks can be integrated with communicative grammar activities to maximize learning outcomes (Melani, 2020; Singh et al., 2020). The use of Google Classroom allows teachers to give feedback toward students' grammar errors. (Hemrungrrote et al., 2017)

Among the sixteen studies believing the benefits of Google Classroom for listening skills, only two of them reason for the platform's positive effect on students' ability to recognize sounds during listening practices (Melani, 2020; Nor 2015). Google Classroom allows teachers to design tasks which promote sound recognition practice (Melani, 2020; Nor, 2015). Students practice their listening skill through recognizing words and its pronunciation (Melani, 2020). Students are exposed with listening materials that enable them to recognize sounds of the target language (Melani, 2020; Nor, 2015).

The utilization of Google Classroom can enhance students listening skills. The teacher can give the material in a different format and a website or links where students can access the listening materials. According to Melani (2020), students could send their listening activities to involve topics, comments, duration, and listening assignments through Google Classroom. Students can upload files, audio, video, and web links. They are given the responsibility to do language learning as much as possible. They could select listening materials that they like. By doing these activities, students' could increase their listening skills. These activities can be implemented in groups or independently so that the teacher can observe their students' progress (Nisa & Nugraheni, 2021).

## Enhancing Students Speaking Skills

Nowadays, the development of technology affects mastering students' speaking skills. Students speaking skills are related to five aspects: pronunciation, fluency, grammar, vocabulary, and comprehension (Gani et al., 2015). The present study also identifies the benefits of Google Classroom in improving five aspects of speaking skills, as shown in Figure 4.



**Figure 4.** The Benefits of Google Classroom for Improving Speaking Skills

Figure 4 shows six aspects of speaking skills that could be improved by using Google Classroom in language learning. Google classroom becomes an effective learning platform for students to practice their speaking skill (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rosdiana & Sulistyawati, 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sukmawati & Nensia, 2019; Sulisworo et al., 2020; Syakur et al., 2020). It enables students to improve their pronunciation, intonation, fluency, grammar, vocabulary and comprehension.

Thirteen studies highlighted that the use of Google Classroom contributes to students' pronunciation (Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Rahmad et al., 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sukmawati & Nensia, 2019; Sulisworo et al., 2020; Syakur et al., 2020). Google Classroom exposes students with target language through the utilization of online learning materials. Google Classroom allows the presentation of videos as learning media (Sudarsana et al., 2019). It enables students to learn the pronunciation of words in target language (Fauzan & Arifin, 2019; Gani et al., 2015; Subandi et al., 2018). By accessing audio-visual media provided by the teachers, students can recognize pronunciation of many words (Sudarsana et al., 2019). It contributes to the improvement on their speaking skill. Moreover, the video used as learning materials is mostly presented by native speakers.

Besides, the presentation of learning materials in Google Classroom helps students to practice their intonation (Gani et al., 2015; Gudu, 2015; Salam, 2020a; Subandi et al., 2018; Syakur et al., 2020). Intonation in the target language is very essential for language learners in order to improve their speaking skill (Gani et al., 2015; Subandi et al., 2018; Syakur et al., 2020). The learning materials provided in Google classroom is dominated by the use of video. The use of video that shows how native speakers speak can be example for students in their practice (Gudu, 2015; Salam, 2020a). Students can observe the intonation of the native speakers of target language (Salam, 2020a).

The use of Google Classroom enables teachers to design speaking activities to improve students' fluency (Alkhoudary & AlKhoudary, 2019; Al-Marroof & Al-Emran, 2018; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sulisworo et al., 2020; Syakur et al., 2020). Features in Google Classroom allows students to submit their assignment in the form of video. Students can practice their speaking frequently as the assignment requires them to explain something and record it (Sansinadi & Winarko, 2020; Subandi et al., 2018). When students have more opportunity to make video recordings to explain or describe something in target language, it will contribute positively to their fluency.

In term of students' grammar, Google Classroom allows students to be exposed with varied grammar in the target language (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rosdiana & Sulistyawati, 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sulisworo et al., 2020). It can support their speaking skills. Students can learn grammar from the learning materials provided by the teachers (Gudu, 2015; ozak & Albantani, 2018). When students have many references to the grammar in target language, it will make their speaking better.

Google Classroom is also found help students to build their vocabulary (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sukmawati & Nensia, 2019). When students exposed with target language frequently, they will receive more vocabularies. Students will have opportunity to recall the vocabulary when they need to use it in their communication (Khalil, 2018; Rahmad et al., 2019; Rozak & Albantani, 2018). Google Classroom give spaces for students to learn various vocabularies in the target language through the presentation of video, songs, and other learning materials. The more vocabulary repertoire owned by the students, they will be more communicative.

Lastly, Google Classroom can improve students' speaking skill in term of their comprehension (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rosdiana & Sulistyawati, 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sulisworo et al., 2020; Syakur et al., 2020). Google Classroom is an exciting platform that provides various alternative resources for students learning and critical thinking. Google Classroom a feature that allows students to be more active in the group discussion. They can share ideas, be inspired, and construct cooperative learning from the discussion (Alkhoudary & AlKhoudary, 2019; Rozak & Albantani, 2018). Using Google Classroom, students could discuss the lesson material or specific topics. They can share their thought and then discuss them with their teacher. The students' success in language learning can be increased by asking questions through discussion and combining more activities to increase students' comprehension and ability to critically thinking.

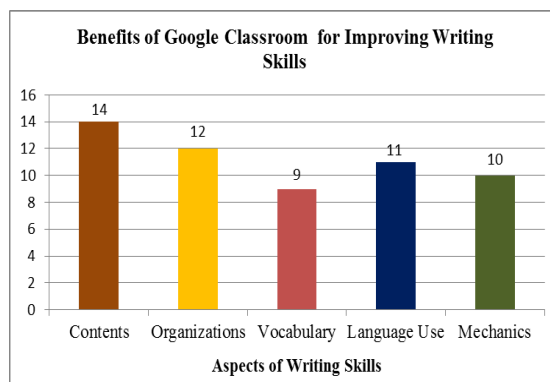
Rozak and Albantani (2018) stated that Arabic language material posted by the teacher through Google Classroom allowed communication two-way between teacher and student. When discussing at Google Classroom, students have a chance to get feedback and create communication indefinitely (Sudarsana et al., 2019). Fauzan and Arifin (2019) stated that the better feedback in learning is given, the greater the students' activeness so that language learning would be effective. Students' comprehension of language learning in speaking practice also will be increased. Gudu (2015) argues that when the students try to learn to speak a language, teachers should strive to teach using the target language, such as vocabulary, grammar, and fluency, to support students in achieving the target language. Interaction of language learning is reciprocal communication between teachers and students to reach learning

goals conveniently. Students would feel motivated and interactive to ask and think critically (Subandi et al., 2018).

### Improving Writing Skills

Students' online learning has continued to evolve since technologies have produced more up-to-date e-learning possible. Writing skill is one of the essential skills to teach; technology has improved students' writing (Rosyada & Sundari, 2021).

The results of the present study identify several aspects of writing skills that involve content, organization, vocabulary, language use, and mechanics (Heaton (1989) Inayah and Nanda, 2016), as shown in Figure 5.



**Figure 5.** The Benefits of Google Classroom for Improving Writing Skills

Figure 5 shows the benefits of Google Classroom for writing skills aspects. It revealed that Google Classroom benefits the most on the Contents aspect of writing skills discussed in 14 articles. Organizational skills became the second aspect of writing skills, with 16 articles discussing the improvement using Google Classroom, followed by Language Use discussed in 11 articles, Mechanics aspect discussed in 10 articles, and Vocabulary discussed in 9 articles.

The use of Google Classroom is beneficial to improve students' writing skill. Some studies highlighted that the content of students' writing can be improved through Google Classroom since students can access various online materials to elaborate their topic of writing (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Jeong, 2016; Rosdiana et al., 2018; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Shahraneet al., 2016; Sihotang et al., 2020; Sujannah et al., 2020; Zafrin, 2018). Students have opportunities to read various resources to enrich their writing. The result of students' writing can be more critical and comprehensive. Moreover, the feature in Google classroom allows teachers to provide various topics and materials for students to supplement their writing. Through Google Classroom, students could be involved to write the contents based on their interest in the form of short texts such as essays or reports (Chuaphalakit et al., 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021).

In terms of text organization, the use of Google Classroom allows teachers to provide sample of writing and its explanation for the students (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Jeong, 2016; Rosdiana et al., 2018; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Sihotang et al., 2020; Sujannah et al., 2020; Zafrin, 2018). Students can learn the organization of text better through the visualization and explanation given by the teacher (Chuaphalakit et al., 2019; Cristiano & Triana, 2019). In its practice, Google Classroom allows students to create and utilize documents in online word and presentation programs in individual, collaborative, and group activities. These activities can maximize the outcomes of students writing (Hamid &

Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Jeong, 2016; Rosyada & Sundari, 2021).

Students vocabulary can be built in the online learning in Google Classroom (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Shaharaneet al., 2016; Sujannah et al., 2020). Students have more vocabularies when they are frequently exposed to the target language (Chuaphalakit et al., 2019; Sujannah et al., 2020). Google Classroom exposes students with target language in more interesting way through the presentation of audio-visual and colorful materials. Rich vocabulary repertoire contributes to the quality of students' writing. It is because students have more choices to express their idea (Inayah & Nanda, 2016; Rosyada & Sundari, 2021; Shaharaneet al., 2016; Sujannah et al., 2020). Therefore, their writing will be more expressive.

The use of Google Classroom enable students to learn about the language use. Students can adjust the language used for their writing based on its purpose (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Sujannah et al., 2020; Syakur et al., 2020; Zafrin, 2018). Since Google Classroom enriches students vocabulary, students will have more word choice when they need to adjust to the purpose and audience of their writing. It contributes to the ability of students to identify the language use in their writing (Cristiano & Triana, 2019; Fonseca & Peralta, 2019).

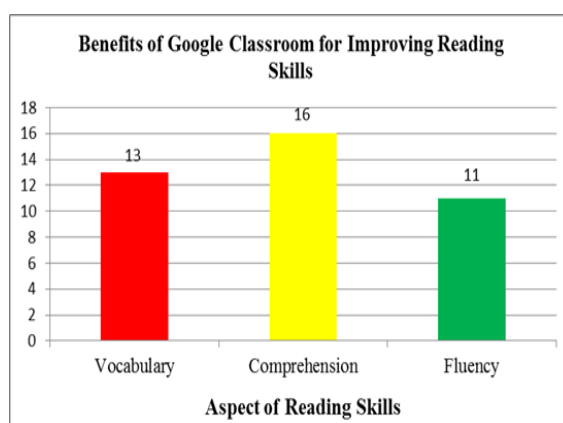
The last writing aspects improved in Google Classroom is mechanics (Chuaphalakit et al., 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Sujannah et al., 2020; Syakur et al., 2020; Zafrin, 2018). Students can practice mechanics through sample of writings and learning materials provided by the teachers (Chuaphalakit et al., 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016). Collaborative learning activities also contribute to the students' awareness toward mechanics on their writing. Google Classroom facilitates peer review or peer feedback activities that can be utilized to improve students writing skill, especially their mechanics (Chuaphalakit et al., 2019; Inayah & Nanda, 2016).

Learning writing skills in the Indonesian language through Google Classroom also significantly impacts students. According to Rosdiana et al. (2018), students could understand the material in an interactive, productive, effective, and constructive. Learning languages in the digital environment could motivate students to learn writing. Writing skill is a capability that assists students in expressing the idea to a definition word or delivering the message through writing. It could encourage students to practice writing autonomously (Fonseca & Peralta, 2019). The students could arrange their learning autonomously were writing as a language learning process.

### **Improving Reading Skills**

The utilization of technology is essential to support students' reading skills. According to Sulistyanto and Imada (2020), reading is an interactive process that implicates the reader to use their understanding of the content and structure of the text to build up the meaning of the text.

The present study identifies several aspects of reading that students must develop in learning language skills based on Schumm (2007), such as vocabulary, comprehension, fluency, and phonemic awareness, as shown in Figure 6.



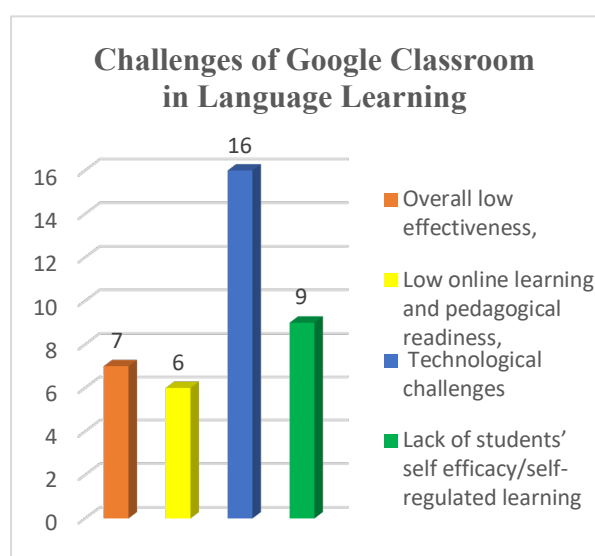
**Figure 6.** The Benefits of Google Classroom for Improving Reading Skills

Figure 6 shows the benefits of Google Classroom on several aspects of reading skills. Comprehension became the most aspect of reading skills discussed in 16 articles, followed by the Vocabulary aspect being discussed in 13 articles, and Fluency being discussed in 11 articles.

To achieve reading comprehension, students must also do online discussions through Google Classroom. Students could present or share the information from the book they had already read. They could have the opportunity to get feedback directly through online discussion or necessary assistance when found it challenging to comprehend the material or want to learn more about language material.

## 2. Challenges of Google Classroom in Language Learning

Implementing Google Classroom as an online learning platform utilized by many teachers has served many benefits, especially in language learning classrooms. Otherwise, the challenges cannot be avoided. The challenges encountered when implementing Google Classroom in language learning are varied. Previous studies highlighted several challenges, including overall low effectiveness, low online learning pedagogical readiness, technological challenges, and lack of students' self-efficacy/self-regulated learning. Figure 7 below displays the results of the reviews on the challenges in implementing Google Classroom according to previous studies.



**Figure 7.** Challenges of Google Classroom in Language Learning

## CONCLUSION

Based on the findings and discussion in this study, it can be concluded that Google Classroom is one of the best applications for students' online practice of many languages. Google Classroom has been implemented to encourage online learning environments of familiarization with language learning. The utilization of Google Classroom could increase students' language learning processes. It motivates students to participate in the discussion, provides a platform for sharing learning material and progress, the teachers' ability to provide various language learning material, assisting students' understanding and submissions of assignments and feedback. Google Classroom enhances students' learning, especially language skills. Through Google Classroom, students can increase their listening by sharing audio materials or self-recorded with their classmates. Students can find resources to improve their reading comprehension and better understand the language lesson. Students also have an opportunity to receive and provide feedback from their teacher and classmates when they submit their assignments. It can improve their writing skills and enhance their communication through discussion.

The findings also highlighted challenges in implementing Google Classroom as a language learning platform: low effectiveness, low online learning pedagogical readiness, technological challenges, and lack of students' self-efficacy/self-regulated learning. Those challenges are interrelated in which each challenge contributes to the other challenges.

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# ANALYSIS OF DIFFERENTIATED ASSESSMENT BASED ON THE EMANCIPATED CURRICULUM IN 8<sup>TH</sup>-GRADE JUNIOR HIGH SCHOOL STUDENTS

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## ABSTRACT

The Emancipated Curriculum represents an innovative strategy for teaching and learning in the classroom. Differentiated assessment plays a crucial role in evaluating student performance based on individual learning styles and needs. The research focused on the analysis of differentiated assessment implemented in eighth-grade junior high school at one of the junior high schools in Singaraja. Data collection methods included observation of teaching activities, teacher interviews, and student questionnaires regarding learning methods and student learning styles. The researcher also conducted a questionnaire to the students which consisted of 6 yes/no questions and 12 multiple-choice questions. Results showed varied learning styles among students, with a majority favoring kinesthetic and visual learning styles, whereas students in 8th grade preferred a visual learning style. The results of the study show that differentiated assessment has never been implemented in schools even though the results of student questionnaires show that students have different learning styles. Additionally, the differentiated assessment is essential for supporting diverse student needs in the Emancipated Curriculum. Further research and implementation of differentiated assessments are needed to enhance students' learning outcomes in junior schools.

**Keywords:** Emancipated Curriculum, Assessment, Differentiated Assessment

## INTRODUCTION

The curriculum is one of the important components of every learning process. A curriculum is a set of instructions for carrying out the teaching and learning process in the classroom (Astari, Dewa Ayu Made Juli., 2023). The curriculum is used as a guide or reference in conducting teaching and learning activities in this regard. Curriculum, in general, refers to the educational plans and guidelines that describe what will be learned how it will be instructed, and how learning results will be evaluated. Still, implementing a curriculum in the learning process comes with difficulties and challenges. Concerning this subject, curriculum development occurs as the consequence of curriculum review or reform as a response to the outdated or current curriculum's lack of relevance for dealing with general issues (Tricahyati & Zaim, 2023) as cited in Igbokwe Uche. L et al. (2014). This means the development of the curriculum must be completed.

In Indonesia, curriculum development to improve educational quality continues to be carried out over time. Similar to how the Emancipated Curriculum is currently being used as a reference and guide in the learning process. The Emancipated Curriculum was introduced by the Indonesian Ministry of Education, Culture, Research, and Technology, directed by its creator Nadiem Anwar Makarim, as a new idea following the Emergency Curriculum, which was a temporary remedy during the COVID-19 pandemic (Ellen et al., 2023).

A learning process cannot be separated from the assessment, this also applies to the Emancipated Curriculum. The initial curriculum framework includes learning and assessment concepts, which refer to the National Education Standards Process and Assessment Standards (Hadi et al., 2023). Assessment in learning refers to a process of evaluating and measuring a student's knowledge, skills, abilities, and understanding of a specific subject or topic. The evaluation of learning outcomes by teachers must be done properly as it has a wide impact, both on the mindset of students and on the practical implementation of the learning program, therefore a good assessment guideline must be used (Setiawan et al., 2019). To measure learning outcomes, a good assessment guideline can help teachers determine how well students

have mastered the material and achieved the required learning outcomes. The result of the assessment can be crucial for both students and teachers to assess development and identify areas that may require additional attention. In addition, H. Yulianto (2022) describes that the assessment was carried out not only to fulfill responsibilities in teaching and learning activities but also to achieve the following goals: a) to determine the level of the achievement of basic competency indicators of a subject that students must achieve; b) to evaluate individual student knowledge as necessary; c) to diagnose student learning needs; d) to enhance students' learning motivation in achieving learning objectives; and e) to serve as a guide for teachers in determining learning strategies.

Focus on the Emancipated Curriculum, there are three kinds of assessment, namely diagnostic, formative, and summative assessment (Shadri et al., 2023). Diagnostic assessment is an approach that identifies and understands students' characteristics, competencies, abilities, limitations, and learning styles (Aringka, 2023). On the other hand, Formative assessment components include observing teacher-student interactions, communicating about the students' success criteria, collecting detailed information about learning activities, offering learning feedback, and making instructional corrections (Filsecker & Kerres, 2019). Furthermore, summative assessment is a type of evaluation that determines whether or not overall learning objectives have been fulfilled (Muktamar, 2023).

As a follow-up to the diagnostic, formative, and summative assessment, it is important to consider a differentiated assessment as well. Differentiated assessment is a kind of assessment that requires note of the differences between students (Reisdorfer, 2020). Differentiated assessments evaluate student performance by their preferred individual learning styles (Ihalon & C, 2022). Different competencies, learning styles, and capacities need diversified methods of instruction and assessment (Koshy, 2013). Something that inspires a student may not inspire another. Motivation is necessary for active learning because it increases participation in the subject matter and develops knowledge, which helps in the future application of the information studied. Creating suitable different assessment activities therefore becomes critical to effective learning and teaching. Moreover, Tomlinson and Moon (2013) as cited from (Ihalon & C, 2022), explain that Effectively differentiated classrooms also show a strong connection between assessment and the learning environment, as well as assessment and classroom leadership/management. Instead of grading, teachers use evaluations to help students build competency and a sense of autonomy, making the atmosphere feel more secure and predictable. When students recognize that differentiated assignments generally develop from assessment data, they will understand that the teacher's primary purpose is to assist them in taking effective next steps for active learning. Students' pursuit of success will be significantly supported by specific and useful learning objectives, student progress observed through suitable formative assessments, and methods of instruction developed to fulfill their needs as well as help develop the skills required for growth.

In order to assess students using differentiated instruction it is important to consider the differentiated assessment. Differentiated assessment is a kind of evaluation that takes notice of student differences (Reisdorfer, 2020). In the context of instruction, differentiated assessment describes a method of implementing assessment that adapts to the preferences and learning styles of various students. In addition, differentiated assessments evaluate student performance according to their preferred individual learning approaches (Ihalon & C, 2022). Different competencies, learning styles, and capacities need diversified methods of instruction and assessment (Koshy, 2013). Something that inspires a student may not inspire another. Motivation is necessary for active learning because it increases participation in the subject matter and develops knowledge, which helps in the future application of the information studied. Creating suitable different assessment activities therefore becomes critical to effective learning and teaching. Moreover, Tomlinson and Moon (2013) as cited from (Ihalon & C,

2022), Explain how effectively differentiated classrooms have appropriate connections with assessment and the learning environment, as well as assessment and classroom leadership/management.

As a follow-up to the results of diagnostic assessments that have been carried out previously and to obtain more effective learning outcomes, teachers must consider differentiated learning methods. Such as research conducted by Kalangi et al., (2023) about the implementation of the Merdeka Curriculum based on differentiated learning at SMP Negeri 1 Manado. The result indicates that first, to implement differentiated learning in each subject, the teacher conducts diagnostic assessments to map student learning needs. The teacher then designs lessons based on the mapping results by writing them in the teaching module. After the learning is completed, the teacher does continuous evaluation and reflection to decide which students require additional assistance or vice versa.

