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## THE INFLUENCE OF ENGLISH SONG AS LEARNING MEDIA TOWARDS STUDENT LEARNING MOTIVATION AND LEARNING ACHIEVEMENT IN LEARNING ENGLISH

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### Abstract

This research was aimed to find out the influence of English Song as learning media towards student learning motivation and learning achievement in learning English at the eleventh grade students of MAN 1 Surakarta at the 2024/2025 academic year. This research is experimental research that used Quantitative method. The sample of this research was 26 students. The researcher used a Questionnaire to find out the students learning motivation, and Test used to find out the learning achievement. The data analysis using paired sample t-test formula with the help of IBM SPSS Statistics 25. The result of paired sample t-test analysis the  $t_{count}$  for questionnaire = 26.738, and  $t_{count}$  for test = 12.127. And compared with the  $t_{table}$  df of 25 (2.060), with 5% significance level. And for the significance value for questionnaire and test state that a significance value is 0.000, which means that the sig value is lower than 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. So it can be conclude that there is significance influence of English Song as learning media towards student learning motivation and learning achievement in learning English at the eleventh grade students of MAN 1 Surakarta at the 2024/2025 academic year.

**Keywords:** *English Song, Learning Motivation, Learning Achievement, Learning English.*

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## Introduction

Language is the most important tool for humans to communicate. Whenever and wherever people need to communicate with other people using language, it make language become important in humans lives. Language can be used to transfer information, ideas, or feelings from one person to another person and used to understand each other in everyday social life (Kurniati, 2017). People can develop their knowledge and know about something by using language. In understanding language, there are four essential skills that must be mastered. Listening, reading, speaking, and writing are the four aspects to understanding language (Ma'fiah, Sitoresmi, Yulianto, 2021). The four skill above is the important aspect that must be mastered in order to achieve fluency in English. Mastering all four skills creates well understanding of English and empowers learners to communicate actively.

In Indonesia, English is the language that most widely used and studied, especially in education. Because of that, many school in Indonesia, from kindergartens to universities include English as a part of their required subject. Permendikbudristek No.12 Tahun 2024, which provides clear direction regarding the addition of English as a required subject starting in the 2027/2028 academic year. In addition, English is a communication tool in the globalization era and the key to a person's success in achieving a bright future career (Handayani, 2016). This indicates the importance of English which can be used as a language of communication, but also in education.

In Indonesian education, English as foreign language holds a crucial role and is taught at different educational levels. The majority of teachers admit that English should be taught from elementary school level (Arif, 2015). But, many students face difficulties in understanding and actively using English, even though they have studied for many years. This is because the English learning process are monotonous and not using the interesting learning media. Many teachers still use traditional methods such as only using books, explaining the material, and giving notes on the blackboard without any interactive and interesting learning media. In addition, teachers' limited competence, learning materials, and learning media that are less interesting and irrelevant to students' needs often become obstacles in the teaching process. To overcome this challenge, the use of interactive learning media serve as a tool that is usually used to support the communication process between teachers and students in a lesson (Yuniari, Gede, Sindu Darmawiguna, 2020).

The implementation of interactive learning media can enhance students learning achievement. This means that the implementation of

interactive and engaging learning media in learning process, can make the students motivated in learning English and can influence the result of their learning achievement (Komaro, 2014). In line with the statement from Handayani (2014) that learning media serves as an educational tool to stimulate students' interest in learning, and to facilitate communication in delivering learning materials. The appropriate learning media in the classroom can stimulate students interest and improve students learning outcomes.

One method for the lack of students learning motivation and learning achievement, there is one alternative by using English Song as an effective and fun learning media. According to Mardhiyya (2022) the student feel bored and not motivated in learning English because they don't understand the materials. But the student said that the use of English song in class, the student will more excited, enjoy the lesson, and more focus on the learning process. English Song has many advantages, such as make learning English more fun and enjoyable, make easier to understand the new vocabulary, and can make the students interested and motivated in learning English.

Considering the above explanation, the researcher carries out a research with the title "The Influence Of English Song As Learning Media Towards Student Learning Motivation And Learning Achievement In Learning English At The Eleventh Grade Students Of MAN 1 Surakarta In The 2024/2025 Academic Year".

## **Research Methods**

### ***Design***

This research aims to determine the influence of English Song as learning media towards student learning motivation and learning achievement in learning English. The researcher used quantitative research. This research employed an experimental research, specifically an experimental method. The design that applied in this research is Pre Experimental using One Group Pre-test – Post-test Design (Sugiyono, 2017:74). This research was conducted 3 sessions, including 1 pre-test, 1 treatment session, and 1 post-test.

### ***Participants***

The participants of the research were students of class XI F3 MAN 1 Surakarta. The number of the students who became the sample was 26 students who were taken an English subject.

### ***Instrument***

The instrument used for data collection are questionnaire and test. Questionnaire is used to measure whether the use of English Song as learning media can influence the student learning motivation. The researcher used a closed questionnaire to collect the information from the respondent, and using the Likert Scale to measure the questionnaire score. And Test is used to measure whether the use of English Song as learning media can influence the student learning achievement. The types of tests that used by the researcher is multiple choice. And the type of English song that used by the researcher is English Popular Song.

### ***Data Collection***

Data collection involves the process may include the following steps: (1) The participants are chosen using simple random sampling; (2) The researcher measure the validity and reliability of questionnaire and test to know whether both of them are valid and reliable or can be use or not; (3) The researcher distributed the pre-test questionnaire and test on the experiment class (XI F3); (4) The researcher given the treatment on the experiment class by using English Song as learning media.; and (5) The researcher distributed the post-test questionnaire and test on experimental class (XI F3).

### ***Data analysis***

The collected qualitative data in this research is simple linear regression analysis carried out into parts, namely prerequisite analysis testing and hypothesis testing as follows:

#### 1. Prerequisite Analysis Test

Prerequisite analysis test was used normality test, to know whether the regression model in a research are normally distributed or not (Rukajat, 2018). The normality test used Shapiro-Wilk test. The data normality test as follows:

- a. If the probability  $> 0.05$  then the regression model distribution is normal
- b. If the probability  $< 0.05$  indicates an abnormal regression model distribution.

#### 2. Hypothesis Testing

Hypothesis testing was used Paired Sample T-Test, to evaluate the effectiveness of treatment. To analyze the data, this research used IBM SPSS Statistic 25. The decision making guidelines in paired sample t-test on the sig value, the hypothesis test criteria as follows:

- a. If the Sign Value  $> (0.05)$  then  $H_a$  is rejected
- b. If the Sign Value  $< (0.05)$  then  $H_a$  is accepted

## Results and Discussion

### Results

#### *Students' Learning Motivation*

##### a) Students' Learning Motivation before Using English Song

The data are obtained before using English Song as learning media towards student learning motivation.

Mean	Median	Mode	N Max	N Min	Std. Deviation
65.15	66	66	70	49	2.603

From the table 1, we can get from the questionnaire pre-test result the mean 65.15, median 66, mode 66, maximum score 70, minimum score 59, and get the standard deviation at 2.603.

##### b) Students' Learning Motivation after Using English Song

The data are obtained after using English Song as learning media towards student learning motivation.

Mean	Median	Mode	N Max	N Min	Std. Deviation
89.04	88.50	90	95	70	3.243

From the table 2, we can get from the questionnaire post-test result the mean 89.04, median 88.50, mode 87, maximum score 95, minimum score 84, and get the standard deviation 3.243.

#### *Students' Learning Achievement*

##### a) Students' Learning Achievement before Using English Song

The data are obtained before using English Song as learning media towards student learning achievement.

Mean	Median	Mode	N Max	N Min	Std. Deviation
52.69	52.5	65	65	35	8.744

From the table 3, we can get from the test pre-test result the mean 52.69, median 52.5, mode 65, maximum score 65, minimum score 35, and get the standard deviation at 8.744.

## b) Students' Learning Achievement after Using English Song

The data are obtained after using English Song as learning media towards student learning achievement.

Mean	Median	Mode	N Max	N Min	Std. Deviation
83.46	85	90	95	70	7.317

From the table 4, we can get from the test post-test result the mean 83.46, median 85, mode 90, maximum score 95, minimum score 70, and get the standard deviation 7.317.

**Prerequisite Test Analysis**

The prerequisite test is conducted to assess whether the data is normally distributed. Therefore, it is essential to assess the normality test. The way to test the data using the IBM SPSS Statistics 25 using the One-Sample Shapiro-Wilk formula.

## a) Normality Test Result Questionnaire

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre_Test_Questionnaire	,166	26	,064	,962	26	,436
Post_Test_Questionnaire	,127	26	,200	,954	26	,284

Based on the table 5, the normality test indicate that the sig value (2-tailed) with the student learning motivation is  $0.284 > 0.05$ . This indicates that the data is normally distributed because it is greater than the significance of 0.05, so it is suitable for use.

## b) Normality Test Result Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre_Test_Test	,121	26	,200	,937	26	,116
Post Test Test	,160	26	,084	,925	26	,058

Based on the table 6, the normality test indicate that the sig value (2-tailed) with the student learning achievement is  $0.058 > 0.05$ . This indicates that the data is normally distributed because it is greater than the significance of 0.05, so it is suitable for use.

**The Result Test of Hypothesis**

This hypothesis test is used to determine whether or not the impact of the use of English Song. The hypothesis were:

Ho: There is no significant influence of the English Song as learning media towards student learning motivation and learning achievement in learning English.

Ha: There is a significant influence of the English Song as learning media towards student learning motivation and learning achievement in learning English.

The result of data analysis questionnaire conducted using t-test obtained the  $t_{count}$  of 26.738 then consulted with the  $t_{table}$  with  $(n-1)$  then  $(26-1) = 25$  at a significant level of 5% which is 2.060. The result of data analysis questionnaire conducted using t-test obtained the  $t_{count}$  of 26.738 then consulted with the  $t_{table}$  with  $(n-1)$  then  $(26-1) = 25$  at a significant level of 5% which is 2.060. And the result of data analysis test conducted using t-test obtained the  $t_{count}$  of 12.127 then consulted with the  $t_{table}$  with  $(n-1)$  then  $(26-1) = 25$  at a significant level of 5% which is 2.060.

a) The Result of Paired Sample T-Test of Questionnaire

**Table 7. Paired Sample T-Test (Questionnaire)**

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test - Post Test	-23.885	4.555	.893	-25.724	-22.045	26.738	25	,000

From the table 7, the pre-test mean value is 65.15 and the post-test mean value is 89.04. Indicating that the post-test value is higher. The decision making criterion is determined by comparing  $t_{count} > t_{table}$ , where  $26.738 > 2.060$ , then Ho is rejected and Ha is accepted. Additionally, the paired sample T-Test sig value is 0.000, which is below 0.05, supporting the hypothesis. Therefore, it can be concluded that there is an influence of English Song as a learning media towards students learning motivation and learning achievement at the eleventh grade students of MAN 1 Surakarta in the 2024/2025 academic year. The Ha hypothesis is proven to be true and can be declared accepted at a significant level of 5%.



b) The Result of Paired Sample T-Test of Test

**Table 8. Paired Sample T-Test (Test)**

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test - Post Test	-30.769	12.938	2.537	-35.995	-25.544	12.127	25	,000

From the table 8, the pre-test mean value is 52.69 and the post-test mean value is 83.46. Indicating that the post-test value is higher. The decision making criterion is determined by comparing  $t_{count} > t_{table}$ , where  $12.127 > 2.060$ , then  $H_0$  is rejected and  $H_a$  is accepted. Additionally, the paired sample T-Test sig value is 0.000, which is below 0.05, supporting the hypothesis. Therefore, it can be concluded that there is an influence of English Song as a learning media towards students learning motivation and learning achievement at the eleventh grade students of MAN 1 Surakarta in the 2024/2025 academic year. The  $H_a$  hypothesis is proven to be true and can be declared accepted at a significant level of 5%.

**Discussion**

Initial conditions MAN 1 Surakarta class XI F3, there are some students who have not been uncomfortable with the learning process because of the monotonous learning activities, it makes their learning motivation and learning achievement is decrease. Teachers need to be able to make the learning process is interested and interactive to improve student learning motivation and learning achievement in learning English. During this time there are few teacher who not provide the learning process using the interesting learning media, as a result students are easily feel bored and unmotivated to learning English. This can make discourage the students motivation and achievement in learning.

Before treatment is given, the learning activities are carried out as usual, the teacher was delivered the material without using interesting learning media, and the students only listen and take notes on the material given by the teacher. So this method can make the students feel bored and easily forget the material given by the teacher.



Implementation of English Song as learning media in learning process requires teacher to provided the activities by adding English Song when the students do their learning activity given from the teacher. So the student have interest when the teacher give the student work, and make the student more enjoy the learning atmosphere. According to Uno (2016) learning motivation can arise due to intrinsic factors, there are students' interest, desire to enhance new knowledge, participation in learning process, independence, willingness to overcome difficulties, consistency and diligency, regocnition, and satisfaction. While the extrinsic factors there are presence of reward, comfortable, interesting learning activities, punishment, appreciation, and accepted reward system. According to Muhibbin Syah (2017) learning achievement can arise due to internal factors there are physical conditions, psychological aspects, and fatigue. While the extrinsic factors are family circumstances, state school, and state of society.

According to Hayeema (2023) most of students had difficulty understanding English material because the content was difficult and not using interesting learning media. This makes students feel bored and unmotivated to learn English. Therefore, researcher solve this problem by using English Song as learning media to make the students more motivated and increase students' learning achievement. This make students feel happy and easier to understand the material.

From the pre-test results questionnaire before being given treatment with English Song as learning media towards students' learning motivation, the minimum score 59 and the maximum score 70. The result of pre-test data analysis obtained mean 65.15 median 66, mode 66, and standard deviation 2.603. While the results of the post-test were obtained the minimum score of 84 and the maximum score 95. The result of post-test data analysis obtained mean 89.04, median 88.50, mode 90, and standard deviation 3.243 were also obtained.

Meanwhile from the pre-test results test before being given treatment with English Song as learning media towards students' learning achievement, the minimum score 35 and the maximum score 65. The result of pre-test data analysis obtained mean 52.69 median 52.50, mode 65, and standard deviation 8.744. While the results of the post-test were obtained the minimum score of 70 and the maximum score 95. The result of post-test data analysis obtained mean 83.46, median 85, mode 90, and standard deviation 7.317 were also obtained.

This research has been conducted by some researcher, similar to this research. A research conducted by Ainul Mardhiyya, who held the research in 2022, entitled "*The effect of English Song Towards Students' Motivation in*

*Learning English*". The research is experimental and used quantitative method. This research result is divided into experimental class and control class. The result of pretest experimental class is 66.36, and control class is 58.84. Meanwhile the posttest result of experimental class is 68.32, and control class is 61.61. This research revealed that the used of English Song can increase students' motivation for both of the group, but the experimental class has better result.

Based on the results of the pre-test and post test questionnaire and test of this research, it is evident that the post-test score are higher than the pre-test score. This indicate that there is an influence of English Song as learning media towards student learning motivation and learning achievement in learning English in the eleventh grade students of MAN 1 Surakarta in the 2024/2025 academic year.

## Conclusion

Based on the data analysis results using the paired sample t-test on the influence of English Song as learning media towards student learning motivation and learning achievement in learning English. The pre-test result questionnaire of the students' learning motivation score obtained an average of 65.15. After being given the English Song as learning media treatment, the post test result of students obtained an average of 89.04. While, the pre-test result test of the students' learning achievement score obtained an average of 52.69. After being given the English Song as learning media treatment, the post test result of students obtained an average of 83.46. This indicates that the acquisition of the post-test score is higher than the pre-test score.

The result of the calculation of IBM SPSS Statistics 25 with the paired sample t-test formula, the calculated  $t_{\text{value}}$  can be compared with the  $t_{\text{table}}$  with  $df = (N-1)$  so  $(26-1) = 25$  at the 5% significance level, namely 2.060. For questionnaire  $t_{\text{count}} > t_{\text{table}}$  or  $26.738 > 2.060$  which means  $H_0$  is rejected. The lower value is 25.724 and the upper value is 22.045.  $H_a$  criteria are accepted if  $t_{\text{count}} > t_{\text{table}}$  so  $H_0$  is rejected and  $H_a$  is accepted. While the Test  $t_{\text{count}} > t_{\text{table}}$  or  $12.127 > 2.060$  which means  $H_0$  is rejected. The lower value is 35.995 and the upper value is 25.544.  $H_a$  criteria are accepted if  $t_{\text{count}} > t_{\text{table}}$  so  $H_0$  is rejected and  $H_a$  is accepted.

From the statement above, it can be concluded that the hypothesis states that "there is an influence of English Song as learning media towards student learning motivation and learning achievement in learning English at the eleventh grade students of MAN 1 Surakarta in the 2024/2025 academic year".

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## THE INFLUENCE OF UTILIZING CHATGPT AS A DIGITAL LEARNING MEDIA ON STUDENTS' LEARNING MOTIVATION AND ACHIEVEMENT IN LEARNING ENGLISH

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### Abstract

This study aims to examine the influence of ChatGPT as a digital learning media on students' learning motivation and achievement in English towards eleventh-grade students at MAN 1 Surakarta in the 2024/2025 academic year. The research employed a quantitative approach with a One-Group Pretest-Posttest design. The sample consists of 34 students selected through a random sampling technique. Data collection instruments include test and questionnaires to measure the impact of ChatGPT on students' motivation and achievement in English. Data analysis is conducted using a paired sample t-test with the assistance of the IBM SPSS Statistics 25 software. The findings reveal a statistically significant influence of ChatGPT on students' learning motivation and achievement in English. Based on the paired sample t-test analysis, the t-count value for the questionnaire is 8.879, while for the test, it is 16.062. When compared to the t-table value at a degree of freedom (df) of 33 (n-1) with a 5% significance level (2.035), both t-count values exceed the t-table value (8.879 > 2.035 and 16.062 > 2.035). These results lead to the rejection of Ho and the acceptance of Ha, indicating that ChatGPT has a significant influence on students' motivation and academic achievement in English learning.

**Keywords:** *Digital, Learning, ChatGPT, Motivation, Achievement*

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## Introduction

Indonesia, as a developing country, continues to enhance its education system, recognizing its crucial role in shaping high-quality human resources. The integration of technology in education has become increasingly essential. According to Ki Hajar Dewantara (Yusuf, 2018), education guides the natural potential of children, enabling them to achieve personal well-being and contribute to society. Similarly, Hamalik (2017) defines education as a continuous and complex process designed to develop individuals who are beneficial to themselves, others, and the broader community. The Indonesian National Education System Law (UU SISDIKNAS No. 20 of 2003) further defines education as a conscious and structured effort to create a learning environment where students actively cultivate their spiritual, intellectual, and practical abilities.

Indonesia's education system is now entering the Super Smart Society Era (Society 5.0). According to Martini et al. (2019), Society 5.0 enables individuals to address social challenges by leveraging technological innovations from the Fourth Industrial Revolution (Industry 4.0). In this era, the internet and artificial intelligence (AI) are not only sources of information but integral parts of daily life, shaping identities and interactions. AI has the potential to bridge economic and social gaps by transforming industries, including education. Its integration into learning processes enhances accessibility, efficiency, and engagement, offering personalized learning experiences tailored to individual needs. In addition, English is also important in this era, (Handayani, 2016) states that communication tools in the globalization era and the key to a person's success in achieving a bright future career.

One of AI's significant contributions to education is intelligent content, which facilitates access to and dissemination of digital learning materials. Anand and Shohel (2019) highlight AI's ability to process vast amounts of data autonomously, creating new opportunities to enhance learning effectiveness. Similarly, Baker and Inventado (2014) emphasize AI's role in adaptive learning, personalized instruction, and data-driven teaching improvements. However, AI is not just a technological trend—it represents a paradigm shift with profound implications. Holmes, Bialik, and Underwood (2019) argue that AI influences learning methodologies, teaching strategies, and overall educational outcomes. This study aims to explore AI's role and potential in addressing modern educational challenges, offering insights into its future applications in learning.

The use of digital learning tools, such as Microsoft Word, PowerPoint, Zoom, Google Meet, and AI-based applications, has become increasingly

prevalent. According to Japar (2019), diverse learning resources enable students to interact more actively with educational content. AI-based learning systems offer personalization and adaptability, with Dwi Robiul (2023) emphasizing their ability to recognize individual learning styles, provide real-time feedback, and tailor materials to students' needs. One notable AI application is ChatGPT, which enhances learning experiences through interactive and individualized support. By fostering student independence and comprehension, ChatGPT addresses common challenges in traditional education. As Syah (2014) states, a proper understanding of learning processes is essential, as misconceptions can lead to ineffective educational outcomes. AI's role extends beyond assistance—it transforms education by making learning more engaging and effective.

In line with the statement from Handayani (2014), that learning media serves as an educational tool to stimulate students' interest in learning, and to facilitate communication in delivering learning materials. The appropriate learning media in the classroom can stimulate students interest and improve students learning outcomes. According to observations and interviews at MAN 1 Surakarta indicate that technology integration in education remains suboptimal, leading to decreased student interest. Despite the availability of projectors and LCD screens, teaching methods remain traditional, focusing on lectures, rote memorization, and textbook-dependent instruction. Classroom activities primarily involve teacher-centered approaches with limited student engagement. The lack of interactive digital learning tools hinders students' motivation, particularly in English learning.

The insufficient integration of technology significantly affects student engagement. According to Robert Gagné (1985), diverse and dynamic learning media play a crucial role in increasing student motivation. Digital learning tools cater to varied learning styles, making lessons more appealing and effective. Furthermore, teacher involvement is essential in fostering student engagement. As Arianti (2018) asserts, educators' efforts in utilizing diverse digital learning media contribute to improved student motivation, academic achievement, and overall learning quality. In this context, ChatGPT serves as an innovative tool that complements traditional teaching methods, fostering student motivation and participation in English learning.

Findings from observations and interviews indicate that the use of technology at MAN 1 Surakarta remains suboptimal, affecting students' creativity, engagement, and motivation. To address these issues, implementing innovative digital learning media, such as ChatGPT, is essential. ChatGPT offers several advantages, including enhanced conceptual understanding, improved knowledge retention, increased student motivation, and a more interactive learning environment. Given the urgent



need for AI integration in education, this study seeks to examine the influence of ChatGPT in enhancing student motivation and achievement.

### **Research Methods**

This study aims to examine the influence of ChatGPT as a digital learning media on students' learning motivation and achievement in English on the eleventh-grade students of MAN 1 Surakarta in the 2024/2025 academic year. This research was conducted in the eleventh-grade students of MAN 1 Surakarta in the 2024/2025 academic year.

### ***Design***

This research employed a quantitative approach, as described by Sugiyono (in Siyoto, 2015:16), which is based on positivism to analyze specific populations or samples. The research follows a pre-experimental design using a one-group pretest-posttest method (Sugiyono, 2017:74), where students undergo a pre-test (O1) before the treatment (X1) and a post-test (O2) after utilizing the learning media.

### ***Participants***

The researcher used all grade XI students at MAN 1 Surakarta in the 2024/2025 academic year as a population. The sample of this research, representing a portion of the population, was selected through a non-probability sampling method using a simple random sampling approach. Following a randomized selection process, class XIF9 was chosen as the research sample.

### ***Instrument***

Data collection techniques include questionnaires and tests. The questionnaire, based on a Likert Scale, measures students' motivation and includes 20 items following Uno's (2012:23) motivation indicators. A closed questionnaire format was used and distributed via Google Forms. The test method involved a multiple-choice pre-test and post-test to assess students' learning outcomes before and after using ChatGPT as a learning tool. The results aim to determine the influence of ChatGPT on student motivation and achievement in English.

### **Data Collection**

#### Participant Selection

The participants are chosen using a simple random sampling technique to ensure fairness and randomness in the selection process.

#### Validity and Reliability Test

The researcher measures the validity and reliability of the questionnaire and test to determine whether both instruments are valid, reliable, and suitable for use in the research.

#### Pre-Test Distribution

The researcher distributes the pre-test questionnaire and test to the experimental class (XI F9) to assess the students' initial knowledge and motivation before applying the treatment.

#### Treatment Implementation

The researcher provides the treatment to the experimental class (XI F9) by using ChatGPT as a learning media, aiming to enhance the students' engagement and understanding of the subject.

#### Post-Test Distribution

After the treatment, the researcher distributes the post-test questionnaire and test to the experimental class (XI F9) to evaluate the effectiveness of the treatment and compare the results with the pre-test outcomes.

### **Data analysis**

The qualitative data collected in this study involved two main analytical stages: prerequisite analysis testing and hypothesis testing. These stages played a crucial role in ensuring the validity and reliability of the data and in drawing meaningful conclusions from the research findings. Each stage is outlined in more detail below:

#### 1. Prerequisite Analysis Test

The prerequisite analysis test involved a normality test to determine whether the regression model in the study followed a normal distribution (Rukajat, 2018). The Shapiro-Wilk test was employed for this purpose, with the following criteria:

- a. If the probability value  $> 0.05$ , the distribution is considered normal.
- b. If the probability value  $< 0.05$ , the distribution is considered abnormal.



## 2. Hypothesis Testing

Hypothesis testing was conducted using the Paired Sample T-Test to assess the effectiveness of the treatment. Data analysis was performed with the IBM SPSS Statistics 25 software. The decision-making guidelines for this test, based on the significance (sig) value, are as follows:

- a. If the significance value  $> 0.05$ , the hypothesis ( $H_a$ ) is rejected.
- b. If the significance value  $< 0.05$ , the hypothesis ( $H_a$ ) is accepted.

## Results and Discussion

### Results

This study examines the impact of ChatGPT as a digital learning media on students' learning motivation and achievement in English among eleventh-grade students at MAN 1 Surakarta in the 2024/2025 academic year. Using a one-group pretest-posttest design, the research involved 34 students from class XIF9. Data collection included pre-tests, treatments, and post-tests, with motivation measured through a 20-item questionnaire and achievement assessed via 20 multiple-choice questions. Descriptive statistical analysis, including mean, median, mode, and standard deviation, was conducted using IBM SPSS Statistics 25.

### Result of Students' Learning Motivation

#### 1. Students' Learning Motivation Before Treatment

Before using ChatGPT, students completed questionnaires and tests. The average motivation score was 66.35 (SD = 10.462) with a Median of 66, a Mode of 62, a Maximum Score of 84, and a Minimum Score of 41.

**Table 1. Descriptive Statistic Questionnaire Before Treatment**

Mean	Median	Mode	N Max	N Min	Std. Deviation
66.35	66	62	84	41	10.462

#### 2. Students' Learning Motivation After Treatment

Following the implementation of ChatGPT, motivation scores significantly increased to 85.15 (SD = 5.040), with a Median of 84.5, a Mode of 83, a Maximum Score of 97, and a Minimum Score of 77.

**Table 2. Descriptive Statistic Questionnaire After Treatment**

Mean	Median	Mode	N Max	N Min	Std. Deviation
85.15	84.5	83	97	77	5.040

### **Result of Students' Learning Achievement**

#### **1. Students' Learning Achievement Before Treatment**

Before using ChatGPT, students completed tests. The average motivation score was 54.85 (SD = 8.571) with a Median of 55, a Mode of 55, a Maximum Score of 70, and a Minimum Score of 45.

**Table 3. Descriptive Statistics Test Before Treatment**

Mean	Median	Mode	N Max	N Min	Std. Deviation
54.85	55	55	70	45	8.571

#### **2. Students' Learning Achievement After Treatment**

Following the implementation of ChatGPT, test scores significantly increased to 80.65 (SD = 7.202), with a Median of 82.5, a Mode of 85, a Maximum Score of 95, and a Minimum Score of 70.

**Table 4. Descriptive Statistics Test After Treatment**

Mean	Median	Mode	N Max	N Min	Std. Deviation
80.65	82.5	85	95	70	7.202

### **Prerequisite Test Analysis**

A normality test using the Shapiro-Wilk method confirmed that both pre-test and post-test (Questionnaire and Test) data were normally distributed (sig > 0.05), validating their suitability for further statistical analysis.

**Table 5. Normality Test Shapiro-Wilk (Questionnaire)**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre_Test_Questionnaire	,122	34	,200	,972	34	,512
Post_Test_Questionnaire	,129	34	,162	,963	34	,306

Based on Table 5, the results of the normality test show that the significance value (2-tailed) for questionnaires from the pre-test questionnaire is 0.512 and the post-test questionnaire is 0.306, which are greater than 0.05. This implies that the data follows a normal distribution, as it exceeds the significance threshold of 0.05, making it appropriate for further analysis.

**Table 6. Normality Test Shapiro-Wilk (Test)**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre_Test_(Test)	,140	34	,088	,960	34	,244
Post_Test_(Test)	,143	34	,074	,938	34	,053

Based on Table 6, the results of the normality test show that the significance value (2-tailed) for test from the pre-test is 0.244 and the post-test is 0.053, which are greater than 0.05. This implies that the data follows a normal distribution, as it exceeds the significance threshold of 0.05, making it appropriate for further analysis

**Result Test of Hypothesis**

This hypothesis test is used to determine whether or not the impact of the use of ChatGPT as digital learning media. The hypotheses were:

1. Ho: There is no significant influence of ChatGPT as digital learning media on student' learning motivation and learning achievement in learning English.
2. Ha: There is a significant influence of ChatGPT as digital learning media on student' learning motivation and learning achievement in learning English.

The Paired Sample T-Test results indicate that:

The questionnaire mean score was -18.794, the Standard Deviation was 12.343, The Standard Error Mean was 2.117, and tcount was 8.879 with a significance (2-tailed) of 0.000.

**Table 7. Paired Sample T-Test (Questionnaire)**

		Paired Samples Test								
		Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Pair 1	Pre Test - Post Test	-18,794	12,343	2,117	-23,101	-14,487	8,879	33	,000	

The test mean score was -27.794, the Standard Deviation was 10.090, The Standard Error Mean was 1.730, and tcount was 16.062 with a significance (2-tailed) of 0.000.

**Table 8. Paired Sample T-Test (Test)**

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower		Upper			
Pair 1	Pre Test - Post Test	-27.794	10.090	1.730	-31.315	-24.274	16.062	33	,000

Since the  $t_{\text{count}}$  values 8.879 for the questionnaire and 16.062 for the test, exceed the  $t_{\text{table}}$  value (2.035),  $H_0$  is rejected, and  $H_a$  is accepted. Additionally, the significance value (0.000) is below 0.05, confirming that ChatGPT significantly enhances students' learning motivation and achievement. Thus, the hypothesis is accepted at a 5% significance level.

### **Discussion**

Initially, students in class 11F9 at MAN 1 Surakarta faced challenges in understanding lessons due to monotonous teaching methods, leading to low motivation and academic performance. Based on observations and interviews conducted at MAN 1 Surakarta, it was found that the application of technology in learning remains relatively low, contributing to a decline in students' interest in learning. This issue arises because classroom activities are often repetitive and lack variety. Although classrooms are equipped with LCD projectors, the teaching methods remain predominantly traditional, relying heavily on lectures and evaluations through direct question-and-answer sessions or assignments submitted via paper, books, Gmail, or Google Classroom. Some teachers still depend on textbooks and emphasize note-taking rather than more interactive approaches.

The lack of technology integration in learning results in reduced student involvement in the learning process. According to Robert Gagné (1985) said that the importance of varied learning media can increase student motivation. The digital learning media used aims to meet the needs of students' learning styles so that students are more interested and more motivated by the material that can be taught. The role of teachers is also very large in achieving success in the learning process, of course, in implementing varied digital learning media, so that it can increase student motivation in learning. According to Arianti (2018) said that the role of teachers greatly influences student motivation, and the main goal is to achieve and improve the quality of learning in the learning process. It is hoped that the use of AI in the form of ChatGPT can be used as a teacher, one of the variations of

teaching media, to motivate students and enhance learning achievement, especially in learning English.

The implementation of technology has brought significant changes in the world of education, especially in learning methods. According to Andi Kurniawan (2022), digital learning is a learning medium that is carried out digitally without having to wait for internet access to be able to start the lesson. This means that e-learning in the past, in today's era is called a digital learning method.

Learning motivation is also one of the important factors in learning. According to Sardiman (2014) states that learning motivation is the driving force within students that gives rise to learning activities, which guarantees the continuity of learning activities and provides direction to learning activities so that the goals desired by students can be achieved. According to Uno (2016), several intrinsic factors indicate learning motivation. These include students' interest and attention in learning, their desire to gain new knowledge, and their active involvement in the learning process. Additionally, students' independence in learning, willingness to overcome difficulties, and consistency and perseverance in studying play a crucial role. Furthermore, recognition of learning achievements and students' satisfaction with their learning outcomes also contribute to their overall motivation.

Learning achievement is a complex process that involves changes in various aspects of an individual, including knowledge, attitudes, and behavior, which are influenced by experience and conscious activity. According to Djamarah (2012), learning achievement is the result obtained in the form of impressions that cause changes in the individual as a result of learning activities. Each student has different learning outcomes or achievements, depending on their learning process. These achievements can range from low, medium, to high, depending on the results of the evaluation and assessment carried out. By leveraging current technological advancements, such as the use of AI tools like ChatGPT in learning, it is expected to facilitate access to education from anywhere and enhance students' learning motivation and learning achievement, especially in English.

Before using ChatGPT, learning was mainly lecture-based, limiting student engagement. The pre-test results showed the lowest score at 45 and the highest at 70, with a mean of 54.85. After implementing ChatGPT, the post-test results improved significantly, with the lowest score at 70, the highest at 95, and a mean of 80.65.

A hypothesis test using SPSS 25 and a paired sample t-test confirmed ChatGPT's positive impact. The t-test results for the questionnaire (tcount =

8.879) and test ( $t_{\text{count}} = 16.062$ ) were greater than the  $t_{\text{table}}$  value of 2.035 at a 5% significance level, leading to  $H_0$  rejection and  $H_a$  acceptance. This proves that ChatGPT significantly enhances student motivation and learning achievement in English.

Previous studies have also examined the impact of technology on student learning and motivation. Ersyanda Yunarzat (2024) investigated the use of ChatGPT in class 10 Accounting at SMK Negeri 6 Makassar and found that it was effective, with an average assessment score of 3.43 across 19 aspects. Students' motivation was also categorized as effective, with a score of 3.22 from 15 aspects. Amanda Putri Rahayu (2023) evaluated ChatGPT's acceptance by Indonesian students, revealing that 71% of 360 respondents were highly accepting, 25% accepted, 14% were neutral, and only 0.3% rejected it. Muhamad Salwan Syahrianda (2024) studied ChatGPT-based information search behavior at SMA Negeri 2 Cianjur, demonstrating that the platform enhanced students' understanding and skills through two learning cycles, leading to faster and more confident use. Finally, Aryo Wibi Pradana (2024) explored the impact of Quizziz on English learning motivation among 10th-grade students at MAN 1 Surakarta, showing a 5% influence with statistically significant results ( $t_{\text{count}} = 37.787 > t_{\text{table}} = 2.060$ ), leading to the acceptance of the alternative hypothesis ( $H_a$ ). These studies highlight the growing role of AI-based tools and interactive media in enhancing learning outcomes and student engagement.

## Conclusion

Based on the pre-test and post-test data analysis using the t-test, it is evident that utilizing ChatGPT as a digital learning media positively influences student motivation and learning achievement in English for eleventh-grade students of MAN 1 Surakarta in the 2024/2025 academic year. The Shapiro-Wilk test confirmed that the data were normally distributed, with pre-test and post-test significance values exceeding 0.05. The students' average motivation score increased from 66.35 to 85.15, while their test scores improved from 54.85 to 82.62 after implementing ChatGPT.

Statistical analysis using IBM SPSS Statistics 25 and the paired sample t-test indicated a significance value of 0.000 ( $<0.05$ ), leading to  $H_0$  rejection and  $H_a$  acceptance. The  $t_{\text{count}}$  values for the questionnaire (8.879) and test (16.062) exceeded the  $t_{\text{table}}$  value (2.035) at a 5% significance level, confirming a significant impact.

The hypothesis stating that "ChatGPT as a digital learning media influences student motivation and learning achievement in English" is statistically proven.

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## REPRESENTATIVENESS BIAS IN SYLVIA TOWNSEND WARNER'S *THE PHOENIX*

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### Abstract

This article investigates matters of representativeness bias in Sylvia Townsend Warner's short story in 1940 entitled *The Phoenix*. This story tells about a phoenix displayed to death to show amusement of fire. However, the phoenix died as the fire came out and burned the place including the owner and the spectators. Then, how is representative bias illustrated on Sylvia Townsend Warner's *The Phoenix*? Through qualitative methods on psychological and literary studies, this article asserts the owner's misconception of the phoenix. The bird's specialty was its rare exoticness and myth about being immortal. The owner was shadowed with greed by opposing the true state of nature. He then had to accept the bitter truth of death as the pyre burned all out including himself and other persons. In conclusion, the story shows how representative bias accompanied with greedy thought may ignore otherness by accentuating mere profit.

**Keywords:** Amos Tversky, Daniel Kahneman, Representativeness Bias, Sylvia Townsend Warner, *The Phoenix*

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### Introduction

Modern perspectives are indicated through human's sole abilities to define everything. That indication then results in positivity in which people must enable themselves to reach certain things, to measure countable numbers, and to predict the outcome (Luo, 2012; Sina, 2014). Those three aspects psychologically are almost impossible. There will always be things out of human's grasp.



However, people keep holding to total certainty that actually brings them into further fallacy. The fallacy is resulted from various biases among human perceptions (Annasai et al., 2023; Lien & Yuan, 2015; Tversky, 2005). One of them is representativeness bias that shows how people could predict everything but that is never predictable at all.