Moreover, Astuti et al., (2023) conducted research concerning English junior high school teachers' and students' perspectives on differentiated instruction practices in Kurikulum Merdeka. The research findings demonstrated that all teachers and most students had good attitudes toward using differentiated instruction in the classroom. Differentiated instruction becomes an efficient and exciting learning approach in the classroom, as evidenced by their positive reviews on preparation and implementation. The teachers arranged the lesson in stages but on the same theme. Teachers are rated as good supporters of differentiated instruction for students. Almost all of the students provided good feedback on their experiences and discovered that when teachers used varied instruction approaches in their classes, they were able to overcome their learning issues. All of this leads to the alignment of differentiated education approaches that should be used in all classroom activities.

Some studies examine the use of differentiated assessment in the process of learning. According to Noman (2014) those who have researched differentiated assessment. According to the findings, assessment is an essential part of the process of learning and cannot be separated from it. It is an important tool for determining a student's learning experience. Although significant progress has been made in integrating differentiated teaching in the classroom, differentiated assessment remains largely neglected. Not only that, Koshy (2013) investigated differentiated assessment activities when customizing to improve learning. The research found that differentiated assessments have been used successfully in several disciplines, notably as a formative exercise.

Regarding the matters of differentiated assessment, the researcher conducted preliminary research at one of the junior high schools in Singaraja. The school has implemented an Emancipated Curriculum which has implemented a 21st century learning model. However, in its implementation, there has not been any differentiated assessment carried out on students even though in fact what was observed during the observation process was that students' learning styles and abilities were different. The teacher already implemented the diagnostic assessment but it has not been implemented optimally. During the interview with teachers to obtain data, it was found that diagnostic assessments were only carried out at the beginning of learning and there was no follow-up to the results of the diagnostic assessments.

Henceforth, based on these circumstances, it is necessary to analyze the needs of students and teachers regarding the learning activities that can later serve as a reference in designing and developing an instrument as a differentiated assessment in English subjects in the Emancipated Curriculum to assess eighth-grade junior high school students.

## METHOD

The method of data analysis used is qualitative descriptive which explains the needs of students and teachers. The analysis of data collection qualitatively will use theory from Miles and Huberman (1994) with Interactive Model Analysis. There are three activities in analysing the data using the Miles and Huberman (1994) method as cited in (Annisa, 2023) are provide data reduction, data display, and formulating conclusions. Data reduction is the process of performing field research through observation and learning. The next step is to provide the collected data, which is then categorized and presented in a narrative style to allow for a systematic interpretation. The final phase is to draw conclusions based on data received from the field that has undergone the reduction process.

Meanwhile, data collection was taken through observation of teaching activities, teacher interviews, and student questionnaires regarding learning methods and student learning styles. The observation sheet consists of 10 questions related to implementing assessment in the Emancipated Curriculum. Related to the detailed information on the implementation of the assessment and method in the learning activity, the researcher conducted a teacher interview with 24 open-ended questions. Then, to enrich the data, the researcher also conducted a questionnaire to the students which consisted of 6 yes/no questions and 12 multiple-choice questions.

The research subjects are eighth-grade junior high school teachers and students from one of Singaraja's junior high schools. The school had implemented the Merdeka Curriculum as the least restrictive curriculum regulated by the government. This school is one of the *Sekolah Penggerak* in Singaraja. *Sekolah Penggerak* programs are schools that focus on generating results. Students study holistically by realizing the Pancasila student profile, which involves cognitive competencies such as literacy and numeracy, as well as non-cognitive competencies like character (Syafi'i, 2021).

## RESULT AND DISCUSSION

Based on the observation done in one of the junior high schools in Singaraja, three main issues were found in the learning processes. Firstly, the teacher has never implemented differentiated assessment in the learning process. Differentiated assessment is a new concept for the teacher, so several factors prevent the teacher from implementing it in the classroom. The factors influencing teachers' inability to implement differentiated assessment include a lack of understanding regarding differentiated assessment and the limited number of teachers who have implemented it. Secondly, the next problem was found in the implementation of assessment in the learning activities. The teacher explained that there are three assessments used during the process of learning such as diagnostic assessment, formative assessment, and summative assessment. Among these assessments, issues were found in the implementation of diagnostic assessment, which has not been maximized. During the observation and interviews conducted, the teacher stated that after conducting the diagnostic assessment, no follow-up actions were taken. Lastly, the 21st-century learning model includes Project-based Learning, Problem-based Learning, and Discovery Learning, which are not yet fully implemented. Teachers only apply this learning model to certain topics. However, in reality, teachers have not been able to implement these three learning models optimally. Based on difficulties one and two, it is possible to conclude that the next problem is related to assessment implementation. Teachers continue to struggle with adopting differentiated assessment adapted to 21<sup>st</sup>-century learning methods such as Problem-Based Learning, Project-Based Learning, and Discovery Learning.

On the other hand, the researcher interviewed an English teacher at one of the junior high schools in Singaraja to know the learning and teaching process, the method and assessment used for students, and teacher experiences during the teaching and process of

learning in the classroom. The interview was conducted offline and face-to-face with a teacher at one of the junior high schools in Singaraja. Several dimensions are used as a reference in designing this interview question, including Emancipated Curriculum, assessment, learning method, diagnostic assessment, formative assessment, summative assessment, and differentiated assessment. Twenty-four questions were asked to the teacher during the interview, and an electronic device had already recorded the interview's result.

To begin with, implementing the Emancipated Curriculum in schools. The implement of the Emancipated Curriculum in schools, particularly at a junior high school in Singaraja, implies that teachers are free to build and design their instructional materials, which may be adapted to the needs of both teachers and students during the learning process. Not only that, but teachers have the option to choose their material, allowing them to generate relevance in learning based on their students' potential. The concept is that by applying the Emancipated Curriculum in schools, teachers and students may create a more open and flexible learning environment.

Relating to implementing the Emancipated Curriculum in schools, then the second question is about implementing the Emancipated Curriculum in the 8th grade of Junior High School. The teachers typically conduct initial assessments during the learning process; nevertheless, other teachers may believe that formative assessments are difficult to implement due to their time commitment. However, what teachers can observe now is that initial assessments have usually been carried out since the independence curriculum because deepening and understanding the material is very important here, so teachers are not in a rush. Additionally, in class, there is a lot of project-based learning.

In the learning process in the Emancipated Curriculum, assessment is very important, based on that reason the teacher carries out an initial diagnosis of students' abilities by conducting an initial assessment, assessment as learning. Not only that, in the learning process teachers also carry out assessments for learning to determine student learning outcomes. And always assess learning at the end to measure student achievement. Henceforth, there are three assessments carried out, the first is the diagnostic assessment, which is one of the processes following the Emancipated Curriculum guidelines. The initial diagnostic assessment can be conducted by reviewing the student's previous year's report card, which is then combined with the learning objectives the teacher will create and design instruments to measure in students. So, the instructor does three things: identifies first, then adjusts to the learning objectives, and creates instruments that are especially suited to the competencies that the students need to master. Aside from diagnostic assessment, the teacher also conducts formative assessment. Formative assessment is done by questioning and giving a written test. After the written test is completed, the teacher will normally distribute the answer key to the students. This will be the primary reference point for doing self-assessments with other students and providing comments as a reflection. Additionally, the teacher conducts summative assessments at the end of the learning process to identify the level of students' learning abilities, and the assessment is usually given in the form of an exam or final test.

Besides the assessment process, the other important part of the learning process following the Emancipated curriculum is how teachers provide feedback to students. The teacher provides comments or feedback to the students throughout and at the end of the learning process. Feedback is offered based on the assessment they receive. The purpose of teacher feedback is to offer students with motivation or to make helpful ideas that will encourage them to continue their development.

Following the assessment in the learning process, learning methods have an essential role in the Emancipated curriculum. Learning methods are adjusted to the learning objectives to be met by involving students in a variety of learning activities such as group discussions or

projects, allowing students to be more active and overcome different challenges, which makes learning more complex.

Three methods are to be highlighted in the learning process at one of the junior high schools in Singaraja. The three methods are problem-based learning, project-based learning, and discovery learning. Focus on the implementation of problem-based learning, firstly, teachers carry out by giving problems to students and how they can identify the problems that the teacher gives, and then looking for answers or solutions to these problems with other students. The teacher usually also participates to facilitate the students so that they are equally responsible for solving the issues and reflecting together. Aside from problem-based learning, the teacher also conducts another learning method such as project-based learning. In carrying out project-based learning, the teacher determines a project that is by the learning objectives first and then involves students in determining the steps, especially planning the project. Usually, students also need guidance in carrying out the project, therefore the teacher regularly implements the project and continues to provide feedback. Return and evaluate the results of the project. Not just the two previous methods, the next learning method that teachers consider is discovery-based learning. In the process of learning through the discovery learning method, students search and discover materials related to the projects they are working on. In doing so, they conduct their experiments and small-scale research, engage in exploration, and gain contextual understanding through their involvement and respective skills.

In the implementation of the Emancipated curriculum, it is important to review the adjustments to learning methods and assessment techniques. The teachers need to consider what they want to assess and what skills they want to measure in their students. In this way, teachers can adapt learning methods to the assessment techniques that will be used. The point is that from the start, the learning objectives must follow the assessment that will be carried out and combine formative and summative so that variations in assessment techniques like this will provide a deeper picture of the student's experience of the material.

Furthermore, diagnostic assessment at the beginning of learning is to determine the future learning process. The teacher carries out initial diagnostics then based on the diagnostic results the teacher can adapt to the learning process by identifying effective teaching strategies following the results which record students' weaknesses then from the weaknesses that the teacher finds, the teacher can take other intensive and continuous learning to help students to overcome their deficiencies by giving them additional material so that the initial diagnosis will determine future learning. The assessment criteria at the beginning must be in line with the learning objectives and consider what students know, what they understand, and what they can do later in the lesson so that the teacher can consider the level of difficulty or complexity of the assessment carried out. Reflection and evaluation are implemented by carrying out analysis, when the teacher has obtained the results, the teacher can carry out analysis individually or in groups by identifying the student's weaknesses or strengths and determining the extent to which the student will be in line with the learning objectives that the teacher wants. Carrying out this reflection and evaluation is important. This can also be done as a consideration of whether later the teacher needs to make changes or change the learning approach and what needs to be done to improve students' understanding, in the end, they can carry out follow-up actions regarding reflection and evaluation.

Dealing with formative assessment of the learning process, a formative assessment takes the form of feedback given by the teacher to students during learning, for example by using tests and then providing feedback or holding discussions so that they can carry out intense direct communication with students regarding their performance. The assessment criteria are adjusted to the goals and abilities that students want to measure. Feedback and evaluation of learning using formative assessments such as self-assessments and peer assessments carried out by teachers. Self-assessment can be done by encouraging students so that they can identify

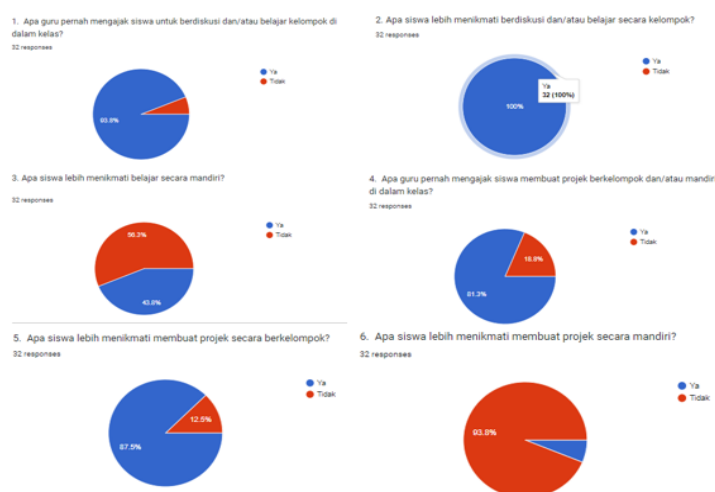
what areas they have mastered and what areas they still need to improve. For peer assessment, the teacher must set clear criteria so that peer assessment can be a guide for other students to provide feedback.

Moreover, a summative assessment at the end of the lesson is crucial to be done. The teacher has to observe and decide in advance the learning method used. Then designing relevant assessment instruments that cover all aspects of the material being taught, then providing instructions when students are working on the assignment usually must provide clear instructions. The assessment test is to ensure the clarity and objective form of the summative provided. Regarding the required assessment criteria, teachers believe that all types of assessment must refer to the learning objectives to be achieved. In summative assessment, teachers need to analyze students' learning outcomes as a reference for reflecting on and evaluating the learning process that has been conducted. After completing the analysis, at least the teacher understands the initial level of students' understanding of the learning material that has been taught. The next step is to identify the difficulties typically experienced by students. The assessment results obtained from students should still be re-evaluated to ensure alignment with the learning objectives.

In implementing the Emancipated curriculum, not only differentiated media and differentiated processes are necessary, but teachers also need to pay attention to differentiated assessment so that learning can be maximally implemented. The teachers understand differentiated assessment as adjustments in considering assessment methods so that they can take into account the individual differences of each student and that student needs can be met properly. The implementation of differentiated assessment under the rules in the Emancipated curriculum is flexibility in the form of assessment so that they can choose the form of assessment that suits their strengths. These different forms of assessment are adjusted with the assessment criteria that are relevant to the learning objectives but are still based on the needs and skills of each student. Regarding the obstacles encountered in implementing differentiated assessment, teachers cannot explain further because one of the junior high schools that is the subject of this research has never fully implemented differentiated assessment at all.

Furthermore, the questionnaire was given to students in 8<sup>th</sup> grade at one of the junior high schools in Singaraja. Eighteen questions were asked to the students which consisted of six questions about the method of learning and twelve questions about student's learning styles.

The first part of the questions is about the learning method that consists of six questions and 32 respondents answered the questions. The questionnaire was conducted in a form and the results are described below.



**Chart 1.** Student's perception of students' learning activity

Based on the result, it can be seen in the first question concerning the discussion activities in the learning activities that 93,8% or more than thirty of students said that the English teacher has invited students to discussion activity, and 6,2% or no less than two students said has not. Then the students' perception of the discussion activity in the learning process in the second question shows that all of the students enjoy learning with discussion activities. While in the third question deals with students' perception of independent learning demonstrates different outcomes. There are 56.3% or less than twenty students do not enjoy learning independently and 43.8 % or more than twelve students are enjoyed. Move on to the implementation of doing projects in the learning activities. The fourth question indicates that 81.3% or more than twenty-five students said that the English teacher has conducted projects in the learning activities and 18.8% or less than seven students said has not. While in the fifth question deals with students' perception of doing projects in groups. There are 87.5% or twenty-eight students who enjoy doing projects in groups and 12.5% or four students are not. Moreover, there is 93.8% or more than thirty students do not enjoy doing projects independently, and 6.2% or less than 2 students enjoy.

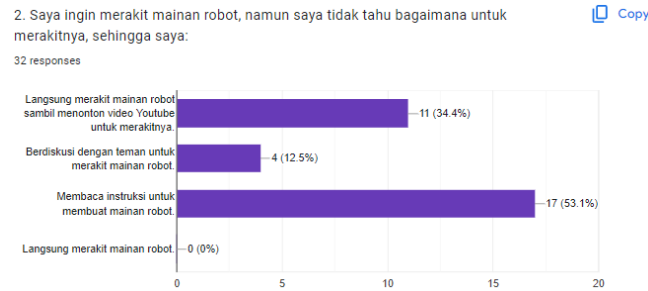
Based on the facts and the number of figures shown in the chart, several important points should be emphasized. Firstly, all students agree that teachers often encourage students to learn in groups, and students feel more comfortable when learning in groups. Not only that, during group learning, teachers often assign projects, and students feel more comfortable working on projects as a group rather than individually. In addition, few students enjoy learning and working on projects individually.

The second part of the questions is about the student's learning style and consists of twelve questions and 32 respondents answered the questions. The questionnaire was conducted in a form and the results are described below.



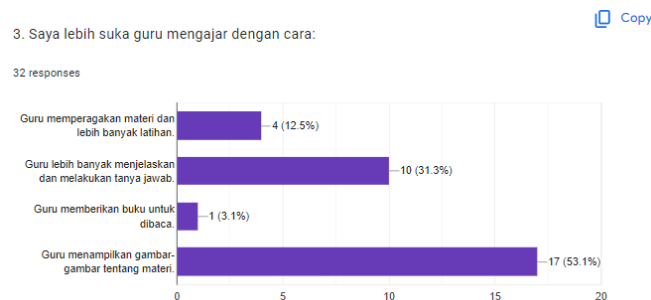
**Chart 2.** Student learning style

Based on the result, it can be seen the students' learning styles are varied and heterogeneous. Begin with Chart 2 shows that the highest figure among the chosen answers refers to the Kinesthetic learning style with 62.5% or twenty students. It means that most of the students in Chart 2 are Kinesthetic learners. In contrast, the lowest figure is 3.1%, or less than 2 students, who are read/write learners.



**Chart 3.** Student learning style

Next, in Chart 3 shows that the highest figure among the chosen answers refers to the read/write learning style with 53.1% or less than seventeen students. It means that most of the students in Chart 4.8 are read/write learners. In contrast, the lowest figure is no one of the students chose the answer that refers to the Kinesthetic learning style.



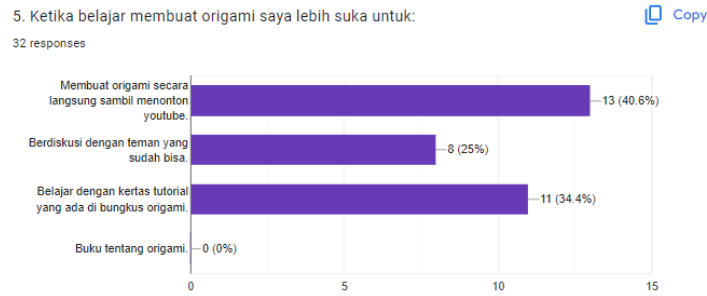
**Chart 4.** Student learning style

Similar to Chart 2, Chart 4 shows that the highest figure among the chosen answers refers to the Kinesthetic learning style with 53.1% or less than seventeen students. It means that most of the students in Chart 4 are Kinesthetic learners. In contrast, the lowest figure is 3.1%, or less than 2 students, who are read/write learners.



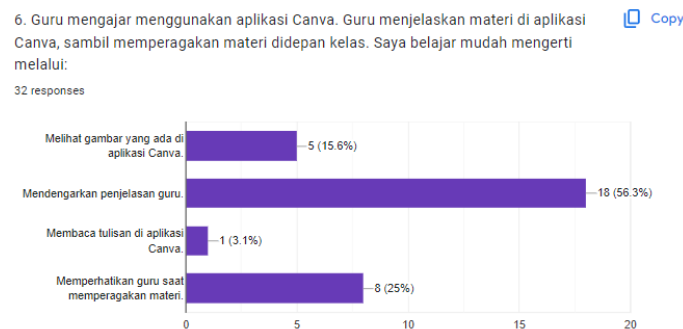
**Chart 5.** Student learning style

Meanwhile, Chart 5 shows different results from the previous ones. Chart 5 shows that the highest figure among the chosen answers refers to the visual learning style with 46.9% or less than sixteen students. It means that most of the students in Chart 5 are visual learners. In contrast, the lowest figure is 15.6%, or less than five students, who are read/write learners and auditory learners.



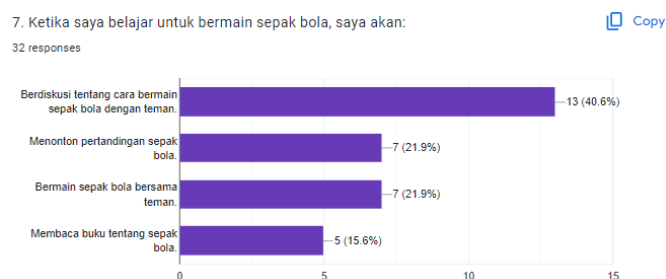
**Chart 6. Student learning style**

Next, Chart 6 shows that the highest figure among the chosen answers refers to the visual learning style with 40.6% or less than thirteen students. It means that most of the students in Chart 6 are visual learners. In contrast, the lowest figure is no one of the students chose the answer that refers to the Kinesthetic learning style.



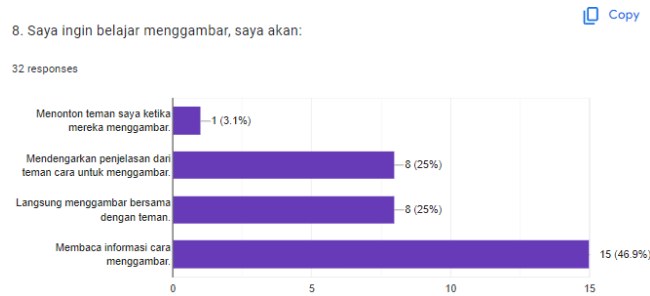
**Chart 7. Student learning style**

Moving on to the next chart, Chart 7 shows that the highest figure among the chosen answers refers to the auditory learning style with 56.3% or less than nineteen students. It means that most of the students in Chart 7 are auditory learners. In contrast, the lowest figure is 3.1%, or less than 2 students, who are read/write learners.



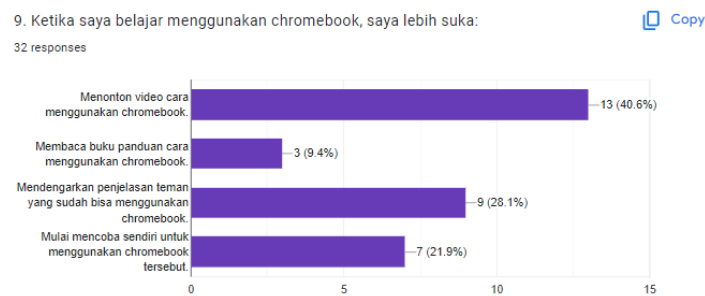
**Chart 8. Student learning style**

Afterward, Chart 8 shows that the highest figure among the chosen answers refers to the visual learning style with 40.6% or less than thirteen students. It means that most of the students in Chart 8 are visual learners. In contrast, the lowest figure is 15.6% or less than five students, who are Kinesthetic learners.



**Chart 9.** Student learning style

Next, Chart 9 shows that the highest figure among the chosen answers refers to the Kinesthetic learning style with 46.9% or less than sixteen students. It means that most of the students in Chart 9 are Kinesthetic learners. In contrast, the lowest figure is 9.4% or less than four students, who are visual learners.