Published in 1940, *The Phoenix* is Sylvia Townsend Warner's short story about a phoenix that is inherited by a Lord (Warner, 2020). The next owner puts it in an amusement park but its existence is not good enough to make more profit. The new owner decides to kill the bird as it is believed that its death will burst fire that is really good for further amusement (Harman, 1989). The bird then died alongside the new owner and everyone who watched its death. It is due to the burst not merely fire, but flame and blaze that burns thousand people and their surroundings.

Then, how is representative bias illustrated on Sylvia Townsend Warner's *The Phoenix*? This paper would like to expose the deed by the owner is caused by the representativeness bias. He only thinks about being greedy to get more money from the bird. He even never cares if the bird dies. As the death of the phoenix comes, it brings everyone with it. The blaze of the flame burns everyone down without any hesitation. It is due to negligence of natural objects done by the new owner to the phoenix.

By asserting this article, there are some significances to be attained. The first is to focus on literary work as reflection of everyday life, including Warner's short fiction *The Phoenix*. The second is to intertwine the ideas between literary and psychological studies especially in the sense of short fiction and representativeness bias. The third one is bring forward the idea of ecocriticism in Warner's short story by underlining its psychological bias regarding human's greed towards environmental matters.

## Research Method

By using a qualitative method, certain concepts and written data are analyzed to answer the question in this paper. Written through description, online and offline scripts are used to explain correlations between Sylvia Townsend Warner's *The Phoenix* and representativeness bias supported by Amos Tversky and Daniel Kahneman alongside literary concepts and psychological ideas. Representativeness bias happens when stereotypes cloud any kind of decision, especially driven by human desire. This concept is used in this research to underline how psychological bias is reflected in literary work as mirror of realities in everyday life. Online and offline scripts are derived from books and journals to understand shown matters. The data analysis includes obtaining sources, reading sources carefully, comparing with other issues, quoting into paper, and writing down in reference lists. The research data comes from both Warner's short story and Tversky and Kahneman's arguments. Each of them is read then broken down into its every particular element. The discourses of the short story are mainly included to pinpoint significance of representativeness bias through the premises and logics used in Tversky and Kahneman's ideas. The following analyses then include how the story illustrates greedy domination towards natural objects.

Here, Warner's short story is the object while Tversky and Kahneman's idea is a tool to analyze. More elaborations related to opposite analysis are also provided in addition furthermore.

## Results and Discussion

### Results

#### Greed and Domination over Natural Things

The short story of Warner tells about a phoenix, a mythical bird that has been treated differently by both of the owners. The former one is Lord Strawberry who had an aviary and the latter one is Mr. Poldero who has an amusement park (Harman, 1989). The difference is intact to the end of the story. In further matter, the treatments done by those two persons include how humans actually get involved with nature. While one admired and preserved it well, the other one gained profits out of it by dominating it in various matters to earn more money.

Lord Strawberry treated the bird in its best condition. He put it in a big cage where it could fly freely. The bird was his dream came true therefore after getting the bird, Lord Strawberry treated it well. Even though there were times when the phoenix no longer received attention from the public, there was no sense of domineering towards the phoenix even though he had earned it with great difficulties (Warner, 2020). This idea indicates how Lord Strawberry did not make the phoenix the object of gaining wealth or popularity. He could make the phoenix an object that can amuse the public so that creature will make him a lot of money, but he did not do it. It could be seen below;

*Finally Lord Strawberry went himself to Arabia, where, after some months, he found a phoenix, won its confidence, caught it, and brought it home in perfect condition. It was a remarkably fine phoenix, with a charming character – affable to the other birds in the aviary and much attached to Lord Strawberry. On its arrival in England it made a greatest stir among ornithologists, journalists, poets, and milliners, and was constantly visited. But it was not puffed by these attentions, and when it was no longer in the news, and the visits fell off, it showed no pique or rancour. It ate well, and seemed perfectly contented. (Warner, 2020)*

When Lord Strawberry died, he left nothing. His wealth has gone away to totally keep the phoenix in good health. The birdseed at that time was high in price since the war had just ended (Warner, 2020). The phoenix's destiny then must face turbulence. Many people suggest that it should go to the zoo, but then it was auctioned. When The London Times opened a fundraiser so that the phoenix could be at the London Zoo, students, naturalists, and schoolchildren donated to charity. Initially, Mr. Poldero won the phoenix at auction, indeed, because he felt that the bird would be useful for his circus troupe. Because of that, greed emerged from within Mr. Poldero. This is indicated below;

*It costs a great deal of money to keep up an aviary. When Lord Strawberry died he died penniless. The aviary came on the market. ... as it happened Lord Strawberry died just after a world war, when both money and bird-seed were hard to come by (indeed the cost of bird-seed was one of the things which had ruined Lord Strawberry). The London Times urged in a leader that the phoenix be bought for the London Zoo ... Students, naturalists, and school-children contributed according to their means; but their means were small, and there were no large donations. So Lord Strawberry's executors ... closed with the higher offer of Mr. Tancred Poldero, owner and proprietor of Poldero's Wizard Wonderland. (Warner, 2020)*

At first, when Mr. Poldero got the bird, he achieved much attention since he got much public support. He shows the bird to many people as he hopes to get more profit from it. However, the bird does nothing. He only flies from here to there without doing any interesting action. There is no uniqueness of the bird that people could see (Harman, 1989). It is true that the bird is mythical, but there it is doing nothing better. The bird slowly loses popularity since it does not shape further interests for many people. The ideas are noted below;

*For quite a while Mr. Poldero considered his phoenix a bargain. It was a civil and obliging bird, and adapted itself readily to its new surroundings. It did not cost much to feed, it did not mind children; and though it had no tricks, Mr. Poldero supposed it would soon pick up some. The publicity of the Strawberry Phoenix Fund was now most helpful. Almost every contributor now saved up another half-crown in order to see the phoenix. ...*

*But then business slackened. The phoenix was as handsome as ever, and amiable; but, ... Even at popular prices the phoenix was not really popular. It was too quiet, too classical. So people went instead to watch the antics of the baboons, or to admire the crocodile who had eaten the woman. (Warner, 2020)*

Mr. Poldero starts to get worried about the bird, especially since the phoenix does not give him much money because people no longer pay attention to it. The phoenix is just a graceful bird that does not do anything. His desire that the phoenix could soon give him wealth again, made him have the thought to make a life story for the phoenix. Then, he starts to plan something cruel with his manager, Mr. Ramkin. He would like to squeeze more profit out of the bird (Warner, 2020). The conversations between Mr. Poldero and Mr. Ramkin show that Mr. Poldero has a trick for the bird to create and to get the benefits he wants. He hatches a scheme so that the Phoenix could make money for him again. The path in realizing his desire to get back a lot seems very inappropriate.

There are three things that he does to the bird. First, he would make it as a collateral for the insurance. Second, he makes up a story about the bird that will bring out a big amusement for everyone but it has to stand above a

scented wood. Third, he forcefully ages the bird so that it could die to make better amusement that may gain more money in advance. Those are indicated below;

*One day Mr. Poldero said to his manager, Mr. Ramkin:*

*"How long since any fool paid to look at the phoenix?"*

*"Matter of three weeks," replied Mr. Ramkin.*

*"Eating his head off," said Mr. Poldero. "Let alone the insurance. Seven shillings a week it costs me to insure the Archbishop of Canterbury."*

*"The public don't like him. He's too quiet for them, that's the trouble. Won't mate nor nothing. And I've tried him with no end of pretty pollies, ospreys, and Cochin-Chinas, and the Lord knows what. But he won't look at them." ...*

*We'd advertise it beforehand, of course, work up interest. Then we'd have a new bird, and a bird with some romance about it, a bird with a life story. We could sell a bird like that."*

*"PANSY. Phoenix phoenixissima formossissima arabiana. This rare and fabulous bird is unique. The World's Old Bachelor. Has no mate and doesn't want one. When old, sets fire to itself and emerges miraculously reborn. Specially imported from the East." ...*

*"I've read about it in a book," he said. "You've got to give them scented woods and what not, and they build a nest and sit down on it and catch fire spontaneous. But they won't do it till they're old. That's the snag."*

*"Leave that to me, " said Mr. Poldero. "You get those scented woods, and I'll do the ageing." (Warner, 2020)*

The plans are going well. The first one is to get money to advertise the news. The second one is to attract more people to come. The third is the ultimate yet the cruelest one as a plan. Mr. Poldero, helped by Mr. Ramkin, will kill the phoenix slowly to get the best show at the end. The phoenix is hoped to bring out a big fire that will make people amused. Indeed, it will result in more money for Mr. Poldero. To do the inhumane plan, Mr. Poldero reduces the food of the bird, and then he puts other birds and alley cats to attack the phoenix. However, none succeeds. Then, Mr. Poldero decides to not only age the bird, but also to torture it. Since the phoenix is from Arabia with a dry desert climate, he abuses the bird by putting a sprinkle of water above it. It is done to make it sick. Then, the bird starts to cough and Mr. Poldero gets ready for the next phase. Those cruel actions are seen below;

*It was not easy to age the phoenix. Its allowance of food was halved, and halved again, but though it grew thinner its eyes were undimmed and its plumage glossy as ever. The heating was turned off; but it puffed out its feathers against the cold, and seemed none the worse. Other birds were put into its cage, birds of a peevish and quarrelsome nature. They pecked and chivied it; but the phoenix was so civil and amiable that after a day or two they lost their animosity.*



*Then Mr. Poldero tried alley cats. These could not be won by manners, but the phoenix darted above their heads and flapped its golden wings in their faces, and daunted them.*

*Mr. Poldero turned to a book on Arabia, and read that the climate was dry. "Aha!" said he. The phoenix was moved to a small cage that had a sprinkler in the ceiling. Every night the sprinkler was turned on. The phoenix began to cough. Mr. Poldero had another good idea. Daily he stationed himself in front of the cage to jeer at the bird and abuse it. (Warner, 2020)*

Then, the day has come for the final show. The sickened bird has made Mr. Poldero succeeded in inviting thousands of people to come. Indeed, he smiles since he gets a lot of money and he will gain more fame by the bird that will make a great show afterwards. He does not care whether the bird will die. Mr. Poldero is willing to torture living beings who have no fault whatsoever for him. His attitude is so domineering because the Phoenix is a very elegant and defenseless bird. Mr. Poldero feels that he had bought the bird, so he would be free to do whatever he wanted with it. His greed continues to make him do even more terrible things in order to achieve his goal of making the Phoenix grow old quickly. He only regards the money, as it is what he hopes ultimately by owning the phoenix. This is seen below;

When spring was come, Mr. Poldero felt justified in beginning a publicity campaign about the ageing phoenix. The old public favorite, he said, was nearing its end. Meanwhile he tested the bird's reactions every few days by putting a few tufts of foul-smelling straw and some strands of rusty barbed wire into the cage, to see if it were interested in nesting yet. One day the phoenix began turning over the straw. Mr. Poldero signed a contract for the film rights. At last the hour seemed ripe. It was a fine Saturday evening in May. For some weeks the public interest in the ageing phoenix had been working up, and the admission charge had risen to five shillings. The enclosure was thronged. (Warner, 2020)

Mr. Poldero is very confident that the bird will show great amusement by growing fire from its near-death condition. The death is the main show that will shape a big fire. Many people watch the cage enthusiastically. Even some directors of documentary films come to record the historical event. Those are included below;

*"The phoenix," said the loud-speaker, "is the aristocrat of bird-life. Only the rarest and most expensive specimens of oriental wood, drenched in exotic perfumes, will tempt him to construct his strange love-nest." ...*

*"The phoenix," the loud-speaker continued, "is as capricious as Cleopatra, as luxurious as la du Barry, as heady as a strain of wild gypsy music. All the fantastic pomp and passion of the ancient East, its languorous magic, its subtle cruelties..."*

*The cameras clicked, the lights blazed full on the cage. Rushing to the loud-speaker Mr. Poldero exclaimed:*

*"Ladies and gentlemen, this is the thrilling moment the world has breathlessly awaited. The legend of centuries is materializing before our modern eyes. The phoenix..." (Warner, 2020)*

At last, the phoenix dies. Indeed, it brings amusement. Its death triggers fire. However, it is not a usual fire in its bigger form. It is a flame, such a pyre that is so big that burns all things around the phoenix. All of the people including Mr. Poldero and Mr. Ramkin are burned. They all perished on the fire alongside all of the spectators. The ending is indicated below;

*A quiver stirred the dulled plumage. The phoenix turned its head from side to side. It descended, staggering, from its perch. Then wearily it began to pull about the twigs and shavings.*

*The phoenix settled on its pyre and appeared to fall asleep.*

*At that moment the phoenix and the pyre burst into flames. The flames streamed upwards, leaped out on every side. In a minute or two everything was burned to ashes, and some thousand people, including Mr. Poldero, perished in the blaze. (Warner, 2020)*

In the short story of *The Phoenix*, there are several points that show how greed and a domineering attitude toward something can really happen, as what Mr. Poldero did against the phoenix that he got. The situation from the start to the end shows how the phoenix is only seen as a tool to squeeze more money for Mr. Poldero after Lord Strawberry died. The story done brilliantly by Warner indicates how the natural thing is being dominated by humans (Warner, 2020). The domination is also accompanied by matters of greed to reach more wealth. This is indeed a matter of exploitation of natural aspects in its worst condition. That condition is the destruction or death itself. Nature that should be preserved then is destroyed unequivocally by human beings (Tversky, 2005). Humans show themselves as the owners of this world. They think that they are the only ones that could gain more advantages by doing anything including bringing havoc to natural beings. Mr. Poldero is in such a condition of bias. It is such prejudice done to something. Later, prejudice becomes the dominant aspect that affects all decisions. In this story, his intention to gain more profit has blinded his mind to kill the mythical bird.

## ***Discussion***

### **Representative Bias and Its Continuation**

Formerly, representative bias is a matter related to economic aspects. Often in financial matters, people cannot think rationally, and most of them want a snappy way to get immense results (Irshad et al., 2016; Sina, 2014). This shows that the representative bias relates to money and thoughts that are gambling or not knowing what the final result will be. In business, investment and decisions often show how a person behaves irrationally as a result of frequent representativeness bias (Azhari & Damingun, 2021; Luo, 2012).

The situation then is quite related to psychological matters in which people used to think based on what has happened before. People tend to be careless of what will happen in the future (Papachristou, 2004; Xu & Harvey, 2014). Their ideas are stated only in present times by thinking that the future one may be similar to the present condition. Indeed, this is not wrong since people used to think in consistent condition. They also need such consistency in deeper conditions, for example identities (Djanarko & Pasopati, 2019; Smarandreetha et al., 2023). By being consistent, they may also conform to whatever may come in the future.

However, that psychological idea is about a bias. The rationality behind that idea is quite forceful to be applied in everyday life. If many things are coined as so, another one or the other may become so as well (Papachristou, 2004; Tyran, 2011). If this and that have the same rules, another will follow the same. That idea applies to almost anything, from economic to social and political decisions. There is such inevitability built based on relative condition (Ruslim, 2021; Tyran, 2011). In fact, being relative is ignored since the doers have prioritized the matter of things being inevitable to them. This is such a fallacy that may see that one aspect is quite related to the other in whatsoever. Even if it is not totally related, only an aspect about it could bring such biased trust that may start another action to be realized (Kovic & Kristiansen, 2017; Lien & Yuan, 2015).

Therefore, this bias is also named as gambler's fallacy. In this case, even if someone never wins, he/she will always bet since he/she believes that winning is such certainty (Tyran, 2011; Xu & Harvey, 2014). Actually, it is not a matter of certainty, but such a chance that will never contain any sureness in advance. Besides, whenever a gambler sees another person win, it brings him for definition to keep doing such gambling. Then, it becomes an addiction, not because he/she is always winning, but because he/she is waiting for the right time to win (Ayton & Fischer, 2004; Kovic & Kristiansen, 2017). Moreover, that win is believed to be bombastic with a lot of profits. Nevertheless, any profit that someone gets will never be in a similar amount of what he/she has ever gambled with. It is only a matter of satisfaction that is illusionary since it is based on unstable bias (Ayton & Fischer, 2004; Ruslim, 2021).

Representativeness bias is decision-making based on stereotypical or analogy thinking (Ruslim, 2021; Sina, 2014). It will cause people to make wrong financial decisions, namely decisions in which something does not increase wealth. There is also a study where people tend to carry out representative bias due to a past trend, so they have the desire to do the same thing even though in reality they will not know what results they will get later (Ayton & Fischer, 2004; Luo, 2012). It arises because one's belief in something that has happened is expected to happen again, a thought that is actually based solely on a desire established on greed.

Greed is well-known since it concerns humans. Humans are believed to have the basic nature to continue to desire more results than what they have achieved. The thinking of representative bias grounds greed dominating people's minds (Stöckl et al., 2015; Tversky, 2005). People do want immense



results for what they do, which will make people do greedy things to execute their will considering that human desires are boundless. In many aspects, the matter of greed is quite natural in humans' minds since they are destined to always want anything (Ayton & Fischer, 2004; Stöckl et al., 2015). However, what they want is quite different from what they need. Then, greed is a matter of satisfying desire rather than fulfilling need, especially every day.

Instance for greed is this one. Someone may be full in eating a fish by taking it from the sea. However, that someone wants more than a fish though he is already fulfilled. Then, he/she takes more fish to be sold. From the money, he/she could buy a car. That car is the greedy point of fishing a fish. It has transformed the matter of an object into an object of desire. It is not seen as it is but how it has become such a tool to satisfy the subject. However, the subject him/herself is not as a whole either since he/she will always have lacks that may procreate another greed in the following (Kovic & Kristiansen, 2017; Tversky, 2005).

Needs and wants are different things. Moreover, today, modern industry is working hard to successfully translate desire into needed motivation (Bougheas et al., 2015; Lien & Yuan, 2015). Nevertheless, come to think of it, a mere second is enough to realize that cravings are abnormal, urgent, and need immediate gratification. There is still a limit to the magnitude of human needs, but endless desires are not. Ultimately, maximum satisfaction can even be achieved with limited production results (Irshad et al., 2016; Tversky, 2005). Greed is often considered negative, which is because greed arises from negative behavior that often harms others. This is because to attain the goal of greed, humans usually tend to do bad deeds. Being controlled by greed also creates a feeling of being more dominant over something; naturally, humans will feel the most in authority and can justify various methods as long as they can achieve their goals (Annasai et al., 2023; Kovic & Kristiansen, 2017; Lien & Yuan, 2015).

Matter of representative bias could not be separated from greed. Moreover, its shift from economical to psychological points also expand understanding of it into matters of cultural studies (Bougheas et al., 2015; Clegg et al., 2015). That extension also touches on matters of literature in which its characters are a reflection of how people think, act, and deny in everyday life. Therefore, such bias is not a separate matter from everyday life (Adiputra, 2021; Sudani & Pertiwi, 2022).

The bias matters of humans' life so it is possible also to be found in literature. In literature, matters of cultural studies enrich the idea of element of surprise (Pasopati, 2016; Tversky, 2005). In many literature, it is commonly understood as a twist. Somehow, that twist is not without any precedent, but due to any ignorance done from former doings. In this case, ignorance is not a matter of being passive, but such an active one that is seen as a result or consequence of such action beforehand.

In other words, being ignorant is also rational since it is a matter of choice. If someone chooses this and leaves the others, he/she is doing ignorant action toward the other. It becomes worse if it is simultaneously

joined with greed (Salman et al., 2020; Wood & Griffiths, 2009). He/she as the doer will continue to ignore anything and prefer this one than the other. The reason behind it is no longer a matter of choice in the case of freewill, but a dominating desire that has controlled the person in certain actions (Azhari & Damingun, 2021; Barron & Leider, 2010). The reason could be the winning of id in unconscious matter. Matter of the supersized ego that comes out easily as reflection of id also enables that idea to be realized. Even the failure of superego in indication of written and unwritten regulations and habits to deter the id to be satisfied anytime could also be the main source of such ignorance (Listyaningsih et al., 2023; Sarmi et al., 2023).

### **The Bias and Fallacy of Unprecedented Outcome**

The short story of the phoenix indeed indicates such representativeness bias inside. The main indication is seen in unequivocal relation between the bird and Mr. Poldero (Warner, 2020). Many times, he would like to squeeze more money out of it. He even did not care if his deed would slowly kill the bird. What he desired was merely fame and money. Those two aspects then at the end dominated him in reverse and brought him to horrible death.

In the story, Mr. Poldero is seen as a gambler who would like to give something to gain more profit. He knew that it was uncertain, but he believed it blindly that it would be exact in this true time (Luo, 2012; Stöckl et al., 2015). This is such a bias that plays merely on representation of the former condition. He thought he could predict everything. Later, what he really got is not fame but such bad results as a consequence of his own action in the past (Aulia et al., 2022; Warner, 2020). He imagined he could predict more outcomes, but he could not even predict his own ending.

There are four proofs in Warner's short story that contain matters of representative bias. In this story, the bias is the result of dominative desire alongside with the greedy action done by Mr. Poldero. First proof is that Mr. Poldero bought the bird at the auction since he wanted the fame inherited from the popularity of Lord Strawberry when he had that phoenix. Mr. Poldero thought that the fame will be gotten easily without considering why and how Lord Strawberry has treated the bird before (Warner, 2020). He also assumed that the bird is expensive since it is a matter of treasure. Moreover, the phoenix for him is only a thing or even a tool to enhance more popularity.

In this case, Mr. Poldero is dictated by the representativeness bias. He saw that other things auctioned could gain more popularity that is so instant and constant to the owner. However, consistency of fame is not endless (Tversky, 2005; Wood & Griffiths, 2009). Lord Strawberry could preserve the popularity since he treated the bird very well. He bought the best seed and built a big cage for the bird. In reverse, Mr. Poldero only put the bird in a small cage with bad treatment (Warner, 2020). Even he later hurt the bird so much until finally it faced its death severely.

Mr. Poldero's action also represented greed since he did not want to do much but would like many returns in advance. He did not want to struggle

more since what he wanted is instant fame with a long lasting situation. He assumed that he had sacrificed his money to buy that bird. However, he did not win the bird like what Lord Strawberry did before (Warner, 2020). He only saw the bird as such a complementary animal. He even did not know the origin of the bird before he checked about it later. This is why he never got satisfied with the existence of the bird. It is due to his final wish is not the bird itself, but the attributes coming out from it, especially fame and wealth.

Second, Mr. Poldero presumed that the phoenix is so great in its own existence. He did not care about the historical background of the bird. It is in line with his job as owner of wonder world or amusement park. This is very contrast with what Lord Strawberry did. The Lord has a big cage like a zoo for the phoenix, while Mr. Poldero only had a small place designed for the public to pay, to come, to see, and to satisfy any curiosity within people's mind (Warner, 2020). The Lord found the bird as his dream came true, but Mr. Poldero only saw the phoenix as an instrument to collect more funds.

Moreover, the idea of a wonder world also shaped Mr. Poldero's mind about the bird. He misunderstood the bird to do acrobatic or bizarre action like what other animals do in a circus. That is why he was quite surprised that the phoenix did nothing besides flying around with no particular intention. The bird's intention to live did not match with Mr. Poldero's purpose to have more money. This is out of his presumed prediction. He is lost in the bias of having representation of other things (Kovic & Kristiansen, 2017; Tversky, 2005). He did not treat the phoenix in its mythical context. Even he defined the bird only as a pet that could be exhibited to sell more tickets.

The idea of ignoring the phoenix as a mythical creature indicates that Mr. Poldero did not care about natural things. He looked at the phoenix like other animals with the same exoticness. However, the matter of being exotic is not because the animals are rare, but due to the idea that those could do unpredicted actions for example eating a whole woman (Warner, 2020). He did not consider the animal as it is but only to what kind of profitable predicate that may be attached to the creature.

The deed of Mr. Poldero is the exploitation of natural creatures. He did not see the phoenix as it is. Nevertheless, he dictated the values of the bird according to his sole purpose. He thought that he could define anything, yet nature is always going out of any definition. Humans' minds will never catch the wholeness of nature (Fadiyah et al., 2023; Harman, 1989). Not only because humans are part of it, nature is related to any wilderness of life that could never be totally tamed. In this case, how the phoenix created a blaze is a reflection of the winning of nature against humans' greed over it.

Third proof is a crucial indication of Mr. Poldero's action in making the bird a source of money. He did not win the auction to sell the bird afterwards. He would like to squeeze more out of it by selling the suffering of the bird. He quite understood that the bird itself did not contain money. Therefore, he needed to make up stories about it mating then dying instantly (Warner, 2020). This is the true involvement of Mr. Poldero in killing animals. He only

used the phoenix as a tool to gain more profit. If it does not give enough funds, he will find another way to exploit the animal furthermore. At any cost, he must not face loss and has to find more profit afterwards.

The moment people predict something to have an outcome usually results in treating the others unfairly. It is also seen in a tendency to believe that some people or ideas are better than the others (Barron & Leider, 2010; Yuliasuti & Pasopati, 2021). The instance of bias in the story can be seen when Mr. Poldero predicted that most people liked to see the exaggerated life of some creatures. His thoughts were so biased because he used ferocious acts to embody his biased behavior. Later, Mr. Poldero's strategy was executed perfectly. He sold many tickets because many people came to see the dying phoenix. Mr. Poldero only thought about the amount of the money that he could get.

Fourth proof is seen in how Mr. Poldero falsely assumes that the phoenix will die instantly in an interesting fire. This is the ultimate representative bias in this story that is also totally a consequence of uncontrolled greed. He only thought that the phoenix would die and then emerged miraculously reborn after setting fire to itself. He never knew what would happen to the phoenix when it died (Warner, 2020). He could only predict. However, that prediction was not based on mysteries of unknown natural creatures. It is merely based on greed to attain more money in advance.

It turned out that the phoenix would explode into flames that no one could imagine how grand the fire was. Indeed, it is enormous and amazing as well, but it also burned all people who watched the event. The bias is also shown in people who came to see the aging phoenix. They only wanted to see how the phoenix died. Actually, they also enjoyed the suffering of the phoenix. They have the same idea as Mr. Poldero's. The bird was only an amusement to them (Warner, 2020). It was never appreciated as a mythical creature nor in its original situation as a natural creature.

The fallacy arose when Mr. Poldero and the people in the audience used their biased behavior to see or to get something that never existed before. All of them gambled to see something that was never real in usual life (Barron & Leider, 2010; Salman et al., 2020). They wanted to see the abnormality of life while considering that they were all normal people. For sure, the deviated understanding of Mr. Poldero and the audience got them something that they had never really thought of before. They indeed got the best amusement at the end of their lives.

## CONCLUSION

The story of the phoenix indicates representativeness bias done by Mr. Poldero to the bird. What he did is very dissimilar to Lord Strawberry's, as the former owner, treatment to the phoenix. The bias is exposed in this story since Mr. Poldero showed abundant proof of greed and domination over mythical creatures that are also a reflection of natural beings. The proofs are first, Mr. Poldero won the auction of the bird since he wanted the fame that is not really constant at the end. Second, Mr. Poldero presumed that

the phoenix is so great in its own existence that he ignored that it is only a bird that needs to live freely in the wild. Third proof is a crucial indication of Mr. Poldero's action in making the bird a source of money. The fourth proof as the ultimate one is in how Mr. Poldero falsely assumed that the phoenix would die instantly in an interesting fire. The fire is not usual or even normal at all. Such pyre, flame, or blaze came out and easily burned all surrounding people down.

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## PUBLIC AWARENESS: THE KEY TO IMPROVE CHILDREN'S ENGLISH READING SKILL

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### Abstract

This study aims to analyze the awareness of the community in Bulu village, Kraksaan, towards the importance of English reading skills in children. This research uses qualitative methods with instruments of questionnaires, documentation, and questions involving 10 parents and 15 children in Bulu village. The results of the analysis show that most people understand the importance of English reading skills, but some parents still do not realize the importance of English education in everyday life. In addition, children in Bulu village also lack motivation about the importance of English education due to the lack of support from parents and the surrounding community. Therefore, community awareness is very important to help the development of children English reading skills. This research has implications for the importance of increasing community awareness and support from parents and the surrounding community in improving children's English reading skills.

**Keywords:** *public awareness, children motivation, reading skill*

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### Introduction

The importance of English reading skills in children cannot be underestimated, considering that this ability is a crucial foundation for their academic success and personal development in an increasingly competitive globalization era, where English often serves as the medium of instruction in various fields, including education, business, and technology. Public awareness regarding the



importance of reading skills also needs to be increased, as many parents and community members may not fully realize the long-term impact of a lack of reading skills on their children, which can lead to poor academic performance and limited access to better educational opportunities (Wijaya et al., 2022).

Debrah et al., (2021) said that the way to raise public awareness is through literacy programs that involve the entire community. Activities such as workshops, seminars, reading sessions, etc. are organized to enable parents and children to participate in the reading learning process and understand the importance of their role in improving children's reading skills. Research has shown that children who participate in reading activities outside of school experience significant improvements in their reading comprehension. This shows that support from parents and the community can have a significant impact.

Reading comprehension is a fundamental skill that is very important for academic success, especially for children. Reading is a kind of a crucial activity in an attempt to master a certain language (Olbata et al., 2023). In addition, reading plays an important role in the education system because it enhances critical thinking, analytical, and communication skills (Hamdani, 2020). Therefore, developing reading skills is very important and can be done with effective reading strategies such as reading together, discussions, and understanding context. Thus, children can reach their academic potential to the fullest and become lifelong learners .

Reading English plays an important role in facilitating language development, as study conducted by Hamdani (2020). The more students read, the more they develop their vocabulary knowledge and broaden their horizons. According to (Ferdiyanto et al., 2024), reading is a stepping stone to achieving success, both in education and everyday life. By reading, students can enhance their critical thinking, analytical, and effective communication skills. In addition, technology can also play an important role in improving children reading comprehension. Various applications and digital platforms specifically designed for children make the process of learning to read more engaging and interactive (Activitty, 2022).

Parental involvement is one of the biggest support systems for success in teaching and learning. Choosing the best school for their child's education, additional English language learning outside of school is a way for parents to provide support (Islam, 2023). Parents believe that the best schools do not depend on higher monthly fees, but on professional teachers and the system in the school. Research has shown that children who participate in reading activities outside of school experience significant improvements in their reading comprehension. This shows that parental and community support can have a significant impact.

A study conducted by Bautista et al (2024) on public awareness shows that, "Public awareness of the importance of literacy can significantly improve children reading skills." Thus, the above explains that efforts to raise public awareness about reading significantly contribute to creating an

environment that supports the development of children's literacy skills. Furthermore, research by (Prasetia et al., 2022) on community programs to improve literacy shows that "community initiatives involving parents and children in reading activities can strengthen children's reading interest and reading skills."

Although there have been many previous studies examining public awareness of children's reading abilities, there are still shortcomings in this area. Based on this research, there are differences in the methods, subjects, or levels used by previous researchers. In the research we conducted, this has never been done by previous researchers, as previous researchers focused on student awareness and teacher awareness. However, research on community awareness regarding the importance of children English reading skills has never been conducted. Therefore, we are interested in conducting research on community awareness regarding children's English reading skills.

So, the aim of this research is to deeply investigate how public awareness can affect children's reading skills, as well as to analyze the role of parents in supporting and facilitating the process of learning to read English at home. the researcher took the initiative to analyze and present the importance of English language education for children, with the hope that through various programs designed to involve parents, they will become more active in their children's learning process. By involving parents in shared reading activities, it is hoped that children's interest in reading will increase, which in turn will strengthen their overall reading skills. Previous research shows that parental involvement in reading activities not only enhances children's literacy skills but also fosters positive reading habits from an early age, which is crucial for their academic and personal development (Ahmad et al., 2021).

## **Research Methods**

This research strategy is to use a qualitative descriptive research method, namely a research method that is based on the philosophy of postpositivism and is usually used to conduct research in natural and objective conditions, where the researcher acts as the main instrument. The aim is to apply this method to produce research that is appropriate to existing conditions. observation. Therefore, this method uses descriptive qualitative data, (Sugiyono in Dawadi et al., 2021). This type of qualitative descriptive data analysis is often used to analyze an event, phenomenon or situation socially. Therefore, we collect and process data in descriptive form, such as text and images from interviews and documents.

## ***Design***

The research approach used in this observation is qualitative research. According to several experts, such as (Denzin & Lincoln in Anggito & Setiawan., 2018), (Poerwandari in Haryono and Rukin., 2011) qualitative research is conducted in a natural setting with the aim of understanding

phenomena that occur through various methods, and emphasizes meaning, reasoning, and the context of everyday life. Based on this definition, qualitative research aims to collect data about events or phenomena that occur in everyday life to be interpreted. In this study, the researcher observed and analyzed the community's awareness of children's English reading skills through approaching families with children, as well as describing the factors that influence children's reading skills and analyzing the role of parents and the community in supporting the importance of English education for children.

### ***Participants***

Participants in this research included several members of the public and also parents. The number of respondents will be determined based on data sufficiency criteria, where the number of respondents is sufficient if the data obtained has reached the level of saturation and no new information has emerged. This research was conducted in Bulu Kraksaan village, Probolinggo, precisely in the Sumber hamlet RT 02 RW 01 which was chosen as the relevant research object, where in this hamlet there are many children and parents who lack literacy and do not understand the importance of English education in reading ability. The participants in this study consisted of 10 parents and 15 children.

### ***Instrument***

This study used research instruments in the form of questionnaires and interview guidelines. This study used structured questionnaire with 10 closed questions for children and 10 closed questions for parents was used to collect data on the perceptions of 20 children and 10 parents regarding the importance of English education in improving children's reading skills and the role of parents in supporting children's English education. The questionnaire aimed to clearly illustrate the respondents' views on these two aspects, so as to provide useful information for the development of more effective English education. In addition, interview guidelines were used to gather more in-depth information about parents' and children's experiences and perceptions of English reading skills, with questions covering reading strategies, English learning resources and expectations for improving English reading skills. By using these research instruments, it is expected that accurate and comprehensive data can be obtained to answer the research questions. This questionnaire and interview guide will be used to collect data from 20 children and 10 parents in Bulu Village.

### ***Data Collection***

Data collection was carried out for 3 days using the method of distributing questionnaires directly from house to house to 10 parents and

15 children, as well as in-depth interviews with one of the parents about the importance of English education. This of course allows us to get some of the data we need. The data collected is then analyzed descriptively to provide a clear picture of the conditions studied.

### ***Data analysis***

The data analysis technique used in this research is descriptive analysis technique. This research aims to describe, and provide a systematic, factual and accurate description of the data in the phenomenon being studied. Therefore, descriptive analysis techniques are used because this technique is useful for providing a careful picture of the condition of individuals, language, symptoms and certain groups. Descriptive research is a research method that attempts to describe and interpret objects according to what they are. Lim (2024) states descriptive approach can be interpreted as research that attempts to provide a systematic and careful description of the actual facts and characteristics of a particular population.

## **Results and Discussion**

### ***Results***

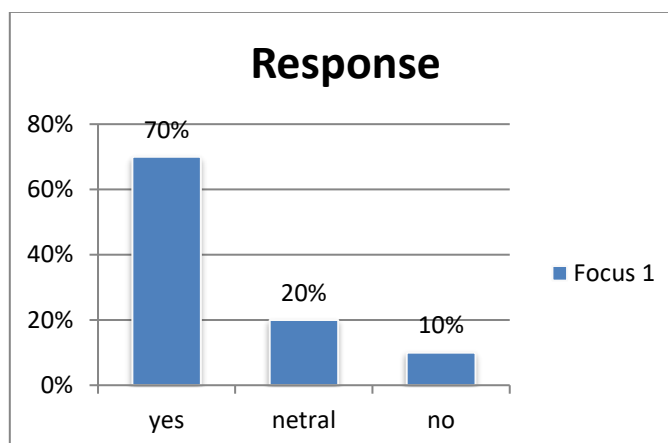
In this section, this study presents findings on the community's role in improving children's English reading skills, based on data collected through questionnaires from 20 children and 10 parents in Bulu Village, conducted from January 27 to 30, 2025. This study aims to describe the community's views and perceptions of the importance of English education in improving children's reading skills, as well as the role of parents and the community in supporting children's English language development. Thus, this study is expected to provide useful information for the development of more effective English education in this community. The data collected will be analyzed descriptively to provide a clear picture of the conditions studied.

The purpose of this data collection is to understand the public and students' perceptions of English language education, and to identify factors and challenges in the implementation of English language education. The results of this data collection are expected to provide valuable information for the development of more effective and efficient English language education programs.

The questionnaire for parents or the community consists of 10 questions which are divided into 4 main focuses, namely general awareness about English education, the role of parents in children's reading ability, awareness of English education, and support and challenges in reading education. The first three focuses aim to measure the level of awareness and

involvement of parents or the community in English education, while the fourth focus aims to measure the level of support and challenges faced by parents or the community in helping their children improve their English reading skills.

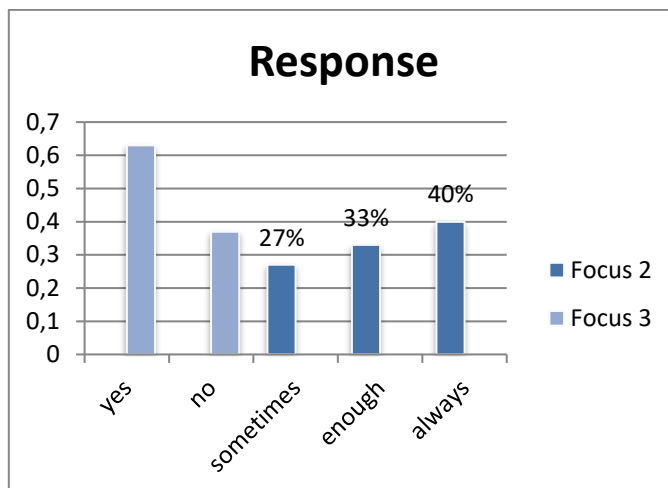
### **Questionnaire 1 for Parents or Community**



**Figure. 1 : General awareness about English education**

The results of this study show that from the first focus, most parents realize the importance of reading skills in children's development and believe that good language education at an early age can help improve children's reading skills. From the results of the questionnaire distributed to 10 respondents, it was found that 70% of respondents stated that reading ability is a very important skill for children's development, and that children's reading ability affects their performance at school, and they believe that good language education at an early age helps improve children's reading ability. Meanwhile, 10% of respondents stated that reading is not a very important skill for children's development, that children's reading does not affect their performance at school, and that they do not believe that good language education at an early age helps to improve children's reading. In addition, 20% of respondents stated that they were neutral to the statement. This shows that the role of parents is very important in helping their children improve their English reading skills, and that parents' awareness of the importance of reading skills can affect their children's English reading skills.





**Figure 2 : The role of parents in children reading ability and Awareness of English education**

From the percentages above, it can be concluded from focus 2 that most parents realize the importance of English education in helping their children develop, including in reading. From the results of the questionnaire distributed to 10 respondents, it was found that 63% of respondents stated that English education is very important to help children develop, including in reading, and that English education needs to start from an early age, as well as their children getting opportunities to learn English outside of school. Meanwhile, 37% of respondents stated that English education is not important to help children develop, including in reading, and that English education does not need to start from an early age, and their children do not get the opportunity to learn English outside of school. This shows that the role of parents is crucial in helping their children improve their English reading skills and that parents' awareness of the importance of English education can influence their children's English reading skills.

From the results of the research that has been conducted on focus 3, which is about awareness of English education, shows that the role of parents is very important in improving children's English reading skills. From the results of the questionnaire distributed to 10 respondents, it was found that 40% of respondents stated that they always make time and provide reading materials for children, 27% of respondents stated that they sometimes could not make time and provide enough reading materials for children, and 33% of respondents stated that they felt they had enough knowledge and ability to teach children to read well. This shows that parents have a significant role in helping their children improve their English reading skills, whether through guidance, motivation or support in the process of learning to read English. Therefore, there is a need for increased awareness and participation from



parents in helping their children improve their English reading skills, so that children can achieve better educational goals and have better English reading skills.

#### *Support and challenges in reading education*

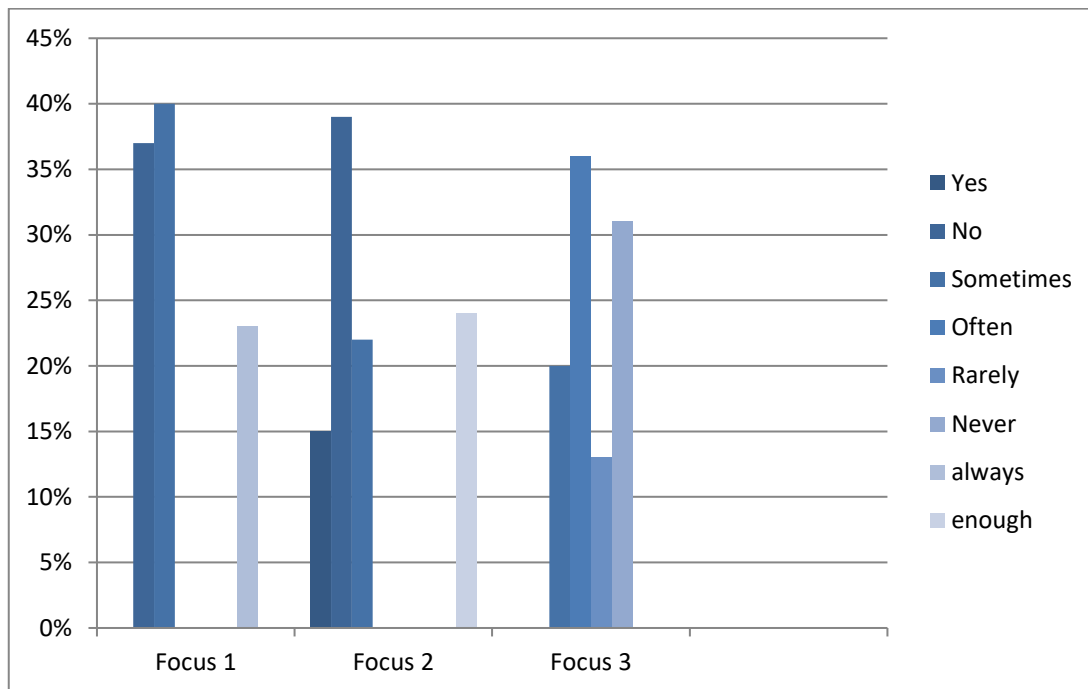
The results of this study indicate that some parents experience challenges in teaching their children English reading. Based on the results of the questionnaire distributed to 10 parents, it was found that some of the challenges faced by parents in English reading education were limited time, children who are lazy to learn, limited access to quality reading materials, and children's lack of interest in reading. These challenges can affect children's English reading skills and make it difficult for them to understand the subject matter given at school. From the questionnaire results, 6 parents chose that lazy children were the main factor in the challenges in reading English. This shows that the lack of motivation and interest of children in learning to read English is the biggest challenge for parents. Lack of motivation and interest in children can be caused by various factors, such as lack of awareness of the importance of reading English, lack of support from parents and teachers, and lack of access to quality reading materials. Therefore, there is a need for increased awareness and participation from parents and teachers in helping children increase their motivation and interest in learning to read English.

In addition, 2 parents said limited time was also a factor that influenced children's English reading ability. This shows that parents' limited time in helping their children learn to read English is also a significant challenge. Parents' time constraints can be caused by various factors, such as work commitments, household chores, and lack of awareness of the importance of reading English. Therefore, there is a need for increased awareness and participation from parents in managing their time to help their children learn to read English. Two other parents also said that limited access to quality reading materials and also the child's lack of interest to read can also be a major factor that influences children's English reading ability. This shows that lack of access to quality reading materials and lack of children's interest in reading can affect children's English reading skills. Therefore, there is a need to increase access to quality reading materials and increase children's interest in reading to help them improve their English reading skills.

#### **Questionnaire 2 for Children**

The questionnaire for students consists of 10 questions which are divided into 4 main focuses, namely reading habits in English, reading ability

and comprehension, support and learning English, as well as factors that influence English reading ability. These four focuses aim to measure the habits, abilities, and factors that influence students' English reading abilities, as well as to understand how English language support and learning can influence their reading abilities.



**Figure. 3: reading habits in English, reading ability and comprehension, support and learning English**

Data obtained from a questionnaire distributed to 15 respondents showed that parents have a significant role in improving children's English reading skills. From the results of the questionnaire in focus 1, it was found that 23% of respondents stated that they always read materials in English, while 37% of respondents stated that they did not feel interested in reading materials in English and did not read them regularly. Meanwhile, 40% of the respondents stated that they sometimes feel interested in reading materials in English and read them regularly. This shows that parents who have an interest and habit of reading English can influence their children's English reading ability. Therefore, there is a need for increased awareness and participation from parents in helping their children improve their English reading skills.

In addition, analysis of the data obtained from the same questionnaire shows that general awareness of reading and comprehension skills is still not optimal. From the results of the questionnaire in focus 2, it was found that only 15% of the respondents stated that they could easily understand the

reading and explain the content back after reading the material in English. Meanwhile, 39% of respondents stated that they could not understand the reading easily and had difficulty in understanding vocabulary and sentences in English. In addition, 22% of respondents stated that they could sometimes understand the reading easily, while 24% of respondents stated that they could understand the reading easily enough. This shows that there is still a sub-optimal awareness of the importance of reading and comprehension skills, especially in English.

Based on these findings, it appears that the general awareness of awareness in English education is still uneven. From the questionnaire results in focus 3, it was found that only 20% of respondents stated that they sometimes get support in learning to read English at home, while 31% of respondents stated that they never get such support. In addition, 13% of respondents stated that they rarely ask their parents or teachers for help when they do not understand the content of the reading, while 36% of respondents stated that they often ask for such help. This shows that there is still a suboptimal awareness of the importance of support in English education, especially in the family and school environment. Therefore, there is a need to increase awareness and participation from the community in raising awareness in English education.

#### *Factors that influence English reading ability*

The results of this study indicate that several factors influence the ability to read English in children in Bulu Village, Sumber Hamlet. Based on the results of the questionnaire distributed to 15 children, it was found that the factors most often chosen by children were The factor that helped them in reading English was more reading practice (53.3%). This shows that regular and structured reading practice can help improve children's English reading skills.

Another factor that was also chosen by children was help from teachers and parents (26.7%). This shows that the role of teachers and parents is very important in helping children improve their English reading skills. Assistance from teachers and parents can be in the form of guidance, motivation, and support in the process of learning to read English. In addition, 20% of children also chose watching English-language films or shows as a factor that helped them improve their understanding of English. The results of this study indicate that these factors can help improve children's English reading skills. Therefore, there needs to be increased awareness and participation from teachers, parents, and the community in helping children improve their English reading skills.

## ***Discussion***

From these results, interesting new findings were found that were not found by previous researchers. This study found that public awareness in Bulu Village, Sumber Hamlet regarding the importance of English language education, especially in reading skills, is very low. This is because they think that English is a foreign language that does not need to be learned because English is not used in everyday life. These results add to the debate of previous researchers who said that "English education is very important, especially for early childhood, because it can help improve communication skills." (Junnisa Alda Miranda & Achmad Yudi Wahyudin, 2023). In addition, previous research also stated that "public awareness of the importance of English education is very important in improving children's reading skills." (Yapp et al., 2023).

Based on these findings, it is known that the people in Bulu Village, specifically Sumber Hamlet, still have minimal motivation towards English language education, which is one of the important factors in improving children's reading ability. Apart from that, the children in Dusun Sumber also do not know how important English education is for them, due to lack of knowledge and understanding of the benefits of English education in everyday life. The factors that influence them to be less interested in English are the lack of encouragement and motivation from those around them, especially from parents, which is one of the important factors in improving children's reading ability.

In addition, the results of this study indicate that public awareness of the importance of English education has a significant impact on children's reading ability. This is in line with previous research which found that public awareness of English language education can increase children's motivation to learn, so that they are more motivated to learn English and improve their reading skills. In addition, this study also shows that public awareness of the importance of English education can influence children's reading abilities, because people who are aware of the importance of English education will pay more attention and support their children in learning English.

However, the results of this study also show that there are still many people who are not aware of the importance of English education for children. This may be due to a lack of knowledge and understanding of the benefits of English education in everyday life. There are several reasons why people pay less attention to their children and give less motivation to their children about the importance of English education, such as lack of knowledge and understanding of the benefits of English language education, as well as lack of adequate educational resources and facilities. However,

some people also admit that English education is important, because it can help improve communication skills and understand other cultures.

Therefore, support and motivation from parents and the community is very important for the development of children's education, especially in English reading skills. This is in line with previous research which found that public awareness is the main key to children's academic development. Therefore, there is a need to increase public awareness, especially regarding action on English language education issues. Campaign activities and exposure of English language education issues in public media can run better and more effectively if accompanied by promotional examples and increasing public awareness of English language education issues. In addition, there needs to be cooperation between the government, schools, and society to raise public awareness about the importance of English language education.

In addition, the role of parents and teachers is also very important in increasing public awareness of the importance of English education. Parents and teachers can be role models and sources of inspiration for children to learn English. They can also help raise public awareness of the importance of English language education through educational and training activities conducted in schools and communities. In addition, parents and teachers can also help improve children's reading skills by providing appropriate support and motivation. Thus, children can have better English reading skills and increase public awareness of the importance of English education.

Ultimately, this study suggests that public awareness of the importance of English language education should be increased through various means, such as campaign activities, exposure of English language education issues in public media, and the role of parents and teachers as examples and sources of inspiration. In this way, it is hoped that public awareness of the importance of English language education can increase, so that children can have better English reading skills. In addition, this study also suggests that there needs to be increased cooperation between the government, schools, and communities to raise public awareness about the importance of English language education.

## Conclusion

It can be concluded that community awareness of the importance of English education, especially in reading skills, is still very low in Bulu Village, Sumber Hamlet. This is due to the lack of knowledge and understanding of the benefits of English education in everyday life. In addition, the lack of support and motivation from parents and the surrounding community is also a factor that affects the low awareness of the community about the

importance of English education. This study also found that community awareness of the importance of English education has a significant impact on children's English reading skills. This is in line with previous research which found that community awareness of English education can increase children's motivation to learn English and improve their reading skills.

In the long run, increasing people's awareness of the importance of English education can help improve children's English reading ability and increase people's awareness of the importance of English education. Therefore, this study hopes that the results of this study can serve as a reference for the government, schools and communities to increase public awareness of the importance of English education.

Based on the results of this study, some suggestions that can be taken are increasing public awareness about the importance of English education through campaign activities and exposure about English education in the mass media. In addition, there needs to be cooperation between the government, schools and communities to increase public awareness about the importance of English education. The role of parents and teachers is also very important in raising public awareness about the importance of English education. This study also suggests that governments, schools and communities need to work together to raise people's awareness of the importance of English education. In addition, there needs to be increased support and motivation from parents and the surrounding community to improve children's English reading skills. Thus, children can have better English reading skills and increase community awareness about the importance of English education.

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## THE IMPLEMENTATION OF VISUAL AIDS IN HELLO ENGLISH APPLICATION FOR DEVELOPING VOCABULARY SKILLS JUNIOR HIGH SCHOOL STUDENTS

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### Abstract

This research seeks to examine the implementation of the use of visual aids in Hello English application in developing students' English vocabulary at SMP N 2 Gading. Visual aids, such as images, icons, and animations, function as interactive learning media that help students understand and remember vocabulary more effectively. This research employs a descriptive approach using a qualitative method. Data were obtained using observation, interviews, and questionnaires. Researchers use a qualitative approach because this approach primarily focuses on exploring the questions of why and how, and highlights comprehensive studies to uncover the truth. The entire process of this study shows that the use of visual aid-based applications not only makes students more focused and interested, but also creates a more enjoyable, effective, and involving learning experience for all parties. With an interactive atmosphere, students do not only get informations, but also actively process and apply newly learned vocabulary

**Keywords:** *Visual Aids; Hello English Application; developing vocabulary*

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### Introduction

Vocabulary is the foundation of language. If students master many vocabularies, they are able to understand proficiently and



with ease because understand the meaning of words is the key to comprehend the language. Vocabulary is the collection of words that an individual knows vocabulary is the most important. According to Beny (2020) Vocabulary is essential of English learning. Someone needs vocabulary in communication in order to express their idea (Hamdani, 2020).

According to Anugrah (2024), if the students don't have a lot of vocabulary, they can't reveal their notions, thoughts, and also their emotions because learning vocabulary is one of the significant elements in comprehending the words meaning. In consequence, the students should enhance their vocabulary intensively, especially in mastering vocabulary (Anugrah et al., 2024). Rahman (2023) mentioned "In English as a second language (ESL) and English as a foreign language (EFL), vocabulary learning components are essential in all language abilities, specifically, listening, speaking, reading, and writing." This assertion indicates that vocabulary is a crucial and indispensable element of acquiring English skills (Rahman & Nabhan, 2023).

According to Mutmainnah et al (2023), Visual aids have great benefits in vocabulary development, especially in helping the language learning process. By utilizing images, drawings, or videos, visual supports facilitate a clearer comprehension of word meanings, connecting them to real objects or situations that are easily recognized. Overall, visual aids speed up and deepen vocabulary understanding, making them an effective way to develop language skills.(Mutmainnah et al., 2023)

Learning English through the use of applications is among the most effective methods to spark their interest in learning. They do not need to be in a classroom when they wish to learn English; they can learn anywhere and at any time (Agustiana et al., 2021). The students value mobile applications for their user-friendliness, availability, simplicity in downloading, and functionality for various uses. Steel's survey findings reveal that students considered mobile apps to be the most advantageous for studying vocabulary, reading, writing, grammar, and translation tasks (Amaliah, 2020).

In relation to enhancing English vocabulary and speaking skills, there exists an app named "Hello English" that can be acquired from the Google Play Store and App Store to learn English utilizing artificial intelligence and speech recognition. This app includes nearly 500 engaging audio and video lessons along with fun practice games for reading, writing, and speaking. The app's dictionary also features over 10,000 English words (Utari et al., 2021). Hello English application utilizes visual aids such as interactive

videos, educational games, illustrations, and pictures to support English learning. The visually pleasing app also assists users in learning more comfortably and effectively. These visual supports enhance the learning process, making it more engaging and immersive (Ulidang, 2024).

Researchers select Junior High School Students because, during junior high school age, students undergo considerable cognitive growth. Therefore, visual aids such as pictures, videos, or diagrams can be very effective in helping them understand English vocabulary that they may have difficulty mastering with traditional methods alone. According to Ulfa, et al (2023), By utilizing visual aids in the "Hello English" application, learners can acquire speaking skills and grasp vocabulary through pronunciation activities and enhance their word knowledge. Learners can engage in speaking English enjoyably from any location by merely downloading it without charge on their mobile devices (Ulfa et al., 2023).

Researchers in this study intend to utilize visual aids within the Hello English application to enhance vocabulary acquisition in junior high school students. The researcher has established three research questions as follows:

- 1) How do visual aids in the Hello English app impact junior high students' vocabulary?
- 2) What do students think about the effectiveness of visual tools in the Hello English application for enhancing vocabulary?
- 3) What factors influence the success or challenges in the implementation of visual aids in the Hello English Application?

## **Research Methods**

The research framework implemented in this study was a qualitative approach. As stated by Libriana (2020), qualitative research is an investigative process of comprehension rooted in unique methodological traditions of inquiry that examine a social or human issue (Libriana et al., 2020).

Researchers use a qualitative approach because this approach primarily focuses on exploring the questions of why and how, and highlights comprehensive studies to uncover the truth. In qualitative research, the tool is an individual or human tool, specifically the researcher himself. Researchers need to have theoretical foundations and extensive knowledge, so that they can pose questions, analyze, observe, and shape the social context being examined to become clearer and more significant (Islam, 2023).

## **Design**

Research design is a general plan or strategy used to guide the implementation of a study, ensuring that the data collected is valid and

relevant. It also includes the approach chosen, how the data will be collected, and how the results will be analyzed and concluded. Researchers use a qualitative approach because this approach tends to focus on exploring the questions of why and how, and emphasizes in-depth studies to find reality.

The benefits of qualitative research include its flexibility; the opportunity it provides to access meanings, perspectives, and interpretations and embrace individual differences; and its sensitivity to multiple forms of expression. But there are still obstacles in implementing this advantage, especially because it is in a population that is more verbally articulate and therefore considered "easiest" to do, with the argument to include individuals with expressiveness.

### ***Participants***

The participants in this study consisted of 8th-grade students from a Junior High School (SMP) whose English vocabulary proficiency level was still relatively low. The researcher chose 7th-grade students as participants in implementing visual aids on the Hello English application because, at this educational level, students are generally at the initial stage of learning basic English vocabulary and structures.

SMPN 2 Gading was selected as the location for implementing visual aids in the Hello English application because the school possesses characteristics that support the research objectives. SMPN 2 Gading has students with diverse backgrounds in English proficiency, enabling the researcher to measure the effectiveness of visual media more comprehensively. Additionally, the good cooperation with the school was also a primary consideration in choosing this location.

Overall, the researcher serves as the key figure in designing, facilitating, and evaluating the use of visual aids in the Hello English app to improve students' vocabulary learning.

### ***Instrument***

The researcher used three kinds of instruments. Each of the instruments that used to collect the data was described on table below:

#### 1) Observation

The instrument in this study is to use direct observation in the field for the implementation of visual aids in the Hello English application for 8th grade students of SMPN 2 Gading. According to Ardiansyah (2023), the research instrument is a tool used to collect data that is relevant to the research objectives (Ardiansyah et al., 2023). Zega stated that through observation, researchers can capture data that cannot always be expressed by respondents, providing a deeper picture of the phenomena being studied (Zega et al., 2023).

#### 2) Interview

Interview purposed to get the data information detail by the participants. Researchers conducted interviews with students

about their responses after learning about and implementing visual aids in the Hello English application to improve students' vocabulary skills.

3) Questionnaire

The questionnaire allows researchers to collect information directly from respondents through a series of structured and standardized questions. According to Wardana, Combined questionnaires and observations can increase the validity and reliability of the study, because the data collected does not only come from the respondents' views, but also from direct observations in the field (Nurjannah, 2020).

### ***Data Collection***

The data in this study were collected using instruments such as observations, questionnaires, interviews, and documentation. These instruments were developed based on predetermined indicators aligned with the research objectives and focus.

Questionnaires were used to obtain qualitative data directly from respondents, while interviews provided in-depth qualitative insights from selected informants. In addition, relevant documents were gathered to support and strengthen the findings. All collected data were systematically processed and analyzed to draw conclusions that address the research problems.

### ***Data analysis***

Ardiansyah mentioned that appropriate data collection techniques and valid research instruments play a major role in producing accurate and reliable data (Ardiansyah et al., 2023). As previously mentioned, the instrument in this research using observation, interview and Questionnaire. The following are the steps of data collection applied by the researcher:

- 1) Observations were conducted directly by researchers within a period of 1 day. The parties involved in the observation were the Principal and English Teachers for licensing needs related to the implementation of the Hello English application in the classroom.
- 2) The interview targets in this study were several students from class VIII who had previously been guided by the researcher in the introduction to the Hello English Application. After 1 week the researcher used the Hello English application as a learning medium in class, the researcher collected data by conducting interviews with 3 students to determine students' perceptions of the influence of visual aids on the Hello English application in improving English vocabulary.
- 3) The next stage of data collection is a questionnaire. Researchers use Google Form as a questionnaire to determine students' perceptions of the use of visual aids in the Hello English application. Researchers provide five main questions about Visual Aids in the Hello English application. The five questions are as follows:

No	Questions
1.	Do the visual aids in the Hello English application help you improve your English vocabulary?
2.	Visual aids such as pictures in the Hello English application make English lessons more fun?
3.	How effective are visual aids such as (images, icons, animations) in the Hello English application in helping to understand new vocabulary?
4.	Do you find it easier to remember new vocabulary accompanied by visual aids in the Hello English application?
5.	Which part of the visual aids in the Hello English application will help you the most in improving your English vocabulary?

## Results and Discussion

### *Results*

#### **1. The Implementation of Visual aids in “Hello English” Application**

During the learning process, students are introduced to the Hello English application which is specifically designed to improve their understanding of English vocabulary. This application has excellent features in the form of visual aids, such as images, animations, and illustrations, which help students learn new vocabulary in a more interesting and interactive way. When the learning activity begins, the teacher provides guidance to students on how to use the application, starting from an introduction to the features to direct practice with the vocabulary module.

The results of the observation showed that students seemed more focused and showed high interest in the vocabulary material presented through the application. Unlike conventional methods, the use of eye-catching visuals such as icons and illustrations makes students better understand the meaning of new words.

When a new word is introduced through the application, students appear enthusiastic about matching the meaning of the word with the image displayed. This provides a more concrete learning experience, because students can associate words with their visual representations.

As discussed by Radiansyah (2023) in his article titled "Utilization of the Hello English application as a learning medium in pronunciation classes," the Hello English application is quite beneficial for students in their efforts to comprehend and enhance their accuracy regarding the material provided, as the idea behind this media is learning through play (Radiansyah, 2023).

Not only understanding individually, students also actively try to learn new vocabulary through interactive features, such as visual-based games and quizzes in the application. This game challenges students to remember the meaning of newly learned vocabulary while competing with classmates. This task indirectly boosts students' self-esteem, as they feel capable of keeping up with the



learning process, even though they had previously struggled with memorizing vocabulary.

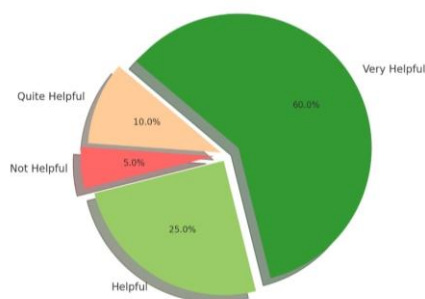
Interactions between students, teachers, and their friends also occur more often. When faced with difficulty understanding the meaning or context of a word, students are seen discussing with each other to find the answer. Some students who usually tend to be passive in conventional classes begin to show greater curiosity by asking the teacher directly or asking for their friends' opinions. This discussion creates a collaborative learning atmosphere, where each student has a role in the learning process.

The entire research process shows that the use of visual aid-based applications not only makes students more focused and interested, but also creates a more enjoyable, effective learning experience that involves all parties. With an interactive atmosphere, students not only receive information, but also actively process and apply the newly learned vocabulary.

## 2. Student's Perception of the effectiveness of visual aids in the Hello English application

After using a questionnaire to collect data from 8th grade students of SMP 2 Gading regarding their views on visual aids in the Hello English application, it can be concluded that most students have a positive attitude towards using visual aids the application in learning English vocabulary.

Questionnaire Results on the Use of Visual Aids in the Hello English Application

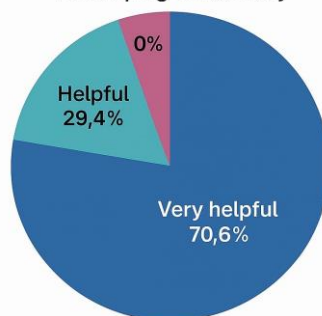


The questionnaire results showed that 85% of students felt that visual aids such as pictures, icons, and animations were very helpful in understanding new vocabulary. Students felt that with pictures that



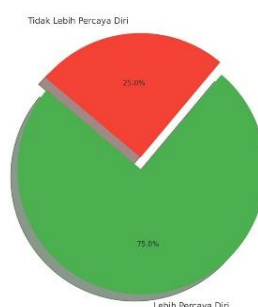
illustrate the meaning of words, they could remember the vocabulary more easily.

The Effects of Visual Aids in Hello English Applications for Developing Vocabulary



The results of the questionnaire show that the visual aids in the Hello English application have a positive impact in increasing the user's vocabulary. The majority of respondents, namely 70.6%, found this feature very helpful, while another 29.4% found it helpful. Interestingly, no respondents stated that visual aids were not helpful (0%). This shows that various visual features, such as images, audio, interactive exercises, and translations, are effective in supporting the learning of new vocabulary. Overall, these data confirm that visual aids play an important role in enriching users' English vocabulary, with most experiencing significant benefits.

The result of student's self-confidence questionnaire in English after using hello English applications



The increase in self-confidence was also reflected in the results of the questionnaire, where 75% of students felt more confident in using English vocabulary after using the application. They felt that the exercises provided in the application helped them feel more prepared to use vocabulary in everyday conversations. However, although most students showed positive responses, some students (around 10%) reported technical obstacles, such as internet connection problems or difficulty accessing the application on

certain devices. In addition, 20% of students felt that some of the images used in the application were less relevant or did not fully help in explaining the meaning of words, although most students still felt they were useful.

Overall, the results of the questionnaire showed that the use of visual aids in the Hello English application has succeeded in improving the understanding of English vocabulary of grade 8 students at SMP 2 Gading. Despite some technical challenges, the majority of students felt that this application greatly supported their learning, making it more interesting and effective.

### **3. *Supporting factors and Challenges in implementing visual Aids in the Hello English Application***

#### **A. Supporting factors**

The supporting factors in the implementation of visual aids in the Hello English application appear to be quite significant based on interviews with students. Most students felt that the use of visual aids in the application provided a more effective and engaging learning experience.

One student (D,A), stated that the visual features were very helpful because they made it easier to understand new vocabulary through pictures or illustrations, which also made the words easier to remember.

Additionally, another student (M.I), highlighted that the application's colorful and interactive design boosts motivation and makes learning more enjoyable. These observations are consistent with the Cognitive Theory of Multimedia Learning (CTML) proposed by Mayer. According to CTML, learning is more effective when information is presented through both verbal and visual channels, as this dual coding facilitates better processing and retention of information. Mayer's recent work emphasizes the importance of integrating words and graphics to enhance meaningful learning, especially when learners actively engage in selecting, organizing, and integrating information (Mayer, 2024).

Further supporting this, a study by Weerasinghe et al. (2022) introduced "Vocabulary," an augmented reality tool that annotates real-world objects with corresponding vocabulary and visualizations. Their findings indicate that such visual contextualization significantly improves immediate recall, learning efficiency, and reduces cognitive load (Weerasinghe et al., 2022).

Additionally, Attygalle et al. (2025) explored the use of text-to-image generation in vocabulary learning. By creating visual representations of keywords, they found that learners exhibited enhanced memory retention compared to traditional keyword methods (Attygalle et al., 2025).

In summary, the positive student feedback on the Hello English application's visual aids is corroborated by recent research. The integration

of visual elements not only makes learning more engaging but also aligns with established cognitive theories and empirical studies that highlight the effectiveness of multimedia in language acquisition.

## B. Challenges

The use of visual aids in the Hello English app shows significant potential for enhancing the effectiveness of English language learning, particularly in capturing attention and clarifying presented concepts. However, interviews with various students revealed several challenges in its implementation, concerning both design and technical aspects.

Some students expressed that the visual elements in the app can sometimes be overly cluttered and confusing, which disrupts their learning focus. One student mentioned, *"At times, there are too many visuals or too much happening, making it hard for me to know where to concentrate. It feels like there's an overload of information."* (I. S). This relates to Hanifah's (2023) finding that a complex visual display in learning applications can heighten cognitive load and interfere with information processing (Hanifah & Solehuddin, 2023).

In agreement, Weerasinghe et al (2022) pointed out that poorly structured visual design can diminish student engagement and lead to a loss of focus during learning. They stressed the importance of employing visuals that are straightforward, pertinent, and easy to comprehend to enhance digital learning effectiveness (Weerasinghe et al., 2022).

In addition to design issues, technical aspects also present significant challenges. A common difficulty faced by students is the app's reliance on a stable internet connection. Respondent S. A. noted, *"When I use this app, slow internet becomes a problem because some visual features can't be accessed without the internet."* This barrier is echoed by Susantini et al (2024), who found that unstable internet connections negatively impact students' motivation and consistency while using mobile apps for learning (Susantini et al., 2024)

Another respondent, M.F., also said, *"I'm annoyed when images or videos don't load right away because the internet is slow." As a result, my attention was diverted from my studies.*" Research by Ahillon (2024) supports the necessity of offline features in learning apps to enable students to continue learning at their best even in low-bandwidth environments (Ahillon & Aquino, 2024).

Furthermore, Partsei et al. (2025) argue that mobile learning applications will only be successful in boosting student participation if they

are designed to be adaptive, not just visually but also technically, with features like ease of use and accessibility (Partsei et al., 2025).

Therefore, even if visual aids in the Hello English app help the learning process, developers should concentrate on two key areas: simplifying the visual design and creating offline capabilities. This will help promote a more inclusive and responsive learning environment that takes into account user needs across a variety of technological settings.

## ***Discussion***

This part provides further interpretation of the previous findings based on the results of implementation visual Aids in Hello English Application in Increasing vocabulary in Junior High School.

### **A. Visual Aids**

After conducting observations, interviews with students and questionnaires, researchers found that the use of Hello English was effective in increasing student interest, especially in improving students' vocabulary skills.

The results of the observation showed that students seemed more focused and showed high interest in the vocabulary material delivered through the application. Students are also actively trying to learn new vocabulary through interactive features, such as visual-based games and quizzes in the application.

Nurfadhilah et al, (2021) in their study entitled "Implementation of Visual Media for Grade V Students at SDN Muncul 1" further elaborated that visual media (pictures or images) hold a crucial role in the educational process. Visual media can aid comprehension and enhance memory retention. Additionally, visuals have the potential to stimulate student interest and present real-world content (Nurfadhilah et al., 2021).

Then in this study, by using a questionnaire to collect data from 8th grade students of SMP 2 Gading regarding their views on visual aids in the Hello English application, it can be concluded that most students have a positive attitude towards using the application in learning English vocabulary. The researcher gave 5 questions and there were 3 main questions about the Effectiveness of implementing Visual Aids in the Hello English application. The 3 main questions are as follows:

- 1) Are visual aids such as images, icons, and animations in the Hello English application very helpful in understanding new vocabulary?
- 2) Do the Visual Aids in Hello English Application assist you in enhancing your vocabulary?
- 3) Do you feel more confident in using English vocabulary after using the Hello English application?

Overall, the results of the questionnaire showed that the use of visual aids in the Hello English application has succeeded in improving the

understanding of English vocabulary of 8th grade students of SMP 2 Gading. Although there were some technical challenges, the majority of students felt that this application greatly supported their learning, making it more interesting and effective.

## **B. Hello English Application**

Hello English by CultureAlley is a complimentary app for learning languages. It effectively combines a teacher, an online course, and a video game into a single platform. The app features almost 500 engaging audio and video lessons along with enjoyable practice games for reading, writing, and speaking. Additionally, the app's dictionary contains more than 10,000 English words (Amaliah, 2020).

Hello English app utilizes visual aids such as interactive videos, educational games, illustrations, and pictures to support English learning. Interactive videos clarify language concepts more effectively, while educational games reinforce vocabulary and grammar in a fun way. The visually appealing app also helps users learn more comfortably and efficiently. These visual aids make the learning experience more interactive and immersive (Archielian Satrio Putro Pambudi et al., 2024).

Mulyani (2022) similarly discovered that learners were more driven to acquire English vocabulary through the Hello English application, as the Hello English application offered enjoyable vocabulary learning (Mulyani, 2022).

Students encountered multiple challenges while utilizing visual aids in the Hello English application; one of these challenges is that the visuals presented are excessive or too cluttered, causing students to lose concentration. Slow internet connection is also an obstacle for students in implementing visual aids on the Hello English application because some visual features cannot be accessed without the internet. However, overall, this study shows that visual aids on the Hello English application have great potential in supporting learning, although some technical and design challenges need to be considered to improve the user experience.

## **Conclusion**

This research seeks to examine the implementation of visual aids in the Hello English application to improve the vocabulary skills of eight grade students at SMPN 2 Gading. The Hello English application provides various interactive features, such as images, animations, educational games, and quizzes, which are designed to facilitate learning English

vocabulary in an interesting and interactive way. The method of research applied is qualitative, involving data gathering via observation, interviews, and questionnaires. The participants of the study consisted of seventh grade students who demonstrated comparatively low levels of English vocabulary proficiency. SMPN 2 Gading was selected due to the varied English capabilities of its students and the school's backing for the research.

The results showed that the visual aids in this application significantly improved students' vocabulary comprehension. The use of visual features made students more focused, active, and interested in learning. In addition, students were also more confident in using the vocabulary they had learned. The majority of students responded positively to this application, with 85% stating that the visual aids were very helpful, 80% felt that learning was more interesting, and 75% felt more confident. However, several challenges were found, such as technical obstacles due to slow internet connections and visual aids that were sometimes too crowded, thus disrupting students' focus.

Overall, this study suggests that visual aids in the Hello English app have great potential to enhance English vocabulary learning, although attention needs to be paid to technical and design constraints to improve user experience.

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## ENHANCING EFL GRAMMAR LEARNING THROUGH GAME-BASED LEARNING: A SYSTEMATIC LITERATURE REVIEW

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### Abstract

This study is a systematic review that aims to evaluate the effectiveness of Game-Based Learning (GBL) in improving grammar acquisition in English as a Foreign Language (EFL) learners. Out of 326 articles found through the initial search, only 11 articles met the inclusion criteria and were analyzed further. The range of publication years between 2015 to 2025 was chosen as this period reflects the rapid advancement in digital technologies and GBL strategies. This study identifies how the use of digital games supports grammar learning through interactive features, immediate feedback, as well as student-centered learning design. The findings show that GBL can significantly increase students' motivation, engagement, and achievement, especially if it is tailored to students' ability levels and emotional needs. However, challenges such as the digital literacy gap and pressure from competitive elements should also be considered. Therefore, careful game selection and teacher support are necessary for effective and inclusive grammar learning through GBL.

**Keywords:** *Game-Based Learning, Grammar, EFL Learners, Systematic Review*

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### Introduction

Language is a natural form of communication; children quickly learn to communicate using their native language and soon master the key rules of expression without having to be taught (curtin, 2021). Grammar, a basic language component, plays an



important role in understanding and producing accurate and meaningful sentences (Qizi, 2023). Good grammar is widely acknowledged as the foundation of effective communication and language proficiency (Yurko & Vorobel, 2022). Therefore, contextualized grammar with well-defined teaching goals is essential for developing proficiency in English (Saengboon et al., 2022)

The challenges English as a foreign language (EFL) learners face in learning grammar are the difficulty in identifying errors in certain words or phrases, which requires a deep understanding of sentence structure (Hampp et al., 2021). Grammatical errors can break a student's confidence in learning grammar (Al-Khresheh & Orak, 2021). Poor knowledge of grammatical concepts, challenges in remembering grammatical rules, anxiety related to grammar usage, limited participation in collaborative work, and insufficient time allocation (Syafryadin et al., 2022). In addition, the lack of practice in the use of grammar further complicates the learning process because, without sufficient practice, their understanding of grammar rules is less.

Another contributing factor is the limited vocabulary, considering that vocabulary, grammar structure, and pronunciation are the three main components of the English language that are interrelated. This is because the lack of exposure to English stems from English not being students' first language, due to limited background knowledge in learning English (Sorohiti et al., 2024). To overcome this challenge, they need a teacher to help them explore vocabulary, sentence structure, and written expression. So far, the methods used in Indonesia are traditional teaching methods that emphasize memorization rather than practical usage and a lack of interactive learning media.