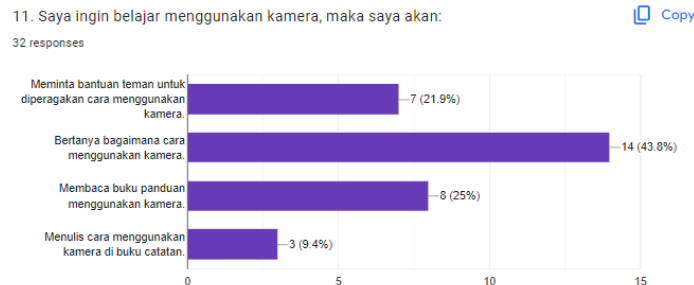
**Chart 10.** Student learning style

The above is Chart 10 shows that the highest figure among the chosen answers refers to the visual learning style with 40.6% or less than thirteen students. It means that most of the students in Chart 10 are visual learners. In contrast, the lowest figure is 9.4% or less than five students, who are Kinesthetic learners.



**Chart 11.** Student learning style

Next, Chart 11 shows that the highest figure among the chosen answers refers to the visual learning style with 56.3% or less than nineteen students. It means that most of the students in Chart 11 are visual learners. In contrast, the lowest figure is 6.3 % or less than three students, who are read/write learners and auditory learners.



**Chart 12.** Student learning style

Different from other charts, Chart 12 shows that the highest figure among the chosen answers refers to the auditory learning style with 43.8% or less than fifteen students. It means that most of the students in Chart 12 are auditory learners. In contrast, the lowest figure is 9.4% or less than four students, who are Kinesthetic learners.



**Chart 13.** Student learning style

Lastly, Chart 13 shows that the highest figure among the chosen answers refers to the auditory learning style with 71.9% or less than twenty-four students. It means that most of the students in Chart 13 are auditory learners. In contrast, the lowest figure is 6.3% or less than three students, who are read/write learners and Kinesthetic learners.

Based on the facts and the number of figures shown in the chart, one important thing should be emphasized that each student has a different learning style, therefore to achieve maximum learning outcomes, teachers need to design differentiated assessments as well.

## CONCLUSION

A learning process is closely tied to assessment, including within the Emancipated Curriculum. Assessment principles are integral to the curricular framework, with a focus on evaluating students' knowledge, skills, and understanding. Good assessment guidelines are essential for measuring learning outcomes and identifying areas for improvement. Differentiated assessment, including diagnostic, formative, and summative assessments, plays a crucial role in evaluating student performance based on individual learning styles and needs.

Differentiated assessment considers the diverse learning styles and abilities of students, ensuring that assessments are tailored to individual preferences. Motivation is key for active learning, and creating suitable assessment activities is vital for effective teaching and learning. Implementing differentiated assessments can help students develop competence and autonomy, leading to a safer and more predictable learning environment.

Research has shown the importance of differentiated assessment in supporting student learning. While progress has been made in integrating differentiated teaching, differentiated assessment remains underutilized. Preliminary research at a junior high school in Singaraja revealed a lack of differentiated assessment implementation, despite varying student learning

styles and abilities. Analyzing student and teacher needs is crucial for designing effective differentiated assessments in the Emancipated Curriculum.

Qualitative descriptive analysis was used to understand student and teacher needs in the learning process. Data collection methods included observation, teacher interviews, and student questionnaires. The research focused on eighth-grade teachers and students in a school implementing the Emancipated Curriculum. Results highlighted the need for differentiated assessment to align with diverse learning methods and assessment techniques.

In the Emancipated Curriculum, assessment is essential for evaluating student progress and providing feedback. Teachers conduct diagnostic, formative, and summative assessments to measure learning outcomes and adjust teaching strategies accordingly. Differentiated assessment allows for flexibility in assessment methods to accommodate individual student needs and preferences. By aligning learning objectives with assessment techniques, teachers can provide a comprehensive evaluation of student learning.

Student perceptions of learning activities and styles were assessed through questionnaires. Results showed varied learning styles among students, with a majority favoring kinesthetic and visual learning styles. Understanding and accommodating different learning styles is crucial for designing effective differentiated assessments in the Emancipated Curriculum.

In conclusion, differentiated assessment is essential for supporting diverse student needs in the Emancipated Curriculum. By aligning assessment methods with individual learning styles, teachers can create a more inclusive and effective learning environment. Further research and implementation of differentiated assessments are needed to enhance student learning outcomes in junior high schools.

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# UNRAVELING THE CHALLENGES OF UNDERACHIEVING STUDENTS IN LEARNING ENGLISH

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## ABSTRACT

This study explored the nuanced experiences of underachieving students in English language learning. Two data collection techniques were used in this research: quantitative data obtained from the questionnaire and the qualitative data gained from the semi-structured interview. This study involved 96 students (three classes) in the second semester in English Class of ITB STIKOM Bali. The interview was conducted and two distinct type of underachieving students were found: coasting underachievers and anxious underachievers. Coasting underachievers demonstrate disengagement and lack of motivation, while anxious underachievers exhibit high levels of anxiety and self-doubt. Furthermore, based on the questionnaire result, it was found that tailored interventions addressing the specific needs of each type are crucial for fostering academic success and personal fulfillment. The analysis reveals significant factors influencing students' participation, self-perceived proficiency, and challenges in language acquisition. Understanding these factors enables educators to create inclusive learning environments and implement targeted support strategies. Students express preferences for various forms of support, highlighting the importance of personalized, holistic approaches to English language learning. Leveraging these insights, educators can empower underachieving students to thrive academically and develop essential language skills for success in university and beyond.

**Keywords:** underachieving students; challenges; learning English

## INTRODUCTION

The phenomenon of underachieving students has long been a subject of concern and scholarly inquiry. Underachieving students are those who consistently perform below their expected or potential academic level, often scoring below their peers in assessments and failing to reach their educational goals. The reasons behind underachievement can be multifaceted and vary from one student to another. It not only impacts the academic success of individual students but also has implications for the educational institutions they attend, the overall quality of the educational system, and society at large. Nevertheless, most researchers concur that underachievement is characterized by disparities between a person's potential and their actual performance, behavioral disruptions, and factors related to neurological or cognitive processes. These factors play a significant role in understanding underachievement (Bluer, 1987; Sousa, 2002).

When identifying who qualifies as underachievers in an educational context, it becomes evident that this group encompasses students who: 1) Fail to meet the anticipated performance standards in a specific subject; 2) Exhibit disinterest in or poor academic performance due to behavioral factors; 3) Struggle to excel in a particular subject area; 4) Possess the intellectual capacity required for success but nonetheless fall short of their potential; 5) Face hindrances related to culture, language, and gender that impede their academic success in a school setting.

Mandel and Marcus (1988) outlined six primary categories of underachieving students, characterized as follows:

1. Coasting Underachievers: Typically, these underachievers manifest around the ages of 9 to 10. They appear generally content with themselves and their lives. They tend to procrastinate both at home and in school, often giving up easily when faced with challenges. They display little concern regarding low grades, express well-meaning intentions, but are easily distracted from schoolwork. Their focus on the future seems limited, and they appear unconcerned.

2. **Anxious Underachievers:** Anxious underachievers may surface at any age and typically exhibit a performance deficit ranging from 10% to 20%. They often appear tense and find it challenging to relax. They tend to avoid school, experiencing excessive worry and harboring unrealistic beliefs about their competence and the gravity of their mistakes. They frequently require constant reassurance and approval, and in severe cases, they may even develop school-related phobias. Marcus (2007) noted that anxious underachievers are marked by insecurity, self-doubt, and high levels of tension.

3. **Defiant Underachievers:** More commonly observed among boys, particularly before adolescence, defiant underachievers display a tendency to easily lose their temper. They engage in arguments with authority figures, openly defy them, deliberately annoy others, and often assign blame to others for their own actions or mistakes.

4. **Wheeler-Dealer Underachievers:** Wheeler-dealer underachievers are characterized by impulsiveness and often exhibit charm or intimidation. They tend to be manipulative and driven by self-interest, seeking immediate gratification. They live in the present and prioritize instant rewards. This group may engage in behaviors such as lying, cheating, or stealing.

5. **Identity-Seeking Underachievers:** Underachievers in this category are deeply engrossed in the quest to understand their own identity, which can lead them to become distracted from their academic pursuits (Mandel and Marcus, 1988). They exhibit intense self-absorption, grappling with the fundamental question, "Who am I?" These individuals earnestly search for the meaning of life, approach matters with intense passion, hold strong opinions, and are resolute in their quest for independence.

6. **Sad or Depressed Underachievers:** Underachievers falling into this group are often plagued by feelings of sadness and depression, coupled with low self-esteem (Mandel and Marcus, 1988). These individuals may exhibit signs of apathy, alterations in appetite (either overeating or experiencing a poor appetite), irregular sleep patterns (either excessive sleep or insomnia), low energy levels, fatigue, concentration difficulties, and a prevailing sense of hopelessness and pessimism.

Previously, a study of underachieving students was done by Chiang, T.-H., Thurston, A., & Cockerill, M. (2022) on their study entitled "Examining Basil Bernstein's Rules of Recognition and Realization in the Case of Underachieving Students in Math Tests". The study analysed incorrect responses of underachieving students in mathematics tests and seeks ways to enhance their performance in such assessments. To achieve this objective, a total of 27 in-depth interviews were conducted. The outcomes reveal that these students struggled to apply these principles due to a combination of structural limitations inherent in the wording of test questions and their limited literacy skills. The difference between that study and this study is that the former analyzes students' performance in math, whereas this study focuses on their performance in English. Another study was also conducted by Supendi, Rosna P. (2020) "Analysis Of Underachieving Students' Problems And The Given Guidance". This study used descriptive statistical methods of 38 students of class X of SMK-SMAK Bogor to analyze the problem of underachieving students. The research results show that guidance is needed for underachieving students to be able to overcome their problem and obtain optimal learning achievement. The difference between that study and this study is that the former was conducted with high school students, while this study focuses on university students, who are generally more aware of their capabilities in class. Moreover, another study entitled "Underachiever Student In Learning Mathematics: Causes And Solutions" by Lubis and Dahlan (2023) identify several factors that are thought to be causes of underachiever student and solutions that can be used to provide appropriate support for students in the process of learning mathematics. The results of the analysis show that the causes of underachiever students are internal factors, namely the student's own personality and external factors that come from family and school, then the solutions offered in dealing with underachiever students include the application of fun

learning with cognitive and behavioral strategies, psycho-educational interventions in the form of training and learning with approaches are accompanied by a well-prepared strategy for gifted students. The distinction between the previous research and the current study lies in the scope and methodology. The former relied solely on data pertaining to the causative factors and solutions for underachieving students, utilizing journals indexed by Scopus and SINTA. In contrast, this study involves direct observation of students classified as underachievers and a direct analysis of the factors and challenges they encounter while learning English in the classroom.

Considering how important to know the challenges of underachieving students face in learning English and the factors caused them, a special study is needed. This study investigates the challenges of underachieving students at ITB STIKOM Bali. Thus, how challenges of underachieving students has become an essential issue to be explored. Therefore, the current research aimed to explore the challenges of underachieving students among students that take English class at ITB STIKOM Bali. Thus, the present study's findings are expected to contribute little to the study field of students' learning in classroom. Besides, it is also likely that the findings of the current study can give benefit and input educators and practitioners, specifically EFL teachers and students.

## **METHOD**

Data collection techniques include questionnaire and interviews, and the analysis can be both inductive (qualitative) and deductive (quantitative). This combination allows for the generation of meaningful insights and generalizations. Creswell (2014) supports this approach, noting that mixed method research integrates quantitative and qualitative methods to produce more comprehensive, valid, reliable, and objective data. Initially, researchers distribute questionnaire to participants. The research uses closed-ended format questions. Respondents could provide their own answers to the researcher's questions in an open questionnaire, but in a closed one, they could only select from the options provided. The questionnaires were distributed online to 96 students as respondents at ITB STIKOM Bali where the determination of respondents was carried out using a purposive sampling technique. This sampling technique is a sample determination with certain considerations. The condition is only applied on 96 students who take English class at ITB STIKOM Bali. However, the interview will only be held on 12 students with certain conditions such as: (1) three students with varying levels of language proficiency, especially if language barriers are a contributing factor to underachievement, (2) three students who exhibit behavioral challenges or disengagement in the classroom, as these factors often contribute to underachievement, and (3) three students who consistently underperform academically, such as those with below-average grades or test scores.

## **RESULT AND DISCUSSION**

The questionnaire was distributed to find out the types of underachieving students. The questionnaires that consist of 15 questions were sent to 96 participants by using Google Form link.

When inquiring about an individual's English language learning journey, the initial query that often arises is, "For how long have you been studying English?" Many students reported having studied English for more than 10 years, with some indicating specific durations such as 12, 13, or 17 years. A significant number of students mentioned starting their English language learning journey during their primary school years or even earlier, indicating a long-standing commitment to learning English. Some students specified the exact grade or age at which they began studying English, with many indicating early childhood or elementary school as the starting point.

The second inquiry on the questionnaire pertains to the frequency with which students utilize the English language outside of their English class, "How often do you use English outside of the English class?" The responses reflect a varied frequency of English language usage outside of the classroom, with some students indicating regular or occasional use, while others rarely or never use English in non-academic contexts. 45% students mentioned using English for communication with foreigners, such as tourists, overseas friends, or family members from English-speaking countries. Some students highlighted specific situations where English is utilized, such as in gaming contexts, social media interactions, work environments with foreign customers, or when interacting with strangers online. 16% mentioned they use English sometimes when it's only needed. A few students mentioned using English for entertainment purposes, such as singing along to English songs or watching English movies. Sadly, 39% of students noted infrequent or nonexistent use of English outside of the classroom, citing limited exposure to English-speaking individuals or a lack of confidence in their language abilities.

The third inquiry posed to students pertains to their self-assessment of confidence levels when utilizing English, measured on a scale from 1 to 10. The question is "On a scale of 1 to 10, how confident do you feel when using English?" 75 students reported feeling confident in their English proficiency above the midpoint of the scale, which is represented by a score of 5 or higher. This finding suggests that a significant portion of the student population possesses a positive outlook on their ability to communicate effectively in English.

The fourth question asked to students is "What are your feelings about learning English?" 95% of students expressed positive feelings, reflecting a significant majority. This indicates a strong inclination towards embracing the process of learning English among the student population. However, it is noteworthy that a small subset of 5% students expressed indifference towards learning English. While this group represents a minority within the surveyed population, their indifference may indicate a lack of strong emotional engagement or interest in the language learning process.

The fifth question is "How much time do you dedicate to English homework/study per week?" some students allocate significant time, such as 20 hours or more, demonstrating a strong commitment to language learning. Meanwhile, others devote around 4-7 hours per week, indicating a moderate level of dedication to English study. A few students report spending only a couple of hours per week, while some mention spending minimal time or none at all on formal English study. Several students mention engaging with English outside of formal study settings, such as through music, movies, or interaction with foreigners, suggesting an informal approach to language learning.

The sixth question sent out to students is "Do you find it challenging to complete English assignments on time?" A significant portion of students (43%) acknowledge finding it difficult to complete English assignments on time, citing reasons such as procrastination, laziness, and the complexity of tasks. Some students (17%) express uncertainty or state that it depends on the difficulty of the assignment or their time management skills. Others (30% of students) indicate that they do not face significant challenges in completing English assignments on time, either because they prioritize their tasks effectively or because they find the assignments manageable. Meanwhile, a few students (10%) mention specific difficulties, such as struggling with grammar or vocabulary, which may hinder their ability to complete assignments promptly.

The seventh question "How frequently do you participate in English class discussions or activities?" Out of the surveyed students, a notable portion, comprising approximately 25% of the respondents, stated that they consistently participate in class discussions or activities, using the term "Always" to describe their involvement. The majority of students, constituting around 70% of the respondents, indicated that their participation varies, using the term

"Sometimes" to describe their engagement. This fluctuating level of involvement implies that these students participate to some extent but may not consistently do so in every class session or activity. A smaller subset, representing roughly 5% of the respondents, expressed minimal participation, using terms such as "Rarely" or "Never."

The eighth question sent out to students "What factors influence your decision to participate or not participate in class?" Notably, the largest percentage of responses, accounting for approximately 40%, centered around personal interest in the subject matter. This suggests that students are more likely to engage actively when they find the topics personally engaging or relevant to their interests. Following closely behind, at around 35%, is the impact of teaching style on student participation. Furthermore, the social dynamics within the classroom, including interaction with friends, emerged as a notable influence, comprising approximately 25% of responses. This highlights the importance of peer relationships in shaping students' participation behaviors.

The ninth question "On a scale of 1 to 10, how well do you understand English?" The majority of students rated their understanding between 5 to 8 on the scale. This indicates that a significant portion of the students feels moderately confident in their English language skills. Additionally, there are variations in the extremes of the scale. A small percentage of students rated their understanding at the lowest end of the scale, with 2% rating themselves at 1, 5% at 3, and 7% at 4. On the other hand, there are also students who perceive themselves as highly proficient, with 11% rating themselves at 9 and 8% at 10. These students may be capable of more challenging language tasks and could benefit from opportunities to further develop their language skills through advanced coursework or enrichment activities.

The tenth question "Which one is the hardest skill to learn?" Among the four language skills, listening emerged as the most commonly cited challenge, with 38 occurrences. This suggests that many students struggle with comprehending spoken English, potentially due to factors such as speed, accent variations, and difficulties in parsing auditory information. Following closely behind, speaking was identified by 30 students as a significant challenge. This difficulty may arise from factors such as limited vocabulary, difficulty in forming coherent sentences, fear of making mistakes or being judged by others, and lack of confidence in pronunciation or fluency. Additionally, 18 students cited writing as a challenging skill. Writing proficiency requires mastery of grammar and syntax, vocabulary usage, paragraph structure, and coherence. Finally, reading was identified as the least challenging skill, with 10 occurrences.

The eleventh question "How often do you read English texts (books, articles, etc.) outside of class?" sheds light on their independent language learning habits and their level of exposure to English outside of the classroom environment. Students who read English texts regularly outside of class are likely to have greater exposure to vocabulary, sentence structures, and language conventions, which can contribute to improved language proficiency. On the other hand, underachieving students who read English texts infrequently may lack the necessary practice and exposure needed to develop their language skills effectively. Identifying these differences in reading habits helps pinpoint areas for improvement and targeted support. Students' responses to this question can reveal their preferred modes of language learning. Some students prefer reading as a primary means of language practice and skill development, while others may rely more on speaking, listening, or writing activities.

The twelfth question asked to students is "On a scale of 1 to 10, how hard it is for you to understand written English material?" Approximately 15% of students reported low difficulty levels (students who choose 1-4) in understanding written English material. These students find the material relatively easy to comprehend, suggesting higher language proficiency or familiarity with the content. Meanwhile, 55% of students fell into moderate category (students who choose between 5-7), indicating a majority perceive some level of

difficulty in understanding written English material. On the other hand, 30% of students reported high levels of difficulty (students who choose (8-10) in understanding written English material. These students likely face significant barriers to comprehension, which could stem from various factors such as language proficiency, learning disabilities, or lack of exposure to English outside of school.

The thirteenth question asked to students is “On a scale of 1 to 10, do you find it challenging to understand spoken English, especially in fast-paced conversations?” Out of a total of 96 students surveyed, here is a breakdown of their responses: Low Difficulty (1-4): Approximately 16% of students indicated that they find it relatively easy to understand spoken English, even in fast-paced conversations. These students may have higher proficiency in listening comprehension, enabling them to grasp verbal information effectively; Moderate Difficulty (5-7): The majority of students fell into this category, 57% of them expressing some level of difficulty in understanding spoken English. While they may generally comprehend spoken language, fast-paced conversations present challenges for them, possibly due to the speed of delivery or unfamiliar vocabulary; High Difficulty (8-10): A significant portion of students, approximately 27% of students reported high levels of difficulty in understanding spoken English, particularly in fast-paced conversations. These students may struggle to keep up with rapid speech or may encounter comprehension barriers related to language proficiency or processing speed.

The fourteenth question asked to students is “Are there any external factors (personal, family-related, etc.) Out of the 96 students surveyed, many students identified a variety of personal, familial, and environmental factors that they perceive as impacting their performance in learning English. One student mentioned that their job and family background motivated them to learn English, “When my older brother studied in Australia, I also want to study there too, it influences me to study.” While another student attributed their exposure to English music and movies from a young age to their ability to understand the language. For some, these activities served as immersive language experiences that facilitated language acquisition and vocabulary retention over time. One of the students mentioned, “Games. The first reason I try to learn English is because I wanna get better at Mobile Legends. When the game just came out, there was no tutorials in Indonesian, so I ended up finding myself on a lot of English speaking channel that teaches Mobile Legends.”

The fifteenth question asked to student is, “What kind of support do you think would be most beneficial for you in improving your English performance?” One student mentioned “Maybe a lot of assignments will help because we are forced to do it, so like it or not we should do and we learn more.” Another student stated, “It maybe help if we have someone special to talk in English like foreign boyfriend, hehe.” Many students identified social support from friends, family, peers, and mentors as crucial in their English language learning journey. They emphasized the importance of encouragement, motivation, and opportunities for interaction with fluent English speakers in building confidence, practicing speaking skills, and overcoming language barriers. One of them said, “I want support from my friends and parents. I want to learn English more.” Some students mentioned the role of technology and resources, such as language learning apps, online platforms, and premium subscriptions like Spotify to discover more English songs, in supplementing their English language learning. They highlighted the benefits of interactive tools, study buddies, and accessible resources in facilitating self-directed learning and skill development.

When conducting a comprehensive study on factors contributing to underachievement in English language learning, a crucial step involved sending out questionnaires to 96 students within the target demographic. However, to delve deeper into the nuances of the challenges faced by underachieving students, a subset of nine individuals was selected for further interviews. These interviews were conducted under specific conditions designed to capture a

spectrum of experiences. Firstly, three students with varying levels of language proficiency were chosen, especially those where language barriers were identified as potential contributors to underachievement. Secondly, three students exhibiting behavioral challenges or disengagement in the classroom were interviewed, recognizing the significant impact of such factors on academic performance. Lastly, three students who consistently underperformed academically, characterized by below-average grades or test scores, were included to explore the academic dimension of underachievement. These targeted interviews aimed to provide deeper insights into the multifaceted nature of underachievement in English language learning.

Upon further interviews, it became evident that out of the subset of nine students, six could be classified as coasting underachievers, while the remaining two exhibited characteristics aligning with anxious underachievers. During interview, these six students are categorized as coasting underachievers because they reveal a pattern of disengagement and lack of motivation permeating their academic journey. During class sessions, they were frequently observed as being preoccupied with their smartphones, daydreaming, or gazing out of the window, signaling a detachment from the lesson at hand. Their consistent tardiness to class further emphasized their lack of commitment and disregard for punctuality, disrupting the flow of instruction and impacting their own learning experience. Participation in class activities was nonexistent, with these students never asking or answering questions. In group settings, they were often left out, unable or unwilling to contribute meaningfully to collaborative efforts. This isolation compounded their sense of detachment from the academic community, further exacerbating their underachievement. As their disengagement persisted, the consequences became evident in their declining academic performance. Grades began to plummet as assignments were submitted late, incomplete, or of subpar quality. Some assignments even appeared to be hastily compiled, resembling mere regurgitation of information sourced from the internet rather than original work. This lack of effort and initiative reflected a fundamental apathy towards academic excellence. When questioned about their disconnection from the class and the reasons behind their lack of engagement, these coasting underachievers may respond with a dismissive attitude, claiming that nothing is wrong. They prefer to avoid uncomfortable conversations about their academic performance or personal challenges, choosing instead to brush off inquiries about their disconnection from the class. They may also lack insight into the factors contributing to their disengagement, making it difficult for them to articulate specific reasons for their behavior. The tendency to isolate themselves from their peers and the learning environment could contribute to their reluctance to seek assistance. They may lack a support network or feel disconnected from resources that could help them improve their academic performance. Moreover, the coasting underachievers demonstrated a passive approach to their education, never taking the initiative to seek help or engage with course material outside of the classroom.

On the other hand, the three anxious underachievers appeared tense and struggled to relax, often avoiding school due to excessive worry and unrealistic beliefs about their competence. They displayed high levels of insecurity, self-doubt, and tension, frequently seeking reassurance and approval from others, and in severe cases, experiencing school-related phobias. During the interviews with three identified anxious underachievers, it became evident that these students grappled with significant levels of anxiety and self-doubt in academic settings. Their anxiety manifested in various ways, impacting their performance, perceptions, and interactions within the classroom environment. One notable characteristic observed among these students was their tendency to become overly anxious about their performance in class activities and assignments. Driven by a desire for perfection, they often approached tasks with a heightened sense of pressure, striving to excel beyond the expectations set forth by their instructors. However, this pursuit of perfection often led to overdoing assignments, deviating from the intended scope or requirements and resulting in work that did not align with the

original task. Additionally, these anxious underachievers frequently engaged in detrimental comparison behaviors, measuring their own abilities against those of their peers. Fear of making mistakes, being ridiculed, or facing judgment from their peers loomed large in their minds, hindering their ability to articulate their thoughts effectively. Consequently, they often struggled to express themselves verbally, withdrawing into silence or avoiding speaking opportunities altogether to evade potential embarrassment or criticism. Moreover, these anxious underachievers frequently sought reassurance and validation from others, particularly in relation to their perceived shortcomings compared to their peers. They expressed doubts about their own capabilities and questioned whether they could ever measure up to the achievements of their friends. This self-perception of inadequacy led them to adopt a victim mentality, viewing themselves as inherently inferior and incapable of achieving the same level of success as their peers. As a coping mechanism, these students sometimes resorted to avoidance behaviors, such as skipping classes or procrastinating on presentations, especially after witnessing their peers excel academically. The fear of not meeting the high standards set by their peers further intensified their anxiety, causing them to retreat from academic challenges rather than confront them head-on. Overall, the interviews with these anxious underachievers shed light on the complex interplay between anxiety, self-doubt, and academic performance. Addressing their underlying fears and insecurities, providing support for effective coping strategies, and fostering a supportive and inclusive learning environment are crucial steps in helping these students overcome their anxiety and unlock their full academic potential.

## CONCLUSION

Based on the comprehensive data analysis and discussions presented in the previous chapters, the results of the study on underachieving students in English language learning revealed two distinct types: coasting underachievers and anxious underachievers. Coasting underachievers, comprising the majority of the subset, displayed a pattern of disengagement and lack of motivation, characterized by procrastination, distraction, and a passive approach to their education. Their disconnection from the learning process was evident in their behavior both inside and outside the classroom, leading to declining academic performance. Despite their presence in the classroom, they remained mentally absent, lacking initiative to seek help or engage with course material. In contrast, anxious underachievers exhibited high levels of anxiety, self-doubt, and perfectionism, leading to avoidance behaviors and a fear of failure. Their anxiety manifested in various aspects of academic life, hindering their performance and interactions within the classroom environment. Tailored interventions addressing the specific needs and challenges of each type of underachiever are essential for fostering academic success and personal fulfillment. By providing targeted support, promoting effective coping strategies, and cultivating a supportive learning environment, educators can empower underachieving students to overcome their obstacles and reach their full potential in English language learning.

Moreover, students' self-perceived understanding of English highlighted varying levels of proficiency, indicating the importance of personalized instruction and targeted support to address individual learning needs. By acknowledging students' perceptions, educators can implement strategies to enhance language proficiency and confidence effectively. Challenges in language acquisition, particularly in listening comprehension, speaking, writing, and reading, were identified, emphasizing the need for targeted interventions to improve language skills. Encouraging independent reading and addressing comprehension difficulties can facilitate language development and fluency. Additionally, students' perceptions of external influences, such as personal, familial, societal, and environmental factors, underscore the complex interplay of factors shaping their language learning experiences. By understanding these influences, educators can provide tailored support to address barriers and promote student

success. Furthermore, students expressed preferences for various forms of support, including personal motivation, structured instruction, immersion experiences, social support, technology integration, and cultural interactions.

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# A DUAL PERSPECTIVE: TEACHERS AND STUDENTS' PERCEPTIONS OF AUGMENTED REALITY FLASHCARDS APP

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## ABSTRACT

This qualitative case study investigated the perceptions of teachers and students regarding the implementation of an Augmented Reality (AR) flashcard application namely “Fruit Troduction” in a fourth-grade classroom in Denpasar, Bali. Through questionnaires and interviews with 22 EFL students and two teachers, the study sought to understand how the teachers and students perceived learning that integrates AR technology into elementary education. Data analysis revealed positive responses from both teachers and students. The quantitative data which were taken from students’ questionnaires showed an average of 91.56% positive response towards the app implementation. Moreover, qualitatively, the teachers’ interview results supported the quantitative data that highlighted the AR app's effectiveness by providing new learning experiences, active, and independent learning activities. Besides the benefits, this research also found that limited internet access and differences in iOS and Android processors can be obstacles in the implementation of this application in learning.

**Keywords:** Fruit Troduction App, augmented reality, teachers’ perception, students’ perception, English for elementary education

## INTRODUCTION

Augmented Reality (AR) has emerged as a powerful tool with the potential to revolutionize the educational landscape. By overlaying digital information onto the real world, AR creates immersive and interactive learning environments that can significantly enhance student engagement, motivation, and understanding. Through AR, students can visualize complex concepts, explore virtual simulations, and interact with digital content in a way that is both engaging and meaningful (AlGerafi et al, 2023; Koumpouros, 2024; Siricharoen, 2023; Pranata et al, 2024; Pratista et al, 2024). This technology offers a departure from traditional, passive learning methods, providing students with opportunities for active exploration, experimentation, and problem-solving (Lin et al, 2023 & Serrano-Ausejo & Marell-Olsson, 2024). As AR continues to evolve, it holds the promise of transforming education into a more dynamic, personalized, and effective experience for learners of all ages (Al-Ansi et al, 2023 & Romano et al, 2023). By providing students with opportunities to interact with virtual objects and environments, AR also can foster a deeper understanding of complex concepts and make learning more enjoyable and memorable (Kaminska et al, 2023; Olim et al, 2024; Putra et al, 2020).

Furthermore, AR can enhance students’ motivation. Studies have shown that AR can increase student interest and motivation in learning, leading to improved academic performance (Amores-Valencia, 2023; Jdaitawi et al, 2023; Ozeren & Top, 2023). The excitement of AR can make learning more enjoyable and engaging, encouraging students to take an active interest in the subject matter. Moreover, AR can support the development of higher-order thinking skills (Dewi et al, 2020; Haryadi, & Pujiastuti, 2023; Lespita et al, 2023; Saidin et al, 2024). By providing opportunities for exploration and experimentation, AR can help students develop critical thinking, problem-solving, and creativity skills. Students can use AR to experiment with different variables, test hypotheses, and analyze the results, fostering a deeper understanding of the material and preparing them for real-world problem-solving (Angraini et al, 2023).

However, there is a need for more research to understand its effectiveness and potential challenges in the use of AR especially in the early education stages. One area of particular interest is the use of AR in language learning. While AR has been shown to be effective in

teaching subjects such as science and mathematics, there is limited research on its use in language classrooms. Researching to investigate student and teacher responses as users of a learning medium is a crucial step, particularly at the final stage of developing an application or learning media (Astawa et al, 2023 & Boari et al, 2023). By understanding the responses of teachers and students as users, researchers can provide recommendations for improvements in the learning process, ensuring that the developed learning media is truly suitable for use in a learning context.

Therefore, this study investigates the perceptions of teachers and students regarding the implementation of an AR flashcard application, "Fruit Troduction" in a fourth-grade classroom in Denpasar, Bali. The application uses AR technology to enhance the learning of English vocabulary and grammar through interactive flashcards. The Fruit Troduction app is an augmented reality-based educational tool specifically designed to introduce young elementary school students to various fruits. Developed through rigorous scientific research as outlined by Kabata et al. (2023), this application provides a comprehensive learning experience for both students and teachers. The app offers a multimodal approach to fruit recognition, incorporating written, auditory, and visual elements. The selection of fruits featured within the app is carefully aligned with the curriculum and textbooks commonly used in early elementary education. To facilitate understanding, the app provides descriptive text as well as verbal explanations via integrated voice recordings. Furthermore, the app employs visually appealing and interactive 3D models of fruits, allowing users to manipulate and explore the virtual representations at their own pace. By examining the perspectives of teachers and students, this research seeks to shed light on the potential benefits and challenges associated with incorporating AR into elementary education.

## METHOD

This study employed a mixed-method study to investigate the perceptions of teachers and students regarding the implementation of the AR flashcard application. The participants in this study were 22 EFL students in a fourth-grade elementary class in Denpasar, Bali, and two English language teachers who taught the class.

Data were collected through questionnaires and semi-structured interviews. The closed-ended and interview were administered to both teachers and students to gather quantitative and qualitative data about their perceptions of the AR flashcard application. The interviews were conducted with the two teachers to gain deeper insights into their experiences and perspectives on using AR in the classroom.

## RESULT & DISCUSSIONS

The results and discussion in this paper will be divided into two sections: the students' perceptions and the teachers' perceptions regarding the utilization of the AR-based learning application Fruit Troduction in English language teaching for fourth-grade elementary students.

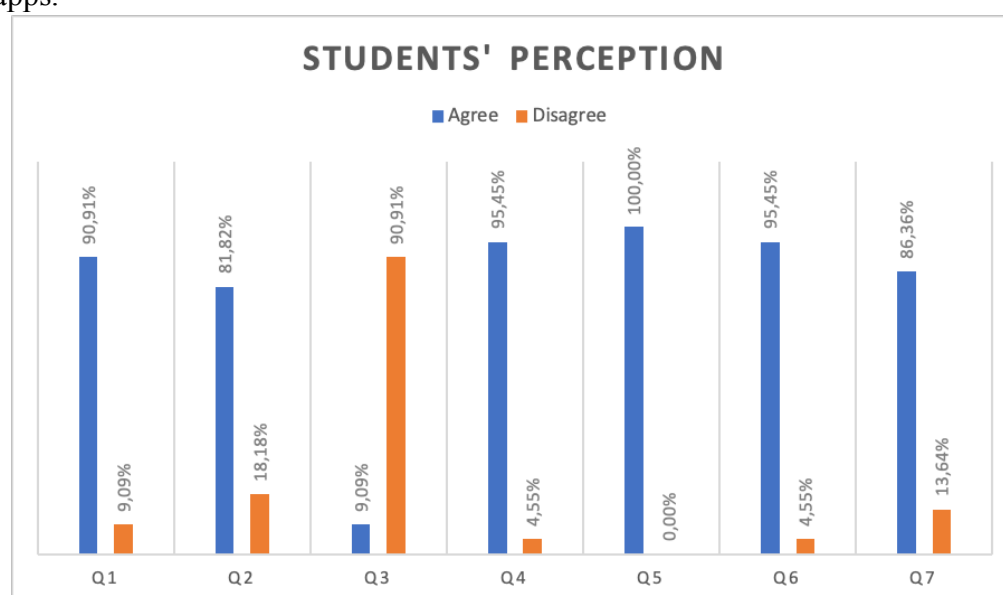
### *a. Students' perceptions on integrating the Fruit Troduction AR app in English language class*

To ascertain students' perceptions regarding the implementation of the Fruit Troduction AR app, a seven-item yes/no questionnaire was administered. Given the limited abilities of fourth-grade elementary students to answer complex questions and complete a lengthy questionnaire, a simplified response format was deemed appropriate to facilitate their participation.

**Tabel 1.** Questionnaire of Students' Perception on the Fruit Troduction AR App Implementation

Question No	Item	Response	
		Agree	Disagree
1	Curiosity surged with the app		
2	Improved comprehension with the app		
3	Students find the app boring		
4	Independent learning with the app		
5	User-friendly AR app		
6	Students enjoy the app		
7	The app offers feedback.		

A seven-item questionnaire was administered to all 22 fourth-grade students at an elementary school in Denpasar, Bali. The questionnaire focused on assessing students' curiosity about the application, their perceived increase in understanding, engagement with the application, ability to engage in independent learning, ease of use, enjoyment of the application, and the perceived quality of feedback provided by the application. The result of the questionnaire shows an average of 91.56% of positive responses towards the implementation of the apps.

**Picture 1.** Result of Students' Perception on the Fruit Troduction AR App Implementation

In the first questionnaire item, the researcher focused on how the Fruit Troduction application stimulated students' curiosity. Of the 22 students involved in the study, 20 (90.91%) agreed that using this AR-based application heightened their curiosity. A high level of curiosity is crucial for students as it serves as an intrinsic factor in boosting motivation, which in turn can support the learning process. Previous research has also shown that the implementation of AR-based learning media can increase student motivation. Tsai (2020) demonstrated in their study that utilizing AR-based learning media can enhance student motivation in language classrooms.

Furthermore, the second item explored how the AR-based Fruit Troduction application could assist students in improving their cognitive abilities, particularly in English language learning related to fruit vocabulary. Based on the questionnaire data, 18 students or 81.82% agreed that the implementation of this application could support their understanding of the subject matter. Learning media should serve as a tool to help students deepen their

understanding and move closer to their learning objectives. Other research has corroborated these findings. Chang et al. (2020) found in their study that the implementation of AR-based learning media can enhance student performance, especially in English language learning.

Thirdly, the study aimed to determine the perceived attractiveness or boredom of the application among students. Of all students, only 2 (9.09%) found the application boring. Conversely, 20 students (90.91%) reported that the application increased their engagement with the learning material. Engaging educational media can benefit both teachers and students in the teaching-learning process. By utilizing interesting and non-boring educational media, the intensity of learning can be enhanced, and student participation can be increased. Wen (2021) found similar results in their research, suggesting that AR-based learning media implemented in a collaborative learning setting can enhance student engagement during the learning process.

Furthermore, the AR-based Fruit Troduction application was found to promote students' independent learning. Based on the data, nearly all students, specifically 21 (95.45%), stated that the application had stimulated their independent learning activities. Students could use the application anytime and anywhere, given that most households have at least one smartphone that can be used to operate the application. Additionally, observations revealed that all students spontaneously and alternately tried the application with excitement, without any coercion from the teacher. Ebadi & Ashrafabadi (2022) also found similar results in their research, indicating that the implementation of AR-based learning media can increase student activity in English language reading. Moreover, utilizing AR-based learning media can enhance students' autonomous learning.

The next questionnaire item focused on the ease of use of the Fruit Troduction application. The results showed that none of the students reported any difficulties in using the application. This was evidenced by the questionnaire data, which indicated that 100% of students agreed that the application was user-friendly. The ease of use of educational media can have a significant impact on the effectiveness of the application itself (Nasution et al., 2022). User-friendly applications can increase the likelihood of students engaging in independent learning.

Subsequently, the questionnaire aimed to determine if students found the application enjoyable to use in the learning process. Of all participants, 21 students (95.45%) agreed that they found the implementation of the application enjoyable. When using this educational media, students could perform various actions, such as zooming in and out on the 3D images. This feature was one of the factors that made the application appealing to students. Students' enjoyment in using AR-based educational media was also found in research conducted by Liao et al. (2024). By integrating AR-based educational media into English language learning in elementary school classrooms, they demonstrated a significant increase in student enjoyment. Consequently, this increased enjoyment was shown to positively influence student motivation and achievement.

The final questionnaire item sought to determine whether the application provided adequate feedback. After data analysis, the researcher found that 19 students (86.36%) agreed that the feedback provided by the Fruit Troduction application was sufficient. However, 3 students (13.64%) felt that the application needed to provide more feedback to enhance the efficiency of the educational media. It is important for educational media to be designed to provide feedback to students (Nugraha et al., 2021).

*b. Teachers' perceptions on integrating the Fruit Troduction AR app in English language class*

To administer the interview with the teachers, the researchers adapted the interview list from Wardani & Munir (2023). The interview was done towards 2 teachers as research participants by questioning 3 points, those were; (1) how the teachers perceive the use of Fruit Troduction AR app, (2) the obstacle found during the Fruit Troduction AR app implementation,

and (3) how the students' learning engagement during the Fruit Troduction AR app implementation.

For the first question, the researchers asked how the teachers perceive the implementation of the apps. Below are the results of the first interview questions.

Teacher A:

*"Aplikasi ini sangat mudah untuk digunakan oleh siswa sekolah dasar kelas 4. Instruksi pengoperasian yang ada di dalamnya sangat mudah untuk di ikuti oleh siswa. Hanya dengan menunjukan kamera ke kartu yang sudah disediakan, siswa sudah bisa melihat tampilan AR yang menarik."*

"This application is very easy to use for fourth-grade elementary students. The operating instructions within the app are very easy for students to follow. Simply by pointing the camera at the provided card, students can see an engaging AR display."

Teacher B:

*"Menurut saya aplikasi ini sangat berguna. Di dalam aplikasi tersedia gambar yang menarik, tepat untuk pembelajaran anak usia dini. Selain itu, terdapat penjelasan tentang buah-buahan dalam bahasa Inggris yang sangat bisa digunakan untuk pembelajaran vocabulary. Aplikasinya juga menyediakan tombol yang bisa di klik oleh siswa yang berisi audio pelafalan serta detai dari objek buah yang ditampilkan. Cukup menarik karena isi penjelasan lain misalkan seperti kandungan yang ada di dalam buah dan deskripsi warna dan rasa dari buah yang ditampilkan. Yang pasti aplikasi ini memberikan pengalaman baru kepada siswa khususnya dalam pembelajaran bahasa Inggris"*

"In my opinion, this app is very useful. It provides attractive images, perfect for early childhood learning. Additionally, there are explanations about fruits in English that can be used for vocabulary learning. The app also provides buttons that students can click, containing audio pronunciations and detailed information about the displayed fruits. It's quite interesting because it includes other explanations, such as the nutritional content of the fruits and descriptions of their colors and taste. Certainly, this application provides a new experience for students, especially in English language learning."

Based on the answers obtained above, it was found that the implementation of the Fruit Troduction AR app is a learning application that is easy to implement. Its simple instructions make it easy for fourth-grade elementary students to operate. Additionally, teachers also believe that this app can provide a new learning experience for students. The information provided in the app not only focuses on the vocabulary of the fruit objects being studied but also contains interesting information for students, such as descriptions of fruits that explain their taste, color, and nutritional content. According to research conducted by Meriyati et al (2024), they found the same thing: there is a positive influence between the use of AR in learning on students' learning experiences. Additionally, the use of AR in learning has also proven to change students' ways of thinking. In their research, they also found that the use of AR can facilitate the teaching process carried out between teachers and students in the classroom.

The second question was administered by the researcher to ask about the obstacles that were faced by the teachers during the app implementation. Below are the results of the second question.

Teacher A:

*"Saya pribadi tidak menemukan kesulitan yang berarti. Aplikasinya sangat mudah untuk dioperasikan."*

"Personally, I didn't encounter any significant difficulties. The application is very easy to use."

Teacher B:

*“Mungkin kesulitan yang kemungkinan dapat dialami adalah bagaimana jika peserta didik menggunakan sistem operasi yang berbeda. Sejauh ini sejauh saya aplikasi hanya bisa di akses menggunakan android, belum bisa menggunakan iOS. Saya harap kedepannya aplikasi ini bisa dikembangkan ke dalam bentuk iOS. Koneksi internet mungkin bisa juga menjadi salah satu permasalahan yang mungkin akan dihadapi oleh siswa jika kebetulan siswa tidak memiliki kuota karena aplikasi harus di akses dalam keadaan online.”*

“A potential difficulty that might be encountered is if the students are using a different operating system. As far as I know, the app can only be accessed using Android, not iOS. I hope that in the future this application can be developed into an iOS version. Internet connection might also be a problem that students might face if they happen to not have any data quota, as the app requires an online connection to access.”

Based on the result of the interview, it was concluded that while one teacher operated the app without obstacles, the other teacher still anticipated challenges students might face during its implementation. The app is designed for Android users. This means some students who use iOS devices will be unable to use the app and will have to share devices with other students. The teacher hopes that in the future this application can be further developed so that it can also be used by iOS users. Another issue raised by Teacher B concerns internet connectivity. Since the app is only accessible online, students without internet access will have difficulty using it. Similar difficulties were also found by Afandi & Mahmudah (2025) in their research focusing on the implementation of augmented reality in the classroom. One of the difficulties that must be faced is the limited internet access available to students and teachers, as well as the lack of facilities provided by the school. Unstable internet connections hinder the learning process using innovative media like augmented reality.

Furthermore, the third question was administered to interview teachers on how the app implementation supports students' engagement during the teaching and learning process. These are the results of the last point of the interview.