In this digital era, the role of technology is very important, especially in creating an interactive and adaptive learning environment. According to Vygotsky (1987), the concept of Zone of Proximal Development (ZPD) and Scaffolding supports the use of games in grammar learning because it allows students to learn gradually with the assistance of interactive features or peers. The integration of technology into education provides new opportunities to enhance the learning experience, making it more dynamic and personalized. The game-based learning approach refers to the use of games, fun interactions, and playful design to motivate students to engage in classroom activities (Hartt et al., 2020). According to Gee, (2003), learning that occurs in a game-based environment can create a more contextual, deep, and effective learning experience. The basic concept of GBL revolves around game principles such as clear goals, immediate feedback, progressive challenges, and rewards, which encourage active participation and fulfill

diverse learning styles, making it an inclusive approach that accommodates the needs and preferences of different students. Through its engaging features, game-based learning in learning grammar helps create a more fun and interactive learning environment so that students feel more comfortable when learning grammar.

This study aims to evaluate the factors influencing the effectiveness of game-based learning (GBL) in enhancing EFL students' grammar mastery. It will analyze key variables such as age, language proficiency level, and the game used. By understanding these factors, the research seeks to provide insights into how GBL can be adapted to better suit different groups of EFL learners, ensuring more effective and engaging grammar learning experiences

### **Research Method**

This research uses a Systematic Literature Review (SLR) approach to identify and analyze studies that discuss the use of Game-Based Learning (GBL) in learning grammar for English as a Foreign Language (EFL) learners. SLR was chosen to provide a comprehensive and unbiased synthesis of existing research, ensuring the inclusion of relevant studies through a transparent and replicable process. The literature review process was conducted based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which consist of several main stages, namely study identification, article selection based on predefined inclusion and exclusion criteria, and data extraction and analysis (Moher et al., 2009). Inclusion criteria focused on peer-reviewed articles published in English between 2015 and 2025, involving empirical studies on GBL in EFL grammar learning.

### ***Design***

This research uses a descriptive qualitative design because it aims to systematically identify, review, and synthesize findings from previous literature. This approach was chosen so that researchers could gain an in-depth understanding of the problem under study based on a review of relevant literature. Descriptive qualitative design provides a framework for researchers to describe phenomena in detail and thoroughly based on available qualitative data. (Jw, 2009)

### ***Instrument***

The inclusion criteria required that the selected studies were peer-reviewed journal articles or research papers that explicitly addressed Game-

Based Learning (GBL) in grammar teaching. The research had to use a digital game-based platform and be published between 2015 and 2025 to ensure relevance to current educational trends. The previous 10 years have seen significant improvements in digital learning tools, interactive technology, and game-based learning (GBL) strategies. so, earlier research is less relevant to today's educational environment. Articles must also provide full-text access and include an analysis of learning outcomes, such as increased motivation, test scores, or retention in grammar learning. On the other hand, the exclusion criteria eliminated studies that did not focus on GBL in grammar learning, did not have full-text availability, or were not peer-reviewed.

Table 1 shows the eligibility criteria used in this study. This table helps to select studies that are suitable and of good quality. By organizing the inclusion and exclusion criteria neatly, the selection process becomes clearer and more targeted. So, researchers can screen for studies that are suitable for further analysis. Therefore, the research on the use of Game-based learning in grammar learning will be more targeted and of higher quality.

Table 1 Eligibility Criteria of the article

Criteria	Inclusion	Exclusion
Date	Papers that were published from 2015 to 2025 were included.	Papers that were published before 2015 were excluded.
Language	English.	Studies other than English.
Sample	Studies involving students or teachers in grammar learning.	Studies with participants outside of grammar learning.
Publication	Peer-reviewed journal articles or research papers that explicitly address Games-Based Learning (GBL) in grammar teaching.	Non-peer-reviewed articles, technical reports, guidelines, research syntheses, books, and book chapters were excluded
Setting	Papers that focused on Games-Based Learning (GBL) in grammar learning.	Papers that focused on other educational approaches or non-GBL methods were excluded.
Databased	Scopus	Other Databases

### **Data Collection**

The research database is sourced from Scopus to ensure a broad and high-quality selection of research. Searches were conducted using specific keywords in Scopus: TITLE-ABS-KEY ( "game-based learning" OR gbl OR "educational games" OR "digital games" ) AND ( grammar OR "grammar learning" OR "grammar mastery" OR "grammar teaching" ) AND ( efl OR "English as a foreign language" OR "language learning" OR esl ) AND ( student OR learner OR "EFL learner" OR "EFL student" OR classroom ) AND PUBYEAR > 2015 AND LANGUAGE ( english ) AND SUBJAREA ( educ OR psyc OR soci

OR arts OR comp ). These keywords were applied to titles, abstracts, and keywords to ensure comprehensive coverage. The search focused on research published between 2015 and 2025 to include recent advances in GBL for grammar learning.

**Table 2 Data Collection**

Database	Search String	Hits	Date
Scopus	TITLE-ABS-KEY ( "game-based learning" OR gbl OR "educational games" OR "digital games" ) AND ( grammar OR "grammar learning" OR "grammar mastery" OR "grammar teaching" ) AND ( efl OR "English as a foreign language" OR "language learning" OR esl ) AND ( student OR learner OR "EFL learner" OR "EFL student" OR classroom ) AND PUBYEAR > 2015 AND LANGUAGE ( english ) AND SUBJAREA ( educ OR psyc OR soci OR arts OR comp )	n = 326	20/04/2025

An initial search of the Scopus database was conducted on February 8, 2025, and a total of 326 articles were found. After applying the open access filter, the number of accessible articles was reduced to 62. These 62 articles were then screened based on their titles and abstracts, and ultimately, 25 relevant articles remained on the topic of game-based grammar teaching for EFL learners. During the full-text evaluation stage, 19 articles were excluded - 9 articles only dealt with general English learning without focusing on grammar, and another 6 articles did not meet the eligibility criteria. After completing the entire screening process, 10 articles met all criteria and were further analyzed in this systematic review, as shown in the PRISMA 2020 flow diagram. PRISMA was chosen because it provides a transparent, standardized, and systematic reporting structure for compiling literature reviews. This approach helps researchers objectively screen and present findings from multiple studies while minimizing biases that may arise during the data selection and analysis process.(Moher et al., 2009)



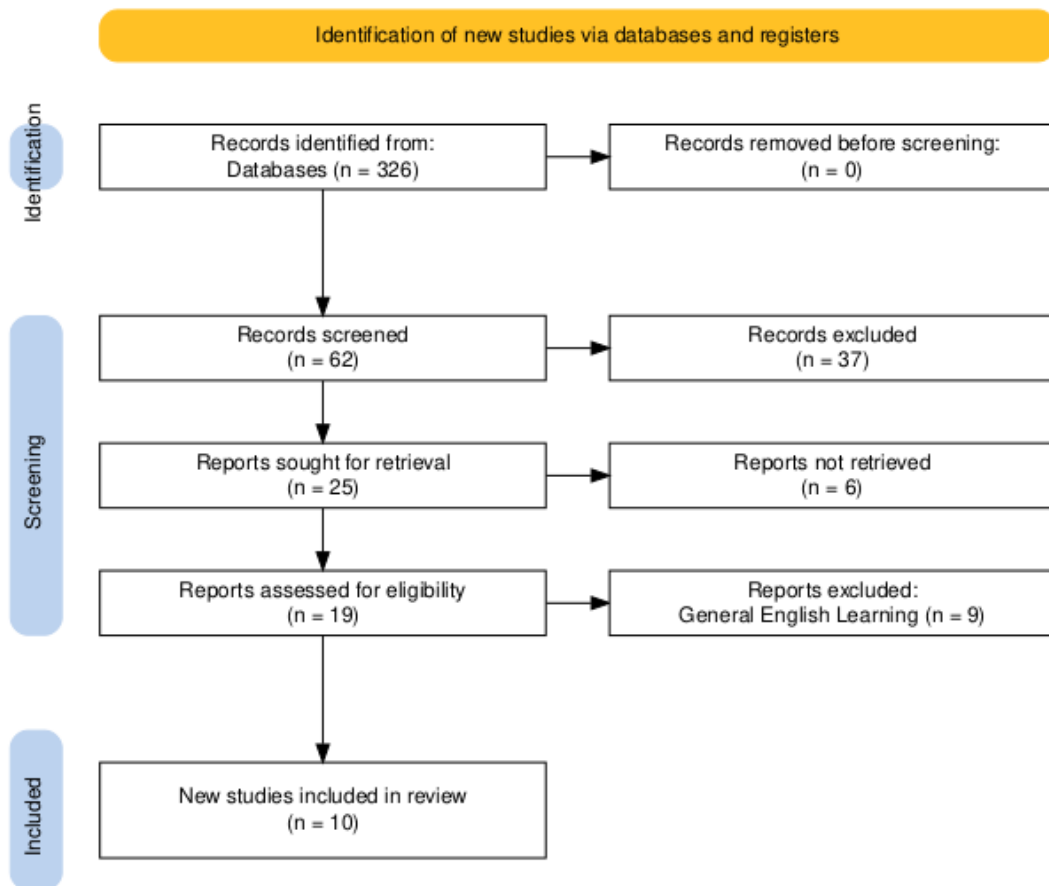


Figure 1 PRISMA

### Data analysis

The data obtained from the selected articles were analyzed qualitatively through a process of extraction and classification based on key themes relevant to the research focus. The characteristics of the six reviewed articles are presented in a table containing important information about the research applying a game-based learning (GBL) approach in grammar learning with English as a foreign language (EFL) learners. The data analysis focused on three main aspects, namely the use of Information and Communication Technology (ICT) in supporting GBL, the application of Student-Based Learning (SBL) approach, and the efforts to accommodate Different Needs (DN) among the students. Data from each article was extracted and classified into the three themes, then analyzed through narrative synthesis to identify patterns, similarities, and differences between studies. This approach provided a framework for the researcher to thoroughly describe the effectiveness and challenges of using GBL in the context of grammar learning for EFL students.

## Results and Discussion

### *Results*

This study evaluated the factors influencing the effectiveness of game-based learning (GBL) in enhancing EFL students' grammar mastery. Key findings suggest that ease of access, user-friendly digital platforms like Wordwall.net and Kahoot!, and instant feedback were essential for successful grammar learning. Active student engagement, motivation, and teacher facilitation were also critical, with games tailored to students' interests and proficiency levels proving most effective. However, challenges such as digital literacy gaps, technical issues, and stress from competitive game elements were noted. Overall, GBL's effectiveness depends on the right combination of technology, game design, teacher support, and responsiveness to student needs.

#### 1. Information and Communication Technology (ICT)

Technology is now an important part of helping learn grammar through game-based learning (GBL). From the research reviewed on Idris et al., (2020), Xie & Huang, (2022), and Waluyo et al., (2023), show that digital platforms are helpful: easy access, quick feedback, and fun. However, there are also challenges, such as technical issues. In this section, we will discuss how technology can help EFL (English as a Foreign Language) students to become better at grammar, while still recognizing that there are some obstacles as well.

“... After learning with digital games,...They also said that the game is easy to use, easy to access, and very helpful for getting teacher feedback,... digital games are effective and fun to improve English skills.”(ICT#1)

Idris et al., (2020), explain that technology (ICT) plays an important role in increasing the effectiveness of GBL. However, infrastructure and access must also be considered so that the benefits can be maximized. The data also showed that ease of access and feedback support from teachers had a big influence on the success of GBL. In addition, the game is easy to use and very interactive, making learning suitable for all levels, especially for beginners who need clear help when learning grammar.

#### 2. Student-Based Learning (SBL)

Student involvement and freedom are crucial to GBL's success in learning grammar. From the studies discussed on Ji et al., (2024), Setiawan, (2018), Castillo-Cuesta, (2020), Manokaran et al., (2023), and Anane, (2024),

the importance of teacher support, active participation, choosing games that suit students' needs, and paying attention to their emotional factors was emphasized. This section explains how focusing on student-centered strategies can help EFL students better master grammar, while highlighting the challenges of game design.

“...the type and frequency of facilitator interactions play a crucial role in grammar learning outcomes.”(SBL#1)

Ji et al., (2024), explain that consistent facilitator guidance is critical to enhance grammar comprehension and retention, especially for younger or lower-proficiency students. GBL increases active engagement and motivation when games are tailored to students' age and interests. However, competitive elements in games can cause stress for some learners, indicating that emotional needs must be carefully addressed.

### 3. Different Needs (DN)

It is important to understand the different needs of students to make GBL more effective. From the research discussed Ishtiaq Khan et al., (2024) and Sun, (2024), differences in ability, understanding of technology, and access to technology have a huge impact on how effectively they learn grammar through games. Here discusses how paying attention to these differences can make GBL implementation more optimal.

“...limited digital literacy among some students, and the need for better pedagogical training to implement translanguaging effectively in digital environments...”(DN#2)

Sun, (2024), explain that it is important to select games that match students' ability to keep them engaged and improve their grammar learning outcomes. Also, if they lack technology skills or don't have access to the right tools, it can be a problem, especially for those who are not very tech-savvy. The point is, we need different ways and more support so that all students can get the same benefits from GBL.

### ***Discussion***

The findings from this systematic review support the notion that game-based learning (GBL) is an effective and engaging method for improving grammar mastery among EFL learners. The key elements that contributed to its success include interactive game features, immediate

feedback, accessible platforms, and student-centered learning designs. These findings align with Vygotsky's sociocultural theory, particularly the concepts of scaffolding and the Zone of Proximal Development (ZPD), as GBL provides the necessary support to help students perform beyond their current level with digital tools and peer or teacher facilitation.

To further understand why GBL motivates learners, Self-Determination Theory (SDT) by Deci & Ryan (2013), Offers a psychological perspective. SDT proposes that learners are more likely to be intrinsically motivated when three basic psychological needs are met: autonomy, competence, and relatedness. These needs are directly supported in game-based grammar learning: Autonomy is fostered as students can make choices within games, explore language forms freely, and engage in self-paced learning environments. Competence is developed through scaffolded challenges, progressive levels, and instant feedback mechanisms, which reinforce students' sense of mastery in grammar. Relatedness is fulfilled when learners interact with peers or facilitators, particularly in collaborative or competitive games, fostering social bonds and shared goals. According to three themes of the result we will discuss it.

#### 1. The Role of Technology (ICT) in GBL Effectiveness

The results confirmed that the ease of access and use of user-friendly digital platforms such as Wordwall.net and Kahoot! greatly contributed to the success of grammar learning through GBL. this is also in line with the research conducted by Decuypere et al., (2021) and Chandra Segaran & Hashim, (2022). Based on Chandra Segaran & Hashim, (2022), the research findings showed that various online quiz tools proved to be very effective in enhancing grammar learning among English as a Second Language (ESL) learners.

These quiz tools offer interactivity and instant feedback that help to reinforce students' understanding of grammar rules. In addition, the use of online quiz platforms such as Kahoot! or Quizizz is also able to increase students' motivation and engagement during the learning process. This effectiveness is in line with the results of previous studies, which confirmed that interactive learning technologies can significantly improve language learning outcomes. Meanwhile, according to (Decuypere et al., 2021), digital platforms are not mere tools, but artifacts that shape and are transformed by socio-technical relations. These platforms are not neutral; they organize learning, interaction, and even assessment in education. Therefore, digital platforms are not neutral as they actively organize and shape the ways of learning, the patterns of interaction in the classroom, and the assessment mechanisms applied. For example, features such as gamification, instant

feedback, and leaderboards can influence student motivation and engagement while determining the social dynamics of learning. This understanding emphasizes the importance of critical consideration in the selection and use of digital platforms to optimize their benefits while anticipating the social and pedagogical impacts that may arise.

However, while technology provides many benefits in supporting grammar learning through GBL, there are also challenges to consider. Some students face difficulties in accessing technology or have limited digital literacy, which may hinder the effective use of digital platforms. In addition, technical issues such as an unstable internet connection can also disrupt the smooth learning process. Therefore, educators and curriculum developers need to consider these factors and provide adequate technical support and training so that all students can benefit optimally from the use of technology-based GBL.

## 2. Engagement and Student-Based Approach (SBL)

Active student engagement and teacher support are crucial aspects in the success of GBL. This is in line with research conducted by Ginting, (2021) and Martín-Hernández et al., (2021). where student engagement in English learning, both in offline and online contexts, as well as the factors that influence it and active learning strategies that teachers can use, are emphasized as key elements in improving grammar understanding and maintaining students' interest in learning on an ongoing basis (Ginting, 2021). In this case, Nakata et al., (2012), explained that the application of game-based learning (GBL) was significantly able to improve five important aspects in students, namely intrinsic motivation, involvement in teamwork, team building ability, teamwork competence, and innovative behavior. This suggests that a student-centered approach through educational games can promote academic achievement as well as strengthen social skills.

However, it should be noted that the competitive element in the game can be stressful for some students, which underscores the importance of paying attention to the emotional and personal aspects in game design. Game designs that overemphasize competition can reduce students' self-confidence, especially for those with lower proficiency levels. Therefore, educators need to balance the elements of challenge and support so that all students feel comfortable and motivated to learn.

## 3. Accommodating the Different Needs of Students

The diversity of students' abilities, digital literacy, and access to technology greatly influences the effectiveness of GBL. Adaptive and inclusive analog

game design, covering motor, sensory, cognitive, and emotional needs to support the participation of all players (Rye & Sousa, 2023). So this is very supportive in improving students' ability to learn.

Differences in students' comprehension needs are also a consideration, as ICT students are often more digitally competent than students in other subject areas, but it has been shown that males score higher than females, adding to the ongoing debate about gender differences about digital technologies and women's readiness for the digital labor market (Lucas et al., 2022). Thus, the selection of games that match students' abilities and extra support for those who are less technologically proficient is necessary to avoid gaps in the learning process. This confirms that differentiation strategies and adequate pedagogical training should be part of GBL implementation.

## Conclusion

This systematic review confirms that game-based learning (GBL) effectively supports grammar mastery among EFL learners. Through interactive and engaging activities, GBL enhances students' understanding of grammatical rules, boosts their motivation, and reduces learning anxiety. The review highlights the importance of selecting games aligned with students' language proficiency, learning styles, and emotional needs. Applying Self-Determination Theory (SDT) offers further insight into why GBL fosters positive learning outcomes, as it supports learners' autonomy, competence, and relatedness. Despite its benefits, the successful implementation of GBL requires attention to technical barriers, teacher readiness, and the varying needs of learners. Educators are encouraged to integrate GBL thoughtfully and provide scaffolding to maximize its effectiveness. Future research should explore long-term impacts and how GBL can be adapted for learners with different technological backgrounds and learning contexts.

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## THE EFFECT OF WEBTOON ON STUDENTS' ENGLISH VOCABULARY AT SMK NEGERI 1 PALANGKA RAYA

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### Abstract

This study investigated the effect of Webtoon for students' English vocabulary. Quantitative research with quasi-experimental design is the method that was used for this study. The population of this study is students of SMK Negeri 1 Palangka Raya. The sample was selected by using total sampling, consisting of 14 ten grade students of Teknik Konstruksi Perumahan (TKP) class. In collecting the data, the researchers used pre-test and post-test. Meanwhile, the researchers used Paired Sample t-test to analyze the data statistically. According to the result of the study, Webtoon showed a significant effect on students' vocabulary. A combination of engaging narrative and unique illustration helped the process of learning new vocabulary to be more enjoyable.

**Keywords:** *Webtoon, vocabulary, effect*

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### Introduction

One of the most significant languages in the world is English. It is widely utilized in both education and communication. Because English plays such important roles in today's world, students must become proficient in all areas of it, particularly vocabulary. Student's vocabulary helps them communicate and express ideas effectively. According to Susanto (2017), students that have a little vocabulary will struggle in all areas of language proficiency. The



lack of vocabulary will make students experiencing difficultly to understand texts, speak well, and improve other language abilities including writing, speaking, listening, and reading.

Many students struggle to master vocabulary in English. The main issue with learning vocabulary in the present day is that traditional approaches typically do not engage students well enough, resulting the lack of vocabulary. For younger generations used to interactive digital content, methods such as rote memorization or reading plain text without visuals are typically less engaging. Students may thus find it difficult to remember and employ language in informal conversations. Language development may be hampered by this lack of involvement, hence it is critical to investigate more dynamic and engaging teaching methods.

The researchers have conducted a pre-observation at SMK Negeri 1 Palangka Raya during PLP 2 (Pengenalan Lapangan Persekolahan) 2. It is revealed that students are lacking in vocabulary, which affects their 4 English skills (reading, writing, listening, and speaking.) To solve this problem, the researchers suggest a solution by using Webtoon comics for students to learn vocabulary. Mayer & Moreno (2005) stated that Cognitive Theory of Multimedia Learning helps learners process information more effectively when presented with both visual and textual elements. Entertaining illustrations and engaging narratives will be able to help students understand and gain new vocabulary.

A laptop or smartphone can readily access Webtoon, a digital comic (Berlian et al., 2021). One possible tactic is to use Webtoon as a vocabulary study tool because it better suits students' preferences for digital learning. Using Webtoon as a vocabulary-learning tool can be a very successful tactic since it combines text with eye-catching images to increase student interest. Webtoons help people learn and remember new words by presenting them in scenarios that are relevant to stories. Additionally, people can study on their own by browsing Webtoons related to their interest, which inevitably expands their vocabulary. Teachers can also leverage Webtoons for various educational activities, such as vocabulary discussions, contextual analysis, and creative storytelling exercises. This approach transforms vocabulary learning into a more engaging, interactive, and relevant experience for students in today's digital age.

Rather than relying just on textbooks, visual like pictures can capture students' interest and motivate them to expand their vocabulary. Additionally, the researchers proposed adopting Webtoon as a medium to teach vocabulary in order to address the students' lack of vocabulary. Students will be able to enjoy the teaching and learning process and quickly

learn the words by using Webtoon (Safitri et al.,2023). Webtoon can help in vocabulary memorization by combining narrative and illustrations.

In this study, the researchers attempt to answer the following research question: “How does the use of Webtoon effect students vocabulary?” In order to answer the research question, the researchers will conduct a study entitled “The Effect of Webtoon on Students' English Vocabulary at Ten Grade Students of SMK Negeri 1 Palangka Raya.”

Therefore, it is essential to discusses relevant theory and study regarding the importance of vocabulary and Webtoon to learn new vocabulary.

#### 1. The Importance of Vocabulary

When learning a new language, vocabulary is a crucial starting point. For English as a Foreign Language (EFL) learners, vocabulary is frequently regarded as an essential component since a small vocabulary will impede clear communication (Alqahtani, 2015). Learners must first master vocabulary before moving on to other areas of the target language, such as grammar, reading, writing, speaking, and listening. According to Rasulova (2023), vocabulary has an impact on all aspects of communication, including speaking, listening, reading, and writing. In line with this, Susanto (2017) stated that communication would be hampered by a small vocabulary when learning a second language. It will have an impact on understanding and processing information in addition to communication.

Second language learners, including English Foreign Language (EFL) learners, often encounter difficulty to have sufficient vocabulary. Similar to language, vocabulary varies from basic to advanced. The difficulty of remembering and comprehending the meaning of a language increases with its degree. Vocabulary will be lost from memory, particularly if it is not frequently used in everyday life or learning materials. Lacking vocabulary will make it difficult to express ideas, understand written or spoken texts, or engage in productive conversations. Aisyah (2017) claimed having a large vocabulary will greatly help students to learn English and its four main components, which include speaking, listening, reading, and writing. Thus, it is essential to have rich vocabulary knowledge.

Learners acquire vocabulary when they absorb it from regularly consumed content. However, language acquisition is more difficult when learning pressure is present. Because they dislike the learning process, students will quickly forget the vocabulary rather than memorize it. When learners watch movies, listen to music, read comics, or interact with other forms of entertainment, they usually have an easier time remembering new vocabulary. According to Simamore and Oktaviani (2020), students can now

use a range of media, including music, videos, movies, and more, to practice their abilities. By helping students relate words to visual or auditory information, these media provide them with rich, contextualized input that improves their comprehension.

## 2. Webtoon

Webtoon, a type of digital comic, first became well-known in South Korea. Unlike traditional comics that are published in books, webtoons are made to be read online. Because the panels use a vertical framework, they are arranged from top to bottom. This style is perfect for smartphones and tablets since readers can use their fingers to scroll down to read the next part of the story.

Webtoon, WebComics and Tapas are several applications that provide online comic. These application usually offer a large selection of free online comic to read. Because new episodes are created every week, viewers may regularly follow their favorite comic, much like they would with a television program.

Some of the things that contribute to Webtoon's immense success include its vivid visuals, moving characters, and engrossing stories. In addition to superheroes and action, webtoons cover a wide range of topics, such as romance, humor, fantasy, horror, mystery, school life, and more. This variety makes Webtoons appealing to many students and teenagers since it lets them choose the kind of story they want. According to (Novanti & Suprayogi 2021), Webtoon's visual and narrative help EFL learners who use the application to expand their vocabulary.

Additionally, webtoons depict common place feelings and lives in a way that young readers may relate to. The language is often informal and modern, much like people's speech in everyday life. This enhances the reading experience and facilitates comprehension. The Webtoon's illustrations are very imaginative and help students understand the dialogue or unfamiliar terms (Novanti & Suprayogi, 2021). Because of its attractive images, Webtoon can be used as an alternative medium to enhance students' interest in reading (Fauziah and Nasrullah, 2023).

Furthermore, Webtoon is a modern comic format created for online distribution. It is easy to use, entertaining to read, and jam-packed with creative stories and beautiful illustrations. Because of this, Webtoon has become one of the most well-liked digital entertainment choices for young people nowadays. Webtoon is accessible through smartphones, appealing to Generation Z, and offers language learners a fun educational experience.



### 3. Using Webtoon to Learn Vocabulary

Webtoon presents text in a visually appealing way, it might be a useful tool for learning vocabulary in English. According to research, contextual vocabulary learning improves comprehension because it allows students to relate words to situations in real life (Nation, 2001). Webtoon dialogues mirror real-world language usage, giving students an understanding of how words work in various contexts.

Effective language learning, according to Krashen (1982), occurs when students interact with the language in a relaxed and pleasurable setting. Webtoon is a fun reading platform that can encourage students to read more frequently, which naturally helps them increase their vocabulary. By giving context for new terms, the visual components also help with comprehension and lessen the need for frequent dictionary consulting.

Additionally, Lin (2018) discovered that by presenting information in a more captivating manner than conventional techniques, digital media, including online comics, improve vocabulary retention. According to a study by Amelia et al. (2024), Webtoon was a useful tool for helping students become more proficient in vocabulary. A comparable study by Al Farissi et al. (2024) revealed that Webtoon had a good impact on students' vocabulary. Based on a different study by Wulandary in 2019, Webtoon users claimed that the platform is a useful tool for vocabulary learning. This demonstrates that Webtoon is a useful teaching resource for English language learners in addition to being a source of amusement.

## Research Method

This section discussed the method used to investigate the effect of Webtoon on students' English vocabulary. It includes the design, population and sample, instrument, data collection and data analysis.

## Design

The research design was carried out using quasi-experimental research with a quantitative approach. Quantitative approach provides a reliable finding by minimizing the impact of subjective interpretation. Quantifiable data must be collected, analyzed and evaluated in order to use quantitative approaches to support the hypothesis developed in a specific study (Ghanad, 2023). Then, according to Reichard and Mark (2000) in quasi-experimental research, the treatment condition is determined non-randomly.

## **Population and Sample**

The population of this study is students of SMK Negeri 1 Palangka Raya. The sample was selected by using total sampling, consisting of 14 ten grades students of Teknik Konstruksi Perumahan (TKP) class. In line with this, due to limited time and resources, there is only one class that receives the treatment.

## **Instrument**

The instrument used for data collection is a vocabulary test in the form of multiple-choice questions. The test was designed to measure students English vocabulary before and after the treatment. It consists of two parts, which is pre-test and post-test. Each test contains the same number of questions with similar level.

## **Data Collection**

The data were collected by using pre-test and post-test to measure students' vocabulary improvement before and after using webtoon. The question format is in the form of multiple choice questions. Before the treatment, students were given multiple choice questions to test their initial vocabulary knowledge. After that students were instructed to read a webtoon comic entitled "Omniscient Reader". This webtoon was chosen by its rich vocabulary and engaging narrative. Then, students took a post-test in the same format as pre-test, which is in multiple choice questions. It was given to measure any improvement in students vocabulary after reading Webtoon.

## **Data Analysis**

Students score were put into a table before being analyzed quantitatively. The score of pre-test and post-test were analyzed by using statistical analysis, specifically Paired Sample t-test to determine if there is a significant effect in students vocabulary after and before the treatment of using Webtoon. The significance level used is 0.05. If Sig. (2-tailed) was lower than 0.05, it indicated that Webtoon positively impact students vocabulary.

## **Results and Discussion**

### **Results**

The data (score) were obtained after conducting pre-test and post-test in the form of multiple choice questions. Then, the data were analyzed by using SPSS software application from Microsoft. To analyze the data, the researchers used Paired Sample t-test. This process is needed to determine whether there is a significant effect on students' vocabulary after using a Webtoon comic entitled "Omniscient Reader" as learning media.

This research attempts to test the following hypothesis:

Ho: The use of Webtoon does not have a significant effect on student's vocabulary.

Ha: The use of Webtoon has a significant effect on student's vocabulary.

After collecting the data, the researchers obtained the scores of pre-test and post-test. The score can be seen in Table 4.1.

**Table 4.1 The Score of Pre-Test and Post-Test**

No	Student's Initial	Pre-test	Post-test
1	RA	55	80
2	AF	45	75
3	AP	45	75
4	BA	65	85
5	CO	55	85
6	EA	50	75
7	FP	55	80
8	KY	55	80
9	MA	75	85
10	MF	45	75
11	N	55	80
12	N	60	80
13	NN	55	85
14	S	45	75
<b>Mean</b>		54,29	79,64

Based on the table above, it was discovered that there were significant effects of utilizing Webtoon on student's vocabulary. The mean score of pre-test is 54,29 and the mean score of post-test is 79,64. The post-test score is higher than pre-test since student's score increased by 25% after reading Webtoon comic. It was proven that Ha is accepted and Webtoon is positively effected students vocabulary.

These score showed that engeging comic in Webtoon can be used as a media for students to learn new vocabulary. They can enjoy reading an entertaining comic based on their interest. Since Webtoon provide many comics with various genre so students will not get bored. The illustration also encaourage students to keep reading and discover new vocabulary. Furthermore, to measure the result statically, Paired Sample t-test test was conducted to compare the vocabulary score of pre-test and post-test.

**Table 4.2 The Result of Paired Sample t-test**

Pair		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Pretest - Posttest	-25.35714	5.70569	1.52491	-28.65151	-22.06277	16.629	13	.000

The result analysis revealed that the value of Sig. (2-tailed) is 0.000. The value of Sig. (2-tailed) which is  $0.000 < 0.05$ , it means that  $H_a$  is accepted. The results indicated that Webtoon significantly impacted the vocabulary of tenth-grade students of Teknik Konstruksi Perumahan (TKP) class in SMK Negeri 1 Palangka Raya.

**Discussion**

Based on the analysis of this study, the findings indicated that Webtoons as a teaching tool greatly enhances students' vocabulary retention. The increasing score in post-test shows better comprehension and retention of vocabulary using a contextual and visual learning strategy, in addition to a quantitative improvement. Webtoons, which blend storylines, conversations, and visual components, give words a more contextualized meaning, which helps students understand and use vocabulary correctly.

When learning a second language, it is crucial to have a decent amount of vocabulary. Susanto (2017) stated that communication would be hampered by a small vocabulary when learning a second language. Vocabulary is a foundation used as a steppingstone. Lack of vocabuly will

make students experience difficulty to learn another four English skill which include speaking, listening, reading and writing.

The findings of this study correlate with a previous research conducted by Lin (2018) who found that digital media, such as online comics is capable to enhance vocabulary retention by presenting information in a more engaging way than traditional method. In addition, Amelia (2024) said that Webtoon was a useful tool for helping students become more proficient in vocabulary. These existing studies supported the study's recommendation to use Webtoon as media to learn new vocabulary.

With its uniqueness, Webtoon not only deliver an entertaining storyline but also used vocabularies related to daily life. Nation (2001) said that contextual vocabulary learning improves comprehension because it allows students to relate words to situations in real life. Those vocabularies in Webtoon can be used in daily life when students communicating with others. Many people can understand dialog in Webtoon since it was adapted to vocabulary that are frequently used in daily conversation. Based on a different study by Wulandary in 2019, Webtoon users claimed that the platform is a useful tool for vocabulary learning. In addition, Al Farissi et al. (2024) said that Webtoon had a good impact on students' vocabulary.

Furthermore, the engaging format of Webtoons is capable to enhance student motivation and participation in the learning process. The statistical analysis using the Paired Sample t-test revealed that the observed improvement was statistically significant, indicating that Webtoons has a direct and positive impact on students' vocabulary learning outcomes. Compared to textbook which only full of words, Webtoon provide an entertaining narrative with unique illustration, encouraging student to read and improve their vocabulary. Webtoon also offer various genre such as romance, action, fantasy, comedy, horror and slice of life. Students can chose any genre that they want to read and will not get bored. Therefore, integrating webtoons into the teaching process particularly in English vocabulary can be considered an innovative and effective alternative learning strategy, especially in vocational education settings that demand practical and engaging pedagogical approaches.

## Conclusion

According to the findings and study, students' English vocabulary is positively and significantly impacted when Webtoon is used as a learning media. Webtoon offers engaging stories and illustration, students are better able to comprehend and gain new vocabulary because they are learning it in an enjoyable and relevant setting. Through Webtoon, that provide fun

narrative and engaging illustrations, students will be able to experience more enjoyable learning process, which help them to gain and memorize new vocabulary faster compared to learning by using traditional media such as reading textbook.

Following the use of Webtoon in the learning process, there was a noticeable improvement which shown in pre-test and post-test scores. The statistical test of Paired Sample t-test showed the significance of the improvement. It indicated that Webtoon is a good tool for helping students expand their vocabulary in English.

Learning new vocabulary through Webtoon makes the process more enjoyable and engaging. Students become more motivated to learn since the media which is presented in a way that suits their digital lifestyle and interest. Therefore, teachers can consider using Webtoon as an alternative teaching method, especially in vocational schools where fun and practical learning is needed.

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## THE USE OF DIGITAL LEARNING MEDIA IN EFL CLASSROOM FOR WRITING SKILLS

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### Abstract

Writing is an important skill in EFL classrooms; unfortunately, teaching still faces challenges, especially in the digital era. Digital tools for learning media can offer significant solutions, but they're still inconsistent when used in writing instruction. This study aimed to identify the most commonly used digital tools and analyze their effectiveness in improving EFL students' writing skills. Using a qualitative method through systematic literature review, there were forty studies from 2022 to 2025 were analyzed. The results showed that there are three main types of digital learning media, which are AI-based tools, social media platforms, and collaborative writing tools. Among them, ChatGPT and Instagram were found to be the most frequently used and effective in enhancing students' grammar, vocabulary, motivation, and writing confidence. These findings have suggested that when applied digital tools are used purposefully, they can significantly support writing development in EFL classrooms.

**Keywords:** *Webtoon, vocabulary, effect ELT, Writing Skills, Digital Learning Media, EFL, Digital Tools*

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### Introduction

In the context of the English as a Foreign Language (EFL) classroom, structured teaching has an important role in improving



student learning outcomes. Research suggests that well-planned and structured instruction enhances students' comprehension, engagement, and academic performance (Marzano, 2007). Supported by Houella (2022), effective lesson planning in education should align lesson plans with learners' goals and needs, using different teaching methods, learning styles, and taxonomies, which can ensure that all students are included in the learning process. Structured and clear instruction in teaching process can help teachers stay on the goals and manage their time better to guide students in learning progress. Without clear instructional strategies, lessons can become unorganized which makes it harder for students to understand the material. Supported by Brown (2001) highlighted the importance of structured teaching in language teaching which consists of setting learning objectives, methods, and evaluation. Therefore, besides being important for student outcomes, well-structured teaching also has a crucial role in developing language skills in a more structured way. Among language skills, writing needs careful guidance and practice, because it involves organizing thoughts, applying grammar rules, and developing coherence in expression.

Writing is one of the important skills that students must master (Sallamah & Sabiq, 2020). In the EFL classroom, writing enables students to express their ideas clearly and effectively in English. Due to the power of writing in expressing feelings and thoughts clearly, clarifying knowledge and conceptions, and understanding the issues at hand, writing also serves as a tool for self-expression and academic development (Hyland, 2016). However, teaching writing in the EFL classroom still faces a lack of problems, especially in integrating digital technology effectively. According to Shadieff and Wang (2022) that stated technology-supported writing tools can enhance learners' motivation and engagement but many educators face difficulties in implementing. Similarly, Al Ghamdi and Al qaiawi (2021) found that many EFL teachers face barriers such as limited training, lack of resources, and difficulties aligning digital tools with existing curricula. To overcome this, teachers can use digital learning media to help students in the process of learning writing skills by understanding the specific functions and benefits of each digital tool. Supported by Zhang and Zou (2022) platforms like Google Docs can improve writing performance through real-time feedback and collaboration.

The use of digital learning media can be an alternative to teaching and learning activities in EFL classrooms as it helps increasing the students' learning outcomes. According to De Florio-Hansen (2018), integrating digital media into language instruction not only improves the learning experience but also can develop students' autonomy and motivation which can lead to

more effective achievement of learning objectives. In addition, learning media will help increase student learning motivation. It is supported by Mayer (2005) that digital tools can help learning by combining visual and auditory elements which makes it easier for students to process information. It is aligned with Schmitt (2010) that highlighted digital tools can significantly improve learners' vocabulary acquisition, listening and speaking skills. The study also found that learners who engaged with multimedia-based language input were more likely to retain new vocabulary and develop better pronunciation through repeated exposure and interaction. Thus, it makes digital tools a valuable support for comprehensive language skill development in EFL contexts. However, besides these advantages, the use of digital learning media in EFL classrooms is still used inconsistently which affects how unpredictable students' outcomes are. This highlights the need for further research on how digital tools can be effectively integrated into writing instruction so students can get the best benefits in EFL learning.

Some previous studies have already investigated how digital learning media can help EFL students improve their writing skills, but systematic reviews are scarce. Schmitt (2010) discussed how multimedia and digital tools support vocabulary development and oral language skills, but did not address their structured application in writing tasks. Likewise, Mayer (2005) emphasized the benefits of combining visual and auditory elements to enhance learning, but this approach has primarily been applied in general comprehension rather than writing-specific activities. De Florio-Hansen (2018) highlighted how digital tools can improve motivation and autonomy, but practical strategies for integrating them into EFL writing classes were not the main focus. Zhang and Zou (2022) highlighted a more writing-centered perspective by showing how collaborative platforms such as Google Docs can support peer feedback and revision, but they also noted the need for better pedagogical alignment. Even though these previous studies prove that digital learning media can help improve writing, most of them are focused on individual tools rather than comparing different options or explaining how they fit into structured teaching. Thus, this study will fill the gap in identifying commonly used digital learning media in EFL writing classrooms and identify which are the most effective digital learning media in improving students' writing skills.

## Research Method

This study used a systematic literature review to explore the use of digital learning media in developing writing skills among EFL students. The methodology applied the Preferred Reporting Items for Systematic Reviews

and Meta-Analyses (PRISMA), which is designed to be used in systematic reviews that involve synthesis methods-such as pairwise meta-analysis or other statistical techniques-or do not involve synthesis, for example, when only one relevant study is found (Page et al., 2021). The review process was guided by a framework consisting of four main stages including identification, screening, eligibility, and inclusion. The data sources used in this study were articles indexed in the Scopus and ERIC databases, published between 2022 and 2025. This time frame was chosen to reflect the latest developments in digital media tools. The research included in this review focuses on empirical research involving EFL learners in writing classes who use digital learning media as part of their learning process.

### Data Sources and Search Strategy

**Table.1 Databases and Keywords**

Databases	Syntax	Results
Scopus	TITLE-ABS-KEY(( EFL OR "EFL learning" OR "EFL Students" ) AND ( "Writing Skill" OR writing OR "Writing Learning" OR "Writing Classroom" ) AND ( "Digital tools" OR digital OR media OR "technological tool")) AND PUBYEAR > 2014 AND PUBYEAR < 2026 AND ( LIMIT-TO ( SUBJAREA,"SOCI" ) OR EXCLUDE ( SUBJAREA,"ARTS LANGUAGE" ) )	237
ERIC	Using the keywords ( ( efl OR "EFL learning" OR "EFL Students" ) AND ( "Writing Skill" OR writing OR "Writing Learning" OR "Writing Classroom" ) AND ( "Digital tools" OR digital OR media OR "technological tool" ) ) include available in peer-reviewed only, limit to publication "since 2016".	84
Total Papers		321

This research collected data from well-known academic databases, including Scopus and ERIC, which offer extensive research on education and language acquisition. It provides a wide range of research on education and language learning. To ensure credibility, this study focused on high-impact journals by reputable publishers such as Springer, Elsevier, and Routledge. These publishers were chosen for their stringent peer-review process and contribution to applied linguistics and education research.

The search process used specific keywords related to digital learning media and writing skills in the EFL classroom. Boolean operators such as “AND” were used to narrow down the search and find the most relevant studies. This resulted in a single keyword that could be used to conduct the search “EFL AND digital learning media AND writing skills”.

The search process was conducted over four days, with multiple searches lasting approximately more than 9 hours each. To manage citations and perform duplication checking, Mendeley software was used for reference organization. This structured search strategy ensured that only relevant, high-quality research was included in the final review.

### Inclusion and Exclusion Criteria

Table 1 is an outline of the inclusion and exclusion criteria for this systematic review study. Studies were included if they were peer-reviewed empirical research journal articles and focused on digital learning media for writing in EFL classrooms. Those should be published between 2015–2025 using English and indexed in Scopus and ERIC, which are reputable publishers such as Springer, Elsevier, and Routledge. Only studies using empirical methods (experiments, surveys, interviews, document analysis) with full-text availability were considered for this systematic review. Articles were excluded if they focused on digital media for reading, listening, speaking, or general educational technology and were non-empirical or opinion-based. Besides, the excluded studies are published before 2015 using non-English languages, from other sources that were indexed in Scopus and ERIC, and from non-reputable sources. In addition, the excluded studies were studies that only abstracts available and were non-peer-reviewed.

**Table.2 Eligibility Criteria**

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Focus area	Digital media for writing in EFL classrooms	Digital media for reading, listening, speaking, or general educational technology
Research type	Empirical study (experiment, survey, interview, document analysis)	Non-empirical/opinion/theory-based article
Publication year	2022-2025	Before 2022
Language	English	Non-English
Source Credibility	Scopus and ERIC	Other source
Publisher	Springer, Elsevier, and Routledge	Other publisher
Full-Text Availability	Full text accessible	Only abstract available
Publication	Peer reviewed empirical	Non peer-reviewed



## Study Selection

The study selection process began with a search in the Scopus and ERIC databases using predefined keywords. To ensure the relevance of the studies, a filter was applied to limit the publication years to 2022-2025. After applying these criteria, the search retrieved 237 studies from Scopus and 84 from ERIC. The selected articles were then exported in different file formats, .ris for Scopus and .nbib for ERIC. The selected files were imported into Mendeley for duplicate checking, resulting in no duplicate files from the three databases. A screening process was then conducted to determine the final number of articles that met the inclusion criteria for this systematic review. The results showed that the initial search in Scopus and ERIC yielded 321 articles, but after applying the eligibility criteria, only 40 articles met the inclusion criteria.

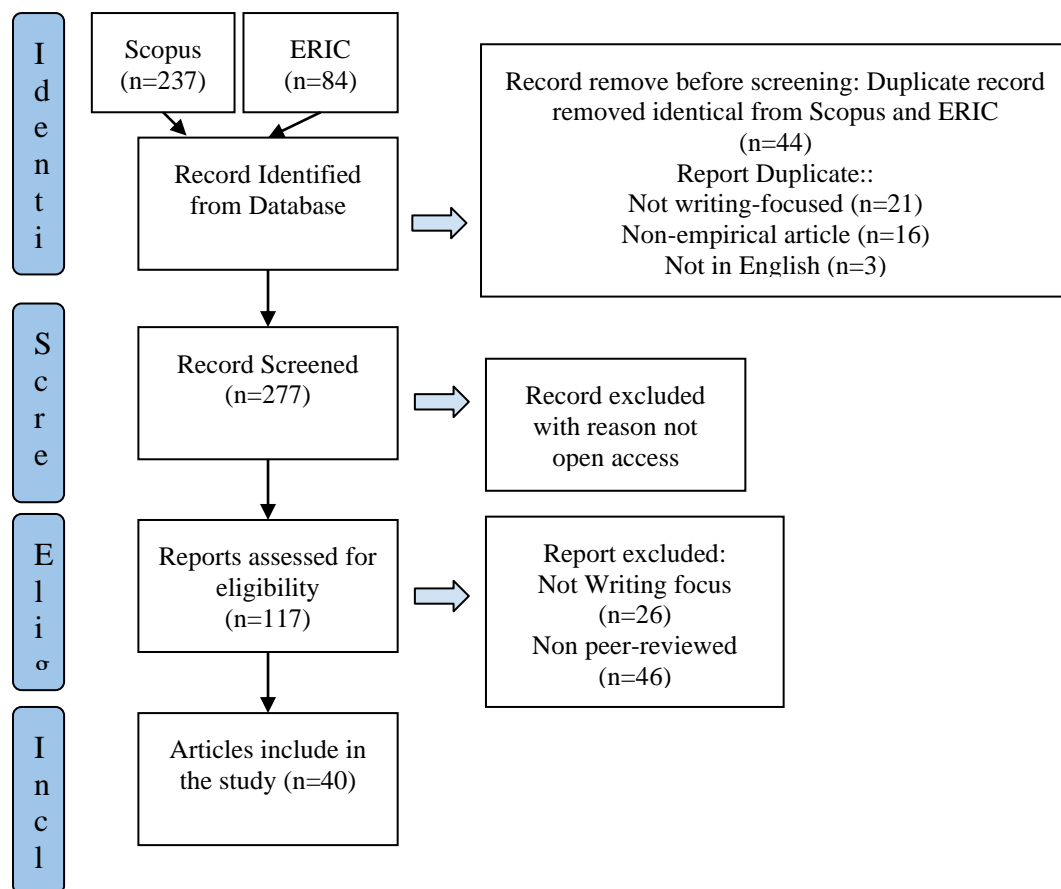


Figure 1. Flowchart of the Screening and Selection Procedure

A total of 321 records that were identified from two academic databases. Firstly, the researchers looked for the articles through Scopus which got 237 articles and then looked for the articles through ERIC which found 84 articles. Before the screening process, the researchers removed 44 or 321 records articles that did not meet the inclusion criteria. These included studies that were not focused on writing (n = 21), were not empirical (n = 16), were not in English (n = 3), and did not provide full-text access (n = 4). After removing these 44 article records that did not meet inclusion, the researcher got 277 studies for the screening stage. At this stage, 160 records were excluded because the researchers found that those full texts were not accessible and mostly because of paywalls or broken links. Therefore, there are 117 articles recorded for the eligibility stage. Next, 117 articles were reviewed in full to check for eligibility. During this stage, researchers were excluding 77 articles for following reasons such as 26 were not focused on writing skills, 46 were not peer-reviewed empirical studies, and 5 were not related to EFL (English as a Foreign Language) contexts. In the end, researchers found 40 articles met all the criteria and were included in the review.

### **Data Extraction and Data Analysis**

After both authors collected forty relevant articles from Google Scholar and ResearchGate, all files were transferred to Google Drive in one folder for further analysis. The articles were read carefully to identify their relevance to the purpose of the study, which was to identify the most frequently used digital learning media and assess their effectiveness in improving EFL students' writing skills. The data analysis process was conducted through a thematic analysis approach by referring to the steps of Braun and Clarke (2006). The main themes were not determined from the beginning, but were discovered gradually based on patterns that emerged in the data. This approach was chosen in order to keep the analysis open to variations in the data and to discover tendencies that emerged from the findings.

## **Results and Discussion**

### **Results**

Based on the 40 selected articles, that analysis reveals three major themes emerged regarding the digital learning media commonly used to support EFL learners' writing skills: AI-Based Tools, Social Media Platforms, and Collaborative and Interactive Writing Tools.

## AI-Based Tools

Several articles revealed that AI-based tools such as ChatGPT, Grammarly, Quillbot, Wordtune, and Jenni AI are used in EFL contexts to support writing.

After analyzing the data, several articles have been found that AI-based tools such as ChatGPT, Grammarly, Quillbot, Wordtune and Jenni AI are digital learning media used to support writing in EFL contexts.

“...significantly enhanced teacher self-efficacy and student writing skills; ...significantly boosted writing motivation and self-efficacy;...provide highly accurate and reliable automated corrective feedback” (P1AI#1)

“.....more substantial improvements in writing motivation, self-efficacy, collaborative writing tendency, and engagement;.....enhanced confidence in writing; increased motivation to revise; ....facilitated real-time adjustments to writing...” (P9AI#4)

“ChatGPT for writing purposes in the English classroom within higher-education contexts are: saving time, ensuring language accuracy, facing no difficulty in performing the writing task, being easy to use, offering new ideas,...” (P14AI#7)

Besides ChatGPT, Grammarly and Quillbot are also some of the AI-based tools that can help EFL students improve their writing skills.

“Grammarly helps students correct grammatical errors such as verb tense and article usage, while Quillbot assists students in paraphrasing and improving sentence structure.” (P7AI#2)

The next data that has been analyzed is the AI-based tool, Wordtune. Wordtune can also help and improve students' writing skills in the EFL context.

“The writing samples produced after Wordtune-enabled practice showed better lexical resourcefulness. They used nouns, adjectives, and verbs with greater precision and appropriateness than lexical resources in writing samples produced without any prior practice with Wordtune”. (P22AI#10)

“...helps users throughout the writing process by offering rewrite or paraphrase options.;...help EFL writers formulate or translate ideas

into English and improve the quality of their writing...;...motivate users throughout the writing process and prevent them from getting stuck.." (P26AI#12)

Furthermore, an AI-based tool that also helps students in the EFL context to improve and assist in their writing skills is Jenni AI.

"Jenni AI demonstrated a strong capability to enhance participants' productive skills, particularly writing. Most participants found it useful and easy to use." (P30AI#14)

### **Social Media Platforms**

According to the reviewed articles, social media were widely used for teachers to improve EFL students' writing skills. Kind of social media that were found in the reviewed articles findings are Instagram, WhatsApp, Facebook, Wattpad, Blogs, and WeChat.

Firstly, Instagram is a social media platform that can be used for digital media tools in improving EFL students' writing skills. After reviewed articles, researcher found that Instagram was the most widely used social media that was used to enhance EFL students' writing performance.

"This method has created motivation for students through attributing interesting and amusing approaches in writing; Using comments and DM(s) instead of common tools of editing and feedback makes the feedback more interesting and useful. In addition, the visual element in Instagram supports writing skills." (P24SM#8)

"...writing captions in English is a learning process...; ...not confident in using the language...; ...motivated because learning English is something new...; ...writing captions in English challenges one to learn...; ...not motivated to conduct Instagram feed-based tasks...; ...intensive interaction among students... capable of resolving their doubts about writing English..." (P27SM#9)

Secondly, WhatsApp is considered to be an effective media platform that can be used for improving EFL students' writing skill.

"...WhatsApp, as a tool for mobile learning, gives students great chances to improve their language proficiency, especially in written communication." (P2SM#1)

"WhatsApp's importance as a useful teaching and learning tool for improving writing abilities; providing extra help, encouraging students to study hard, and helping them get better grades in their writing courses." (P3SM#2)

Additionally, Facebook is also considered as a beneficial platform to develop EFL students' writings skills.

"Facebook is an appropriate tool to stimulate students to write in English at the same time that they reflect on social topics, improving students' writing in English language, and promoting authentic language interaction." (P5SM#3)

Wattpad and blogs also are two digital platforms that allow the user to writing or express an ideas. Therefore, according to reviewed articles, Wattpad and blogs can help EFL students to develop writing skills including the fluency and confidence in writing English language.

"Wattpad was perceived as a pleasurable media of learning where students could express various emotions, ideas, and thoughts. It gives chances to students to develop their writing." (P33SM#11)

"...students' writing/composing abilities improved...; ...learners will get feedback from their peer group members or teachers, which is more beneficial for them to rectify their mistakes in their next blog, which helps them to write in an error-free way..." (P16SM#6)

The last one is WeChat. This is another social media platform that allows users to communicate and express their ideas. According to reviewed articles, WeChat can help EFL students improve writing skills such as grammar, vocabulary, and learner autonomy.

"...WMP via WeChat, which can improve writing quality, grammatical accuracy, lexical richness, and learner autonomy through audience interaction, creativity, and independent learning." (P40SM#15)

### **Collaborative and Interactive Writing Tools**

According to the reviewed articles, Collaborative and Interactive Writing Tools are also useful tools to improve students' writing skills in EFL contexts. The researchers found three digital tools that focus on Collaborative and Interactive approach which are Padlet, Edmodo, and Google Documents.

Firstly, Padlet is one of the digital tools included in Collaborative and Interactive Writing Skills, which can have a positive impact on students.

“Padlet encourages students to self-edit before posting. This encourages students to be independent in their language learning.” (P29CIW#7)

“.....the application has a positive impact on developing the students’ writing performance.. ; Padlet helps me to write accurately ; Padlet allows me to edit my writing ; Padlet helps me to learn the essay structure ; Padlet helps me to improve the organization of my writing” (P38CIW#11)

Secondly, Edmodo is an effective digital learning tool in EFL writing classes. It can help students in completing their writing assignments.

“Edmodo is effective in writing class...; Edmodo motivates them to develop their writing...; Edmodo helps me to see the errors in my writing and revise it soon...; Edmodo offers easiness for students to do the assignment..” (P25CIW#6)

“..learners had positive attitudes toward the application of the social network.. ; Iranian intermediate EFL learners have positive attitudes toward application of Edmodo social network in classroom to improve their writing skill” (P32CIW#8)

The last, Google Docs is a digital tool that can help students improve their writing skills. One of the main useful features of Google Docs is how it can allow students to work in a collaborative and interactive way, such as write together in real time. They can share their writing, get feedback, and talk about it with their peers or even teachers.

“The most obvious factor was the sense of cooperation facilitated by that platform, which enabled participants to quickly and easily show what they had written to their peer, get feedback, and engage in a dialogue about it.” (P36CIW#10)

## Discussion

The findings emphasize that students who used ChatGPT had a significantly positive writing experience, particularly in improving grammar accuracy, vocabulary diversity, motivation to write, engagement in the writing process, and confidence in expressing ideas. This is primarily because



ChatGPT's conversational nature makes it easy to use, offers thorough reviews, and provides easy-to-understand explanations (Schmidt-Fajlik, 2023). Therefore, ChatGPT proves to be a helpful tool for students to brainstorm ideas, make real-time adjustments to their writing, and complete writing tasks more independently and confidently.

In addition to ChatGPT, Grammarly and Quillbot are also frequently integrated into the drafting and revising stages of writing. The findings highlight that both Grammarly and Quillbot have their own unique and beneficial functions. This is strength by students' comments praising Grammarly as very accessible and convenient to use (Gozali et al., 2024). Even experienced users reportedly install Grammarly Keyboard to connect Grammarly directly to their word processors. Accordingly, Gozali et al. (2024) reported that Grammarly and Quillbot are often used for grammar correction and sentence improvement. Specifically, Grammarly is particularly useful during the revising and editing stages, while Quillbot is advantageous for improving vocabulary knowledge and assisting with paraphrasing.

Another valuable tool identified in the findings is Wordtune, an application that assists students in paraphrasing and correcting grammar. Wordtune rewrites sentences by utilizing an extensive database of written materials and applying natural language processing techniques. This digital writing tool generates multiple rewrites of the original sentence using artificial intelligence (AI) to identify linguistic patterns. Wordtune-generated paraphrases support learners in two significant ways: first, by helping learners clarify the ideas they want to express; and second, as noted by Barrot (2020), by exposing learners to more refined versions of their writing, allowing them to recognize the gaps between their own texts and the suggested alternatives. Consequently, research by Al Mahmud (2023) and Garcés-Manzanera (2024) found that Wordtune improves lexical accuracy and assists EFL learners in formulating, translating, and refining their ideas during the writing process. By providing multiple sentence rewrites, the tool also helps maintain student motivation and reduces writing difficulties.

The findings also suggest that Jenni AI plays an important role in developing students' productive language skills, particularly in writing. This is reinforced by a study by Fang et al. (2024), which revealed that the purpose of Jenni AI is to improve writing skills, especially for scientific articles and citation-related tasks. These results support the integration of AI-based tools in EFL classrooms to foster learner independence and provide real-time language support. Taken together, Jenni AI not only offers practical writing assistance but also encourages students to experiment with language, which is essential in second language acquisition.

Among all AI-based tools identified, ChatGPT emerged as the most widely used. It has consistently appeared in various studies as an effective tool that significantly enhances students' grammatical accuracy, vocabulary range, and motivation to write. Its conversational interface, user-friendliness, and ability to deliver instant and personalized feedback make it highly appealing to EFL learners. Students benefit from its features such as idea generation, real-time correction, and language suggestions, all of which contribute to better writing outcomes and increased learner engagement and autonomy. The frequency with which ChatGPT is referenced in various sources further demonstrates its popularity and perceived usefulness in supporting writing development.

Thus, AI-based tools such as ChatGPT, Grammarly, Quillbot, Wordtune, and Jenni AI have proven to be effective digital media for supporting EFL students' writing development. Through features such as quick feedback, paraphrasing assistance, and easy-to-use interfaces, these tools help improve learners' grammatical accuracy, lexical diversity, writing motivation, confidence, and independence. Each tool offers distinct advantages, providing learners with individualized support and promoting greater engagement in the writing process.

Beyond AI-based tools, social media platforms like Instagram are also considered effective in improving EFL students' writing skills due to their ability to create a visually engaging learning environment. This is aligned with Ramazanov et al. (2022), who conducted an experimental study and found that Instagram can significantly enhance students' writing competencies and engagement in English learning, including their ability to clearly build ideas and use grammar appropriately.

Besides, the findings highlighted that WhatsApp plays a significant role in facilitating continuous interaction among students. By using WhatsApp, students can engage in real-time conversations, receive immediate feedback, and collaboratively develop their writing skills in an accessible digital environment. Therefore, as reported by Tanashur et al. (2024), WhatsApp can significantly increase writing achievement by enabling students to engage in real-time collaborative learning.

Furthermore, Facebook is shown to motivate students to express their opinions in written interactions through features such as comments, posts, and group discussions. Engaging with peers and responding to feedback can help students become more confident in organizing their ideas and using appropriate grammar and vocabulary. Additionally, the informal nature of the Facebook environment can reduce pressure, making students more comfortable when developing written ideas. Thus, Facebook can be considered a useful digital tool for integration into the writing classroom,

promoting collaboration, increasing motivation, and providing students with space for authentic writing practice (Syafrizal et al., 2020).

The findings indicate that Wattpad and Blogs are digital platforms that can help students to write in appropriate way, reflect on their work, and can build their confidence through repeated practice. Teacher may use these platforms by integrating in writing classroom for improving EFL students' writing skills. It is supported by Han (2023) who found that blog-based teaching helped EFL students improve both their writing skills and motivation. Similarly with Bal (2018), he highlighted that Wattpad allowed students to have more freedom and motivation when writing. Students can express their ideas without pressure. Thus, Wattpad and blogs can help students to write more freely and enjoy the process.

Besides, WeChat application also can help students write more effectively by motivating such as interaction, creativity, and independent learning. Teachers can use WeChat platform in the classroom to improve EFL students' writing skills. It is supported by Sun and Asmawi (2021), they highlighted that how the use of WeChat can improved students' writing quality and motivation for writing. Similar to Wattpad and Blogs, WeChat also allows students to engage more freely and independently in writing process.

Among reviewed articles, Instagram is the most social media platform that used by teachers for improving EFL students' writing skills. Studies have shown that Instagram can significantly enhances students' motivation and writing quality. The visual look and features of Instagram can also motivate students' creativity and making the writing process more engaging and enjoyable. This approach helps students to overcome their fear of making mistakes and improve their confidence in using English in written text.

These findings aligned with Self-Determination Theory by Deci and Ryan (1985). It was highlighting about what make students excited and motivated in learning by 3 stages which are autonomy, competence, and relatedness. Instagram can make students have their own choice on writing something such as write captions (autonomy), make them feel more confident by getting feedback or validation such as likes or comment (competence), and make them still interacted using English language with other users through comment or direct message (relatedness). Therefore, by integrating Instagram in writing classroom can significantly improve students's writing skills because it can develop their motivation, creativity, and collaborative learning.

Data from the articles of Rashid et al. (2019) and Ali et al. (2025), Padlet was highlighted for its ability to encourage self-editing skills,

brainstorming, and better organization of essay structure. Students are also motivated to revise their writing independently and collaborate with peers in a supportive environment. It is supported by Dewitt, Alias, & Siraj (2015) that the research participants' ease of communicating on Padlet suggests that Padlet can be a good substitute for bridging the communication gap between peers, teachers, and students. Therefore, using this Padlet can provide encouragement and positive reinforcement for students.

The finding indicates that Edmodo plays a significant role in facilitating the writing process for EFL learners. Discussed in studies by Prasatyo (2023) and Ma'azi & Janfeshan (2023), was recognized for supporting students' writing development by providing structured assignments, motivating learners, and helping them correct writing errors. Additionally, students acknowledged Edmodo as an easy-to-use, realistic, time-saving, entertaining, and motivating learning platform, according to the study by Agustiani, Ningsih, and Muris (2021). Students also demonstrated a positive attitude toward using Edmodo, and their writing performance showed significant improvement. Therefore, Edmodo can be considered an effective tool for supporting writing instruction in EFL contexts.

Another important finding is that Google Docs supports students throughout the writing process by fostering a sense of connection and collaboration. It is supported by a study that conducted by Pathi et al. (2021) that found out if Google Docs can significantly improve students' writing performance and writing self-regulation by its real-time editing and commenting features to make students get feedback immediately. They do not need to wait for a long time to get feedback from peers or teachers, which can make the learning process become more active and meaningful. Therefore, integrating Google Docs into the writing classroom can be a great choice for teachers to improve EFL students' writing skills.

In conclusion, the use of Collaborative and Interactive Writing Tools such as Padlet, Edmodo, and Google Docs has already proven to improve students' writing skills in EFL contexts. Among the articles reviewed, Padlet and Google Docs are Collaborative and Interactive Writing Tools that are most used by teachers for improving students' writing skills. Padlet can support students in self-editing, organizing ideas, and engaging in peer collaboration, which make Padlet become more valuable tool for improving independent writing skills. Meanwhile, Google Docs has the main feature which is he real-time collaboration and immediate feedback that can improve EFL students' writing performance and self-regulation. It aligned with Vygotsky's theory of Zone of Proximal Development (ZPD) (1978), which highlights the effectiveness of students' progress occurs when students get support from peers or even teachers during the learning process. Both

platforms can make an interactive and supportive learning environment that motivates students to be more active and confident in the writing process. Therefore, these tools are not only practical but also important for make the writing classroom become more meaningful.

Despite the beneficial findings, this study has some limitations. It because this study focused on general types of digital learning media without looking closely at how each tool is used during specific stages of the writing process, such as planning, drafting, or revising. It also did not explore how factors like students' digital skills, language level, or teacher experience might affect the effectiveness of these tools. Besides these limitations, the findings can offer useful insights for teachers, students, and future researchers. Teachers are motivated to understand how to use digital tools and focus on choosing tools that match their students' writing goals and needs. Training for teachers is also important, but not just on how to use the tools, but on how to apply them meaningfully in writing lessons. In addition, students still need proper guidance to avoid confusion or overdependence on technology, which highlights that it is importance of building digital literacy. Meanwhile, for future researchers, more studies are needed to explore on how digital tools support each stage of writing, how student backgrounds influence learning outcomes, and how these tools impact writing development over time like continuous time.

## Conclusion

This study aims to systematically review the various digital learning media used in teaching writing to EFL students. From the forty articles analyzed, three types of digital media were found to be the most widely used and effective: artificial intelligence-based tools (such as ChatGPT, Grammarly, Quillbot, Wordtune, and Jenni AI), social media (such as Instagram, WhatsApp, Facebook, Wattpad, Blog, and WeChat), and collaborative and interactive writing tools (such as Padlet, Edmodo, and Google Docs). Each of these tools contributes differently to the improvement of students' writing skills, ranging from providing quick feedback, increasing motivation to supporting collaborative writing. Among all the tools studied, ChatGPT and Instagram were the most frequently used and most influential in the writing learning process. The results of this study show that the appropriate use of digital media that is tailored to the learning objectives can help EFL students develop their writing skills more effectively. However, the use of digital media also needs to be balanced with clear teaching strategies and support from teachers, so that its utilization really has a positive impact on the learning process. In the future, further research is needed to see how these

tools can support the stages of writing in more depth, as well as the background of students, and how these tools impact writing development in the long term.

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## THE EFFECT OF PROWRITINGAID AS ARTIFICIAL INTELLIGENCE (AI) ON STUDENT'S ENGAGEMENT

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### Abstract

Technology has developed rapidly and people need to adapt to this development. One of them is a technology called artificial intelligence. In the education field, the utilization of artificial intelligence is needed for students. Therefore, this current study aimed to determine whether using *ProWritingAid* as artificial intelligence affects student engagement. This current study was conducted as pre-experimental research with one group pretest-posttest design. The second-semester English language education students were selected by the researchers as the sample through the total sampling method. Data was gathered through pre-questionnaires as well as post-questionnaires. The questionnaire results were used to score student's engagement. Based on the result finding, The mean score pre-questionnaire was 56.62 and post-questionnaire was 62.62. Moreover, the result data analysis on the Wilcoxon-Signed Rank Test revealed the sig (2-tailed) of  $0.000 < 0.05$ . Simply, the null hypothesis ( $H_0$ ) is rejected, whereas the alternative hypothesis ( $H_a$ ) is accepted. Thus, a conclusion can be made that the application of *ProWritingAid* positively and significantly affects student engagement. Additionally, further researchers can investigate the use of *ProWritingAid* with other artificial intelligence tools so that can be seen as the most effective application to be used.

**Keywords:** *Technology, ProWritingAid, Artificial Intelligence, Student Engagement*

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## Introduction

Recent technological advancements have significantly impacted various fields, including education, where they have transformed the teaching and learning of EFL. Students now have access to various online language learning tools that are easily accessible to enhance their learning experiences. These tools can assist teachers in evaluating students' performance, enhancing the effectiveness and efficiency of learning. Lim & Phua (2019) highlighted that digital tools effectively boost students' capabilities and foster positive responses in educational environments.

One technology that has been frequently mentioned in the past few years, with the contribution to significant advances as well as delivering outstanding outcomes is Artificial Intelligence, most commonly known as AI. According to Fitria (2021), AI refers to a computer-based simulation of the intelligence of humans which is designed to perform similarly to humans. Moreover, O'Connor (2023) added, that artificial intelligence can be described as the replication of human-like intelligence in machines that imitate how humans think and behave through advanced programming. From these explanations, it can be concluded that artificial intelligence results from developments in computers that allow computers to perform the ability similar to those performed by humans.

Along with the adoption and usage of new technologies in education, the utilization of artificial intelligence is also getting more and more common in the education field. Incorporating artificial intelligence into the education system will change how students learn, how teachers teach, and how institutions function. In line with that statement, Phan (2023) stated that artificial intelligence is capable of not only personalizing teaching and learning but also of allowing students to learn independently while assisting teachers in evaluating and tracking student progress. Thus, it has been proven that artificial intelligence is an effective tool for controlling the quality of student learning and enables students to view and track their progress regularly.

In the writing classroom, it is essential to apply AI-based feedback to students' writing, which is important in work. AI feedback allows students to get a quick evaluation of the lexicon, grammar, cohesion, and text structure used in their writing (Barrot, 2023). This helps students to identify the areas in which they need improvement in their writing ability. Moreover, AI feedback provides an objective view by assisting students to overcome overly subjective assessments (Bakti et al., 2023). In addition, AI feedback also reduces the workload of teachers. AI feedback helps teachers improve

efficiency in the process of integrating. The integration of AI feedback is developing students' writing skills and accelerates the learning process.

*ProWritingAid* is one of the best tools for providing feedback in English writing. It is among the applications categorized as an artificial intelligence-powered digital writing tool. *ProWritingAid* is a database-driven application that automatically edits writing (Aboulfotoh, 2024). This app, besides having the ability to correct grammatical errors found in writing, also has a variety of other features. This includes detecting plagiarism and assessing a text by considering various elements of writing, such as language structure, spelling, style, repetitive word usage, and readability. According to Ariyanto et al. (2019), *ProWritingAid* enhances students' writing quality by refining grammar, spelling, and various elements. Identified errors are indicated through underlines or highlights. Overall, *ProWritingAid* is an effective AI tool that can engage students in writing activities and enhance the learning experience.

Furthermore, it is believed that using technology, such as *ProWritingAid*, would increase student engagement. For the learning process to be successful, especially when studying a foreign language such as English, student participation is crucial (Anjarwati & Sa'adah, 2021). Utilizing *ProWritingAid* in writing class, especially in English language teaching, can significantly enhance learners' active involvement and direct engagement. As stated by Wahyuda et al. (2022), teachers need to use various methods, learning resources, and technology within the classroom to foster an engaging learning atmosphere. *ProWritingAid* enables teachers to instruct students in self-assessing their writing without relying on the teacher because these apps provide real-time feedback toward students' writing tasks. As a result, students can learn from their errors and eventually engage in active and independent learning.

Establishing an engaging classroom environment is crucial for fostering students' enthusiasm and participation in English writing activities. According to Sumarno & Shodikin (2017), engagement itself reflects an individual's active participation in a task or activity. The involvement here could be behavioral, emotional, or cognitive involvement. Behavioral involvement could include positive practices, involvement in academic tasks, as well as active participation in activities related to school. Emotional could include the affective reactions of the students in class, meanwhile, cognitive involvement could include adaptability in solving problems, inclination towards hard work, as well as positive coping when facing setbacks (Fredricks et al., 2004).

Numerous research has dealt with the use of *ProWritingAid* in writing education. Studies conducted by (Fitria, 2023; Wahyuda et al., 2022) showed that the *ProWritingAid* application was proven effective in enhancing students' writing quality. It can detect various writing errors, such as accuracy in grammar and spelling, and provide features to check plagiarism and measure readability. Further, Nasution & Fatimah (2018) showed that *ProWritingAid* enables students to learn and edit their writing independently, which ultimately contributes to improving students' writing in the classroom without direct teacher intervention. Considering those studies investigated the use of *ProWritingAid* in learning, very few specifically address the relationship between *ProWritingAid* and student engagement. Therefore, this current study seeks to find unexplored areas within the literature by investigating the effect of *ProWritingAid* AI in teaching English, specifically in the field of writing. The question aimed to be answered by the conduct of this study was whether *ProWritingAid* significantly affects student engagement or not.

## **Research Method**

### ***Design***

This study employs a quantitative approach, focusing on the analysis of numerical data to conclude gaining an in-depth comprehension of *ProWritingAid's* effect as AI on students' engagement in the paragraph writing class. It is presumed that a pre-experimental design was employed in this study as the research method, with one group pretest-posttest research design. Here, the researchers were interested to know the variables' relation and tried to determine whether these variables were correlated. Student engagement was the dependent variable, with *ProWritingAid* as the independent variable.

### ***Participants***

This research took place at the University PGRI Jombang. The population in this study is English education students at PGRI Jombang University at the undergraduate level, which consists of 240 students. Therefore, In conducting this study, the researchers use a purposive sampling technique, which is classified as non-probability sampling. The researchers select purposive sampling based on convenience, and the respondents are chosen because they are in the fit circumstance of the research to be performed by the researchers. In this study, the sample used as the subject is English Education Students of 2023 in a paragraph writing class that consists of 29 students.

### ***Instrument***

In this study, the students' engagement questionnaire is used as a research instrument to gather the data. The questionnaire consists of a pre-questionnaire and a post-test questionnaire. As stated by Fredricks et al. (2004), student engagement has 3 dimensions namely, behavioral, emotional, as well as cognitive. In this research, the questionnaire was adapted from (Arianti, 2019).

### ***Data Collection***

The procedure for collecting the data and conducting the research involved several steps. First, in the preparation stage, the questionnaire was created in Bahasa Indonesia to ensure that the students could understand and answer it easily. It was then reviewed and validated by an expert validator. Next, during the administration stage, the researchers transferred the questionnaire statements to a Google Form and distributed the link to students through a WhatsApp group. Finally, in the collection stage, the completed questionnaires were gathered for quantitative analysis.

### ***Data analysis***

The questionnaire data was transformed into the total student engagement score. Then, the pre-questionnaire and post-questionnaire results data were analyzed with the use of the SPSS 2.1 Windows program. After the completion of the pre-test, treatment, as well as post-test procedures, the researcher carried out a statistical analysis of the data. Before conducting the hypothesis testing, there is a test requirement that must be carried out, namely the normality test. The researcher analyzed this study's data using the Wilcoxon Signed Rank test as a comparison of the difference between the two means of one paired sample, and it was used because the data was not normally distributed.

## **Results and Discussion**

### **Results**

In this research, the researchers used the Wilcoxon Signed Rank. The Wilcoxon Signed Rank is a test to determine if there is a significant difference between the two means of student engagement before and after being taught with *ProWritingAid*.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Questionnaire	29	22	72	56.62	9.100
Post Questionnaire	29	52	72	62.62	6.002
Valid N (listwise)	29				



Referring to Table 1, the output above shows the total of respondents is 29 (N) and there is a significant increase mean score of students' engagement, before and after treatment using *ProWritingAid*. The mean score before the treatment is 56.62, with the max score at 72 and the min score at 22. The mean score after the treatment is 62.62, with the max score at 72 and the min score at 52. Thus, it can be interpreted that the mean score after treatment was higher than before the treatment by a difference of 6.00. it is an indication that an improvement occurred in the mean score of student engagement before and after the treatment.

Table 2. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Post Questionnaire - Preliminary Questionnaire	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	27 <sup>b</sup>	14.00	378.00
	Ties	2 <sup>c</sup>		
	Total	29		
a. Post Questionnaire < Preliminary Questionnaire				
b. Post Questionnaire > Preliminary Questionnaire				
c. Post Questionnaire = Preliminary Questionnaire				

Referring to table 2 above, presented that the Wilcoxon Signed Ranks Test analysis demonstrated that: Negative ranks mean that samples with post-questionnaire scores are lower than preliminary questionnaire scores. In this study, there were 0 samples; Positive ranks mean samples with higher post-questionnaire scores than preliminary questionnaire scores. In this study, there were 27 samples; Ties means that the post-questionnaire score is equal to the preliminary questionnaire score. In this study, there were 2 samples; The Mean Rank for Positive Ranks from the pre-questionnaire to the post-questionnaire is 14.00. in contrast, the Mean Rank for Negative Ranks from the preliminary questionnaire to the post-questionnaire is 00.00. While the number of Positive Sum of Ranks is 378.00, the number of Negative Sum of Ranks is 00.00.