Teacher A:

*“Pemanfaatan aplikasi ini menurut saya dapat meningkatkan angka keaktifan siswa dalam pembelajaran. Seluruh siswa secara aktif mengikuti seluruh instruksi yang diberikan oleh guru selama pembelajaran khususnya saat menggunakan aplikasi ini. Saya sebagai guru tidak perlu memaksa para siswa untuk melakukan aktifitas pembelajaran, mereka secara otomatis dengan penuh keingintahuan mencoba aplikasi media pembelajaran yang diberikan. Siswa terlihat antusias dalam memanfaatkan aplikasi ini, mereka bisa memanfaatkan fitur interaktif perbesar dan perkecil gambar. Selain itu, aplikasi juga bisa mengeluarkan suara yang menjadi daya tarik sendiri bagi siswa. Sehingga kelas pun berjalan secara kondusif”*

“In my opinion, the use of this application can increase the level of student engagement in learning. All students actively follow all the instructions given by the teacher during learning, especially when using this application. As a teacher, I don't need to force students to do learning activities; they automatically, with full curiosity, try the learning media application provided. Students seemed enthusiastic about using this application; they were able to take advantage of the interactive zoom-in and zoom-out features. In addition, the application can also produce sound which is an attraction in itself for students. As a result, the class runs conducive.”

Teacher B:

*“Hal yang saya saksikan selama saya menggunakan aplikasi ini adalah siswa menjadi lebih antusias dalam menjalankan proses pembelajaran. Dengan memanfaatkan aplikasi ini, terdapat beberapa fitur yang menurut saya memicu siswa menjadi lebih mandiri dalam proses pembelajaran. Fitur yang menarik diantaranya fitur deskripsi yang memberikan penjelasan tentang objek buah-buahan yang ditampilkan seperti warna, rasa, serta kandungan yang ada*

*di dalam buah tersebut. Informasi tambahan tersebut menurut saya merupakan salah satu nilai tambah tersendiri, sehingga aplikasi ini tetap relevan dan bisa digunakan oleh siswa tidak hanya untuk mendapatkan pengetahuan mengenai objek secara mendalam, tidak hanya berfokus kepada proses pembelajaran kosa kata. Fitur lain yaitu fitur audio yang dapat diklik oleh siswa dan kemudian akan menampilkan suara dalam bahasa Inggris yang bisa mencontohkan siswa tentang bagaimana malafalkan objek dalam bahasa Inggris. Di harapkan dengan adanya aplikasi ini, dapat mendorong siswa untuk melakukan latihan pronounciation secara mandiri.”*

“What I observed while using this application is that students became more enthusiastic in carrying out the learning process. By utilizing this application, there are several features that I think encourage students to become more independent in the learning process. Interesting features include the description feature which provides explanations about the displayed fruit objects such as color, taste, and the content contained in the fruit. I think this additional information is a separate added value, so this application remains relevant and can be used by students not only to gain knowledge about objects in depth, not only focusing on the vocabulary learning process. Another feature is the audio feature that can be clicked by students and then will display sound in English that can give students an example of how to pronounce objects in English. It is hoped that with this application, it can encourage students to practice pronunciation independently”.

From the evidence obtained above, it was found that utilizing the AR Fruit Introduction application, it can support students in carrying out active learning. By utilizing this application as a learning medium, students are automatically moved at their own pace to try the application. This application has also been proven to support the implementation of independent learning. Students can use this application to learn autonomously anywhere easily. The features seen by teachers as interesting features for students include the zoom-in and zoom-out features so that students can get an attractive 3D visual display. Another feature is the audio feature provided in the application which can provide simulations for students regarding how to pronounce the displayed object correctly. In addition, there is a description feature that displays extended information that is interesting for students to know. So it is hoped that students' understanding is not only limited to the vocabulary and pronunciation of the displayed object but also a detailed description of the object being studied so that meaningful learning is achieved. Giancaspro et al. (2024) also stated a similar point that the implementation of augmented reality with the guided instruction method has beneficial effects in enhancing students' understanding and active engagement in learning activities. Furthermore, Ardiyanti & Jayanta (2024) also found that by utilizing augmented reality, it can support students' independent learning. Students can cultivate their self-directed learning attitude by utilizing augmented reality as a learning medium that can be implemented anytime and anywhere.

## CONCLUSION

This study demonstrates that both students and teachers hold positive perceptions regarding the use of the AR-based Fruit Troduction application as a learning medium. In-depth interviews revealed that the Fruit Troduction application successfully met all the expected criteria of an effective learning medium. From the students' perspective, they felt more motivated and engaged in the learning process when using the Fruit Troduction application. The interactive elements of the 3D AR display made learning more enjoyable. Additionally, the Fruit Troduction application encouraged students to participate actively in learning. This helped students to better understand the subject matter. Lastly, students felt more confident and motivated to learn due to the ease of using the application.

Furthermore, from the teachers' perspective, they found the Fruit Troduction application to be interesting for the students and give new experiences in learning. Moreover,

the teacher also stated that utilizing this application can support students to become active learners. In addition, the use of this application can also support students to become independent learners. From all the advantages gained from using this application in the students' vocabulary learning process, there are challenges faced, namely the difficulties that may be encountered due to internet connection. Because this application can only be operated in online mode, it will be a challenge in itself for students who do not have an internet connection when they need to apply it. In addition, another challenge is from the processor used. It will be a challenge for students who use iOS to access this application. This is because the application was built in Android mode, this far the application can only be accessed by Android users. It is hoped that research on this application can be developed so that the application can be utilized not only by Android users but also iOS users.

Overall, this study indicates that the use of the AR-based Fruit Troduction application as a learning medium is a suitable step in efforts to improve the quality of learning. The Fruit Troduction application not only fulfills the ideal factors for media use but also provides a more engaging and effective learning experience for students. Therefore, the Fruit Troduction application can be considered as a viable alternative learning medium for educators.

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# COLLABORATIVE STRATEGY ON SUPPORTING BILINGUALISM EDUCATION IN ONLINE LEARNING

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## ABSTRACT

Being bilingual is a common phenomenon around the world. Since many children learn two different languages from an early age, bilingual programs get more attention in the educational field. The programs drive the development of instructional strategies to cope with the goals of the bilingual education programs and to promote children's competencies in two languages. In promoting the degree of bilingualism in the classroom, the challenge is not only to do with the choice of appropriate strategies but also to deal with children motivation to learn. The lack of motivation on the part of the students may cause some kind of resistance in term of the instructional process even though the teachers have employed carefully selected strategies for teaching strategies. The challenge is even more when the instruction should be conducted in online learning mode. To cope with this problem, the collaborative strategy is proposed as the possible solution. The purpose of the study was to explore the implementation of the collaborative strategy between teachers & parents, and how the role of technology become important in teaching and learning bilingual students. This study was conducted by the library research method. In this study, the researcher reviewed some articles and draw the result descriptively from the secondary data. The finding of the study showed collaborative strategy can help the students and teachers in bilingual education by considering teacher & parent partnerships and technology readiness. For the implementation of collaborative strategy in online learning, some technology cannot be used effectively like chatting in online discussion. Then, parents as tutors at home need to fulfil standard requirements before conducting teacher-parent partnerships.

**Keywords:** collaborative strategy, teacher-parents partnership, technology in bilingual education

## INTRODUCTION

Teaching strategy is important in a pandemic situation. The selection of learning strategies is needed to assist in the success of the learning process. The government has a role to assist the teaching and learning process by issuing an online learning policy. Online learning is the process of teaching and learning assisted by technology (Tang et al., 2021). Online learning influences the bilingual education process. Learning ability in two languages usually emphasizes learning face-to-face and more practice rather than theory. Bilingual schools expect to the learners can be competent in using two languages and the practice to keep running regularly. Besides that, the parents expect the children to spend more time learning languages in school.

However, in online learning situations, bilingual learners cannot learn as effectively as offline learning. Many problems happen in the process of teaching and learning. Ho et al. (2020), explained some challenges of distance learning for the bilingual learner, there is a rarity of bilingual teachers, students have difficulty understanding the content of books and need a tutor to guide them, and the design of learning is sometimes not appropriate for student's condition. The other factor comes from the technology side, Tang et al., (2021) mentioned that teacher and students' readiness like unstable signals, operating computers, and mastering applications are the problems faced in online learning.

The problems of bilingual education in online learning make learners decline their motivation, the result of producing languages, and the teacher busy to adapting the learning process. The situation needs to cover by collaborative strategy as the support process of bilingual education in online learning. The major factors that influence online learning are students' learning motivation and teacher quality (Hu & Chen, 2017). The first factor of student motivation defines as the stimulus to guide students involve in the learning process. Mohamad et al. (2015), there are two types of motivation namely intrinsic and extrinsic motivation. The

second factor is teacher quality. Hu & Chen (2017), stated that teacher quality can see from teacher professional level and teacher ability in teaching two languages. For example, the bilingual teacher who does not master in science cannot teach in a science bilingual class.

A collaborative strategy to teaching bilingual in online learning not only involves the teacher but it involves the role of parents. The teacher and parent can collaborate to navigate the process of online learning. In the online learning model, the role of parents involves controlling their children during online classes. Mifsud & Vella (2018), bilingual education can practice at home as much as in school with guidelines from the parents and their habits at home. This study aims to explore the collaborative strategy between teachers and parents of bilingual education in online learning and the role of technology in bilingual education. The research questions of the study are, how does collaborative strategy between teacher and parents give influence the bilingual students? how the role of technology in teaching bilingual students as the tool of support learning in bilingual education.

## **METHOD**

The study used the library research method in collecting the data from several articles and books. The study focused on how collaborative strategy between teachers and parents to support bilingual education and the technology used. The step began with collecting articles from some journals which relevant to the topic. The second step is summarizing the articles using tables to highlight the topic. The third step is to synthesize the articles. The last step is organizing the topic and delivering descriptively on academic writing.

## **RESULT**

This section examines the result from reviewing some articles related to the collaborative strategy and technology in bilingual education. The findings follow the research problem including the collaborative strategy in teaching bilingual students, the teacher-parent partnerships as the collaborative strategy, and the role of technology in bilingual education. Then, it followed by a discussion section about arguments and further interpretation of the findings are given.

### **1. Collaborative Strategy in Bilingual Education**

Developing bilingual education needs more than one strategy that use in the online learning situation. Many problems faced by the students in conducting the bilingual study, then collaborative strategy become the possible strategies that use to teach. Collaboration in general assumes that sharing ideas, learning with team members, and the purpose of working has the same goals or project (Chen, 2017). Collaborative strategy defines as a strategy that use to share ideas in the term of peer or group to gain the same goals. The collaboration can build from the participants of learning such as students, teachers, and parents (Saeedakhtar et al., 2021). Collaboration strategy in teaching and learning process can improve students to be active while learning process and they can better understand to certain knowledge in long term memory (Chen, 2017). Then, the collaboration with technology by using some application or learning management system with the content of learning. Collaborative strategy in bilingual education emphasizes helping each other by peer or group learning.

Collaborative learning strategy in online learning involves cognitive approach and sociocultural approach (Firpo, 2016). The cognitive approach considers in memory, language learning, and teaching converge especially in the construct of the mind. The sociocultural approach emphasizes the student's interaction with their real-life situation. The interaction between students, teachers, parents, and their social life has beneficial to exchange knowledge. It is important in developing bilingual education. Good interaction can improve students' learning with help from peers or groups in society. The students with learn collaboratively can

produce strong academic performance. It happens because of their life experience in promoting a second language (Van Wyk & Haffeejee, 2017). Besides that, a collaborative strategy for second languages learners gives opportunities to better perform and use logical thinking in language learning (van Leeuwen & Janssen, 2019).

Many studies about example collaborative strategy in bilingual education have already been done. the study from Zhang et al. (2021), explore students' language learning in term of their enjoyment and emotion during the study. The study used social media application as the collaborative strategy. The result shows the children engage with learning and support social regulation across individuals by joining planning, monitoring, and evaluating. Garth McCullough & Fry (2013), support online bilingual education use history fair from two languages. The study examined the instructional effect of using oral history fair projects. The finding is the students have the initiative to explain the history with their family perspective and increase the social relationship between the teacher in discussing the progress.

Interesting research conducted by Saeedakhtar et al. (2021), the study explores the effect of podcasts as collaborative learning in teaching listening. In this study, the researcher emphasizes the ability of student's listen and vocabulary. The study found that students in the peer-peer group have a significant improvement on vocabulary tasks but not in listening skills. Then, individual learners improve their listening skills and less in vocabulary tasks. The researchers conclude that podcasts belong to effective media in collaborative learning especially in the individual task. Another study from Choi et al. (2016), using small stories for discussion as the sources of the teacher. In this study, the teachers use the narrative-interaction model to develop bilingual ability with involved student's perspectives of the stories. The result show narrative in interaction helps the student to connect different languages and improve their interaction during learning.

## 2. Teacher and Parent Partnerships in Bilingual Education

Bilingual education involves the role of teacher and parent. Different cultures influence in process of developing bilingual education. Parents have a role in learning related to the learner's culture at home. It is delivering the partnership between teacher and parent because parents have empowered in learning. Parents in the bilingual school process have the purpose to enhance students' opportunities with knowledge from unique history, culture, and linguistic backgrounds (Dos Santos, 2019). Educational partnerships related to model learning with overlapping of role community, school, and family (Bergroth & Palviainen, 2016). The teacher-parent partnerships use to adapt the experience as dynamic development knowledge from the student, teacher, and parent.

There are three models employed by bilingual school involve parents in the learning process (Tuafuti & McCaffery, 2005). The partnerships model is the protective model, school to home transmission model, and curriculum enrichment. The protective model is the parents involved in discussions of school fundraising but they are not involved in organizing spent the money from fundraising. Home to school transmission model relates to the role of parents in using the knowledge given in school is implemented at home. Goals and programs are organized by the school and transmitted at home. Parents will respond to the program that has been designed. Then, the curriculum enrichment model focus on the role of parent to enrich the curriculum and instructional teaching. Assessments from parents are highly needed to know the needs of students.

In teacher parent partnerships the parents have role become the tutor for their children. The parents as the tutor need to have several requirements in bilingual teaching at home. The requirements for parents before teaching their children as follow. The parents need to be educated as the tutor for children. It means the parent should have leadership skill includes leading session and the taking more visible leader role as the school (Auerbach, 2011). The

parent needs to equalizing the imbalance of school and home activities. It is important while teaching language, the parent need to equalize the activity and not allow their children lazy because they at their home (Blair, 2020). Then, the parents need to have facilitation of learning that same at school to equalize the goals of learning, needs, and concerns (Ishimaru, 2014).

The study from Mifsud et al. (2021), uses the role of parents to teach bilingually in online learning. The role of parents shows from the activities at home in reading a digital book. The digital application that uses proposed by the teacher that related to the curriculum used in school. This strategy is used as collaborative learning from the student, teacher, parent, and technology. The finding indicates that students can improve their bilingual ability through their habits at home and controlled by their parents. The students can retell the story in two languages as the result of parental education. Those of the studies delivered to collaborative strategy have an important role in developing bilingual education in online learning situations.

A similar study was conducted by Mercuri (2016), about the parent-teacher partnerships as border pedagogy to support the teaching and learning of bilingual students. This study involves sixteen teachers in program master's course U.S-Mexico border. The program focuses on students' reflection with their professional development and collaboration with students' families and communities. The results show there is a meaningful teacher-parent partnership at the U.S-Mexico border program. It works because supported by several factors like culture, linguistics, and socioeconomic differences teacher and families are not considered as a gap during the program.

### 3. Technology in Online Bilingual Education

The online learning situation drives the students and educators to master and use technology. Technology assists online learning for all subjects including the developing bilingual study. Material development for bilingual education needs to consider accessibility, sharing of bilingual materials, open educational resources, assessment & feedback, storage, and retrieval of students' learning behavior (Huertas-Abril, 2017). Accessibility focuses on readiness access independently from time or location and access for students' special needs. Sharing of bilingual materials emphasizes using technology to decrease print materials and reusing previous materials. Open educational resources are important for teachers in giving students material with legal, avoiding copyright, and downloading with four permission including reuse, revise, remix, redistribute. Assessment for online bilingual can be use survey or rating, then for feedback teacher can give comments or suggestion. In storage and retrieval of students' learning, technology is implemented using free and open-source, learning management systems, education tools, gamification, and social networking.

The use of technology in language learning is very effective for the students and for the educators. Technology has a significant role in teaching and learning the language. For students, technology has the role to create a learning atmosphere that centers on students' activities. Besides that, with technology, the students have independent self-directed learning and improve their responsibility with the true learning experience. It can motivate the students in conducting learning language by using technology (ZF et al., 2019). Then, for the teacher technology provides several benefits, technology helps the teacher to find students' needs in learning. The use of technology makes it the teacher and students easy to communicate and connect with people in social life. Other benefits from using technology drive the various teaching method that can be made by the teacher (Daminova & Daminova, 2021).

The use of technology in language learning was done by some research. The example study from (Candel & Agustín, 2020), the use of ICT can motivate teachers and students to become more autonomous and think independently. Besides that, the CALL application can enhance students' self-confidence and attitude. The study from (Ertürk Yavuz & Gürsoy, 2021), found that computer-based communication is a useful feature for language learning. The

example features in using computer-assisted discussion got more equal participation rather than a face-to-face discussion. It is supported by (Meulenbroek & Cherney, 2021), who stated with computer-based easily access authentic materials to the target language. Another application also investigated by (Vahedipour & Rezvani, 2017), the study investigated whether Wiki technology can improve students' writing skills or not. The finding showed Wiki application improves learners' writing from the feedback on classmate's work. The students can write and read the passage and discuss it, they can receive feedback on their vocabulary, spelling, and sentences in writing.

Technology in online bilingual provides authenticity, interaction & cooperative learning, formative assessment, empowerment, autonomous learning, and critical thinking (Huertas-Abril, 2017). Research by Cheung (2021), explores how a primary English teacher in Hong Kong adopted a video conferencing tool called ZOOM and designed innovative pedagogy in his lessons. The result shows the dominant interaction patterns during online lessons were with chatroom and gesture buttons, as well as a combination of verbal and non-verbal responses in a single question. The selection of these interactions seems to be effective in involving students. Then, responses from students are observed during conversations in chat rooms. These conversations are led by teachers preceded by written responses, some students engage with demonstrating peer-repair skills, but not all students are involved.

Those applications possible to use in Indonesia because all of the applications are already available on the internet and teacher or student can download them. The implementation of the applications depends on the readiness of the tools, signal, and knowledge of using the application. For example, in Indonesia use ZOOM for teaching and learning. The parents help their children to facilitate device and the parents help students listen to the teacher's explanation. After class the parents can guide the children to do homework and consult the problems to the teacher with use WhatsApp. The other example is with technology the teacher can ask the students to make a video from their home and share it to the teacher. In an online situation, the mastering of several applications for teaching and learning is very important. The teacher and students needed to be aware of the technology because all we need is already provides by technology. Therefore, in context teaching and learning language by using some applications can be beneficial to gain objective of study.

## DISCUSSION

The collaborative strategy provides the process of learning that can help involve other people as the support system. These team may exchange knowledge, share strategies to help children develop their bilingualism. Collaborative strategy also assists the student to learn with their friends, society, teacher, and parents or their other family members. In bilingual education collaborative strategy is used to increase the motivation of students in learning Zhang et al. (2021). Meanwhile, collaborative strategy cannot apply to developing all skills. A collaborative learning strategy is not appropriate in developing writing skills (Hanifah, 2018). The study shows writing activities prefer to use individual works; it depends on the student's self-term. The student with high self-term will be lead the lower students in writing but students with low self-term will busy with their own work. The collaborative strategy is also not effective for online discussion (Oh et al., 2018). In online discussions, the students do not respond and let other friends discuss. Sometimes, the student cheat with not being involved in online group discussion and only accept the result.

Teacher-parent partnerships in online bilingual students need to control and tutor bilingual student learning process (Dos Santos, 2019). On the other hand, in control and tutoring students need to consider of parents' ability. Different cultures and environments in family influence students' results in learning the language. The parents needed to be educated as to the tutor of learning (Blair & Haneda, 2021). Teacher-parent partnership will be

successful if the school and family can balance the learning process by distributing information properly. Hu & Chen (2017), the impact of the teacher-parent partnership is influenced by the teacher professional. The teacher needs to be professional in teaching language, for example, the teacher who teaches science should not teach English even if they speak English.

The technology influence to make easier in the process of teaching and learning. Technology in online bilingual provides authenticity, interaction & cooperative learning, formative assessment, empowerment, autonomous learning, and critical thinking (Huertas-Abril, 2017). Besides that, technology has positive impact in language learning. The benefits can be use by the teacher and the students in teaching and learning process. Meanwhile, technology brings negative impacts on learners such as the lack of communication with society (Pop, 2010). Bilingual learners are hard to develop their language if they rarely blend with real society. Bilingual learners need more real practice rather than online practice. Besides that, in early bilingual easy to side-tracked by games online while learning with the smartphone.

## CONCLUSION

Supporting bilingual education by using collaborative strategy that involves teacher-parent partnerships and the role of technology has been beneficial in online learning. The limitation of the school's time in teaching delivery to learning continues at the student's home with a parent as the tutor. The teacher-parent partnership bilingual as the collaborative strategy that use in pandemic situation. It is also support by the role of technology to assist student and educator in process of teaching and learning. The success of the collaborative strategy in online learning cannot be separated from accessibility, sharing of bilingual materials, open educational resources, assessment & feedback, storage, and retrieval of students' learning behaviour. Therefore, the competency in technology for teachers and parents is important to develop bilingual education.