Table 3. Test Statistic

		Post Questionnaire - Preliminary Questionnaire
Z		-4.549 <sup>b</sup>
Asymp. Sig. (2-tailed)		.000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

As can be seen in Table 3, the asymp.sig (2-tailed) value is 0.000 where it is below sig value  $< 0.05$ , then it indicates the null hypothesis ( $H_0$ ) is not accepted, whereas the alternative hypothesis ( $H_a$ ) is accepted. A conclusion can be drawn that a significant difference occurred between before and after using *ProWritingAid* in the preliminary questionnaire and post. So, it can be said that there is an effect of the use of the *ProWritingAid* on student engagement. Thus, this application is indeed appropriate to be applied to increase student engagement.

## Discussion

This study's findings demonstrated that *ProWritingAid* effectively enhanced student engagement, as it enabled students to actively participate in learning, analyze their errors, and revise their content through writing. This finding was reinforced by Ariyanto et al. (2019), who showed that the *ProWritingAid* application enabled them to learn, rewrite, and enhance student's descriptive paragraphs using *ProWritingAid* and teacher comments. By using *ProWritingAid*, students can understand and fix their errors using the program's explanations, particularly in areas such as grammar, vocabulary, and spelling.

As in previous research, it is important to consider the dimensions of student engagement: behavioral, emotional, as well as cognitive. In the behavioral domain, it is revealed by the findings that using *ProWritingAid* changed students' behavioral engagement in the classroom, particularly in terms of their involvement, interaction, attention, performance, and effort in learning English. The survey revealed that using *ProWritingAid* can enhance students' behavioral engagement, likely because it helps students become more accustomed to learning and improves their abilities in specific areas by employing targeted learning strategies. This statement is supported by Perdana & Farida (2019), about the feature of *ProWritingAid*, providing more detailed reports compared to other grammar checkers, which assists in analyzing the text in 20 separate reports to suit users with varying writing strengths as well as weaknesses. Fitria (2021), also added that this kind of artificial intelligence helps students acquire the cognitive abilities to comprehend writing mechanics and complete their writing tasks free of grammatical errors.

In the emotional domain, students must be continuously encouraged to increase their motivation. This aspect relates to students' interests and values, resulting in boredom, happiness, sadness, or anxiety, including friends, teachers, or lessons given (Bond, 2020). The use of *ProWritingAid* appears to have positively impacted students compared to before; they

enjoyed and showed greater interest in learning through the program. It sparked their curiosity and made the learning experience more enjoyable. Although many students lack motivation to write, *ProWritingAid* can increase their motivation. Several internal and external factors often contribute to this issue, such as limited vocabulary or monotonous teaching methods. *ProWritingAid* can address these problems by offering alternative words to expand students' vocabulary. This self-directed learning approach can also help prevent boredom by making the learning process more engaging. Moreover, Fitria (2023) added that students will develop greater interest, comprehension, and writing skills using *ProWritingAid*.

In the cognitive domain, students must have strong confidence to achieve the goals set. Related to a previous study by Ariyanto et al. (2019) which highlighted *ProWritingAid's* positive impact on students, this research further confirms that students view *ProWritingAid* as a valuable digital tool for the writing process. This finding strengthened the statement that English Education 2023 students of PGRI Jombang University were dedicated and kept trying to improve their writing while participating in classes using *ProWritingAid*. Possessing student engagement in the present study were given opportunities to reflect on the techniques they use to solve problems and determine the effectiveness of a particular set of problem-solving strategies in achieving their goals. This is evidenced in the improvement in mean score before and after treatment with *ProWritingAid*.

## Conclusion

Regarding the study's problem statement, the current research's purpose was to investigate how *ProWritingAid* affects students' engagement. From this study's results, the researcher could conclude that a significant increase occurred in the average score of students' engagement before and following the treatment using *ProWritingAid* on the mean score. The pre-questionnaires resulted in a mean score of 56.62, and the post-questionnaire resulted in a mean score of 62.62. This is proven by looking at the Wilcoxon-Signed Rank Test, which demonstrated the asymp.sig (2-tailed) value of  $0.000 < 0.05$ . A conclusion can be drawn that the *ProWritingAid* as artificial intelligence affects students' engagement. Additionally, the use of *ProWritingAid* in conjunction with other artificial intelligence tools could be explored by future researchers to identify the most effective applications. This would involve analyzing why certain applications are more effective than others.

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## STUDENTS' VIEWS ON LEARNING ENGLISH AT SMAS ISEN MULANG PALANGKA RAYA

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### Abstract

English is the most commonly used international language in many parts of the world, including Indonesia. It is used in economic, social, political, artistic, scientific, and educational fields. The importance of English today is the reason why this foreign language must be taught at the school level from an early age. The government in Indonesia has also issued regulations to develop English, especially in the field of education. This study aims to find out students' views on English and the relevance of English for students' academic and career goals. The subjects of this study were 4 students from class XI of SMAS Isen Mulang Palangka Raya. Data were collected through observation and interview. The result of this study shows that students perceive that learning English is important and beneficial for them. In addition, this language also supports them in their future academic and their future careers goals.

**Keywords:** *Students' Views, English, SMAS Isen Mulang Palangka Raya*

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### Introduction

English is a foreign language that, in its significance, acts as the most commonly used international language in various parts of the world for economic, social, political, artistic, educational, and scientific purposes. With this language, people from different countries can communicate and understand each other (Getie, 2020;



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Bayar, 2021). According to Kosimov (2022) As the most dominant language in the world, English does not belong to one country alone, but to everyone who uses the language. The more the world is globalized, the role of English will increase. The ability to speak English is an urgency for everyone, since in this era, English is a means of communication on a global scale and can be a superior point in competing with others, moreover, in some countries English language skills are needed to get a job both in business and government (Isnaini & Aminatun, 2021; Kosimov, 2022). English, as an international language which is also seen as a lingua franca throughout the world is certainly a bridge that connects various people from all over the world so that they can exchange knowledge without language barriers (Kosimov, 2022; Hananuraga, 2022).

In Indonesia, English has a position as a foreign language and it is not a first or second language (Andika & Mardiana, 2023; Yulizar et al., 2023). In Indonesia, this language is widely used everywhere, both in the fields of socioeconomics, international politics, technology, to education, this proves that English in Indonesia is a must for every citizen (Rahayu, 2023; Hananuraga, 2022) As a global society that is now unhindered by distance and time, using English can be a door for Indonesians to interact with foreign countries in various parts of the world (Alfarisy, 2021).

The importance of English today is the reason why this foreign language must be taught at school level from an early age. The government in Indonesia also issued regulations to develop English especially in the field of education with the aim that all residents can have English language skills and ensure that this ability can improve their lives (Hananuraga, 2022). Although English is necessary to learn, there are various factors that become obstacles in learning this foreign language, such as the absence of English subjects in elementary schools due to the elimination of English subjects at the basic education level set by the government in the 2013 curriculum, limited access to technology and the internet in various regions in Indonesia, lack of English class hours in schools, and different economic backgrounds of each community. As a result, not everyone is able to join English tutoring programs.

In addition, Alfarisy (2020) also stated that the government in this country has a slogan to prioritize Indonesian, preserve regional languages, and master foreign languages. From this slogan, it can be concluded that the government requires all people to master English, but the absence of English subjects at the primary school level and the lack of hours for English subjects in schools certainly hinder the formation of Indonesian citizens as global citizens.

In the view of students, especially at the high school level, English is a language that plays an important role in their future. Dwinalida & Setiaji (2022) conducted a study about students' motivation and their achievement in learning English. Their subject were 100 students of senior high school. This study found that the majority of students wanted to learn English because they wanted to get a good grade in English subject, they will feel proud if they can speak English, and lastly, they wanted to understand movie, video, or program in English language. It can be concluded that student perceive English as a good subject to learn at their school. Even though English is a foreign language, students felt the urge to have the skill of English language. Students believed that English language skills will support them in some aspects of their lives, mainly in academic or future career purposes (Nolaputri et al., 2025).

SMAS Isen Mulang Palangka Raya is one of private schools in Palangka Raya. Majority of the students enrolled in this school come from the regions outside Palangka Raya, with their diverse background. The researchers believed that they have their own views on the importance of learning English. Based on this, the researchers conducted interviews with grade 11 students of SMAS Isen Mulang; thus, this research aims to find out their views of learning English.

Based on the description of the background, the researchers formulate the research problems as "What is the students' view toward learning English as a foreign language?" and "How do students perceive the relevance of learning English to their future academic or career goals?". From this study, there are several targets that the researchers want to achieve, such as knowing students' views on English and students' views on the relevance of learning English to their future academic or career goals.

## Research Methods

### *Design*

In this study, researchers used qualitative descriptive methods. Qualitative research not only explores but also understands social and humanitarian problems experienced by individuals or groups. Furthermore, Abdussamad (2021) stated that qualitative research is an approach to a phenomenon or symptom that is basic and naturalistic or in other words naturalistic. In this study, the researchers aim to find out students' views in depth about learning English based on their background, environment, and life experiences. In addition, this study also aims to find out how important English is for students for their future.

### ***Participants***

The participants in this study came from class 11 MIPA SMAS Isen Mulang Palangka Raya. This study involved 4 students to be interviewed who were selected through purposive sampling based on their active participation in class.

### ***Instrument***

The techniques to collect the data in this study include participant observation which was conducted for approximately 3 months while one of the researchers was teaching in the classroom, observations were made to find out the habits and behavior of students, students' participation and activity during learning English in class. In-depth interviews in the form of semi-structured interviews were conducted to find out students' views on English. In addition, thematic analysis was used to find out the pattern of students' responses to the questions given so that it made it easier for researchers to conclude the results of this study. Finally, data triangulation which all aim to provide an understanding of students' views on learning English. These methods were chosen so that the research could explore the students' views in depth.

### ***Data Collection***

The process of collecting data in qualitative research is tentative, because its use is determined by the context of the problem and the description of the data to be obtained (Syamsuddin et al., 2023). Collecting qualitative data is related to a systematic process for collecting non-numerical data related to a person's experience, behavior, and social context (Dinda et al., 2025). In this study, the researcher conducted classroom observations for approximately 3 months. The observations were conducted to gain a deeper understanding of the students' traits, behaviors and interactions in the school environment. Student Observation helped to provide a holistic picture of the real conditions experienced by the students. In-depth interviews in this study used semi-structured interviews. There were 9 questions designed to find out the students' views in depth and specifically. The questions were related to the students' backgrounds and their opinions on the importance of English for their future. The interview sessions were conducted using Indonesian language to facilitate the students in answering the questions. The data analysis technique used to analyze the students' responses in this study is the Interactive model of analysis. Miles et al (2014) stated that the interactive model consists of four flows that occur simultaneously, namely data condensation, data display, drawing and verification. Thematic analysis was used to examine or test the data from the

interviews with the aim of finding out common themes or patterns from the students' responses. This helped to find out the specifics of students' views on learning English and the relevance of English for students' futures. Triangulation was used to ensure the reliability and validity of the research findings. Through interviews, participant observation, thematic analysis, and data triangulation the research was able to portray diverse views of students based on their experiences in learning English.

### **Data analysis**

In this study, the researcher analyzed the data using Interactive model as suggested by Miles et al (2014). In data condensation, the data collected through interviews and observations were examined and reviewed carefully. After the data were obtained, the researchers identified the most relevant information to the formulation of the research problem, the data were displayed in the form of texts and tables. After that the conclusion were drawn based on the patterns identified using thematic analysis. Finally, the researchers would cross-check data from several sources (observation and interview) to ensure validity and reliability.

## **Results and Discussion**

### **Results**

The findings of this study provide an in-depth perspective of the students regarding learning English. Through semi-structured interviews, the 4 students gave various views on English as a foreign language.

#### **1. Student's identity**

Based on the Interview, students stated that they came from regions outside Palangka Raya to continue their education in this city. Two students mentioned their home town and how long they have settled in Palangka Raya. One student said, *"I was born in Batu Puter, Gunung Mas. When I was in junior high school, I moved to Palangka Raya city and settled with my guardian, I have lived here for about 6 years."* Another student then expressed, *"I was born in Bejarum, Kota Besi. I have been living with my parents in Palangka Raya for almost a year."* Based on the responses, it demonstrates the great diversity seen in SMAS Isen Mulang which is the majority of the students enrolled in this school came from different regions and had a different background of their life.

#### **2. Students' educational background**

In this school, students all had a different educational background. All four students reported that they attended school in their hometown up until they graduated from elementary school, and they also explained why they

chose to continue their education in this school. One student mentioned, *"I began my education at Tumbang Masukih Kindergarten and continued at SD 2 Tumbang Masukih till I moved to Palangka Raya city and enrolled at SMP 3. I chose Isen Mulang Senior High School since my guardian recommended this school for me."* Another student then added, *"I attended kindergarten and elementary school in Gunung Mas before moving on to Palangka Raya's Pancasila Junior High School. I transferred from SMA Karya to SMAS Isen Mulang since my house is closer to this high school."*

Based on the participants' responses, it is known that students moved to Palangka raya during their junior high school years. After graduating from junior high, they chose this high school based on the recommendation of their guardians. Additionally, students chose this school because it is close to their house.

3. Are there any activities you do outside of school hours to improve your English?

To improve their English outside the school hours, students chose fun learning activity that is most suitable for them. When asked, students agreed that they love learning English through western media such as music, comics or fairy tales and western dramas. One student revealed, *"I like to learn grammar through listening songs in English."* Another student mentioned that they love learning English through reading an English book and social media, *"From reading comics and listening to foreigners' video conversations on Facebook."*

It can be concluded that students tend to learn by reading and listening from English media. They know that learning shouldn't burden them and instead should be something more enjoyable to do. By doing the fun activities they clearly love, student will improve their English without being pressured.

4. What do you think about the learning, facilities and resources at SMAS Isen Mulang?

Some of the factors to create a comfortable learning atmosphere for the students are the learning materials are easy to understand, a good resources of learning media and good facilities also support the success of learning in the classroom. All four students stated that the learning materials were good and easy to understand. One student revealed, *"I understand the material clearly."* Regarding the media and facilities in the school, two students said that it was good, while the other two students said that this still need to be improved. *"The media and facilities to support English learning still need to be improved."* said one student.

Based on the students' responses, it can be seen that they can understand the materials presented easily and without problems. In terms of media and facilities, although this part is already relatively good, there is still room for improvement to support the learning process to be even better.

5. What do you think is the purpose of learning English at school?

Students certainly have their own purposes that they want to achieve when learning English at school, knowing the goals that students want to achieve will certainly help teachers in the English learning process. Students' responses show that the reason they learn English is because they want to be able to communicate with foreigners and also increase their knowledge. As expressed by one student, *"To be able to speak foreign languages so that in the future, we can be friends with foreigners."* Meanwhile, two other students learnt English in order to broaden their knowledge and help them in their next level of education *"To increase my knowledge, it will help me in the university level."* As noted by another student.

Based on the findings above, students believed that learning English at school has the sole purpose of teaching them to be able to communicate with people from other countries, and they also believed that English provides new knowledge and will help them in their next level of education.

6. Why is English important to learn?

English is an important language to learn, and students agree with this. *"Learning other people's languages allows us to socialize with people from other countries and work with them."* As expressed by the one student. Another student then added, *"We will definitely use English in our job in the future."*

Based on the responses above, it is clear that all students agreed that English is important to learn. All of them believed that in the future, they can travel abroad which requires them to use English to communicate with foreigners. Furthermore, learning English will help student to find a job in the future since majority of jobs out there require this skill. Therefore, it can be concluded that English holds significant importance in both social and professional settings.

7. What do you think are the uses/benefits of English in everyday life?

In daily life, there are many benefits of English such as no language barrier when enjoying outside media. Students believed that learning English gives significant benefits. English provides new knowledge for students. It also allows students to consume media in many languages without worrying



about language barriers. One student mentioned, *"It helps me understand foreign films or songs."* Then another student added that English helps them to understand foreign media that they are interested in. *"It helps in understanding the vocabulary in the learning book, and when I listen to English song, I can understand the meaning of the lyrics."*

Students responded that English really helps them to enjoy and understand foreign media such as films, books and songs. They argued that English can't be separated from daily life because it is always everywhere near them.

#### 8. What efforts do you make to improve your English language skills?

In learning English, students have their own efforts in order to master this language with fun way without having to think about whether they are good enough or not. As said by one student who learnt English from writing activities, *"By writing and also memorizing vocabulary, it makes me more proficient in mastering English."* Another student then expressed that they learnt public speaking through watching an English film, *"I practiced public speaking from watching English film, also by reading English comics or fairy tales"*

Based from the answers above, students improve their English language skills through many different ways. They practiced through writing something in English then memorizing vocabulary from what they wrote. In addition, they also read comics with English translations, not only that, participants also practiced public speaking from watching the conversations in English films.

#### 9. How do you see the usefulness of English for your future?

English is very useful for students in their future, all the four students expressed their positive views toward English for their future. English will help student to expand their connections to people from all over the world, they will be able to communicate with people from different countries when they travel abroad. Moreover, English will also help students in their academic and future career, it will be very beneficial for students to have English skill. One student revealed that English played significant role to spread Indonesian culture, *"English will be useful for me to introduce the culture of my own country. I can expand my knowledge and insight about the other countries in various parts of the world."* Another student noted having English skill in the career field is important, *"English will be very useful for helping me in finding a job in the future."*

Based on the responses of the students, it can be concluded that English is very useful and important for their future. Students expressed that

English can help them share their own cultures to one country to another and it will also help them to expand their knowledge of other countries out there. In addition, they all also have dreams of going abroad. Furthermore, students realized that many jobs now require the worker to have English skill. As a results students viewed that English is worth learning, and they aimed to be able to communicate and socialize with foreigners in the future.

### ***Discussion***

The findings of this study depict a clear understanding in how students, particularly in SMAS Isen Mulang Palangka Raya view English as a foreign language that they need to learn. English learning is well received by students and this statement is supported by their positive responses and opinions regarding English learning they have received so far. In this section, the researchers will discuss the findings in more detail and explore a further information regarding students views on learning English.

The majority of the students who enrolled in the school came from the regions outside of Palangka Raya, making SMAS Isen Mulang different from the other schools because its unique diversity. Student mostly moved in Palangka Raya once they finished their Elementary school. They pursued their high school in here based on what their guardians recommended, though some of them also said that they choose this school because it is the closest one to their house. When asked about the English Learning process at their school, students expressed that it is already good and most of them are able to understand the material given clearly. As for the learning resources and facilities, some argue that it is still need some improvement to support the learning process.

In terms of learning English, students have various way to learn English in the most comfortable way. They learn English through western music, comics or fairy tales in English and even by watching western dramas. This actually proved that English are everywhere and used in many kinds of form, as emphasized by Getie (2020) that English plays a significant role in different areas worldwide, it is used in many kinds of book whether fiction or non-fiction and audio-visual cultural products such as film, television and music. By learning English student did not have to worry about language barriers when they encounter a western media. This align with what Kosimov (2022) argue in their research which stated that English is a bridge that connect various people over the world in order to exchange knowledge without having to worry about language barriers.

Furthermore, students also mentioned their purpose on learning English. Many of them agreed that the sole purpose of learning English is

being able to communicate with a people from other countries and further their knowledge for their next education in the future. This supported the research by Alfariy (2021) which claimed that English is a door that helped people to interact with people from foreign countries. Additionally, the research by Rahayu (2023) found out that English is widely used in education, which is why it is very important to learn English at school.

This study revealed the Importance of English for students. English holds a significant role in everyday life. Students believed that English is important since they wished to go to other countries someday in the future, by learning English they will surely able to socialize with foreigners. English also plays a great role in their career path as emphasized by Nolaputri et al (2025) students viewed English as a good subject to learn at their school. They felt the urge to have the skill of English language in order to support them in some aspects of their lives, mainly in academic or future career purposes. Besides, students also interacted with English anytime since it is everywhere near them, they will find it in songs, books, films or anything. That's why learning English is very important.

Students certainly always tried to improve their English skill. As mentioned before, students mostly learn through western media such as reading a comic book or listening to a song in English. Another method that they do is through writing English sentences while also memorizing the vocabulary. All of these methods will help students to enjoy their learning process and making them face less problem when learning English.

Lastly, students expressed that English is very useful to support their life, mainly in their academic aspect and career future. Every student stated that they viewed English as something very important in their life, it is a bridge and door to every opportunity to expand their knowledge and making their dream of travelling to other countries possible. English is also something that will light their future career parts as many jobs now required English skill, with their skill in English student will surely have their own good advantages in career field.

## **Conclusion**

Students' views on learning English indicated that all participants agreed that language is important and worth learning. There are many benefits of learning English such as being able to communicate with foreign nationals, enjoy media such as films, songs, comics and others in English. By learning this language, the possibility to go abroad is also wider. English will be very helpful in communicating and socializing with foreign citizens without language barriers. Furthermore, in this day many jobs require their prospective workers to have English skill, as a result, English is a very

superior skill. Hence why it will be very beneficial for students' academic and career goals. Therefore, it can be concluded from the students' views, learning English is very important to support their academic and helping them in their future job.

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## IMPLEMENTATION OF TEAM GAMES TOURNAMENT LEARNING METHOD TO IMPROVE WRITING ABILITY OF PROCEDURAL TEXT IN SMP MUHAMMADIYAH 10 SURABAYA

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### Abstract

This research aimed to examine the learning method of Team Games Tournament (TGT) to improve the writing ability of eighth grade students in SMP Muhammadiyah 10 Surabaya. The researcher used Classroom Action Research (CAR) as the research design which was conducted in two cycles, with success indicators including at least 82% of students achieving scores above the Minimum Mastery Criteria of 75 and classes must have an average score of at least 80. The data collection techniques included observation, written tests, and documentation, while data was analyzed using descriptive quantitative. The results showed that the TGT method significantly improved students' writing ability, as seen from the increase in average scores from 65 (pre-cycle) to 75 (cycle I) and 81 (cycle II), along with an increase in student achievement from 55.25% to 70.75% and finally 85.5%. This success was also supported by the modification of the tournament system from a competitive buzzer-style to a turn-based approach, which fostered a more equitable, participatory, and conducive learning environment.

**Keywords:** *Cooperative learning, Procedural text, Team game tournament (TGT), Writing Ability,*

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## **Introduction**

In learning, a teacher is expected to be able to bring students to be active in cooperative learning to solve problems and discover knowledge. One of the skills is writing skill that is one of the essential aspects in mastering foreign languages, especially English. According to Harmer (2004), writing not only requires mastery of vocabulary and grammar, but also requires critical thinking skills, careful planning, and skills in organizing ideas sequentially and logically. At the junior high school level, mastery of various genres of text is an integral part of the English curriculum, one of which is the text procedure. This text has a high applicative value because it is directly related to daily life, such as in providing instructions or steps to carry out an activity. Therefore, mastery of procedural texts is important for students, both in terms of structure, language, and content.

The reality that occurs in classroom learning practices, students' ability to write procedural text is still relatively low. Based on the results of initial observations in the eighth grade SMP Muhammadiyah 10 Surabaya, it is known that most students are not able to write procedural texts with a complete structure, appropriate vocabulary selection, and correct grammar usage. The 25 students, only 10 students (55.25%) were able to achieve the Minimum Completeness Criteria (KKM) of 75. This percentage is still far below the classical completeness set at 85%, which shows that there are significant problems in the learning process of procedure text for writing ability. This condition indicates that the learning method used so far has not been fully effective in building students' writing ability.

The issues in the field of education still include learning activities. Especially for motivation and active involvement are important components in the success of learning to write. In this context, a cooperative learning approach can be an alternative solution. Slavin (1995) stated that cooperative learning encourages interaction between students which can improve understanding of concepts and skills through group work. One cooperative learning model that has proven effective is the Team Games Tournament (TGT). The method combines elements of collaborative learning,



educational games, and healthy competition, so that it can create a more fun, challenging, and meaningful learning atmosphere. The use of game-based learning appears as the best exercise to make students interested, especially when the material is being reviewed, since it allows students to think critically.

The results of a number of previous studies can improve the learning outcomes and support the effectiveness of the TGT method in improving student learning outcomes, especially in writing skills. Tran (2014) found that TGT is able to improve students' writing ability through activities that emphasize social interaction and shared responsibility in groups. Similarly, Susilawati et al. (2022) reported that the TGT method significantly contributed to improving the quality of students' writing, especially in terms of structure and language use. Another study by Akmal et al. (2021) showed that the application of TGT to English lessons can significantly improve students' critical thinking and collaboration skills. The same thing was also found by Nurdin & Yuliani (2020), who stated that TGT increases students' enthusiasm and participation in writing narrative texts in junior high school. In addition, research by Mulyani (2023) confirms that cooperative learning models such as TGT create a learning environment that supports students to be active, creative, and mutually respectful of their peers' contributions.

This research aimed to describe the process of applying the Team Games Tournament method in learning to write procedural texts and evaluate its effectiveness in improving the writing ability of the eighth-grade students of SMP Muhammadiyah 10 Surabaya. The results of this research showed that a meaningful contribution, both theoretically and practically. Theoretically, the findings of this research can enrich the treasures of science in the field of English learning, especially the development of writing learning strategies. Practically, the results of this research can be used by teachers as an alternative to innovative learning methods, by students as a more interesting and interactive learning experience, and by educational institutions as a reference in the development of more effective and student-centered learning policies.

The success of this research would be measured through an increase in student learning outcomes, both in terms of average scores and the number of students who reach or exceed the final score after the

implementation of the TGT method. Thus, the effectiveness of the Team Games Tournament method can be objectively identified and provides a strong empirical basis for its application in learning to write procedural texts at the junior high school level.

## Research Methods

### *Research Design*

Classroom Action Research can be seen as a collective-self-reflective inquiry to improve the rationality and fairness of the participant's social or educational practices. This research uses a qualitative approach with the type of Classroom Action Research (CAR). Classroom Action Research was chosen because its main focus is to improve the learning process directly through actions taken by teachers in the classroom. Kemmis and McTaggart (1988) define PTK as a reflective and systematic process carried out by education practitioners to improve their learning practices on an ongoing basis. In this context, the researcher doubles as a teacher who designs, implements, observes, and reflects on the entire learning process directly.

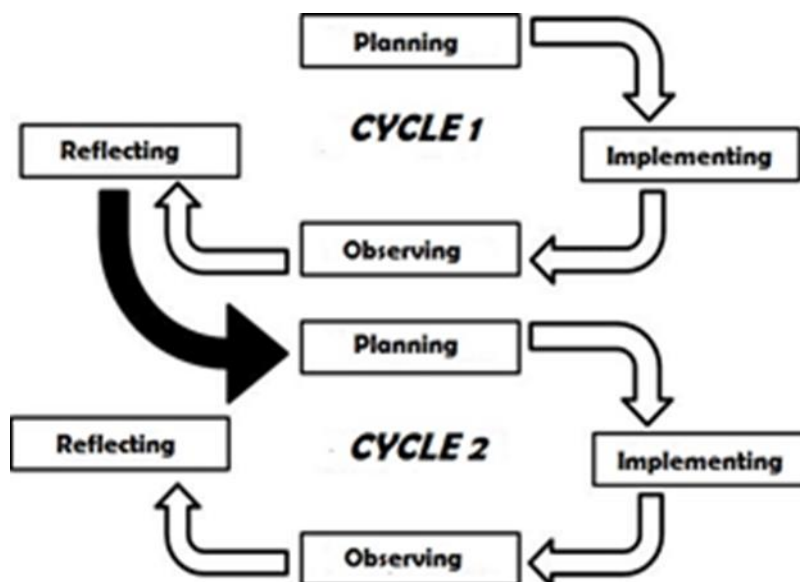


Figure 1 Classroom Action Research designed by Kemmis and McTaggart (1988)

### **Location and Research Subject**

This research was carried out at SMP Muhammadiyah 10 Surabaya which is located on Jl. Raya Sutorejo No 98, Surabaya. The location selection was made because the researcher was conducting research at the school whose school is close to the teaching campus, thus facilitating the observation process and implementation of actions. The research lasted for two months, from January to March 2025.

The subject of the study was eighth grade students of SMP Muhammadiyah 10 Surabaya which amounted to 25 students, consisting of 10 male students and 15 female students. Based on the results of the initial assessment and class observations, it is known that most students have difficulty in writing procedural texts effectively and show a lack of enthusiasm for conventional writing learning.

### **Research Procedure**

The planning stage involves the preparation of a Learning Implementation Plan (Lesson Plan) evaluation tools, observation sheets, and learning media that support the implementation of the TGT model. The Team Games Tournament (TGT) learning model has a main syntax consisting of five steps, namely:

- 1) The formation of groups where students are divided into groups heterogeneously (various abilities) in order to help each other in learning.
- 2) Presentation of classes by teachers to deliver material,
- 3) Teamwork in which students discuss in heterogeneous groups to deepen knowledge,
- 4) Tournaments in the form of academic games that encourage healthy competition between students from various teams, and
- 5) Team award for the best performing group.

This syntax is designed to increase students' motivation, cooperation, and understanding of the subject matter. The implementation of actions is carried out in two learning cycles. In its implementation, students are heterogeneously grouped, given teaching materials, and actively involved in

quiz games and tournaments as part of TGT's learning strategy. Teachers play the role of facilitators, while researchers act as observers and recorders of the learning process. Observations were carried out to observe student involvement, group dynamics, and the effectiveness of the implementation of the TGT model. After each cycle, reflection is carried out on the results of the action and determines the improvement steps to be taken in the next cycle.

### **Success Indicators**

The success of this research is determined by two main indicators, namely: (1) as many as 82% of students obtain scores above the Minimum Completeness Criteria set, which is 75; (2) the minimum grade point average reaches the predetermined one, which is 80.

### **Data Collection Techniques**

Data was collected through observation, written tests, and documentation. Observation is used to observe the behavior and engagement of students and teachers. Written tests are conducted before and after action to determine the development of students' writing ability. Documentation in the form of photos of activities and field records is used as supporting data.

### **Data Analysis Techniques**

The instruments used in this research included activity observation sheets and assessment rubrics for writing procedural texts that include structure, vocabulary, and grammar. The data was analyzed in a quantitative descriptive manner by calculating the average value and the percentage of classical completeness.

Determine the average of the class:

$$X = \frac{\text{Total Student Scores}}{\text{Number of Students}}$$

The average expected grade in this study is 80.

Calculating classical completeness:

$$\text{CCC} = \frac{\text{Number of students completed}}{\text{Total Learners}} \times 100\%$$

If the percentage of classical completeness reaches 85%, then the class in question is considered complete.

## Results and Discussion

### Results

#### *Pre-Cycle*

An initial assessment is carried out before the action to identify the student's initial ability to write the procedural text. This pre-cycle meeting applies a conventional method, namely lectures. Based on the results of the evaluation, an average grade score of 61.4 was obtained, with only 15 out of 25 students (55.5%) achieving or exceeding the Minimum Completeness Criteria of 75. These results show that the majority of students are not yet able to write procedural texts with the correct structure, appropriate vocabulary selection, and proper use of grammar. These findings confirm the need for a change in more participatory and motivating learning approaches.

**Table 2. Conclusion of pre-cycle test results**

Category	Number of Students	Percentage
Finished ( $\geq 75$ )	10 students	55,25%
Incomplete	15 students	70,75%
Entire	25 students	100%
Grade Point Average		65

#### *Cycle I: Planning*

At this stage, the researcher compiled a learning tool by integrating the Team Games Tournament (TGT) model, where the syntax consists of five steps, namely: (1) Group formation (2) Presentation of material (3) Group discussion (4) Tournament implementation, and (5) Team award. The tournament activities designed include word puzzle games, crossword puzzles and questions in the form of short group fill-ins that require cooperation and discussion. Students are grouped heterogeneously based on the results of the initial assessment. In addition, individual Student Worksheets are prepared to write procedural text independently.

*Implementation*

Learning activities were carried out in two meetings. Tournament activities that are the main part of this cycle include word puzzle games, crossword puzzles, and short fill-ins that aim to strengthen students' understanding of the structure of the procedural text, such as the sequence of steps and the use of imperative verbs. In addition, at the end of each session, students are given individual tasks in the form of a Student Worksheet which contains the task of writing procedural texts independently. This provides an opportunity for students to apply what they have learned during the game, as well as assess their understanding of the material being taught.

*Observation*

During the learning process, the classroom atmosphere is quite active and dynamic. Educational games encourage student participation in groups, although there is still a dominance of some of the more active students. Some students seem not yet confident to contribute in the group. However, in general, there is an increase in interaction between students and enthusiasm in completing the challenges given.

*Reflection*

Reflection shows that the TGT method with word puzzles, crossword and crossword puzzles games is effective in increasing students' interest and cooperation. The results of the evaluation showed an increase in the average score to 75, with 15 students (70.75%) achieving the KKM. Despite a significant increase compared to the pre-cycle, the success indicators ( $\geq 85\%$  of students complete and the average score of  $\geq 80$ ) have not been achieved. Therefore, it is necessary to adjust the strategy in the next cycle.

Table 3. Conclusion of the test results of cycle I

Category	Number of Students	Percentage
<b>Finished (<math>\geq 75</math>)</b>	10 students	70,75%
<b>Incomplete</b>	15 students	55,25%
<b>Entire</b>	25 students	100%
<b>Grade Point Average</b>		75



### *Cycle II Planning*

Planning in cycle II is carried out based on reflections from the implementation of cycle I. There are games that use a scramble system. This gives rise to domination by certain groups. This inequality of participation has an impact on uneven involvement in the learning process. In response to the findings, researchers and teachers made improvements by changing the tournament system to a rotation system. With this system, each group would have the opportunity to answer in turn, so that participation is more evenly distributed and encourages all members to be actively involved.

The type of game is in the form of group quizzes using Wordwall in the form of jumbled sentences (compiling random sentences into logical instructions) and fill in the blanks (completing procedural sentences with the right vocabulary). The game is designed to reinforce the understanding of structure and vocabulary in procedural texts. In addition, individual assessment was prepared to measure students' writing ability personally and assess learning outcomes after cooperative activities took place.

### *Implementation*

Cycle II was carried out in one meeting, considering the time and effectiveness that had been better planned. The tournament was held using Word wall in two sessions: the first was jumbled sentences, in which students had to arrange random sentences into correct procedural steps; the second was fill in the blanks, where students completed sentences with the appropriate vocabulary. Each group takes turns answering. The teacher gives time to discuss before the group answers. The classroom atmosphere became more balanced because the entire group got a fair chance. After the tournament is over, students complete their individual worksheet with the task of writing procedural texts based on available topics.

### *Observation*

The results of the observation showed that the classroom atmosphere became more conducive and collaborative than cycle I. With the turn system, no group dominated the game. Students who were previously passive become more confident because they have the opportunity to speak and

discuss actively in groups. The teacher also noted that the interaction in the group became more even, and the students were more focused during the learning process. Participation increased overall, both in game sessions and when completing individual work sheet. The students' enthusiasm also increased because the games given felt challenging, but still fun. The qualitative data based on the findings of student responses which showed that most students were interested and enjoyed the learning process through the application of the Team Games Tournament (TGT) learning method in the text of the teaching procedure.

### *Reflection*

Reflections on cycle II show that the change in tournament strategy has managed to overcome the weaknesses of the previous cycle. The rotation system allows for fairer student engagement, so that each member of the group gets a meaningful learning experience. Evaluation of

Work sheet showed a significant improvement in students' writing ability, both in terms of structure, vocabulary, and grammar. The average student score increased to 81, and the number of students who reached (75) increased to 20 students or 87.5% of the total students. The established success indicators ( $\geq 80$  grade point average and  $\geq 85\%$  completion) have been met.

**Table 3. Conclusion of the test results of cycle II**

Type	Total	Percentage
<b>Finished (<math>\geq 75</math>)</b>	20 students	85,5%
<b>Incomplete</b>	5 students	14,5%
<b>Total Students</b>	25 students	100%
<b>Grade Point Average</b>		82

### *Discussion*

The application of the Team Games Tournament (TGT) method has proven to be effective in improving students' writing ability, especially in the genre of procedural texts. This can be seen from the increase in learning outcomes in each cycle. In the pre-cycle stage, only 10 of the students (55.5%) achieved the Minimum Completeness Criteria of 75, with an average

class score of 65. After the implementation of the TGT method in the first cycle, there was a significant increase: the number of students who completed increased to 15 students (70.75%) and the average score increased to 75. This increase continued in cycle II, with 15 students (85.5%) achieving the Minimum Completeness Criteria and the average grade of 82, indicating that the classical completeness of 85% had been exceeded.

These results are in line with the findings reported by Yuliana (2021), who stated that the implementation of TGT is able to improve students' English learning outcomes through a competitive but fun learning atmosphere. Similar research by Rahmawati and Syamsuddin (2020) also showed that TGT is effective in improving the writing skills of junior high school students, especially because this method encourages collaboration and meaningful interaction between students.

The TGT method facilitates a fun learning process through the integration of educational games and group work. This approach is able to arouse students' motivation to learn, increase participation, and foster a sense of responsibility for group learning outcomes. The designed tournament activities—such as crosswords, jumbled sentences, and fill-in quizzes—focus students on the structure of the procedural text, the use of imperatives, and the logical sequence of writing. This strengthens students' competence in compiling procedural texts systematically and according to language rules.

Research by Azizah and Nugroho (2019) underlines that game-based activities in the TGT model increase students' attention and involvement in understanding the linguistic structure of a particular text, including procedural texts. They found that educational games not only build a positive learning atmosphere, but also increase a deep understanding of the teaching material.

The effectiveness of the TGT method is also supported by a combination of cooperative activities and individual tasks through Student Worksheets of writing ability. This activity is a means for students to apply the learning results from the tournament into their procedural writing products, so that the strengthening of competence does not only occur verbally in groups, but also productively and independently. These findings are in line with the opinion of Slavin (2014), the developer of the TGT method, who states that the success of cooperative learning depends on a balance between cooperation and individual responsibility.

Although TGT in cycle I succeeded in improving learning outcomes, evaluation showed that the game model that uses a scramble system in answering questions causes dominance by certain groups. This situation

makes student engagement uneven, as students who lack confidence or tend to be passive do not get equal opportunities to participate. This is an important note in the implementation of the TGT method which is based on collaboration and active involvement of all group members.

In response to these problems, improvements were made to the game mechanics in cycle II by changing the scramble system to a turn system. With this system, each group is given the opportunity to answer in turn, so all group members are encouraged to actively participate. In addition, the variety of quizzes used—such as jumbled sentences and fill in the blanks—designed to stimulate logical thinking and language skills in the context of procedural texts.

This change in mechanism has been proven to be able to increase overall student involvement. Students who were previously passive become more confident because they feel they have a safe space to contribute. On the other hand, students who are dominant can still play an active role without dominating the process. Observers noted that the classroom atmosphere became more balanced, dynamic, and conducive to cooperative learning.

These findings are strengthened by the research of Pratiwi and Handayani (2020) who concluded that the success of the TGT method is not only determined by its basic model, but also by its flexibility in adjusting the game mechanics according to class dynamics. They suggested that teachers actively modify tournament implementation strategies to ensure equal participation of all students.

Thus, the combination of the TGT method and the modification of the appropriate game system can create an effective, fair, and empowering learning process for all students. These findings support the importance of a learning approach that is not only formally appealing, but also sensitive to classroom dynamics and individual student needs.

## Conclusion

Based on the results of the research, it can be concluded that the application of the Team Games Tournament (TGT) method is significantly able to improve students' writing skills, especially in compiling procedural texts. This method not only has a positive impact on improving learning outcomes quantitatively, but also on the qualitative aspect of the learning process. In the pre-cycle stage, the level of student completeness is still relatively low, which is 55.5% with an average score of 65. However, after the application of the TGT method, there was a consistent increase: in the first

cycle the completeness increased to 70.75% with an average score of 75, and in the second cycle it reached 85.5% with an average score of 82. This shows that learning with the TGT approach is effective in encouraging the achievement of the Minimum Completeness Criteria as well as classical completeness.

This study also shows that the success of the TGT method is influenced by the flexibility of teachers in adjusting the implementation mechanism. The evaluation in the first cycle showed that the use of the scramble system in the game caused inequality in participation between students. To overcome this, modifications by implementing the in-game turn system in cycle II proved to be more effective in ensuring the involvement of all group members. Students who were previously passive tend to become more confident and active, while dominant students can still contribute constructively. This condition creates a more balanced, collaborative, and conducive classroom atmosphere for meaningful learning.

Thus, the TGT method that is implemented in an adaptive and contextual manner can be an effective learning strategy in improving learning outcomes and skills student writing. These findings underscore the importance of learning designs that are not only formally appealing, but also responsive to classroom dynamics and individual needs of learners. Therefore, teachers are advised not only to adopt the TGT model structurally, but also reflexively and flexibly, in order to be able to create a learning process that is equitable, empowering, and oriented towards optimal competency achievement.

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## SUITABILITY OF DIGITAL JOMBANG FOLKLORE FOR STUDENT INTERACTION

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### Abstract

This study examines the suitability of Jombang digital folktales in enhancing English language learning, with a particular focus on narrative texts. The objective is to evaluate how incorporating local cultural elements through digital Jombang folklore suitability student interaction during the teaching and learning process. The research employed a quantitative quasi-experimental approach, collecting data through pre and post questionnaires completed by students following an introduction to Jombang folklore. Statistical analysis indicated that initial differences among students did not significantly impact the post-test results, suggesting that the intervention had a more substantial influence. This finding supports previous research that highlights the value of integrating folklore in English education to boost student interest and cultural awareness. The quantitative method utilized in this study involved questionnaires administered after students were exposed to Jombang folklore. Results demonstrated that digital storytelling of Jombang folktales actively suitability students in learning activities, as evidenced by the improvement in post-questionnaire scores compared to pre-questionnaire scores. Ultimately, this research aims to contribute positively to the creation of engaging and meaningful learning resources for students, while also enhancing their understanding of Indonesian culture.

**Keywords:** *Digital Folklore, English Language Learning, Jombang, Student's Interaction, Narrative Text, Local Wisdom*

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## Introduction

Folklore is the study of culture, beliefs, and human thought. According to Dundes (2005), folklore is defined as a component of a collective culture that is transmitted and passed down from one generation to the next within any collective. It is typically presented in a variety of ways, including oral and examples that are accompanied by gestures that aid or signal remembering. An essential component of a society's system of cultural and social order is folklore. A society's moral, ethical, and normative values are reflected in its folklore, which is a social reflection of that civilization and all of its systems. Folklore can also be viewed as an expression of a society's overall viewpoint. This implies that a society's folklore can be viewed as a reflection of its thought processes and as a means of preserving what the supporting community deems significant (at a given moment) (Sholihin, 2021).

Folklore can be an effective teaching tool in an educational setting because it offers a wide range of cultural information and storytelling customs that can engage and educate pupils. In studying English, folklore imparts virtues such as consistency, endurance, unity, bravery, morality, empathy, perseverance, and beauty (Rochmiyati, 2020). By incorporating folklore into the curriculum, children can better understand cultural diversity, identify with their roots, and hone their critical thinking abilities. By studying folktales, myths, and legends from several cultures, students get understanding of the values, beliefs, and historical settings of distinct societies. Folklore may also illustrate universal themes and moral teachings, which helps people remember and relate to abstract ideas (Islam, 2021: 142-143; Hellistya, 2020: 2). This method promotes empathy, inclusivity, and global citizenship while improving the teaching process. From this, literature especially relate to local wisdom very relevant used in teaching learning process especially in language education (Hall, 2005: 3; Islam, 2024: 2).

Some previous research had emphasized the deficiency of local wisdom and especially folklore representation in instructional materials and the necessity of developing efficient teaching strategies to impart folklore to students. Islam et al. (2023, 2023 & 2023) show that local wisdom material especially pesantren treasures material was attracted students of Pesantren schools in English material and keep strong students' interaction. While Sinamo et al. (2021) reinvigorated the local folklore of Batak Toba through a script-based English teaching material for junior high school students, Monica and Soplantila's (2024) research highlighted the limitations of

folklore representation in the Maluku region. Additionally, studies by Yulianeta et al. (2022) and Ramli et al. (2024) have shown the potential of incorporating regional Indonesian folklore into the teaching of Indonesian to students who are not native speakers of English, respectively. The usefulness of these strategies in actual classroom environments hasn't been thoroughly examined in these studies, though.

## **Research Methods**

### ***Design***

This study adopts a quantitative approach employing the survey method, deemed highly appropriate for evaluating perceptions and effectiveness regarding the use of digital folklore in enhancing student interaction. This case study uses a quasi-experimental Nonrandomized Control Group Pretest Posttest. design because this research assesses the extent to which the integration of digital folklore in learning can affect the cognitive, affective, and behavioral interactions Digital folklore encompassing digitally transmitted stories, legends, and traditions has the potential to captivate student interest and enrich the learning experience. According to Ary [ 2010, p. 22], Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.

This case study uses a quasi-experimental Nonrandomized Control Group Pretest Posttest. design because this research assesses the extent to which the integration of digital folklore in learning can affect the cognitive, affective, and behavioral interactions of students of SMK 2 Sultan Agung. According to (Ary, Introduction to Research in Education, 2010) quasi-experimental research is research that aims to test cause-and-effect relationships but cannot fully control outside variables. This study aims to assess the extent to which the integration of digital folklore in learning can affect students' cognitive, affective, and behavioral interaction on a survey distributed to students to determine how effective this method is in classroom learning.

### ***Participants***

The participants of the study are students of SMK 2 Sultan Agung class X Mplb And X Culiner. There are 53 students in the study in grades X Mplb and X Culiner. The number of students to be studied in terms of the digital compatibility of Jombang folklore in student interactions.

### ***Instrument***

The data collection technique used in this study was a questionnaire designed to measure variables related to the research objectives. The survey included both open-ended questions and multiple-choice questions (using a Likert scale) to gather qualitative insights as well as quantitative data.

### ***Data Collection***

According to Latief (2016: 80), there are two types of data in the study. Namely numerical data and verbal data. Numerical or statistical data is a collection of information represented by numbers or symbols. Verbal data is information that is collected via the use of words or pictures. In this investigation, the researcher utilized numerical data and experiments to gather information. In order to gather data for this investigation, the researcher used tests and numerical data. The following techniques for collecting data: (1) Use the SPSS version 20 software to analyze the pre-test and post-test findings for both courses using the Independent Sampling T-Test; (2) The researcher describes and explains folklore in some detail; (3) The researcher then went on to explain Jombang mythology before giving the students a questionnaire to complete; (4) The pupils were then shown the Jombang digital folklore video by the researcher; and (5) Distributed surveys to students and went over the content.

### ***Data Analysis***

The SPSS software was used to perform a statistical analysis of the study's data. Analysis of covariate (ANCOVA) was employed in the data analysis since the experimental and control groups' antecedent conditions for the students' involvement differed substantially. The method of analyzing the data was divided into two parts. The assumption test was the first stage. To make sure the data satisfies the requirements for additional statistical analysis, assumption tests were carried out. Normality, homogeneity of variance, hypothesis testing, linearity, homogeneity of regression slopes, and hypothesis testing are some examples of these assumption tests. Since the data was fewer than fifty, the Shapiro-Wilk test was used to test for normality. To ascertain whether the data distribution was normal, it was done to size. To make sure that the variances of the groups were identical, homogeneity of variance was examined using Levene's Test. The hypothesis test was the second phase. To ascertain the importance of the study variables, hypothesis testing was done.

## Results and Discussion

### Results

The researcher then randomly decided the experimental and control groups. *X MPLB* as experimental group and *X Kuliner* as control group. To know the prior interaction of the two groups the pretest scores were analyzed and compared with the following results.

**Table 1. Lecturer Group Statistic**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	31	37.00	2.366	.425
	Control	22	34.91	3.038	.648

Table Group statistics shows that the mean score of experimental group is higher than control group. It shows that the students in experimental group engage more than those in control group.

### Independent Samples Test

After the group statistic, then using the Independent Samples T- test in the analysis, which is in the table below

**Table 2. Independent samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	,179	,674	2,816	51	,007	2,091	,743	,600	3,582
	Equal variances not assumed			2,699	38,041	,010	2,091	,775	,523	3,659

Table 2. is the result of the independent sample t- test on the questionnere student’s learning in the pretest Showing Sig. (2-tailed) of 0.007 that is lower than 0.005. It indicates the significant difference on the prior interaction between experimental and control groups

### Assumption of Normality

The researcher conducted a normality test. The normality test itself is a test carried out to assess the distribution of data in a data group or variable, whether the data distribution is normally distributed or not. The data results are as follows:

**Table 3. Normality Test Results**

	Group	Shapiro-Wilk		
		Statistic	df	Sig.
PostTest	Control Group	.973	22	.779
	Experimental Group	.950	31	.154

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the test results of Table the normality test of the experimental class post-test questionnaire results has a Sig. Value of 0.154 while the control class has a Sig. Value of 0.779. The experimental class pre-test questionnaire results have a Sig. of 0.172. While the control class has a Sig. Value of 0.215. Because the post-test results are  $0.154 > 0.05$  and  $0.779 > 0.05$ . While the pre-test results are  $0.172 > 0.05$  and  $0.215 > 0.05$ . So that according to the above criteria it can be concluded that the data is normally distributed.

### ***Assumption Homogeneity of Variance Testing***

In a study, it is necessary to test homogeneity. This homogeneity test is carried out to determine whether the variants of some data from the population we take have the same variant or not. This homogeneity test was used before conducting the Independent sample T-test in this study. The data results are as follows:

**Table 4. Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
PostTest	.179	1	51	.674

The table 4. shows that the significant value or probability value of the post-test homogeneity test is 0.674 and the pre-test is 0.687. Based on predetermined criteria if the significance value or probability value  $> 0.05$  then the data has the same or homogeneous variance, so that  $0.674 > 0.05$  and  $0.687 > 0.05$  Therefore it can be concluded that the two samples used for the questionnaire in this study are homogeneous.

### ***Assumption of Linearity***

Researchers used the ANCOVA test (post-test) with IBM SPSS version 20 to analyze the data with a significant level ( $\alpha = 0.05$ ) to see the learning questionnaire using the sig. Value against  $\alpha$ :

If the significance value  $< 0.05$ , it means that there is a significant difference or influence. So that  $H_0$  is rejected and  $H_1$  is accepted.

If the significance value  $> 0.05$ , it means that there is a significant difference or influence. So that  $H_0$  is accepted and  $H_1$  is rejected. The requirements were carried out by researchers before conducting the ANCOVA test, first, the researchers used the assumption test, namely the assumption of linearity test and the assumption of homogeneity of regression slopes test.

**Table 5. Assumption of linearity**

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Posttest *	Between	(Combined)	205,370	10	20,537	1,755	,100
Pretest	Groups	Linearity	14,531	1	14,531	1,242	,271
		Deviation from Linearity	190,839	9	21,204	1,812	,094
	Within Groups		491,422	42	11,701		
	Total		696,792	52			

The results of table assumption of linearity shows the significance value of deviation from linearity is 0.094. The value higher than 0.05 which indicates that the dependent variable and the covariate are linear. Thus, the assumption of linearity is fulfilled.

### ***Assumption of homogeneity of regression slopes***

After conducting the assumption of linearity test, the researcher then tested the assumption of homogeneity of regression slopes test. The result of the test is presented in Table 6.

**Table 6. Assumption of homogeneity of regression slopes**

Tests of Between-Subjects Effects						
Dependent Variable: Posttest						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	399,061 <sup>a</sup>	3	133,020	21,892	,000	
Intercept	683,259	1	683,259	112,450	,000	
Groups	7,794	1	7,794	1,283	,263	
Pretest	13,784	1	13,784	2,269	,138	
Groups * Pretest	1,579	1	1,579	,260	<b>,613</b>	
Error	297,731	49	6,076			
Total	99383,000	53				
Corrected Total	696,792	52				

a. R Squared = ,573 (Adjusted R Squared = ,547)

Table Assumption of homogeneity of regression slopes show significance value of Groups\*Pretest 0.613 that is higher than 0.05. It means that there is no interaction between the covariate (pretest) and the independent variable (Groups).

### Hypothesis Test

**Table 7. Descriptive Statistics**

Dependent Variable: Posttest			
Groups	Mean	Std. Deviation	N
Experimental	45,42	2,540	31
Control	39,95	2,380	22
Total	43,15	3,661	53

The table above shows that the experimental group's mean score (45.42) is higher than that of the control group (39.95), indicating that the intervention given to the experimental group may be more effective.

**Table 8. Ancova**

Tests of Between-Subjects Effects						
Dependent Variable: Posttest						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	397,483 <sup>a</sup>	2	198,741	33,200	,000	,570
Intercept	683,536	1	683,536	114,185	,000	,695
Pretest	13,193	1	13,193	2,204	,144	,042
Groups	382,951	1	382,951	63,972	,000	,561
Error	299,310	50	5,986			
Total	99383,000	53				
Corrected Total	696,792	52				

a. R Squared = ,570 (Adjusted R Squared = ,553)

In Table of the ANCOVA test, the researcher found that the significant grub value was 0.000 where  $0.000 < 0.05$ , so  $H_0$  was rejected and  $H_1$  was accepted. It means that there is there is an effect of the Effectiveness of Using Digital Jombang Folklore on Student interaction. The significant difference indicate that using digital Jombang folklore is effective for students' interaction.

Based on the table above, the Sig. The value for the "Pre questionere" covariate is 0.144, which is greater than 0.05. This indicates that the difference in initial conditions (pre questionere scores) did not have a significant effect on the post questionere results. Thus, it can be concluded that the initial interaction level (based on pre questionere scores) did not significantly contribute to the differences in post-test results in this study. This supports the interpretation that other factors (such as group treatment) contributed more to the post-test results.



**Table 9. Estimates of average value**

Estimates				
Dependent Variable: Posttest				
Groups	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	45,585 <sup>a</sup>	,453	44,674	46,496
Control	39,721 <sup>a</sup>	,545	38,627	40,815

a. Covariates appearing in the model are evaluated at the following values: Pretest = 36,13.

From the results of Table 9. estimates, the researcher found that the average value of the experimental groups was 45.585, and the control group's was 39.721. From the average results in the estimates table, the researcher finds the results of the post-test value so that the control and experimental group variables can be more accurately measured.

### **Discussion**

By citing earlier research, scholars can demonstrate that the findings of this study are consistent with those of earlier studies, specifically regarding the contribution of local folklore to English language acquisition and reading comprehension. In the meantime, this study examines the efficacy of using folklore as a medium for student interaction. It also supports the work of Sinamo et al. (2021), who revived the Batak Toba local folklore known as "Batu Persidangan" and turned it into a script for junior high school English instruction. While junior high school kids are the target of this gap, vocational high school students are the target of this study. This research gap examines the effects of incorporating local Indonesian folklore into English language instruction on student involvement, in keeping with Sinamo. Ramli et al. (2024). But the focus of this study is on how well the Jombang folklore film engages students.

A web-based teaching resource for Indonesian language learners that incorporates Indonesian folklore was created by Yulianeta et al. (2022). This research gap employs the Research and Development (R&D) research method with the 4D research model (Define, Design, Develop, and Disseminate); however, the current research method makes use of quantitative methods (experimental). Yulianeta et al.'s (2022) study was driven more by the dearth of easily accessible folklore materials for teaching than by the advantages of Indonesian cultural preservation. Additionally, in accordance with Yulianeta et al. (2022), specifically Monica et al. (2024), local folklore has an impact on pupils' reading comprehension and English language acquisition. Additionally, the integration of local Indonesian folklore in English on student involvement was in line with Monica et al. (2024), specifically Ramli et al. (2024). The findings of this study themselves

indicate that  $H_a$  is accepted and  $H_0$  is rejected, in accordance with the earlier research that was previously discussed. Playing digital Jombang folklore movies encourages pupils to participate more actively in class activities. The findings of this study are consistent with those of the four other investigations. This study's findings indicate that students' interaction with narrative textual English language instruction is positively impacted by digital Jombang folklore.

## Conclusion

The findings the results showed that the effectiveness of using Jombang Digital Folklore suitable students as shown by the results of the pre-questionnaire and post questionnaire. In the Sig. (2-tailed) of 0.007 is lower than 0.005, indicating a significant difference in the pre-questionnaire, and the post-results confirm the suitability of Digital Jombang Folklore as evidenced by the p-value of 0.000 from the ANCOVA test, which leads to the acceptance of the hypothesis so that the effectiveness of using Digital Jombang folklore affects student's interaction.

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## TRANSFORMATION OF THE IDEOLOGY IN *CINDERELLA* BY CHARLES PERRAULT INTO THE MOVIE BY KAY CANNON

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### Abstract

This research aims to identify the shift of ideology of patriarchy in the *Cinderella* fairy tale by Charles Perrault into feminism in the movie by Kay Cannon. The research method utilized is descriptive qualitative, and the data consists of narrative text from the fairy tale and visual scenes from the movie adaptation. The data is then compared and analyzed using Barthes' semiotics theory. In addition, through the shift of the ideologies, the motives of the adaptation are uncovered based on Hutcheon's theory of adaptation. The findings show the ideology portrayed in the fairy tale is patriarchy, which is displayed in the characterization of Cinderella's subservience and the plot's resolution, which emphasizes male primogeniture. Conversely, the movie adaptation shows liberal feminism depicted by Cinderella and Gwen, the original characters of the movie, portraying their respective endeavor to achieve equality in economic and political spheres. The movie's resolution depicts liberal feminist ideals, in which the king acknowledges and appoints Gwen to rule the kingdom. The motives concluded from the ideologies include cultural capital and personal and political motives. The cultural capital motive highlights the value of adaptation work that utilizes patriarchy and feminism as cultural phenomena ingrained in society.

**Keywords:** *Adaptation, Cinderella, Fairy Tale, Feminism, Patriarchy*



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## Introduction

*Cinderella* is known to have been repeatedly retold across various cultures worldwide (El Shaban, 2017; Sierra, 1992). The most recognized version is attributed to French author Charles Perrault, often credited with popularizing children's fairy tales as an established male writer. He infused these tales with moral lessons aimed at civilizing readers (Zipes, 2006). *Cinderella* narrates the story of a girl named Cinderella, whose virtues of kindness and resilience ultimately lead to her marriage to the prince.

As one of the European fairy tales, *Cinderella* carries symbols of an institutionalized discourse of patriarchy (Zipes, 2006). According to Stephens (1992), ideology is the organized body of concepts and viewpoints held by members of a specific society to preserve power dynamics. He highlighted language's ability to transmit ideologies effectively. Particularly in children's literature, the narrative's characters embody the worldview. Saeed, (2024) argued that through discourse analysis, the children's literature under study carries an ideology embedded into the language in the works. Furthermore, Naghmeh-Abbaspour (2020) showcased that even the cover of a book can display the ideology embedded in it.

Perrault's narrative thus suggests *Cinderella* propagates a patriarchal worldview and, consequently, reinforces the discursive practice of maintaining male dominance and control over individuals based on their gender, along with the subjugation of women. Gendered power dynamics are maintained through assigning distinct roles, behaviors, and expectations to men and women. For instance, as depicted in *Cinderella*, women are meant to be restricted at home, nurturing, and subservient, whereas men are expected to be assertive and authoritative. The prince is similarly portrayed as an authoritative figure, who eventually inherits the throne and governs the kingdom. As a result, these elements contribute to the perpetuation of a social perception of the gender binary, where individuals' roles and identities are compelled to conform to a restricted set of expectations (Butler, 2007; Kneeskern & Reeder, 2022)

Furthermore, the story mentions that Cinderella's beauty enthralled the prince. Budidarma, Sumarsono, Abida, and Moybeka (2023) found that female characters are valued because they are decent, beautiful, and graceful. The message implied in the story shows that intelligence and skills are not important for someone to be successful. As long as she is beautiful and

graceful, then she will easily get the love of a rich nobleman (El Shaban, 2017) In this case, Cinderella's social standing is successfully raised through her marriage with the prince. Therefore, Cinderella represents the ideal image of female beauty constructed by patriarchy.

Apart from the written form, *Cinderella* has received various adaptations ranging from animation to live-action movies, such as the animated movie produced by Walt Disney Production in 1950. According to Zipes (2013), Perrault's version of *Cinderella* became the canon for further mass adaptations of the fairy tale in the twentieth century, and it created the final product, the Cinderella animation, in 1950. Later, *Walt Disney Pictures* also produced *Cinderella's live-action adaptation*, starring Lily James, and released in 2015.

Dupont (2015) whose research particularly scrutinized *Cinderella's* contemporary adaptations found that *Cinderella* movies in a contemporary setting have undergone more complex stories. Despite the narrative structures we are familiar with in *Cinderella* adaptations, they diverge from the classic story. In addition, another analysis done concerning several versions of Cinderella by the Grimm Brothers, Perrault, Barbara Walker, and many more concluded that such fairy tales as Cinderella will continuously undergo transformations and adapt according to the interests of contemporary society (Eynon, 2002).

Moreover, thanks to these retellings, it also challenges the status quo of discursive practice run by the dominant ruling class. The representation of pixie stories appears to a particular state of mind towards the story, which reflects a viewpoint of social values, convictions, and watcher inclinations within the gathering of pixie stories. Discoveries from this ponder too indicate that fairy-tale transmission could be an input circle rolling around with convention and development, taking on a meaning of their possess (Chang & Luh, 2022). Another movie adaptation of *Cinderella*, for example, entitled *Ever After: A Cinderella Story*, directed by Andy Tennant in 1998 features the general narrative element of *Cinderella* but portrays an active heroine, which means it introduces a shift in gender pattern from the conventional story (Bacchilega, 2013). It can be concluded that many writers and filmmakers, especially women, seek to subvert the male gaze, openly represent female desires, produce female quest narratives, and finally disrupt heteronormative values in fairy tales (Greenhill et al., 2018).

The following studies correlate with the theory used in this research and some are in line with the topic of the research. The study of the adaptation of the fairy tale is conducted by Aysah and Woroharsi Parnaningroem (2021) titled *Ecranisation of The Wishing-Table, the Gold-Ass, and the Cudgel in the Sack by Brother Grimm and Film by Ulrich König*. By

using Eneste's ecranisation theory, the study reveals the reduction, addition, and variation in the transformation from the fairy tale to the film. The findings show that reduction and addition in the setting and variation in the character and plot. The changes reflect the choices made by the adapter while maintaining the core themes of the fairy tale. Unlike Hutcheon's adaptation theory, which does delve deep into the cultural and historical contexts of adaptations, ecranisation theory focuses more on the medium-specific aspects. Barthes' semiotic is employed to explore the representation of gender discrimination and equality as depicted in *Baseball Girl* (Amalia et al., 2022). The findings show that the film demonstrates four forms of gender discrimination, including marginalization, stereotype, subordination, and violence. The film perpetuates myths about women's physical capabilities and societal roles.

A study by Wiyatmi (2023) proved the presence of female figures elevated to royal thrones in Indonesian folklore, such as *The Legend of Hermitage of Queen Kalinyamat*, *Queen Kencanawungu*, *Madam Undang Beautiful Queen from Kupang Island*, and *The Legend of Princess Rengganis*. Utilizing feminist literary criticism, however, her research found that the folklores under study do not show a gender bias in royal succession and that leadership belongs to kinship and qualities rather than gender. The initial wave of feminism in Indonesia is reflected in these stories, as they play a crucial role in questioning patriarchal beliefs and advocating for a fairer and more equal society.

The next research employs Barthes' semiotic approach in a film titled *Turning Red* with a qualitative descriptive approach to analyze interpersonal communication between the mother and child. Tanzil & Andriano (2023) found that ineffective communication patterns and the authoritarian parenting style of the mother, Ming, caused conflict in her relationship with her daughter, Mei. It revolved around the complexity of their relationship and how parenting styles come into play to solidify themes such as female identity and generational conflict; in short, one can relate those to feminist discourse. With the help of Roland Barthes' semiotic theory, the researcher can reveal the meaning of this film's stories and images. Furthermore, the researchers analyzed the narratives and images in this *Cinderella 2021* film using semiotic analysis techniques.

The importance of conducting this research is to analyze how time, setting, and sociopolitical context can greatly influence both the author and adaptor in creating work. Compared to the previous researches above, this research investigates the phenomenon of the change of medium of *Cinderella* from the fairy tale to the movie. The novelty of this research is to address the shift of ideology between the fairy tale and the adaptation. Furthermore, no



prior research has compared the distinctions between Cinderella fairy tales and their adaptations; for this reason, this study is obligatory.

The movie adaptation that the researchers are going to discuss, in particular, is the *Cinderella* adaptation that was released by Sony Pictures Entertainment in 2021 and also retells *Cinderella* differently. The movie was directed by Kay Cannon and they starred Camilla Cabello. Major differences between the fairy tale and the adaptation were found by the researchers. In the film, Cinderella exhibits a rebellious nature. Since her interest is making clothes, she does not want to get married and become a wife who has to take care of the home. This is what occurs when the prince asks her to marry him. She flatly rejected him, saying that she prioritized her aspirations more than her to be a queen.

Furthermore, the film even leads its prince to give up his right to succeed his father to his sister, who has greater aspirations for leading the realm. Thus, the transformation of 'Cinderella' into a movie includes a feminist dubbed storyline, where Gwen, the prince's sister, being crowned as the queen of the realm bears the weight of the king seeing her strength. The researchers then argue that these significant changes are due to the adapter's motivation, resulting in an eventual change in the ideology of the source fairy tale to the film adaptation. While the movie portrays feminist ideals, the former short story Cinderella, written by Charles Perrault, appears to reflect patriarchal ideology. From the description above, our research will focus on: 1) How are Cinderella's character and plot transformed from the short story into a movie?; 2) What are the motives of the adaptation?

## **Research Methods**

### ***Design***

The research is qualitative. Qualitative research is an approach that involves understanding complex social phenomena (Creswell & Creswell, 2018). It applies to this research since it discusses the phenomena of the change of the medium of *Cinderella* from the text to the live-action movie. Besides that, qualitative research relies on collecting multiple forms of data. The data consists of the comparison of the narrative text of the fairy tale and the visual scenes taken from the movie that specifically show relevant signs of patriarchy and feminism in the characters and the plot. The study has two primary objectives: 1) the discussion of the transformation of the ideology of the characters and plot between fairy tales and the film adaptation of *Cinderella*, and 2) the discussion of the motives of the adaptation.



### **Data Collection**

The primary data of this research consists of the narrative text of Charles Perrault's *Cinderella* (2008) retold by Rebecca Burns and published by Tantor Media, specifically the quotation of paragraphs, as well as the audio and visual images taken from the relevant scenes and events narrated in the movie *Cinderella*(2021), produced by Columbia Pictures and directed by Kay Cannon.

### **Data analysis**

The first step of this research is to discover the differences between the characters and the plot. The changes in character are found in Cinderella's characterization and the appearance of Gwen, who is an addition to the character that appears in the movie. The changes also happen at the resolution of both fairy tales and movies. Using Barthes' theory, researchers can uncover the ideology of patriarchy in Perrault's *Cinderella* and the ideology of feminism in the film *Cinderella 2021*. Using Barthes' theory, researchers can uncover the ideology of patriarchy in Perrault's *Cinderella* and the ideology of feminism in the film *Cinderella 2021*. Hutcheon's theory of adaptation will be used to analyze the motifs of works based on feminist ideology.

Barthes' (1972) semiotics is utilized to analyze the ideology within the characters and the plot. Based on Ferdinand de Saussure's study of signs which explores language at the denotative level, Barthes expands further on signifier and signified concepts by adding layers that deepen our understanding of how meaning is constructed in language and culture. In the first order of signification, it involves the basic relationship between the signifier and the signified (denotation). The second order of signification relates to connotative meanings arising from the first order. Finally, the third order of signification encompasses broader cultural narratives and ideologies that shape how signs are interpreted. Barthes refers to this as a myth. Myth as a linguistic sign lessens the significance that it had in society and history rather than eliminating it. Myth, in turn, gets depoliticized and appears neutral.

Hutcheon's theory of adaptation is utilized to discover the motive of the film adaptation. Hutcheon and O'Flynn (2013) propose three interrelated perspectives in defining adaptation. First, adaptation is acknowledged as the extensive transposition of literary works; second, adaptation as a process of creation involves (re-) interpretation and (re-) creation; third, adaptation as a process of reception is regarded as a form of intertextuality. Adaptation has three modes of engagement: telling into showing, showing into showing and

showing into interacting. Furthermore, Hutcheon and O'Flynn contended four motives in creating adaptation: economic lures to obtain profit, legal constraint related to the law of ownership of cultural and intellectual property, cultural capital to promote cultural products, and personal and political motives to the personal agenda of the adapter to adapt a work (Hutcheon, 2006).

## **Results and Discussion**

### ***The Changes in Cinderella's Characterization***

#### *Cinderella*

Cinderella in the fairy tale is a girl whose kindness and beauty are passed down from her deceased mother (Perrault & Grimm, 2008). Although the current feminist movement criticizes women's standards of physical appearance (Weiser, 2019; (Widdows, 2018), it is still common for women to be influenced to strive for certain standards of beauty that differ based on era and culture (Abid, 2021; Kim & Lee, 2018). Cinderella's beauty, combined with her goodness, draws an indirect aggression from her stepmother. Her stepmother responds maliciously due to the comparison of Cinderella's kindness, which makes her daughters appear more evil (Perrault & Grimm, 2008). Under her stepmother's cruel treatment, Cinderella is portrayed as passive and meek. The fact that Cinderella obeys her stepmother's commands without objecting is what makes her meek. A key aspect operating in patriarchy is the concept of men bearing masculine qualities and women bearing feminine attributes. In essence, the categorization of men and women in a patriarchal system encourages people to think of them as distinct entities. The general exemplification of women's personality traits includes being weak, hysterical, erratic, and lacking in self-control (particularly during menstruation), as well as reliant, passive, subjective, subservient, indecisive, and lacking in self-confidence (Indradjaja, Chamdani, & Syafi'i, 2022; Lee & Chin, 2019; Salhi & Alfraih, 2020). In line with the preceding findings, Cinderella's passivity in the fairy tale subsequently also continues to prevail in the climax of the story. Her fate changes through her encounter with the prince at the ball. Since men value women for their beauty (Chakraborty & Goswami, 2024), Cinderella's beauty not only attracts the prince, but also awes all of the ball's attendees, the king, and the prince (Perrault, 2008). The prince even escorted her to the seat of honor and invited her to dance with him. All of the prince's praise and attention is showered on Cinderella. After leaving one of her glass slippers in a hurry, she remains passive again, waiting for the prince's servant to arrive at her house with the glass slipper. Cinderella's characterization as stated:

“Romance” glosses over the heroine's impotence: she is unable to act independently or self-assertively; she relies on external agents for rescue; she binds herself first to the father and then the prince; she restricts her ambitions to hearth and nursery.”

(Rowe, 1979, p. 239)

Besides having her foot fit the glass slipper, she also revealed that she owns one of the glass slippers (Perrault, 2008). Her godmother appeared again and transformed Cinderella's clothes into a magnificent dress. Cinderella shows dependence on the prince and the godmother in taking action to save her from her home. At the end of the story, Cinderella shows no sign of refusing to marry the prince. This part displays Cinderella's submissiveness and obedience. Additionally, this kind of fairytale traps women in a contract with a society where women must be captivated, be silent, required to remain beautiful, have no freedom of speech, be submissive, and obey male rules (KUMLU, 2017).

Furthermore, the context of the creation of Perrault's fairy tales, including *Cinderella*, was during the French civilization mission in the 1690s. By employing fairy tales, the socialization of civilizing in the process also reinforces the exemplary behavior of an aristocratic lady held by the upper-class elites. Perrault modeled female characters as being passive until they got married. The male is expected to pursue the female, who waits for him actively. On the other hand, the female is educated with polite speech, and correct manners, and is dressed in elegant clothes. Women are only allowed to show submissiveness (Zipes, 2006). Perrault's restricted view of women is based on his ideal view of upper-class society. They are expected to be sweet, gentle, reserved, graceful, and patient, just like Cinderella. The prince recognizes these virtues and marries her. In other words, women are proposed to be subservient, dependent on men, and feminine.



Figure 1: Cinderella is on the statue in front of the palace when the King holds a Royal event (00:25:12)



Figure 2: Cinderella asserts that women can manage a business (00:34:13).

Based on Barthes' semiotics, figure 1 denotatively shows Cinderella climbing the statue in front of the palace when the King and his family are holding a royal event. Connotatively, the image shows the courage of a woman climbing the statue and daring to face the king in an unusual way. Meanwhile, the myths of women in fairy tales are portrayed as beautiful, graceful and obedient (El Shaban, 2017; Pawlowska, 2021). In Figure 2, denotatively, Cinderella is portrayed as a girl who is always busy working in her dingy room and occasionally goes out to observe the clothing market. Connotatively, Cinderella can be understood as a girl with the ambition to be financially independent. She explained that the women in the kingdom generally focus on child rearing and managing the household. Then, she argued that women can operate businesses as well. Cinderella's dialogues with Robert imply that the kingdom's system, where Cinderella lived, expected women's activities to revolve around child-rearing and household management. Cinderella criticized this matter as unfair since it limits women's potential. It produced a false belief in society that deems women as physically and intellectually inferior to men. The myth of women building businesses is unacceptable in society in fairytales and movies, but in the film, Cinderella shows persistence in realizing her dreams. The end of the story in the movie Cinderella 2021 illustrates that society has begun to accept the existence of a woman who builds her businesses. Tong and Botts (2018) argued that the root of the problem lies in female subordination, which holds back women's potential in the public sphere. It produced a false belief in society that deems women as physically and intellectually inferior to men. As a result, women tend to be discriminated against in the academy, the forum, and the marketplace. This is demonstrated by the folks in the market doubting and making fun of Cinderella when she poses as a dress seller.

Liberal feminists regard this discrimination as unfair, and they need to address this matter by promoting gender justice. Liberal feminism, as discussed by Jaggar (1983) in Tong and Botts (2018), is rooted in liberal political theory, which emphasizes the human capacity for rational thought. This rationality distinguishes humans from animals and is defined through its moral aspect, focusing on individual autonomy, and its prudential aspect, emphasizing self-fulfillment. A just society, therefore, allows individuals to exercise their autonomy and achieve a fulfilling life. Consequently, applying liberal principles to feminism involves extending the same rights enjoyed by men to women.

Liberal feminism has gone through three waves, and the second one, which arose in the 1960s, seeks equal economic participation and challenges the conventional division of labor based on gender. As far as the Cinderella story goes, she portrays this spirit quite well by claiming that women can run

shops, which suggests that she has the urge to be independent and work. Rather than shaping herself to the view of women as mothers or homemakers, she vehemently breaks these norms by modifying her dream of becoming a dress seller. Through these events, Cinderella manifests the tenets of second-wave liberal feminism, women's right to self-determination, and equality with men in political participation. Through her actions, Cinderella 2021 illustrates the principles of second-wave liberal feminism, advocating for women's autonomy and equal rights in the public sphere (Mardiyah, 2022; Palguna & Juniarta, 2023).