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# THE INTEGRATION OF BALINESE WISDOM “TRI HITA KARANA” IN PRIMARY STUDENTS’ ENGLISH STORYTELLING PERFORMANCES IN DENPASAR

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## ABSTRACT

In an era of globalization, preserving local cultural values while developing English proficiency presents a significant challenge, particularly in culturally rich regions like Bali, Indonesia. This study explores an innovative approach to addressing this challenge by integrating the Balinese philosophy of Tri Hita Karana (THK) into English language storytelling performances of primary school students in Denpasar. Through qualitative analysis of 40 students’ storytelling performances and in-depth interviews with six competition winners, this research reveals the profound potential of culturally responsive language education. The findings demonstrate that young learners can effectively internalize and creatively express traditional values through a foreign language medium, seamlessly incorporating concepts of parhyangan (human-divine relationship), pawongan (human-human relationship), and palemahan (human-nature relationship) into their narratives. Notably, students displayed a sophisticated ability to apply these ancient principles to contemporary issues, challenging assumptions about the dichotomy between global language acquisition and local cultural preservation. The study uncovers a synergistic model where English becomes a tool for cultural expression and evolution, rather than a threat to traditional values. This approach not only enhances language skills but also deepens cultural understanding and fosters a strong sense of identity. By bridging the gap between global communication needs and local wisdom, this research opens new avenues for developing culturally responsive English language teaching methodologies. The integration of THK in English storytelling performances emerges as a promising model for nurturing linguistic competence, cultural awareness, and creative expression, potentially revolutionizing language education in culturally diverse, non-native English speaking contexts.

**Keywords:** Balinese wisdom, cultural integration, English storytelling, primary education, Tri Hita Karana

## INTRODUCTION

In the era of globalization, the challenge of maintaining local cultural values while developing English language proficiency has become increasingly significant, particularly in culturally rich regions like Bali, Indonesia. The integration of local wisdom into English language teaching presents a promising approach to address this challenge, especially for primary school students who are at a critical stage of both language and cultural development (Padmadewi et al., 2009; Suja, 2010).

The concept of Tri Hita Karana (THK), a fundamental philosophy in Balinese culture, offers a unique framework for this integration. THK emphasizes three harmonious relationships: between humans and God (parhyangan), among humans (pawongan), and between humans and nature (palemahan) (Sudira, 2014; Kertih & Widiana, 2022). This holistic approach to life and education aligns well with the goals of both language acquisition and character development, which are key objectives in primary education (Harun et al., 2020).

Storytelling, as a pedagogical tool, has long been recognized for its effectiveness in language learning and cultural transmission (Pardede, 2011; Žigárdyová, 2006). For primary school students, storytelling provides a engaging and meaningful context for language use, allowing them to develop linguistic skills while exploring cultural themes (Beyhaghi et al., 2016). When combined with local cultural elements like THK, storytelling has the potential to become a powerful vehicle for both language acquisition and cultural preservation.

The Indonesian education system has increasingly emphasized the importance of character education and the integration of local wisdom into the curriculum (Muhtar & Dallyono, 2020). The 2013 curriculum, in particular, highlights the need to incorporate cultural values into all aspects of education, including language learning (Suyatno et al., 2019). This aligns with the broader goal of fostering a strong sense of cultural identity among students while preparing them for global communication (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

In Bali, where tourism plays a significant role in the economy and society, the need for English proficiency is particularly acute (Raya, 2022). However, this need must be balanced with the preservation of Balinese culture and values. The integration of THK into English language instruction offers a potential solution to this challenge, allowing students to develop language skills within a culturally relevant framework (Paramandhita, 2017).

Previous research has shown positive outcomes from integrating local culture into English language teaching. Nurlia and Arini (2017) found that incorporating local cultural elements improved students' writing achievement. Similarly, Widyahening and Wardhani (2016) demonstrated the effectiveness of using culturally-based literary works in language learning and character development. However, these studies primarily focused on written skills, leaving a gap in understanding how cultural integration affects oral production, particularly in storytelling performances.

The concept of *ethnopedagogy*, which emphasizes the use of local wisdom in education, provides a theoretical foundation for integrating THK into English language teaching (Suarmika & Utama, 2017; Oktavianti & Ratnasari, 2018). This approach not only enhances the learning process but also contributes to the preservation of cultural values in the face of globalization pressures (Dwijendra & Mahardika, 2018).

In the context of Denpasar, Bali's capital city, the intersection of traditional culture and modernization is particularly pronounced. As a hub of both Balinese culture and international tourism, Denpasar provides a unique setting for exploring how local wisdom can be integrated into English language education (Wirawan, 2017). Primary school students in this urban environment are exposed to both global influences and traditional Balinese culture, making them ideal subjects for studying the effectiveness of THK-based English language instruction.

The use of THK in education has shown promising results in early childhood settings (Paramandhita, 2017), but its application in primary-level English language teaching, particularly in performance-based tasks like storytelling, remains underexplored. This gap in the literature presents an opportunity to investigate how THK principles can be effectively incorporated into English storytelling performances by primary school students.

Moreover, while previous studies have examined the integration of Balinese culture in English teaching materials (Damayanti et al., 2019), there is limited research on how students actively interpret and apply cultural concepts like THK in their own language productions. Understanding this process could provide valuable insights into the development of culturally responsive English language teaching methods.

The potential of storytelling as a means of preserving and transmitting cultural values has been recognized in various contexts (Turan & Ulutas, 2016). However, its specific application in teaching English through the lens of THK principles represents a novel approach that merits further investigation. This is particularly relevant in the Balinese context, where storytelling (*satua*) has traditionally played a significant role in cultural education (Mertayasa, 2018).

Furthermore, the integration of THK into English language instruction aligns with the broader goals of Indonesia's character education initiative, which emphasizes values such as religiosity, nationalism, independence, mutual cooperation, and integrity (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017). By exploring how students

incorporate these values into their English storytelling performances, this study can contribute to our understanding of how language learning can support character development and cultural identity formation.

In conclusion, the integration of Tri Hita Karana principles into English storytelling performances by primary school students in Denpasar represents a promising area of research that intersects language acquisition, cultural preservation, and character education. By examining how students interpret and apply THK concepts in their storytelling, this study aims to contribute to the development of culturally responsive English language teaching methods that can foster both linguistic competence and cultural awareness. This research has the potential to inform educational practices not only in Bali but also in other culturally diverse contexts where the balance between global language acquisition and local cultural preservation is a pressing concern.

## **METHOD**

This study employed a qualitative research design to explore the integration of the Balinese concept of Tri Hita Karana in students' storytelling performances. The research focused on 40 primary school students participating in a storytelling competition in Denpasar, Bali. Data collection was primarily conducted through observation during the competition, where students presented their prepared stories incorporating elements of Tri Hita Karana.

Following the competition, in-depth interviews were conducted with the six students who won the competition. These semi-structured interviews aimed to gain deeper insights into the students' understanding and application of Tri Hita Karana concepts in their storytelling performances. The interviews were audio-recorded and transcribed for analysis. Data analysis followed a thematic approach, with the researchers coding the observation notes and interview transcripts to identify recurring themes related to the integration of Tri Hita Karana in the students' storytelling. This qualitative approach allowed for a rich, descriptive exploration of how primary students interpret and apply traditional Balinese values in their English language storytelling performances.

## **RESULTS AND DISCUSSION**

### **Results**

The analysis of the storytelling performances and subsequent interviews revealed several key themes related to the integration of Tri Hita Karana in students' English language storytelling. These themes demonstrate how primary students in Denpasar interpret and apply traditional Balinese values in their linguistic productions.

### **Representation of Parhyangan (Human-Divine Relationship)**

During the storytelling competition, 32 out of 40 students incorporated elements of parhyangan in their narratives. This was often manifested through characters participating in religious ceremonies or seeking divine guidance. For example, one student's story featured a young protagonist praying at a temple before embarking on a challenging journey.

In the interviews, winners emphasized the importance of this aspect. One student stated, *"I wanted to show how important it is to remember God in everything we do. My character always prayed before making big decisions."* This reflects a deep-rooted understanding of the spiritual dimension of Tri Hita Karana.

### **Exploration of Pawongan (Human-Human Relationship)**

All 40 students included themes of human relationships in their stories, with a strong emphasis on community cooperation and mutual respect. Stories often featured characters helping each other or resolving conflicts through dialogue and understanding.

One of the winners explained in their interview, *“I created a story about a village working together to overcome a drought. It shows how we need each other to solve big problems.”* This demonstrates the students’ grasp of the pawongan concept and its relevance to contemporary issues.

### **Integration of Palemahan (Human-Nature Relationship)**

35 out of 40 students incorporated environmental themes into their stories, reflecting the palemahan aspect of Tri Hita Karana. Common narratives included characters learning to respect nature, protecting endangered animals, or cleaning up polluted areas.

An interviewed winner shared, *“My story was about a girl who learns to appreciate the rice fields and stops littering. I wanted to show how we should care for nature because it cares for us.”* This indicates a sophisticated understanding of environmental stewardship rooted in Balinese philosophy.

### **Creative Linguistic Expressions of Balinese Concepts**

Observation revealed that students creatively used English to express Balinese concepts. For instance, many incorporated Balinese words for specific cultural elements, seamlessly code-switching between English and Balinese. This demonstrated their ability to navigate between languages while preserving cultural authenticity.

One winner commented, *“I used some Balinese words because they express ideas that are hard to say in English. It made my story feel more real.”* This suggests that students are actively bridging their cultural knowledge with their English language skills.

### **Modern Interpretations of Traditional Values**

A notable trend observed was the application of Tri Hita Karana principles to contemporary scenarios. Students often set their stories in modern Bali, addressing issues like tourism, technology, and globalization through the lens of traditional values.

An interviewed student explained, *“I made a story about using social media responsibly, showing how people do their communication and how we treat people online too.”* This indicates that students are adapting traditional concepts to their lived experiences in a globalized world.

### **Emotional Engagement and Personal Connection**

During the performances, it was observed that students displayed strong emotional engagement when narrating parts of their stories related to Tri Hita Karana concepts. This was evident in their voice modulation, gestures, and facial expressions.

In the interviews, all six winners expressed a personal connection to the values they incorporated. One student remarked, *“Telling this story made me feel proud of being Balinese. It’s not just a school thing; it’s part of who we are.”*

These findings suggest that the integration of Tri Hita Karana in English storytelling serves multiple purposes. It not only enhances students’ language skills but also deepens their understanding and appreciation of Balinese cultural values. Moreover, it provides a platform for students to creatively explore the relevance of traditional concepts in a modern, global context. The students’ ability to articulate complex cultural ideas in English, while maintaining the essence of Balinese philosophy, indicates a successful blend of language learning and cultural education. This approach appears to foster a sense of cultural pride and identity, even as students develop their English language competencies.

## Discussion

The integration of Tri Hita Karana (THK) principles in primary students' English storytelling performances reveals a complex interplay between language acquisition, cultural preservation, and modern interpretation of traditional values. This study's findings both align with and diverge from previous research in significant ways, offering new insights into the potential of culturally-grounded language education.

The strong presence of THK elements in students' narratives aligns with Paramandhita's (2017) findings on the effectiveness of THK in early childhood character development. However, while Paramandhita focused on general character education, our study demonstrates that these principles can be successfully integrated into specific language learning tasks, such as storytelling. This extends the applicability of THK beyond general character formation into the realm of language acquisition, suggesting a novel approach to culturally responsive English language teaching (ELT).

The creative linguistic expressions observed in students' performances, particularly their seamless code-switching between English and Balinese, echo Padmadewi et al.'s (2009) observations on the integration of Balinese culture in English learning. However, our study goes further by demonstrating how students actively use this bilingual approach to express complex cultural concepts, suggesting a more advanced level of cultural and linguistic integration than previously documented in primary education settings.

The students' modern interpretations of THK principles in contemporary scenarios present a striking contrast to concerns raised by Dwijendra and Mahardika (2018) about the erosion of local cultural values due to globalization. Instead of cultural degradation, our findings suggest that young learners are adeptly adapting traditional concepts to modern contexts, indicating a dynamic and resilient cultural identity. This challenges the notion that globalization and English language learning necessarily lead to cultural loss, proposing instead that they can facilitate cultural evolution and reinterpretation.

The observed emotional engagement and personal connection to THK values in storytelling performances align with Widyahening and Wardhani's (2016) assertion that literary works can effectively convey character education. However, our study extends this concept by demonstrating that student-created narratives, not just established literary works, can serve as powerful vehicles for cultural transmission and character development.

Importantly, the successful integration of THK in English storytelling addresses a gap identified by Nurlia and Arini (2017), who found positive effects of local culture integration on writing skills. Our study suggests that this approach is equally effective in oral production, particularly in storytelling, which has not been extensively explored in previous research on culturally integrated ELT in Indonesia.

The students' ability to articulate complex cultural ideas in English while maintaining the essence of Balinese philosophy presents a notable advancement from the findings of Tafaroji and Raeesi (2015). While they emphasized the importance of cultural awareness in EFL classrooms, our study demonstrates a higher level of cultural integration, where students are not just aware of cultural differences but are actively synthesizing cultural knowledge with language production.

Furthermore, the application of THK principles to issues like environmental conservation and social media use in students' stories reflects a sophisticated understanding that surpasses expectations set by previous studies on primary-level cultural education (Oktavianti & Ratnasari, 2018). This suggests that when given the appropriate framework, young learners are capable of applying traditional wisdom to contemporary challenges in surprisingly mature ways.

The novelty of this study lies in its demonstration of how deeply rooted cultural concepts like THK can be effectively used not just as content for language learning, but as a

structural framework for creative language production. This approach goes beyond the surface-level cultural integration often seen in ELT, offering a model where language learning becomes a means of cultural exploration and expression.

Moreover, the study challenges the dichotomy often presented between global language acquisition and local cultural preservation (Sudira, 2014). Instead, it presents a synergistic model where English language skills become a tool for articulating and evolving local cultural concepts, potentially enhancing both language proficiency and cultural identity simultaneously.

This research also extends the concept of ethnopedagogy (Suarmika & Utama, 2017) by showing its applicability not just in general education but specifically in language acquisition. The success of this approach in a storytelling context suggests that ethnopedagogy could be a powerful tool in developing communicative competence in English while reinforcing cultural values.

To end this discussion, this study presents a novel approach to culturally integrated English language teaching that goes beyond previous research in its depth of cultural integration and its applicability to creative language production. It suggests that THK-based English instruction could offer a powerful model for addressing the dual goals of language proficiency and cultural preservation, presenting a potential solution to the challenges of maintaining local wisdom in an increasingly globalized educational landscape.

## CONCLUSION

This study demonstrates the significant potential of integrating the Tri Hita Karana philosophy into English language storytelling for primary students in Bali. The research reveals that young learners are capable of deeply internalizing and creatively expressing traditional cultural values through a foreign language medium. By seamlessly incorporating concepts of *parhyangan*, *pawongan*, and *palemahan* into their narratives, students not only enhanced their English language skills but also demonstrated a sophisticated understanding of their cultural heritage and its relevance in contemporary contexts. This approach bridges the often-perceived gap between global language acquisition and local cultural preservation, offering a model where English becomes a tool for cultural expression and evolution rather than a threat to traditional values. The study's findings challenge previous assumptions about the limitations of cultural integration in language learning, particularly at the primary level, and open new avenues for developing culturally responsive English language teaching methodologies. Ultimately, this research suggests that the integration of Tri Hita Karana in English storytelling performances can foster a harmonious development of linguistic competence, cultural awareness, and creative expression, potentially revolutionizing the approach to English language education in culturally rich, non-native English speaking contexts.

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# STUDENTS' PERSPECTIVES ON USING GRAMMAR CHECKERS IN ACADEMIC WRITING

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## ABSTRACT

Research article writing is essential for academics to disseminate their work and develop their careers. However, writing in a foreign language (FL) is a complex process that entails more than just conveying ideas, involving various procedures to complete the writing task. In an effort to improve students' writing skills, technology-based tools such as grammar checkers have developed rapidly. Thus, this study aims to investigate students' perspectives on the use of grammar checkers in improving their writing skills. The results showed that grammar checkers were generally perceived as practical and useful tools in improving their writing quality, efficiency, and confidence. Most participants felt that grammar checkers helped them in understanding grammar rules and made their writing better. However, despite general satisfaction, some participants still preferred personal judgement in assessing the accuracy of their writing, suggesting that there is still a need to improve the reliability and accuracy of grammar checkers.

**Keywords:** Grammar checkers, academic writing, students' perspectives

## INTRODUCTION

Writing research articles or papers is crucial for all academics to publish their work in their careers (Coles, 1993, as cited in Grech, 2017) but it is a complex process. It requires more or less time to find ideas and put them into writing (Harries dan Cunningham, 1994 as cited in Cekiso, 2016). According to Nunan (1999) in Cekiso (2016), writing clearly and coherently is challenging, especially in a newly learned language. In writing, cohesion is about the relationship between words and sentences (Richards et al., 1985 as cited in Ahmad et al., 2019). Further, students often struggle with grammar, spelling, connecting ideas, and drawing connections between paragraphs (Van Schalkwyk and Van Der Walt, 2009 as cited in Cekiso, 2016). Therefore, it is important to understand the problems that students face in writing, so that we can help them create good and clear writing.

One technology-based tool used to help EFL/ESL learners enhance their language proficiency is artificial intelligence. Several AI-based tools have been developed to assist EFL/ESL learners improve their writing skills. KAKU, Quillbot, Wordtune, and Grammarly are examples of such programs (Marghany Mahmoud Marghany, 2023). In this technological age, computational linguistics focused on language technology, mainly modeling human languages. Computational linguistics is an interdisciplinary field that combines linguistics and computer science to study the computational aspects of human natural language. The grammar checker is the most critical application of this type since it verifies the input sentence and substantially impacts on other NLP applications (S. Bhirud et al., 2017).

Potter & Fuller (2008) investigated the influence of grammar checkers on the writing experience of an individual student. The finding showed they can help students write better. Students need to understand grammar because they use it on their computers. Cavaleri & Dianati (2016) explored how popular online grammar checker Grammarly was perceived by college students. Grammarly was universally regarded as a valuable and convenient grammar checker by students. Overall, students reported that Grammarly was helpful and easy to use. Most of them reported that the suggestions from Grammarly made their papers better, and some felt that Grammarly helped them get higher grades. The survey results also showed that Grammarly can help students in the long run.

Grammarly can make students more aware that correction is very important in writing and also tell them the types of errors they need to pay attention to. Qassemzadeh & Soleimani (2016) indicated that teacher input and the use of Grammarly software for feedback had a statistically significant effect on how well Iranian EFL university students. Fahmi & Cahyono (2021) also examined Indonesian L2 students' opinions of Grammarly use and teacher feedback. Based on the data collected, most students like using Grammarly and get feedback from teachers. They stated that Grammarly is easy to use and very convenient. This is also because Grammarly has good features and is easy to use. Findings from the study also showed that almost all students, whether high or low in English proficiency, enjoyed using Grammarly and responded positively to all questions in the questionnaire. Moreover, Ebadi et al. (2023) demonstrated that Grammarly affected and improved their capacity to use articles.

Several research on the impact of Grammarly and other online grammar checker systems on students' writing skills have been undertaken in previous study. In contrast, a recent study investigated students' perspectives regarding using online grammar checkers to improve their writing skills. The research reported in this paper focused on the impact and efficacy of Grammarly and related programs in improving students' grammar, writing skills, and attitudes in a variety of academic level and background. Therefore, the research question addressed is "How are students' perspectives on online grammar checkers in academic writing?"

## METHOD

To explore students' perspectives of using online grammar checkers in academic writing, the researcher used a mixed-method approach. It is an inquiry methodology that necessitates the collecting of both quantitative and qualitative data, as well as combining them in a way that incorporates the use of multiple methodologies depending on philosophical frameworks (Creswell & David Creswell, 2018). This approach offers a comprehensive insight into the students' use of an online grammar checker to increase their writing skills, by using both quantitative and qualitative data collection methods. The survey design was used to discuss students' perspectives on using grammar checkers when writing their academic papers. Later, the data collected was explained in more detail. Meanwhile, the qualitative method was used for answers to the questionnaire that needed deeper clarification.

The study was conducted from Wednesday 27 March 2024 to 20 June 2024 by involving fifty participants from different levels such as undergraduate, master, and doctoral program and from several universities to get various perspectives regarding the use of online grammar checkers as a tool that helps them in academic writing. Fifty participants (37 women and 13 men, including 35 undergraduates, 7 master's students, and 8 doctoral students) completed an online questionnaire. Ten of these participants were subsequently interviewed.

The questionnaire contained 15 four-point Likert scale questions, ranging from Strongly Disagree, Disagree, Agree, to Strongly Agree. To gain deeper insights into students' perspectives, interviews were conducted to clarify responses from questionnaire. Students were invited to discuss their use of grammar checkers in academic writing, sharing their experiences and thoughts. These 15-minute-interviews, comprising 12 structured questions designed to explore student ideas and opinions in more detail, were conducted via video call.

After collecting data from the pilot study participants who completed the questionnaire, the researcher analyzed the data using SPSS. SPSS was used to validate the question items generated by O'Neill & Russell (2019). The questionnaires distributed to participants also were examined using simple statistics, specifically averages. This data was analyzed by doing descriptive analysis.

Following the transcription of the interviews, the next phase of the research is a meticulous and methodical analysis of the transcriptions. This study often comprises thematically coding and categorizing the data. Boyatzis (1998) cited in Ebadi et al. (2023)

stated that thematic analysis is a tool used in qualitative research to detect patterns and themes in a particular scenario, and it entails systematically monitoring different events to uncover categories and themes. Data trustworthiness was established through triangulation, comparing questionnaire and interview's data.

Before interpreting the result of the questionnaire, it was essential to determine the interval. The interval was decided based on the Likert scale used in the questionnaire (4 = strongly agree and 1 = strongly disagree). From that scale, the maximum was 4 and the minimum was 1, so the range was 3 (maximum – minimum) and the interval was 0.75 (range was divided by maximum scale). The interval ranges were as follows (table 1).

Table 1. Interval Range

Range	Indicator
1 – 1.74	Strongly disagree
1.75 – 2.49	Disagree
2.50 – 3.24	Agree
3.25 - 4	Strongly agree

## RESULTS AND DISCUSSIONS

An analysis of the questionnaire data revealed that Grammarly was the most frequently used grammar checker among the participants (47%), followed by Quillbot (30%), Microsoft Word Grammar Checker (19%), other grammar checking software (3%), and Wordtune (1%). KAKU was not utilized by any participant (Figure 1).

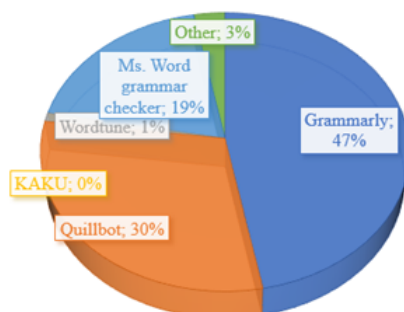


Figure 1. Types of Grammar Checkers

### Practicality

The result of the questionnaire showed that the grammar checker was practical. The mean was 3.35. The practicality indicator was represented in items 1, 2, 3, and 5. The mean of those items were 3.48, 3.36, 3.36, and 3.20, respectively (Table 2).

Table 2. Practicality of Grammar Checkers

Statements	Mean
S1 Grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) were easy to use.	3.48
S2 Functions that are well-integrated in grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) are easier to use.	3.36
S3 Feedback provided by grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) was easy to understand.	3.36
S5 Feedback provided by grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) was correct.	3.20
	3.35

The result of the interview suggested that two participants (P7 and P8) revealed grammar checkers were easy to use. It was in line with the research results of Fahmi & Cahyono (2021) which stated that 93% of students find Grammarly was easy to use. Six participants also (P1, P4, P6, P7, P9, and P10) mentioned that the feedback given by grammar checkers was understandable. A participant (P3) explained that the features of grammar checkers were easy to use. Further, one participant (P1) clarified that the feedback given by the grammar checker was correct. However, a participant (P7) reported that grammar checkers gave out-of-context feedback. Interview excerpts as follows:

*P7: Yes, it's easy.*

*P8: In my experience, it's very easy to use.*

*P7: When we talk about feedback, it is understandable.*

*P3: I often use it too. I'm used to its features which are also easy to use.*

*P1: In my opinion, it's easy to understand.*

*P4: It's easy to understand, so far, it's right too.*

*P6: Relatively easy to understand.*

*P7: Grammarly gave out-of-context feedback.*

*P9: But overall, the results are easy to understand.*

*P1: As for the feedback, I think it's correct, you could say it's correct.*

*P10: It's easy to understand the feedback.*

## Usefulness

The questionnaire results indicated that grammar checkers were useful. The overall mean score was 3.27. Statement items 4, 6, 7, 8, 9, 10, 11, 12, and 15 specifically addressed usefulness, and their average scores were 3.18, 3.54, 3.38, 3.20, 3.40, 3.26, 3.08, 2.98, and 3.38, respectively (Table 3).

Table 3. Usefulness of Grammar Checkers

Statements	Mean
S4 Grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) provide detailed or comprehensive feedback.	3.18
S6 Time efficiency when revising my writing was improved when using grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.).	3.54
S7 My writing improved after using grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.).	3.38
S8 I submitted my writing with confidence because I revise it based on the feedback provided by grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.).	3.20
S9 Feedback from grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) was important for revising my writing.	3.40
S10 My writing was better after incorporating feedback from grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.).	3.26
S11 My language skills improved in the long term because I can understand more grammar rules after using grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.).	3.08
S12 Feedback from grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) boosted my confidence in using language in the long term by enhancing my understanding of grammar rules.	2.98
S15 Overall, grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) were crucial for me as they enhance my writing and language skills.	3.38
	3.27

The interview results revealed positive perceptions of grammar checkers among the participants. Three participants (P1, P2, and P8) explained the feedback provided by grammar

checkers was complete as needed, while two others (P3 and P5) mentioned that using grammar checkers could save their time in correcting academic writing. Furthermore, three participants (P3, P5, and P6) perceived their writing became better after using grammar checkers. Two participants (P9 and P3) felt that he was confident in submitting assignments after revising based on the feedback provided by grammar checkers. In addition to two participants (P4 and P9) thought that feedback from grammar checkers was important to revise their writing. While three participants (P4, P5, and P10) reported long-term improvement in their language skills due to a better understanding of grammar rules gained from using grammar checkers. The interview results are as follows:

*P1: It is enough for my needs.*

*P2: If it's detailed, I feel according to what I need in correcting writing.*

*P8: For Grammarly, it is quite complete for the feedback given*

*P3: What I like is that it makes it works comfortably and quickly in correcting writing.*

*P5: For me personally, it's probably more to shorten the time, efficiency too.*

*P3: Yes, like what I said earlier, so I write the paper in more detail and my writing becomes better.*

*P6: So, if we write more often and use the grammar checker, we become more informed or accustomed to the patterns that should be, so you know.*

*P9: There are some synonyms or antonyms that seem to be good to use and are given by the grammar checker when I write so I feel more confident when I submit the assignment that the writing is correct.*

*P4: If the grammar checker is clear, it really helps.*

*P9: The grammar checker also helps to correct punctuation or spelling, especially on that. Moreover, sometimes there are also typos in typing that can also really help correct my writing.*

*P5: Personally, I can learn new words.*

*P4: It's more like following the proper grammar.*

*P10: In my opinion, the benefits that I get are knowing the sentence structure in the English. P3: Because I think grammar checker is very useful. We know the correct or incorrect grammar, so we are more confident when using English.*

*P5: It's also important to be able to learn faster like how to write the correct words or grammar.*

The results of the study were similar vein to previous studies such as Cavaleri & Dianati (2016), Fahmi & Cahyono (2021), and McAlexander (2000). Fahmi & Cahyono (2021) found that Grammarly helped students in improving the quality of their writing and their confidence in submitting their assignments. Further, McAlexander (2000) who claimed that grammar checkers improved students' understanding of grammar rules. Similarly, Cavaleri & Dianati (2016) reported that students who considered Grammarly increased their confidence in writing and understanding of grammatical concepts.

### **Satisfaction**

Analysis of the questionnaire revealed that participants were satisfied with grammar checkers. The average score across all responses was 3.30. Specifically, items 13 and 14, which directly assessed satisfaction, averaged at 3.32 and 3.28, respectively. Data could be seen in Table 4.

Table 4. Satisfaction of Grammar Checker

Statements	Mean
S13 I was satisfied with the feedback provided by grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.).	3.32
S14 Explanations of grammar errors given by grammar checkers (Grammarly, Microsoft Word Grammar Checker, etc.) were very clear.	3.28
	3.30

One participant (P8) expressed satisfaction with the grammar checker's feedback, citing the clear explanations of writing errors. Another participant (P7) was also satisfied but noted the need for personal rechecking.

*P8: I feel quite satisfied with this Grammarly because besides being easy to access there are explanations too.*

*P7: Satisfied, but I sometimes, yes, check again.*

This study found that Grammarly was the most famous grammar checker tool among the students. They used Grammarly to make a correction of their writing. Most of them said that it was a useful tool in correcting their writing. It also gave detailed and complete feedback so they can improve their ability and confidence in using English. The result was similar with the findings of Cavaleri & Dianati (2016) and Ebadi et al. (2023) who found that students viewed Grammarly as a useful and convenient tool for checking grammar, enhancing their confidence in writing and improving their understanding of grammatical concepts.

## CONCLUSION

This study aims to investigate students' perspectives on using grammar checkers in academic writing. Based on the results, the most frequently used grammar checker by participants was Grammarly, followed by Quillbot and Microsoft Word Grammar Checker. Other tools such as Wordtune and KAKU were used much less frequently. The other findings show that grammar checkers were considered easy to use. This statement showed that participants found grammar checkers were user-friendly and the feedback provided was understandable. In addition, grammar checkers also provided feedback that was mostly considered correct by the participants. They are also considered useful because they help students improve writing efficiency and writing quality. The benefits of grammar checkers could also build participants' confidence in submitting assignments. However, the improvement in long-term language skills was rated slightly lower, indicating room for improvement in how these grammar checkers improve grammatical understanding. Overall, participants were satisfied with the grammar checkers. The explanations provided by the grammar checkers were considered clear enough for them to correct their writing. However, even so, there were still students who felt that it was needed to recheck the feedback manually.

This study has some limitations. It did not capture the perspectives of a wider range of potential users, such as educators and professionals. Furthermore, it did not consider variations in students' language proficiency levels, which may influence their perceptions and the effectiveness of grammar checkers. These limitations may affect the generalizability of the findings, highlighting the need for future research that includes diverse user groups and varying levels of language proficiency. Further studies could provide greater insight into the long-term impact of grammar checker use on language proficiency and academic performance.

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# EXPLORING TEACHERS' PERSPECTIVES ON THE CONSTRUCTIVE IMPACTS OF MICROLEARNING TIKTOK IN ASSESSING STUDENTS' SPEAKING SKILL

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## ABSTRACT

Merdeka Curriculum frees teachers and students to use any learning media during the learning process. Thus, teachers can select any teaching media and tools to assist students learn in the classroom. Considering that perspective, the focus of this study is to unveil the constructive impacts experienced by teachers when using TikTok as an assessment tool to evaluate students' speaking skills. This study employs a qualitative exploratory design. The data were obtained through observation, an E-questionnaire, and an in-depth interview with three English teachers of senior high schools in Denpasar, Bali as the participants. The participants were chosen by using a purposive sampling technique. The data collection period spanned two months. The findings showed the constructive impacts of TikTok as a speaking assessment could increase the students' speaking skills, covering five aspects (vocabulary, grammar, pronunciation, fluency, and comprehension). The results highlight that TikTok can not only be used as a learning media but also be used as an assessment tool. Teachers found that TikTok was a practical digital platform for students to perform their speaking skills where they practiced using short videos, a compact content encouraging them to speak more freely and helping the teachers assess their speaking skills.

**Keywords:** Constructive Impacts; Microlearning; Speaking Assessment; *TikTok* Application.

## INTRODUCTION

The current curriculum in Indonesia so-called *Merdeka* Curriculum has been implemented since 2021. According Rahayu et al. (2022) *Merdeka* curriculum is a government program that frees teachers and students to use revolutionary getting-to-know learning media. Ramdhani & Muhammadiyah (2015) assert that learning media plays a crucial part in educational process since they can act as a bridge between the student and the teacher conveyed material. Alella (2021) states that microlearning is acquiring knowledge using brief learning activities and carefully planned modules. Corbeil et al. (2021) argue that microlearning should comprise the current era. In addition, microlearning can be regarded as a single objective targeted and interactive unit in English Language teaching (ELT).

Considering ELT practice, it is, in general, noticed that teaching English is not easy since it involves four skills, Listening, Reading, Speaking, and Writing. Ardiyansah (2019) states that among those four skills, speaking skill is considered being the most significant skill in learning English. Therefore, assessing students' speaking skills is pondered to be a complicated thing for teachers. Thus, it is not surprising that the most challenging skill to assess dependably and objectively is speaking. One of the crucial factors making speaking assessment challenging is the limited time and opportunities for students to practice their speaking abilities in class.

To help teachers assess the students' speaking skills, technology advancement emerges as a solution to address this issue. For instance, *TikTok* which is currently popular among youngsters as one of the alternative media that can be utilized to address the speaking assessment issue in English class. This application is enormously booming not only among teenagers but also among kids, adults, and even elders. *TikTok's* convenient feature enable the users to record their speaking as video content. Further, *TikTok* is an application network on a video platform promoting many music features that can be part of microlearning allowing users

to perform their shows or videos through dances, freestyles, and many more creations that can encourage the creativity of its users (Yang, 2020).

The researchers found that there have been some previous studies discussing the uses of *TikTok* application in instructional process to increase students' speaking skill. However, most of the studies only focused on *TikTok* application as the learning media in the teaching and learning process. The first study conducted by Hadi & Indriani (2021) highlighted a study on how the *TikTok* application can help students be more comfortable in speaking English and give them a chance to express their ideas. According to Ferstephanie & Lady Pratiwi (2022), using the *TikTok* application as a medium for learning English allows students to expand their pronunciation; therefore, it can be utilized to teach English pronunciation. In addition, research conducted by Agting et al. (2022) found that *TikTok* was a teaching tool in accordance with the needs and interests of the current students, mostly alpha generation. This study found that *TikTok* application should be developed as a teaching and learning media because it is helpful for boosting the student's interests and fulfilling their needs. The other research accomplished by Herlisya & Wiratno, (2022) revealed that *TikTok* application can improve students' speaking skills as well as their confidence while speaking English.

Based on all of the above previous studies, it is noted that there has been a bunch of research focusing on the use of Microlearning *TikTok* as a learning media in the ELT to improve students' speaking skills, whether it was on teachers' perception or students' perception. However, number of studies focusing on exploring teachers' perspectives on the constructive impacts of using *TikTok* to assess students' speaking skills are still limited. Therefore, this study is designed to scrutinize and elaborate the constructive impacts of using Microlearning *TikTok* as an assessment media based on the teachers' perspective in implementing *Merdeka* curriculum. It means the highlighted findings in this study are the constructive impacts of using *TikTok* as speaking assessment tool. Thus, this study is expected to be the pioneer figuring out the constructive impacts of Microlearning *TikTok* experienced by English teachers in assessing students' speaking skills in implementing *Merdeka* Curriculum.

Regarding the above-mentioned statements, the researchers consider *TikTok* being beneficial for speaking assessment. Hence, instead of utilizing *TikTok* as learning media, the researchers tend to utilize *TikTok* as a digital assessment tool for English speaking test. As Ramadhani et al. (2020) highlight five aspects of speaking in language learning which are crucial in speaking assessment, namely: (1) vocabulary, (2) grammar, (3) comprehension, (4) pronunciation, and (5) fluency. The researchers consider applying these five aspects as an integral part of this current study. For that reason, teachers as the research participants were recommended to assess the video uploaded by the students on their *TikTok* account functioned as media to submit their speaking test using all the above speaking aspects.

Therefore, it is important to explore the potential in using *TikTok* in speaking assessment to see how far the app can improve the effectiveness of assessment in the context of language education. This research aims to explore how *TikTok* can be used as a medium to assess students' speaking skills as well the constructive impact of this application that arise in its implementation. Thus, the results of this study are expected to provide new insights for the English teachers in choosing assessment methods that are more innovative and relevant to existing technological developments. This research aims to find out the research objective, which will be conducted using the framework, methods, and data analysis steps explained in the next parts of this article.

## METHOD

### Research Design

To investigate the constructive impacts of Microlearning *TikTok* in assessing students' speaking skill in implementing *Merdeka* curriculum, the researchers employed a descriptive

qualitative analysis, particularly the exploratory study. Du & Le Quyen (2023) states that qualitative research is the review aimed to comprehend the peculiarity of what is capable by the subject of the examination, such as way of behaving, insight, inspiration, activity, and so on comprehensively and describe a peculiar phenomenon or case by utilizing regular strategies. In addition, Utami et al. (2022) argue that descriptive studies were intended to obtain the current status of peculiarities and were immediate toward deciding the idea of the circumstance as it exists at the review hour. Referring above definition of qualitative and descriptive studies, the researchers pondered descriptive qualitative research design suited to the design of this research as this study was arranged by collecting data through the process of observation, interview, and questionnaire. Further, this study was designed to scrutinize teachers' perspectives emphasizing the constructive impacts of utilizing *TikTok* as speaking assessment tool in implementing *Merdeka* curriculum.

### **Participants**

This study took place in one of the senior high schools in Bali. This research involved three English teachers in the selected school. It was conducted in June – July 2024. The selection of the research subject was based on purposive sampling using some categories constructed by the researchers. The categories used to select the participants in this study involved; 1) having experience to use Microlearning *TikTok* Application as their learning media, 2) having experience in assessing their students' speaking skill using Microlearning, particularly *TikTok*, 3) willing to share their opinion and experience in utilizing *TikTok* application as both learning media and assessment tool. In total, there are six English teachers in that school. However, due to the purposive sampling technique applied in this study, all the six teachers were, then, selected based on the categories set in this study. After the selection process, the researchers found only three English teachers meeting all the categories. Thus, the research participants involved in this study are only those selected English teachers.

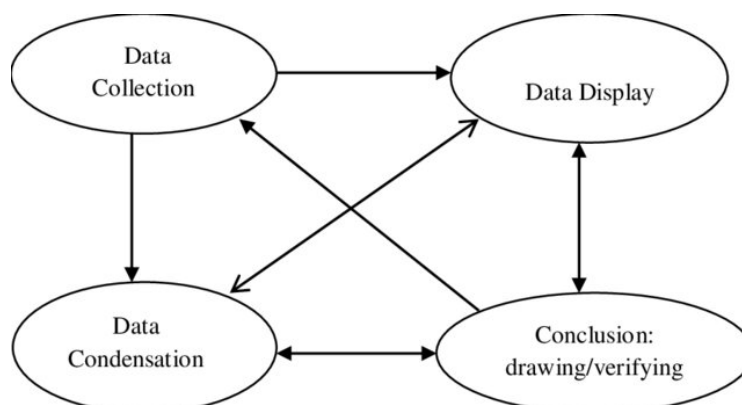
### **Data Collection Technique**

The sequence of the data collection is done following the procedure generally applied in explanatory research. Thus, the initial step applied was selecting the research participants based on categories as mentioned in the above part. After the selection process, the observation was conducted by giving an observation sheet to the participants aimed at letting them elaborate what constructive impacts they obtained in assessing speaking skills using the *TikTok* platform. The following research instrument, E-questionnaire, was arranged in the form of Google Forms. Last but not least, the interview was done through a direct communication with English teachers. The interview was applied to recheck the teachers' consistency in elaborating the constructive impacts they obtained in using Microlearning on the *TikTok* platform to test students' speaking skills.

### **Data Analysis Technique**

Regarding the research design applied in this study, the researchers are allowed to employ a systematic and organized data collection, focusing on key aspects such as the platform's effectiveness. Researchers, then, carefully documented these observations to gain a deeper understanding of how *TikTok* could be integrated into an educational setting for speaking assessment as well as any practical challenges in its implementation. In this stage, the researchers triangulated all the research data to gain validity and consistency of the participants' response. This triangulation process is crucial in qualitative research to convince that the data gained is not bias. Overall, the data analysis applied in this study used the analytical framework proposed by Miles et al. (2020), which includes steps such as data

collection, data condensation, data display, and conclusion drawing or verification, as outlined below.



Sources: Miles et al. (2020) & Miles & Huberman (2003)

### Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data collected in this study from the observation sheet, E-questionnaire, and interview (Miles & Huberman, 2003); (Miles et al., 2020). The researchers refined the data obtained directly from the research participants, making it more concise, focused, and easier to understand and analyze.

### Data Display

Data display is a stage where the information is organized and clearly presented, allowing the researchers to draw inferences and take further actions. Various tools such as matrices, graphs, tables, and networks are generally used for visualization. In this phase, the researchers categorized and organized the data according to the main issues.

### Conclusion Drawing or Verification

In this phase, the conclusions drawn from the analysis were reviewed. The researchers interpreted the significance of the collected data and identified patterns and inconsistencies. This stage enhanced the objectivity and accuracy of the data evaluation process.

## FINDINGS AND DISCUSSION

### Findings

The findings of this study reveal that there are several constructive impacts gained in using microlearning *TikTok* platform for assessing students' speaking skill in implementing the *Merdeka* curriculum. Further, based on the researchers' observations, E-questionnaire, and in-depth interviews, it revealed that using microlearning *TikTok* platform to assess students' speaking enabled the students to improve their speaking competence. In detail, based on teachers' perspective, it was noted that assessing students' speaking skill using *TikTok* can increase students' aspect of speaking, such as; grammar, pronunciation, vocabulary, comprehension and fluency. The detail findings for each instrument used in this study is elaborated in the following paragraphs.

Based on the results of observation, it showed teachers obtained constructive impacts of *TikTok* when they assessed students' speaking assignment through video uploaded in this application. In addition, the results of the questionnaire using google form is illustrated in Table 1. below.

**Table 1.** The Constructive Impacts of Using Microlearning *TikTok* in Assessing students' Speaking Assessment based on Teachers' Perspective.

CI of Microlearning TikTok	Aspects of Speaking	Type of SA
Increasing & helping	Grammar	Intensive SA
Increasing & helping	Pronunciation	Intensive SA
Increasing & helping	Vocabulary	Intensive SA
Increasing & helping	Fluency	Intensive SA
Increasing & helping	Comprehension	Intensive SA

\*Note: CI: Constructive Impact  
SA: Speaking Assessment

**Table 2.** The Result of the E-questionnaire on the Constructive Impacts of Microlearning *TikTok* in Assessing Students Speaking Skill

Items	SA (%)	A (%)	N (%)	D (%)	SD (%)
I feel <i>TikTok</i> give students chance to express their idea especially in speaking so that they can express their creativity.	33,3%	66,7%	0%	0%	0%
I feel <i>TikTok</i> can help students to expand their vocabulary mastery and give them chance to have and learn new vocabulary.	33,3%	66,7%	0%	0%	0%
I feel <i>TikTok</i> can help students to get accuracy and have a good fluency in speaking English.	66,7%	33,3%	0%	0%	0%
I feel <i>TikTok</i> give students impact for increasing students' pronunciation and make their pronunciation better.	33,3%	66,7%	0%	0%	0%
I feel <i>TikTok</i> can help students to improve their grammar.	0%	66,7%	33,3%	0%	0%

As shown in table 2., the items of the E-questionnaire were distributed to the English teachers to verify teachers' perspectives using microlearning *TikTok* in assessing students' speaking skills in implementing *Merdeka* curriculum. E-questionnaire items involved in Google form was covered with five options: strongly agree, agree, neutral, disagree, and strongly disagree. All the items in the questionnaire are deep questions to understand the constructive impacts experienced by English teachers in utilizing TikTok as speaking assessment tool.

Referring to the results of the e-questionnaire, it implies that none of the participants disagree that *TikTok* brings no constructive impact on students' speaking skill. Almost all of them agree that *TikTok* is beneficial digital platform utilized to assess students' speaking skill. Moreover, two of the participants confirm that *TikTok* enable students to gain accuracy and fluency in speaking English. Although none of the participants strongly agree that *TikTok* can assist the student improve their grammar. Only one of them stays neutral and the others confirm that they agree. It means there is an opportunity for students to utilize *TikTok* to enhance their understanding on grammar. Other aspects like sharing idea, vocabulary mastery, and pronunciation are confirmed to gain two 'agree' and one 'strongly agree'.

The findings collected through observation and questionnaire were also confirmed using an in-depth interview session with the research participants. The results gained from the in-depth interview are elaborated as below.

*TikTok* has a lot of constructive impacts during the instructional process if the teachers and students can use it wisely.

**Teachers 1** : The *TikTok* application can search or find any content related to improve students' speaking skills. Well, there are interesting videos there that can increase students' enthusiasm in learning. So, all of these aspects can help them improve their speaking skills and of course improve their aspect of speaking and their assessment.

**Teacher 2** : *TikTok* can improve aspect of speaking, especially in terms of today's developments if it used effectively and correctly, then it will help us improve our students' skills and of course automatically the assessment will increase, especially in speaking.

**Teacher 3** : In my opinion, the current application is a medium to improve students' creativity, such as *TikTok* itself. Maybe, the positive thing that my students can learn from *TikTok* application is confidence, pronunciation, fluency (accuracy) how to maximize when watched by a large audience.

Regarding the results of the interview, it is noted that all teachers in this study confirm that *TikTok* bring advantages to the students' English learning, particularly speaking. The first teacher verifies that *TikTok* enables students to find more references by searching any content related to English speaking before they upload their video for assessment submission. Getting references will make the students gain more creativity and enthusiasm to create their own video for their assessment. In addition, the second teacher adds that using *TikTok* wisely and effectively for getting reference of their speaking test will definitely help them improve their speaking assessment results. Last but not least, the last teacher corroborates *TikTok* is potentially useful to boost students' confidence in speaking English as a result of getting more references from other videos in this platform regarding pronunciation and fluency. Since there are a bunch of videos uploaded in this platform in which some of them are related to English learning content, it is undeniably help the students to learn, practice, and improve their English competence, particularly speaking. Overall, based on the all the above-mentioned findings gained from observation, E- questionnaire, and the in-depth interview showed the English teachers confirm that they gain constructive impacts of using microlearning *TikTok* in assessing students' speaking skill.

## Discussion

This study discussed the constructive impacts in assessing students' speaking skills using microlearning *TikTok* in implementing *Merdeka* curriculum. Further, the findings of this study reveal several constructive impacts of microlearning *TikTok* used as a medium for assessing students' speaking skills in applying *Merdeka* curriculum. The constructive impacts gained are in the form of improvement for the students' speaking aspects, such as; vocabulary, grammar, accuracy, fluency, and pronunciation. These findings align with an investigation conducted by Agting et al. (2022) who showed that *TikTok* was a teaching tool meeting the needs and interests of the students. The focus in their study was using *TikTok* application as a learning media for the senior high school speaking process. According to their research, *TikTok* should be developed as a teaching and learning tool because it is beneficial to fulfill the needs and interests of students.

Other research conducted by Wardhono and Spanos (2018) revealed other online learning media, so-called *Telegram*, to assess students' speaking skill. The use of *Telegram* in teaching learning process at school is significantly potential for the students' overall performance in developing their capacity to use English as their global communication medium. In addition, the integration of *Telegram* in class is aligned with the current curriculum,

so-called *Merdeka* curriculum, which allows teachers and students to use interactive learning materials, including *Telegram*. The results of this study confirmed that digital media in the form of social media application is also beneficial for language assessment, particularly speaking. It infers that either *TikTok* or other social media platforms are potentially significant to be used not only as learning media but also learning assessment in English language teaching.

Furthermore, *TikTok* encourages active participation and creativity, allowing learners to practice speaking in real-world contexts, thereby fostering confidence and communication skills in English. Additionally, by engaging them with short videos, students are exposed to authentic language use helping them improve their pronunciation, fluency, and vocabulary. Gunawan et al. (2023) emphasized that incorporating media into language learning, especially for speaking students, is crucial. *TikTok* application, in particular, is one that should be utilized as seen from the results of this study that students show a positive and enthusiastic response to the integration of *TikTok* in their language learning experience. Aside from speaking skill, other researchers have conducted study about the use and constructive impacts of *TikTok* in the other English skill, such as; writing, listening and reading.

In addition, the findings of this study are in line with the study composed by Suprihatin & Kurniawan (2023) who focused on speaking and listening skill. They highlighted the use of *TikTok* as a speaking and listening assessment tool gave teachers a place to provide feedback and students a forum for thoughtful discussion. The other study focusing on reading skill in which *TikTok* brought some constructive impacts, mostly in students' enthusiasm in reading, was conducted by Musa & Ismail (2023). They revealed the potential constructive impacts of utilizing *TikTok* for teaching, particularly for increasing students' enthusiasm to read and to enhance their reading comprehension. Also, a study researching writing skill conducted by Franciska et al. (2023) showed *TikTok* was useful to improve students' writing skills, particularly for persuasive text.

A study conducted by Mathew & Alidmat (2013) indicated that using *TikTok* provides learners with the chance to enhance their knowledge by viewing recorded content, such as English learning videos. Also, it is possible by the wide range of English learning channels available on *TikTok* to easily find English learning contents through hashtags, such as; #englishlearning, #englishlearningtips, #englishpractice, etc. The contents on this platform vary from storytelling to brief teacher, covering various aspects of the English language, including grammar, vocabulary, and pronunciation. Correspondingly, Dewanti et al. (2023) found the efficiency, adaptability and ease of microlearning growing popularity in the educational field. Mohammed et al. (2018) added that using microlearning *TikTok* as a learning medium can not only improve the effectiveness and efficiency of English learning process but also make the knowledge stay memorable for the learners. In different study, Salleh et al. (2022) found that *TikTok* could boost the student's interest in the learning process. The use of interactive learning media to evaluate students' speaking performance is supported by Audina & Santosa (2022) who emphasized that teachers could use some interactive media, such as Zoom, Google Meet, Google Classroom, WhatsApp, and YouTube to evaluate the students' speaking skills. Digital platforms, in addition, made it simpler to evaluate students' speaking performance and was really helpful.

All the above-mentioned previous studies and the result of this study convince that *TikTok* offers a range of constructive impacts for improving not only speaking skills but also other areas of language proficiency such as writing, reading and listening skills. Through its dynamic, interactive platform, users can engage in real-time communication, expand their vocabulary, and develop their listening, writing, and reading comprehension skills. The integration of multimedia content in teaching learning process fosters a multimodal learning environment, making it a valuable tool for language acquisition across various competencies.

It also develops students' enthusiasm and motivation as an interactive learning media during the teaching and learning process. Moreover, since *TikTok* is a video production platform, it offers students an opportunity to practice their speaking skills. This idea is supported by Guo et al. (2014) and Szpunar et al. (2013), who found that tasks such as storytelling, reporting, role-playing, and simulations, whether done at home or in the classroom, yield positive results when using digital creative tools which are familiar for the students. Additionally, creating videos individually, in pair, or groups allows learners to enhance both their personal and collaborative skills. Overall, it was found the results of this study confirmed that teachers could gain constructive impacts in using *TikTok* application to assess students' speaking skill especially for increasing students' aspects of speaking based on the English teachers' perspective. It implies that this study corroborates the fact that *TikTok* is an effective tool for speaking assessment.

## CONCLUSION

This study explores the constructive impacts of using Microlearning on the *TikTok* platform in assessing students' speaking skills in implementing *Merdeka* curriculum based on teachers' perspective. The findings of this study elaborated five essential speaking aspects were improved when they students were promoted to use *TikTok* as the speaking assessment tool. Considering the constructive impacts gained in utilizing *TikTok* for speaking assessment, the researchers expect that the results of this study may become based-guideline for prospective teachers to inspire them to utilize *TikTok* or other digital platform to promote English language skill assessments. This study provides valuable data which can be utilized as a benchmark for future research. The findings, moreover, can be considered in assessing students' speaking skills through the *TikTok* platform because the results reveal some constructive impacts experienced by English teachers. The constructive impacts gained is particularly in the form of students' speaking improvement as *TikTok* enables the students to increase their fluency and accuracy on the speaking aspects. However, the teachers have to consider and be wise in using *TikTok* to assess their students' speaking skills as challenges coming although *TikTok* has lots of constructive impacts or advantages, the drawbacks from this application may emerge as elaborated by previous research. Hopefully teachers who are eager to utilize *TikTok* or other digital platform for their assessment tool will be wise and able to set robust boundaries and limitations for the students to that they can gain more beneficial impacts rather than the drawbacks. Then, the recommendation for the future researchers who aspire to conduct a study regarding the use of *TikTok* for speaking assessment, it is encouraged to conduct a study based on the students' perspective and using different method to see wide range of research results which will be beneficial to invest for the enrichment of teaching learning literature.

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# PREFIXES FOUND ON SELECTED BARACK OBAMA'S INSTAGRAM CAPTION: MORPHOLOGICAL STUDY

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## ABSTRACT

The purpose of this study was to interpret and describe the prefix type from Barack Obama's Instagram caption. It is because Barack Obama have good personal in the public, such as he is win the Nobel Peace Prize and third to win a Nobel Prize while in office. The name Barack means "one who is blessed" in Swahili. Barack Obama is the first African-American to be president of the Harvard Law Review. In English Morphology, there is Prefix and Suffix. But, in this study only discuss about prefix that was used by Barack Obama in Instagram Caption. Prefix in morphology is one of affixes, generally prefix is indicated as inflectional morphemes. The writer uses descriptive qualitative method to analyze the types of the prefix by using theory from Lieber (2009). The data found was analyzed by using tree diagram. Based on the analysis the writer found some prefix, such as: re-, un-, in-, dis-, and auto-.

**Keywords:** morphology, prefix, Instagram caption.

## INTRODUCTION

Language serves as a universal medium which individuals routinely convey ideas and present arguments to others in their daily lives. The human experience in society is naturally need connection with other people. If understand and can use language effectively, people can engage and communicate with one another. In accordance with Chomsky's perspective, language is an inherent aspect of human cognition, firmly rooted in the human brain and an integral component of our species, biological inheritance (Chomsky, 2002:1).

In education field, language assumes a paramount role, or the vital tool for communication by allowing humans to articulate thoughts, which may manifest as narratives or written expressions. The study of language is commonly referred to as linguistics. Linguistics studies about language from its phonetic aspects to morphemes, words, phrases, clauses and sentences. Hence, linguistics as a field of study that are subdivided into several branches, including Phonology, Syntax, Semantics, Pragmatics, and Morphology. (Matthews, 1974:3) states that, morphology is a simply terms for branch of linguistics that is concerned with the forms of words in different uses and constructions. One of the most essential things that people must understand is the meaning of words.

Morphology is the examination of how words are structured internally (Katamba, 1993: 5). Morphology is also defined as the study of the word and their structure (Bauer, 2003: 3). It is also can be said a morpheme is the smallest meaningful element required to construct a word (Lieber 2009: 32). A morpheme represents the tiniest units of meaning within a language. Morphemes are classified into two types: free morphemes and bound morphemes. The morphemes that may stand alone or appear freely as a word are known as free morphemes. For example, drinking, playing, writing, and so forth. A root is made up of free morphemes. Unlike free morphemes, bound morphemes cannot be used as a stand-alone word. Affix is a bound morpheme. An affix requires other morphemes to produce or provide meaning. Affix can have significance when combined with other morphemes such as stem, base, and root.

In addition, morphology is the branch of linguistics that identifies the basic units of language as grammatical units (Verhaar 1996: 97). Words stored as a single cognitive unit do not produce morpheme after morpheme. Morpheme itself consists of two forms, namely free morpheme and bound morpheme. In morphology, morphemes are an important and crucial

part. According to Yule (2006:63), morphemes can be defined as the smallest meaningful or grammatically functional unit. Morphemes are classified into two types: free morphemes and bound morphemes. Free morphemes are those that can stand alone as single words, while bound morphemes are forms that cannot stand alone and must be connected to another form (Yule, 2006:63). Free morphemes stand alone as words, for example “man”, which cannot be added -er, -un, -ly and so on. And the second is bound morpheme, which is a grammatical unit that never stand-alone but is always attached to another, for example the word solve, which can be added prefix re-, so that the word becomes "resolve". Bound morphemes in another name are affixes.

McCarthy (2006) stated that affixation is a process of bound morphemes attached or joined before, after or in a base, meaning a simple structure as in “happy”, the base where –un is attached to produce “unhappy”, or complex structures (as in happy, the basis on which “unhappiness” is attached to produce, unhappiness. Affixes are classified into prefixes, infixes, and suffixes but generally there is no infix in English. The writers want to discuss about affixation more specifically in prefixes found on Instagram Caption.

Recently, it is very easy to get information from various sources, one of which is social media, where each individual can share or disseminate information about public figures or personal life, one of the social media used is Instagram. Instagram is a place to, manage your photos, apply filters, and upload images with captions to describe or share the story about the photos and share with friends.

The writers use Barack Obama’s Instagram caption for the data source, because Barack Obama have good personal in the public, such as he is win the Nobel Peace Prize and third to win a Nobel Prize while in office. The name Barack means "one who is blessed" in Swahili. Barack Obama is the first African-American to be president of the Harvard Law Review. Barack Obama is nominated and won two Grammy Awards. Two-time “Grammy Awards” Winner, “Grammy Awards” is known as an annual award for professional singers and musicians. However, the special awards for arts and culture were also given to politicians.

This study analyzed about what the prefix used in the selected Instagram captions’ Barack Obama. In this research we used the qualitative method by using the data (caption) that we get on post Instagram Barack Obama. The focus of this study is to give a brief explanation about prefix.

## **RESEARCH METHOD**

The source of the data in this article was taken from Barack Obama’s Instagram caption. This caption was chosen because as we know that Barack Obama is important person in USA and his caption contains many prefixes which later became the data source of this research. The researcher reading all of the caption from Barack Obama’s Instagram, after that choose some of the words, then classifying the words based on Prefix. This study used descriptive qualitative method to analyse the types of prefix by using theory Lieber (2009). The researcher used formal and informal method to present the result of the study. Formal method is a method of present the result of the analysis by table. Informal method is a method of delivering the presentation to give clear explanation of this research.

## **RESULT AND DISCUSSION**

In this part of the study, the result and the discussion would be explained in detail. The first one would be the result of the study, then followed by discussion section. In discussion, the data would be analyzed in detail.

## Result

After classifying all of the data, there were 5 type of prefix from 14 data that researcher use found in Barack Obama post Instagram captions. The researcher used table to display the data of prefix that were found from the data source. The data found can be show in table below,

**Table 1. Percentages of Data**

No	Prefix	Quantity	Percentages
1.	re-	4	28,6%
2.	un-	3	21,42%
3.	in-	4	28,6%
5.	dis-	2	14,28%
6.	auto-	1	7,14%
TOTAL		14	100%

**Table 2. Word Class type**

No	Prefixes	Word class	Root	Word class
1	<b>re</b> -affirm	Verb	affirm	Verb
2	re-solve	Verb	solve	Verb
3	re-build	Verb	build	Verb
4	re-birth	Noun	Birth	Noun
5	<b>un</b> -like	Prepositions	like	Adjective
6	un-matched	Adjective	Matched	Adjective
7	un-imaginable	Adjective	Imaginable	Adjective
8	<b>in</b> -credible	Adjective	credible	Adjective
9	in-equality	Noun	Equality	Noun
10	in-possible	Adjective	Possible	Adjective
11	in-perfections	Noun	Perfections	Noun
12	<b>dis</b> -courage	Adjective	courage	Adjective
13	dis-advantages	Adjective	Advantages	Adjective
14	<b>auto</b> -biography	Noun	biography	Noun

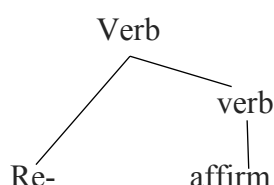
## Discussion

Data found in the Barack Obama's Instagram caption, would be analyzed as follows:

### Data 1

Today we honor the nearly 3,000 men, women, and children who died on September 11, 2001, and even more who lost their lives in service to our country in the two decades since. We **reaffirm** our commitment to keep a sacred trust with their families — including the children who lost parents, and who have demonstrated such extraordinary resilience. But this anniversary is also about reflecting on what we've learned in the 20 years since that awful morning.

The analysis as below:



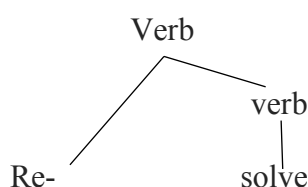
The words **Reaffirm** from the sentence "*We **reaffirm** our commitment to keep a sacred trust with their families*". Reaffirm is part of word class Verb. It come from root affirm which is classified into word class Verb, affirm also means Assert.

It is added with prefix re- which has a function where this word is usually attached to a verb and it will mean sequentially. It could be concluded that prefix re- has a role of inflectional affix. Prefix re- in this pocess did not change the meaning and also the class category.

### Data 2.

Tim visited Buchenwald shortly after it was liberated, witnessing the horrors of the Holocaust. That experience, along with the racial discrimination he faced in the Army, deepened his **resolve** to fight for social justice. And after returning home to Chicago, he became a fierce advocate for change through education and mutual understanding.

The analysis as follows:



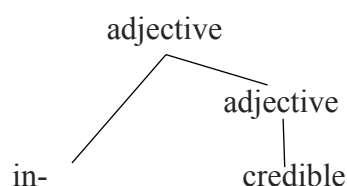
The word **Resolve** from the sentences "*he faced in the Army, deepened his **resolve** fight for social justice*" come from root solve which is classified into word class of Verb. Solve means break.

It is added by prefix re- that usually the prefix "re-" in certainverbs so that they stick together. It could be concluded that prefix re- has a role of inflectional affix. Prefix re- in this pocess did not change the meaning and also the class category.

Data 3.

Today, Michelle and I send our thoughts to Tim's wife Zenobia, and everyone who loved and admired this truly **incredible** man.

The analysis as below:



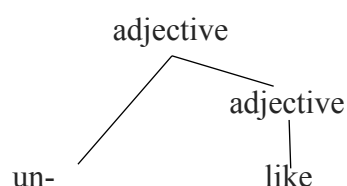
The word **Incredible** from the sentences "*and everyone who loved and admired this truly **incredible** man*" it come from root credible which is classified into word class Adjective. **Credible** means reasonable.

It word is added by prefix in- which has the function of changing the meaning from reasonable to amazing. It could be concluded that prefix in- has a role of inflectional affix. Prefix in- in this pocess did not change the meaning and also the class category. Prefix in- here has meaning not (negative).

Data 4.

When Cicely Tyson was born, doctors predicted she wouldn't make it three months because of a murmur in her heart. What they didn't know, what they couldn't know, was that Cicely had a heart **unlike** any other—the kind that would not only beat for 96more years but leave a mark on the world that few could match.

The analysis as follows:



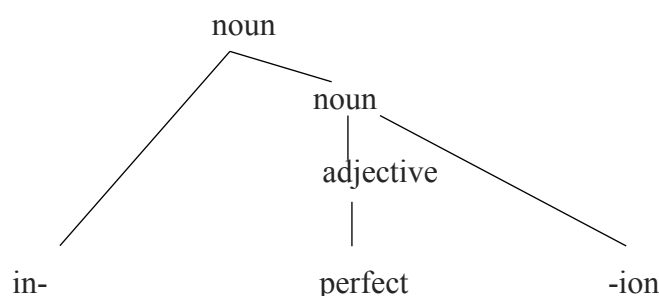
The word **unlike** from the sentences it come from root Like which is classified into word class Adjective. Like means similar.

It word is added by prefix un- which has the function of changing the meaning from similar to unequal. It could be concluded that prefix un- has a role of inflectional affix. Prefix un- in this pocess did not change the meaning and also the class category. Prefix un- in this morphological proces has meaning not (negative).

Data 5.

But she took pride in knowing that whenever her face was on camera, she would be playing a character who was a human being—flawed but resilient; perfect not despite but because of their **imperfection**

The analysis as follows:



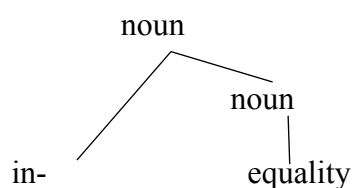
The words **Imperfection** from the sentences “*perfect not despite but because of their imperfection*” it come from root Perfect which is classified into word class of Noun and it is added by suffix –ion. Perfect means absolute.

The word Perfection is added by prefix in- which has the function of changing the meaning from absolute to not perfect. It could be concluded that prefix in- has a role of inflectional affix. Prefix in- in this pocess did not change the meaning and also the class category.

Data 6.

....one of our [@ObamaFoundation](#) African Leaders. As we confront division, discrimination, **inequality** in our own time—challengestoo big for one person and too complex for one simple solution.....

The analysis:



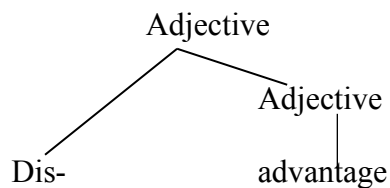
The word **inequality** from the sentences “As we confront division, discrimination, **inequality** in our own time—challenges too big for one person. . .” it comes from rootequality which is classified into word class noun positive, by adding prefix in- become**inequality** the word class not change, but the meaning of the word become noun in negative.

It could be concluded that prefix in- has a role of inflectional affix. Prefix in- in this pocess did not change the meaning and also the class category.

Data 7.

Today, we welcome the next 20 civic leaders as [@ObamaFoundation](#) Fellows. In every region of the world, these folks are already leading the way—instilling hope in **disadvantage**.

The analysis:

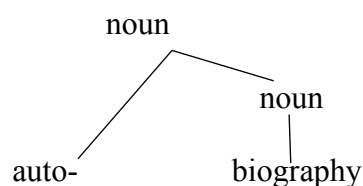


The word **disadvantage** here comes from root advantage, which is classified into word class Adjective. Advantage means benefit. It could be concluded that prefix dis- has a role of inflectional affix. Prefix dis- in this process did not change the meaning and also the class category.

Data 8.

Across all of her performances, in legendary productions ranging from “Sounder” to “The Trip to Bountiful” to “The **Autobiography** of Miss Jane Pittman,” she helped us see the dignity within all who made up our miraculous—and, yes, messy—American family.

The analysis below:



The word **Autobiography** from the sentences “*The **Autobiography** of Miss Jane Pittman,*” it comes from root **biography** which is classified into word class of Noun; it means life story and it is added by prefix **auto-**, when added by prefix the word class of that word did not change. It could be concluded that prefix auto- has a role of inflectional affix. Prefix auto- in this process did not change the meaning and also the class category.

## CONCLUSION

As shown in analysis above, found 14 data of prefix in On Selected Barack Obama's Instagram Caption, which consists of 6 types of prefix; there are 4 data show the prefix Re- (28,6%), which has function when attached to a verb and it will mean sequentially, and the researcher found 3 data show the prefix Un- (21,42%), the researcher found 4 data show the prefix In- (28,6%), and prefix Dis- (14,28%) and the last is prefix Auto- (7,14%).

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