### Gwen

Gwen is an additional female character that, as it were, shows up in the motion picture. She does not exist within Perrault's *Cinderella*. In *Cinderella 2021*, Gwen is presented as the prince's sister. Unlike the prince, who appears not to take his regal duties, Gwen aspires to be a ruler. Be that as it may, the ruler regularly disregards her dynamic thoughts regarding administering the kingdom. Considering Barthes' semiotics. in the motion picture, denotatively, Gwen appears to be wearing a fitted dress with long sleeves and shoulder pads (Figure 3). Shoulder pads were presented into women's mold in the 1930s by architect Elsa Schiaparelli, extending women's outlines while symbolizing empowerment, strength, and confidence (Almond, 2019; Maharaj, 2022). Nearby shoulder pads, Gwen is attributed by a short, swaying hairstyle. Connotatively, Gwen's physical characterization is a well-known performance that speaks about her strength to break traditional norms, and her empowerment (Sanders, 2023). Gwen oozes specialists generally with her idiosyncrasies, haircut, and clothing choices. Therefore, she also shows her capacity to catalyze social change. The myth that characterizes Gwen's appearance suggests that, traditionally, noblewomen are typically depicted with long, flowing hair or styled in a graceful way to show their gentleness and femininity.



Figure 3: wearing a fitted dress with long sleeves and shoulder pads (00:20:20)



Figure 4: Gwen appears eager to take charge of internal affairs within the kingdom (00:20:15).



Figure 4 depicts Gwen's bold intention to participate in the political domain within the kingdom. She even offers herself to replace Robert as the heir apparent. The king then orders her to leave, suggesting his strong disapproval of having a woman succeed to the throne. Rather than women, male favoritism in the succession of monarchies is legitimized for a few reasons (Corcos, 2012). Firstly, men are believed to possess higher physical and intellectual leadership than women. Secondly, a female sovereign could pose problems. If a female sovereign chooses to marry a foreign prince, the nation she allies with might have an interest and be at odds with her own. With obedience as part of a woman's disposition, she will likely give in to her husband's demands.

Other than that, Gwen is depicted as a proactive figure who can act on social change by raising awareness of the negative impacts of coal fuels, which incorporates discussing current issues related to contamination and climate change (Asumadu, Adams, & Leirvik, 2020; Kerns, Powell, Mellmann-brown, Carnwath, & Kim, 2018; Sedano et al., 2020). She advocates for a move to clean vitality sources like wind. In any case, her proposals are rejected by the lord, who centers instead on Robert and his issues, reflecting the patriarchal propensity to undervalue women's commitments and experiences (Fitriani & Muassomah, 2021). The myth of this point is that women have verifiably been avoided from political interest and decision-making, leading to their underrepresentation in political positions. As a result, laws and arrangements frequently come up short to address women's concerns and needs. This separation in open and political life highlights the infringement of women's rights.

Gwen symbolizes the challenges women encounter in politics, embodying the principles of liberal feminism through her advocacy for gender equality and personal autonomy. Her struggles highlight the discrimination women face within the political sphere (Tong & Botts, 2018), as reflected in the king's internalized biases and the kingdom's rules that exclude women from political affairs. This situation underscores the broader goals of liberal feminism, which seeks to confront and rectify such discrimination in public life.

### ***The Change of Ideology of the Plot***

#### ***The Throne's Inheritor***

At the end of the story, it can be deduced that through Cinderella's marriage with the prince, her influence increases by becoming a queen and the prince ascends to the throne. Being able to marry the prince means there is no social status barrier with him. Even though it is not directly described, Cinderella and her family are aristocrats. The evidence lies in her stepsisters

being able to afford extravagant clothes adorned with jewels (Perrault, 2008). The elder stepsister wears a red velvet dress, while the younger stepsister wears a gold-colored mantle with a piece of jewelry on her dress. Kuchma (2023) stated that noble clothing employs dark, rich colors such as red, purple, and gold to symbolize prestige, wealth, and power, whereas lighter colors such as pastels are associated with commoners. Noble women also put on accessories made with valuable metal and gemstones. Nevertheless, Cinderella was unable to experience this luxurious lifestyle due to her stepmother's persecution.

After Cinderella reveals herself as the woman whom the prince has been looking for, she forgives her stepsisters for their past bullying. Perrault (2008) also described how marrying the prince boosted Cinderella's status and invited her stepsisters to live in the palace. Her stepsisters then marry with the court members. The court is a manifestation of the king's authority and represents the extension of the monarchy, symbolizing political power and offering opportunities for social mobility beyond inherited status (Classen, 2015). The court staff's position is not only for inherited, but they are also available for talented people. This suggests that courts have a role in social mobility. Aristocrats had the advantage of being able to move up the social ladder since they had access to estates, titles, and possibly even connections to the monarchy (Classen, 2015). The marriage with the prince enabled Cinderella to gain a certain amount of influence within the royal court. Cinderella's marriage to the prince not only elevates her status but also enhances her family's ties to the monarchy through her stepsisters' new marriages.

It is crucial to bear in mind that the prince can become the heir because the system of royal succession in the kingdom in the story practiced primogeniture. Primogeniture alludes to innate progression wherein the eldest child acquires the complete kingdom (Kokkonen et al., 2022). It may be a custom that dates back to eighteenth-century France. The custom of primogeniture, which dates back to eighteenth-century France, was significant for guaranteeing political solidness by avoiding progression issues. This framework, bolstered by the Catholic Church, emphasized the atomic family over the expanded family and strengthened the legacy rights of the eldest child (Kokkonen et al., 2022). The advancement of the nuclear family played a noteworthy part in creating primogeniture, which implies keeping up the illustrious ancestry.

Furthermore, Corcos (2012) highlights male primogeniture as a progression framework that prioritizes male beneficiaries, reflecting their significance in administration and society. This framework legitimizes male



progression in governments, fortifying patriarchal states of mind that favor men in positions of specialist over land, property, and social structures. In a male-dominated society, this dominance may be an essential angle of patriarchy, which advances male benefit and specialists.



Figure 5: The king appoints Gwen as the kingdom's ruler (01:39:18).



Figure 6: Gwen's Coronation in place of Prince Robert (01:40:02)

Cinderella's encounter with Robert transforms his outlook, leading him to prioritize adventure with her over his duty as crown prince. He ultimately decides to renounce his royal status, illustrating a challenge to traditional gender roles and expectations for men. While patriarchy predominantly affects women, men also face pressure to conform to specific roles, and addressing these dynamics aligns with feminist principles (Johnson, 2014). Robert's actions demonstrate that men can break free from societal constraints and prescribed notions of masculinity, highlighting the importance of men's awareness and experiences in fostering societal change.

In Figure 3, the king announces his decision to allow Gwen (the princess) to become the heir. This scene reflects two individuals: the king as a man, acknowledging and entrusting Gwen as a woman with her competence to govern the kingdom. The movie's inclusion of women in positions of power can be seen as a progressive move toward gender equality. Johnson (2014) asserted that to be truly progressive and informed about gender injustice and women's potential, liberal feminism depends on males being good and fair and giving women credit by enabling them to participate in social life on an equal footing. In the end, the king plays a vital role in granting Gwen her right to rule the kingdom.

### ***Motives behind the Adaptation of Cinderella***

#### ***Cultural Capital***

Hutcheon (2006) elaborated the concept of cultural capital, which refers to the cultural knowledge that shapes power dynamics and opportunities within society, categorized into three states: embodied,

objectified, and institutionalized. One way for an adaptation works to be valued is through the association of cultural context. Furthermore, Hutcheon (2006) asserted that social capital alludes to the typical social resources related to social information, cultural knowledge, social practices, and qualifications. When connected to adjustments, social capital clarifies how certain writings or works are esteemed, deciphered, and changed over diverse mediums and social settings.

The movie adaptation of *Cinderella* presents the ideological shift from patriarchy to liberal feminism. Both patriarchy and feminism are cultural phenomena that exist in society and the movie adaptation seeks to capitalize on it. The movie adaptation of *Cinderella* illustrates a shift from patriarchy to liberal feminism, highlighting how patriarchal culture perpetuates gender inequality, as seen in the characters' reactions to Cinderella's aspiration to run a dress shop and the male-dominated market scene. This adaptation challenges the rigid gender roles prescribed by patriarchy, showcasing Cinderella and Gwen as confident, intelligent, and determined women striving for their dreams. Their struggles for equal access in economic and political spheres reflect real-world issues of inequality. Ultimately, the film embodies the goals of liberal feminism, with Cinderella becoming a seamstress and traveling the world, while Gwen ascends to the throne, symbolizing a new era where women can pursue their ambitions without being confined to traditional roles. Hutcheon and O'Flynn (2013) suggest that this cultural transformation aims to raise audience awareness of these pressing issues.

#### *Personal and Political Motive*

Hutcheon (2006) argued that an adapter has an entwined individual and political thought process in adjustment. The personal engagement of the connector with content is affected by their socio-political setting, and their reinterpretation can reflect both personal and collective encounters and belief systems. This double inspiration improves the adaptation, making it a complex discourse between the first work, the connector, and the group of onlookers inside their particular social and political system. She believes that "It is obvious that adapters must have their own personal reasons for deciding first to do an adaptation and then choosing which adapted and what medium to do it in" (Hutcheon, 2006, p. 92)

Kay Cannon, the adapter of the *Cinderella 2021* movie, alters the character and plot to reflect her agenda for female empowerment (Davis, 2018), as seen in her previous works like *Pitch Perfect* (2012) and *Girlboss* (2017). This adjustment of *Cinderella* exhibits female strengthening by

complementing Cinderella's yearning to be a businesswoman, emphasizing her independence and expulsion of her genuine adore, particularly when she turns down Ruler Robert's marriage proposition to chase her dreams. The film evaluates the societal desires of ladies, as Cinderella contends for her capability to run commerce despite the patriarchal standards that keep ladies to household parts. Gwen also epitomizes female power through her certainty and strength, challenging generalizations and reflecting the expanding political engagement of more youthful gatherings of people on modern issues like climate change. Eventually, both characters speak to a move towards a story that prioritizes women's independence and challenges customary pixie story resolutions centered on marriage. This idea adjusts to Kennedy's (2018) investigation of tween fairy tales, who concluded that later pixie stories epitomize and proliferate a blend of women's activist and post-feminist belief systems, centering on the suggestions of this mix for youthful gatherings of people and the broader social talk on sexual orientation and strengthening.

## Conclusion

The inquiry about grandstands the ideological move from the primary pixie story of Cinderella to Kay Cannon's movement picture alteration, centering on the move from patriarchal subjects to women's extremist convictions. This move is analyzed through changes in characterizations and plot events, utilizing Barthes' sign outline to look at the fundamental rationalities. Cinderella embodies patriarchal values in the former fairy tale through her lack of involvement and reliance. In contrast, she speaks to magnanimous women's rights in the motion picture by pursuing her aspirations and declaring her autonomy. The character of Gwen, presented in the motion picture, encourages the political disparity that limits women's involvement in the public domain. The resolutions of the two accounts vary altogether: the pixie story concludes with the sovereign wedding Cinderella, fortifying male dominance through the male primogeniture framework, while the motion picture engages Gwen as the ruler, highlighting the significance of men supporting women's authority.

Furthermore, the investigation uncovers two thought processes behind the motion picture adjustment of *Cinderella*: social capital and personal and political thought processes. The social capital thought process reflects the adapter's engagement with profoundly imbued societal standards with respect to patriarchy and women's liberation, emphasizing the got to address sex separation and advance social equity. The individual and political rationale adjusts with Kay Cannon's plan of engaging women, showcasing Cinderella's and Gwen's battles for women's rights within the open circle.

Their assurance and certainty challenge the misinterpretations encompassing women's parts beneath patriarchy.

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## USING MENTIMETER IN ACTION RESEARCH TO ENHANCE STUDENTS' ENGAGEMENT IN ONLINE LEARNING

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### Abstract

In online learning, improving student participation in English as a Foreign Language (EFL) classes is still a growing concern. Fortunately, several studies have demonstrated a favorable relationship between using technology to increase student engagement. This action research study investigated the effect of using a mentimeter on student's engagement in online learning. The study used a participatory classroom action-research approach to enhance student engagement. The participants were 22 second-year-undergraduate students, consisting of 7 males and 15 females. Findings revealed that engaging students in engaged discussion enhances their engagement and achievement in the word cloud and open-ended questions model using a mentimeter. The students gave positive responses after being taught by using a mentimeter. The findings support the enhancement of the students' engagement in an EFL learning context and suggest useful implications for educators.

**Keywords:** *action research, Mentimeter, online learning, student engagement*

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## Introduction

Online learning has become more and more prevalent in modern educational settings, which has significantly changed the educational landscape in recent years. It has become a popular platform in the ever-changing educational landscape because it is flexible, accessible, and without having to arrive at the appointed time (Niu et al., 2023). Many educational institutions develop it for learning activities. In higher education level, it becomes one of the real forms that proved effective in the implementation of learning (Wang et al., 2023) and both lecture and students have their respective roles (Putri Anzari & Pratiwi, 2021).

The transition to virtual classrooms, while offering unprecedented opportunities for flexible learning, has not been without its challenges, particularly concerning student engagement. Student engagement is one of the factors that can influence the success of the teaching and learning process in online learning (Mafulah & Cahyono, 2023). Online participation plays an important role in online learning success. In a similar vein, interaction is a crucial contextual component that can influence people's internal elements and encourage students to actively participate in online learning activities (Zhang et al., 2023).

There are several obstacles to long-term involvement, including technology distractions, a deficiency of in-person interaction, and the lack of immediate feedback. Examining these concerns becomes essential as we delve into the intricacies of online learning. The researchers also encountered the same problem as had been shown. Based on the preliminary study done in one local university in Indonesia, there were some problems faced by the lecture in online learning, they are: behavioral engagement often seen that the students have low participation in online learning, the students lack participation in the class, they joined the class but like to keep silent, most of the students like to close their camera and become the listener only. The lecture used Zoom Cloud meetings and PowerPoint as media to explain the material. In delivering the material, the lecturer asked the students' opinions and only a few students gave responses orally. It seems difficult to have all students participate in the class. Students might feel more comfortable within the confines of their homes, leading to a tendency to remain silent or keep their cameras off. Shyness or introversion could also be significant factors inhibiting contributions during class discussions.

Understanding those tendencies, instructors or class facilitators can foster a supportive atmosphere in the virtual environment. This may involve adopting a more personalized approach, providing additional support to introverted students, or creating opportunities for them to participate in

more comfortable ways, such as through chat or online forums. By doing so, it is anticipated that students who may feel more reserved or shy will feel more supported and encouraged to contribute and engage actively to the online learning experience.

Student engagement stands as a cornerstone in the edifice of effective education, playing a pivotal role in shaping the learning process and influencing academic outcomes. According to Farizka and Cahyono (2021), higher education institutions have demonstrated a consistent commitment to encouraging students' learning engagement by implementing significant innovative tactics that provide fresh approaches to imparting new knowledge. Research demonstrated that when students actively participate in their education, they enhance their learning outcomes, communication abilities, focus, and acquisition of life skills (Banihashem et al., 2022) and affect the success of the teaching and learning process (Mafulah & Cahyono, 2023).

As stated by Panhwar and Bell (2022), there is strong evidence that the achievement of academic goals depends on student engagement. It comprises behavioral engagement, which pertains to students' participation in class. Emotional engagement is associated with students' positive feelings toward certain individuals in the school environment, while cognitive engagement involves a readiness to tackle challenging concepts, comprehend them, and persevere in learning challenging abilities. Since digital technology is now a necessary component of learning, engagement is a crucial component of instructional assessment and effectiveness improvement. In particular, it pertains to how students interact with one another in the classroom and what can be done by students, educators, and educational institutions to enhance and encourage student engagement (Lim et al., 2022).

Facing those problems, the researchers need to have a strategy to solve them. The strategy concerned can be the use of media and relevant learning methods in online learning. Mentimeter is a digital media in learning that can accommodate the interaction between lecturer and students. Mentimeter is a student response system (SRS) that can be used by students through mobile devices (Mohin et al., 2022). Mentimeter is using URLs included in presentation slides to collect quick replies (Carter, Andersen, Stagg, et al., 2023). Mentimeter has special differences from other SRSs as Pool Everywhere and GoSoapBox. They offer a wide range of question formats, but among them, they have different capacities for the participant. Pool Everywhere limits the number of participants to 25, and GoSoapBox to 30. It is less than most class sizes. While Mentimeter does not have limitations to the capacity. An outline of Mentimeter's capabilities and possible applications is given in this technological assessment (Moorhouse &

Kohnke, 2020). In using Mentimeter instant online SRS, we can go to [www.menti.com](http://www.menti.com) by inserting a special code given by the application or we can scan the QR code that has been provided by the presenter. We do not need to download the application, both software and data are hosted in the cloud (Pichardo et al., 2021). Mentimeter is a significant advancement above earlier audience participation technologies. Additionally, it goes beyond more modern methods that provide students clickers to record their answers to questions at the beginning of a lecture (Mayhew, 2019). Using an electronic system or tool can increase the involvement and engagement in anonymity, which is not available in traditional conversation. It also helps to actively engage students (Wong & Yunus, 2020).

Mentimeter is one of the platforms that is mainly used in higher education to convey the lecturing of the theoretical sessions in courses to more engaging and interactive discussions (Ranjbaran et al., 2023). Mentimeter aids students in keeping their focus by encouraging greater engagement in the teaching and learning process (Mayhew, 2019). One of the examples suggested by Ranjbaran et al. (2023), stated that with the ability to respond to digital questions using their phones, students can undoubtedly create a more inclusive learning environment. Mentimeter is one of the supporting technologies included in online learning which gives a chance for participants to engage with digital tools (Carter, Andersen, Turner, et al., 2023). In addition, using a mentimeter is one of the possible tools in a digital activity that can improve student engagement.

Mentimeter works extremely well with a multiple intelligences-based teaching strategy. Classes become more fun as a result of the variety of questioning contexts that allow different learning styles of students to be addressed. Mentimeter allows for more sophisticated participation because it goes beyond a simple question "thrown out" in the classroom. Instead, it is the outcome of careful consideration of the best question type and format for each learning objective, whether it be quantitative (multiple choice, ranking, scales, and quizzes) or qualitative (word clouds and text open-ended questions) (Pichardo et al., 2021). Mentimeter has some features and has different applications. The features adopted by Mohin et al. (2022) are as follows:

**Table 1. The features of mentimeter and their applications**

<b>Features</b>	<b>Applications</b>
Multiple Choice	Multiple choice questions with or without image; formative assessment; enhancement of students' engagement, active learning, and enjoyment.
Image Choice	Aid visual learners according to the VARK model
World cloud	Emphasize the most common words submitted by the students in real-time
Quiz	Engage students in fun and learning-intense competition
Scales	Evaluating the teaching activity with the learning environment
Questions from the audience	Evaluate the lecture
Who will win?	Test and develop knowledge of the students from an instructor, reinforce, students' learning. It promotes gamification in lectures, energizes the students, and motivates them. Additionally, it supports the Behavioural approach to learning
Quick slides	Lecture presentation

Some previous studies related to enhancing students' engagement by using a mentimeter are as follows: The first study by Mohin et al. (2022) stated that it could make the learning atmosphere in the classroom more interactive, engaging, and inclusive using a mentimeter. The result of the research said that using Mentimeter has a positive impact on students' attitudes and performance, learning environment, and technical aspects. Second, research done by Moorhouse and Kohnke (2020), mentimeter offers several pedagogical advantages for EAP/ESP classrooms, such as boosting engagement and interaction, asking for feedback, and formatively assessing student understanding. By incorporating student ideas, educators can organize their lessons around their interests and boost student engagement while fulfilling particular ESP/EAP pedagogical objectives.

Third, another previous study, Vallely and Gibson (2018), stated that Mentimeter invites students to use their mobile devices to participate in conversations and debates. It makes it possible to receive anonymous, prompt feedback on both quantitative and qualitative questions that are asked during a teaching exercise. Fourth, another research done by Sari (2021) indicates that Mentimeter has a noteworthy effect on students' participation in English language learning through opinion-sharing and discussion exercises. It was demonstrated by the fact that student involvement rates exceeded the average contribution of Mentimeter participants, coming in at 82% and 91%, respectively.

The next study by Pichardo et al. (2021) shows that a mentimeter is used by students to enhance their participation, engagement, gamification, focus, and attention in traditional classroom settings. It also facilitates their involvement and promotes inclusivity in virtual learning environments. The following study done by Mayhew (2019), mentioned that a mentimeter enhances opportunities to reformulate passively. It enables teachers to

implement an active, student-centered pedagogy and, in doing so, has the potential to improve discipline-specific attention, engagement, motivation, peer learning, and accomplishment.

From those previous studies, the mentimeter is very crucial to be used in teaching, especially for enhancing the students' engagement. There are some beneficials had by mentimeter and it can make different with others. First, it is easy to use. Mentimeter's user-friendly interface simplifies the creation of interactive presentations and activities, enhancing ease of use for both educators and students. While others may pose learning challenges, requiring additional time for educators and students to master interactive content creation and participation. Second, it has diverse question type. Mentimeter's diverse question types (multiple choice, open-ended, word clouds, quizzes, and many more) enable educators to create engaging content for various learning objectives. While others come tools may limit question types, affecting the variety of interactive activities in lessons. Both beneficials from the mentimeter can be something important for the researchers to decide it to use in this research. Those studies did not show that mentimeter had been used in online learning activities, so it is necessary to test the timetable in online classes. With the limitations of online learning, mentioned in the preliminary, it is expected to increase students' engagement in learning activities.

Regarding the previous studies, the mentimeter is one of the media that can solve students' engagement problems. Mentimeter is a digital media in learning that can accommodate the interaction between lecturer and students. Based on Vallely and Gibson (2018), three multi-disciplinary strategies can be supported by mentimeter to engage students: gauging opinion, engaging discussion, and voicing concerns. In this study, the researchers focus on applying a mentimeter in online learning to enhance students' behavioral engagement that focuses on engaging discussion. To this end, the action research was carried out to answer the following questions:

1. How does mentimeter enhance engagement among EFL students in online learning?
2. To what extent are there any significant differences in EFL students' achievement after being engaged by using a mentimeter in online learning?
3. How do the students feel after being engaged by using mentimeter in online learning?

## **Research Methods**

This section discusses the methodology. It consists of several subsections: design, participants, instrument, procedures, and criteria of success.

### ***Design***

Following the review of the literature, we decided to implement an action research project to know the effect of using a mentimeter to enhance student engagement in online learning. This study used participatory classroom action research. We hoped that our findings would add to the body of literature on teaching and assessment. The action research study can provide some useful contributions to the reformation of teaching practices, especially online learning, and was inspired by several personal and educational values that action research promotes, such as engaging in the form of discussion.

### ***Participants***

The participants, who took part in this study, were 22 second-year-undergraduate students of Hasyim Asy'ari University, the local university in Indonesia, consisting of 7 males and 15 females. Students enrolled in this course met virtually via Zoom cloud meeting for a month.

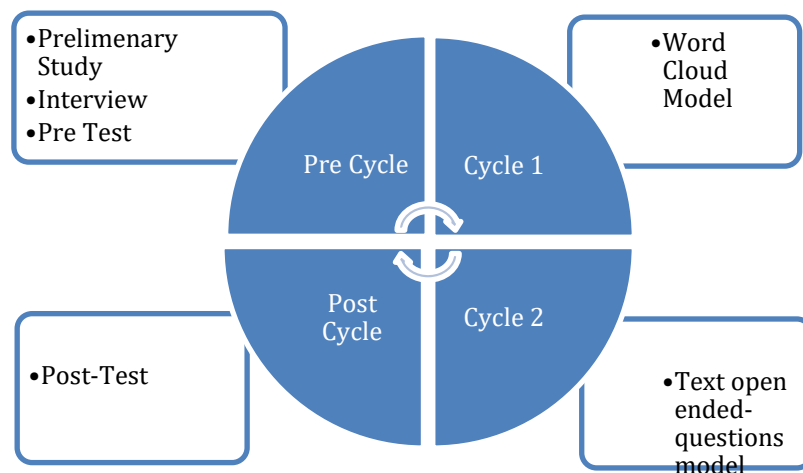
### ***Instrument***

The instrument used is a mentimeter, test, and questionnaire. The mentimeter type used in this study is a word cloud and text open-ended questions. The test is an essay in the form of pretest and posttest. The questionnaire is an open-ended questionnaire that talks about students' feelings after being engaged by using mentimeter in online learning.

### ***Procedures***

To enhance students' engagement level, we used cyclic action research with different research instruments over a month. We implemented a design framework to carefully monitor and measure the impact of the interventions in two cycles, preceded by pre-cycle and post-cycle (see Figure 1). We set a scaffolded operational framework to develop the existing teaching practices and learning-related issues. Specifically, we identified a teaching framework in which the word cloud model and text open-ended model in mentimeter were employed in two cycles to enhance students' engagement, collected and analyzed data before and after each cycle. The following subsections describe the procedures we used in each cycle, all of which were based on the action research concept that our students and their cognitive and feeling are our most important data.





**Figure 1. Operational Framework of the Action Research**

### ***Criteria of Success***

The determination of criteria of success is a crucial and deliberate process in the field of action research. Selecting these parameters is similar to establishing the course for the whole research expedition, pointing researchers in the direction of significant discoveries and significant results. The selected criteria function as a benchmark for evaluating the efficacy and pertinence of the study intervention. These standards not only clarify the study's aims and objectives, but they also serve as a foundation for assessing how well those aims and objectives were met. This study needs to have criteria of success to be the standard of improvement. First, for the students' engagement, the criteria are there is the development of students' participation in each meeting. Second, for the students' cognitive we decided the criteria that 80% the number of the students get 70 scores for their test. Third, regarding the students' feelings after using the mentimeter 80% the number of the students had positive responses.

## **Results and Discussion**

### ***Result***

#### ***Preliminary Study***

In alignment with the action research procedures, we opted to understand the students during the preliminary study by having an interview during the lecture and doing a pre-test to know the students' cognition. First, we interviewed the lecturer about the condition of online learning. During the interview we found several problems faced by the lecturer, they are: behavioral engagement often seen that the students have low participation in online learning, the students lack participation in the class, they join the class

but like to keep silent, most of the students like to close their camera and become the listener only. The lecture used Zoom Cloud meetings and PowerPoint as media to explain the material. In delivering the material, the lecturer asked the students' opinion of the picture given and only a few students gave responses orally. It seems difficult to have most students participate in the class. Second, we gave a pre-test to know the students' prior knowledge of the topic discussion. It is about describing an art. We gave a picture and asked the students to create a paragraph description based on the picture. The result of the pretest showed only 41% of the students had 70 scores or only 9 students of the whole class. The result of the pretest is as follows:

**Table 2. The result of pretest (= 22)**

<b>The Students</b>	<b>Score</b>	<b>The Students</b>	<b>Score</b>
Students 1	65	Students 12	70
Students 2	62.5	Students 13	72.5
Students 3	70	Students 14	70
Students 4	62.5	Students 15	60
Students 5	70	Students 16	65
Students 6	65	Students 17	65
Students 7	67.5	Students 18	55
Students 8	70	Students 19	70
Students 9	70	Students 20	62.5
Students 10	62.5	Students 21	75
Students 11	60	Students 22	65

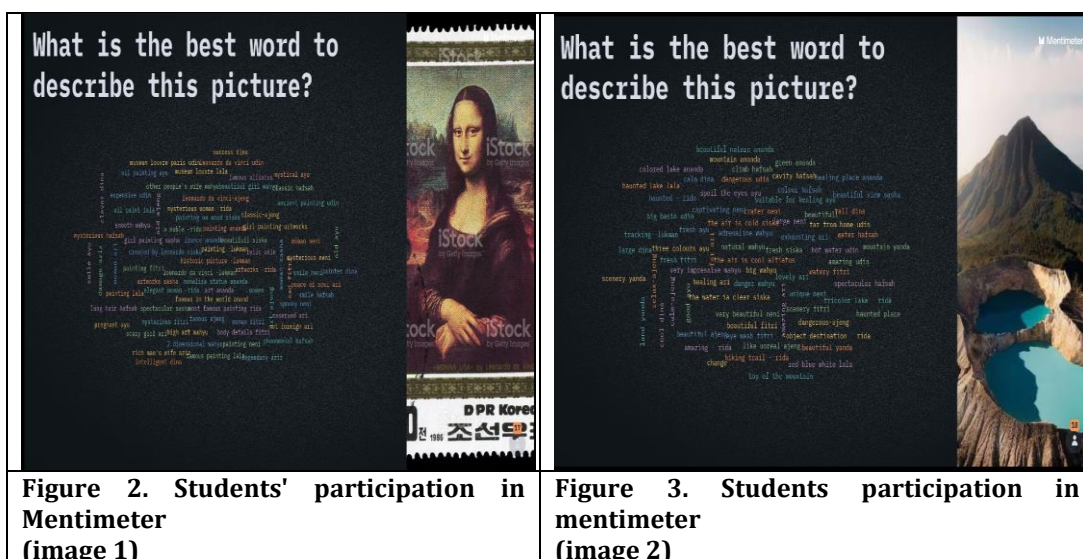
These findings, in addition to our aforementioned observations of the discussion prompts, inspired us to introduce the mentimeter to the students to enhance their engagement, achievement, and positive response in their feelings dealing with the use of mentimeter, word cloud, and open-ended questions model, in online learning.

*RQ 1: How does a mentimeter enhance engagement among EFL students in online learning?*

Cycle 1: Using Mentimeter by using a word cloud question model

This cycle involved engaging students through a mentimeter (word cloud model). In giving the treatment, after discussing the materials included, we asked students to comment on at least 3 words that show the best words to describe the image given. Regarding the topic of describing art, we gave four images to be discussed. At this meeting, we were focusing on excavating the vocabulary that students own. In each image given, students were asked to write three words that could describe the image. The students were very enthusiastic about submitting three vocabularies into the mentimeter application. Each student could see the results of his writings and could also

see the writings of their friends. After the text was sent and read on the mentimeter, the lecturer commented by reading and called the student concerned to ask about the meaning of the written vocabulary. From this activity, students could learn from the experience of their friends. Students could also add previously unknown vocabulary from the result of other friends' vocabulary that has been sent to the mentimeter. The lecturer gave a commentary on all the vocabulary that had been sent to the mentimeter, so there was an active interaction between the lecturer and the student. In addition, other students can add knowledge about new vocabulary related to the image. In the first image (See Figure 2) student participation is quite high. 68 words have been sent, 44 in word form and 22 in phrase form. It shows that students are very enthusiastic about commenting with ease using a mentimeter application. In the second image, the lecturer gave a similar activity to the previous one: digging students' prior knowledge of vocabulary into a mentimeter. The result of the vocabulary that has been sent to the mentimeter is a total of 70 words consisting of 46 word-shaped words and 24 phrases (See Figure 3). Compared to the previous image the vocabulary produced more. It means the students are becoming more enthusiastic about the activities that have been given by the lecturer.



On the third image, the lecturer gave a new image related to the description of art. The results obtained using a mentimeter showed that there were 76 resulting vocabularies consisting of 46 word-shaped words and 31 sentences (See Figure 4). Total generated vocabulary indicates an increase in the number of vocabularies compared to the previous image. In the last picture in cycle 1, the lecturer gives the same activity as in the previous picture. The results showed a total of 80 words submitted by

students consisting of 52 words and 28 phrases. The results show an increased student participation in ongoing learning (See Figure 5).

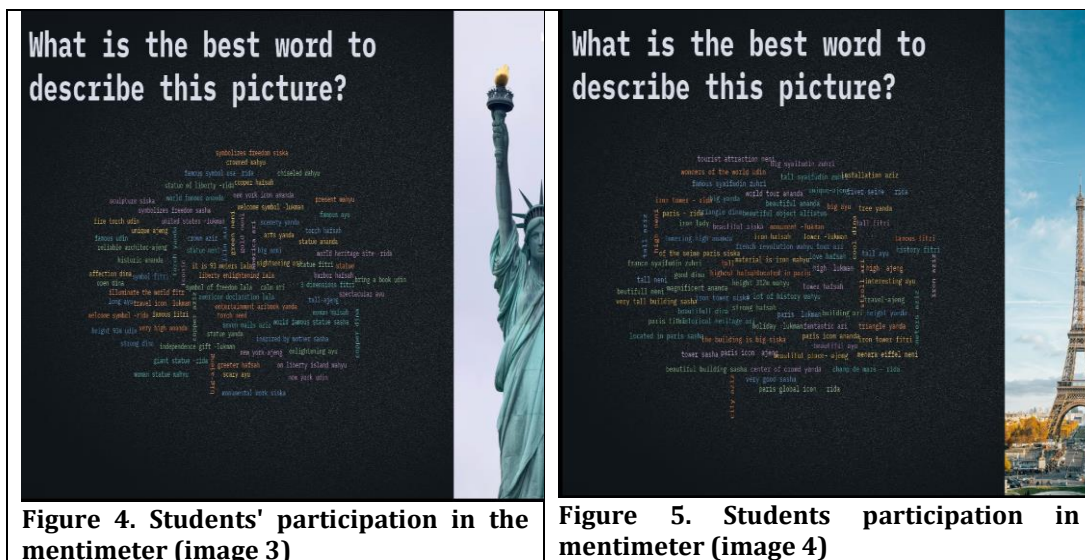


Figure 4. Students' participation in the mentimeter (image 3)

Figure 5. Students participation in mentimeter (image 4)

The explanation above indicates that the learning activity using mentimeters has seen a significant increase in student participation. This is demonstrated by the increased participation of students that is constantly increasing in each given picture. For more clarity, the increase in students' participation can be seen through the following table and the diagram (See Figure 6):

Table 3. Students participation in cycle 1

Image	Students' Response in a word	Students' Response in a phrase	Total Students' Response
Image 1	44	22	68
Image 2	46	24	70
Image 3	46	31	75
Image 4	52	28	80

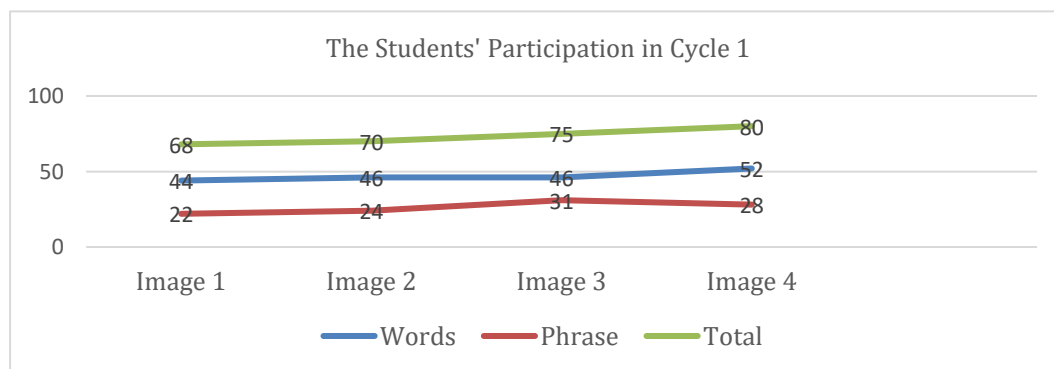


Figure 6. The diagram of students' participation in cycle 1

The diagram above shows a significant and regular increase in student participation from the first image to the fourth. In the first image, there are a total of 68 generated vocabularies, on the second image there is a total of 70 generated vocabularies, in the third image there were a total of 75 generated vocabularies, and in the fourth image, there have been a total 80 produced words. From these results, it can be concluded that the use of a mentimeter, a word cloud model, can improve students' engagement in online learning activities.

### Cycle 2: Using Mentimeter by using an open-ended question model

In this cycle, researchers provide learning activities using an open-ended question model to determine students' participation. In cycle 1, researchers focus on vocabulary that can describe an image, but in this cycle, they focus on the student's ability to make simple sentences related to the image presented. Here are the results of student participation in the use of a mentimeter in this cycle.

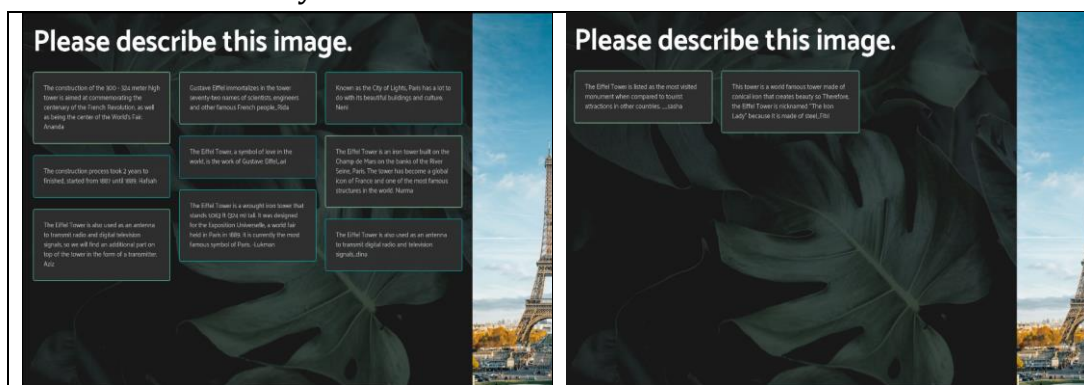


Figure 7. Students' participation in mentimeter (image 1)

The picture above shows the metric results of cycle 2. The instructions given by the lecturer are "Please describe this image", which means that students are asked to make simple sentences related to the image presented. Student participation results showed that 11 students had already participated submitting answers to the question.



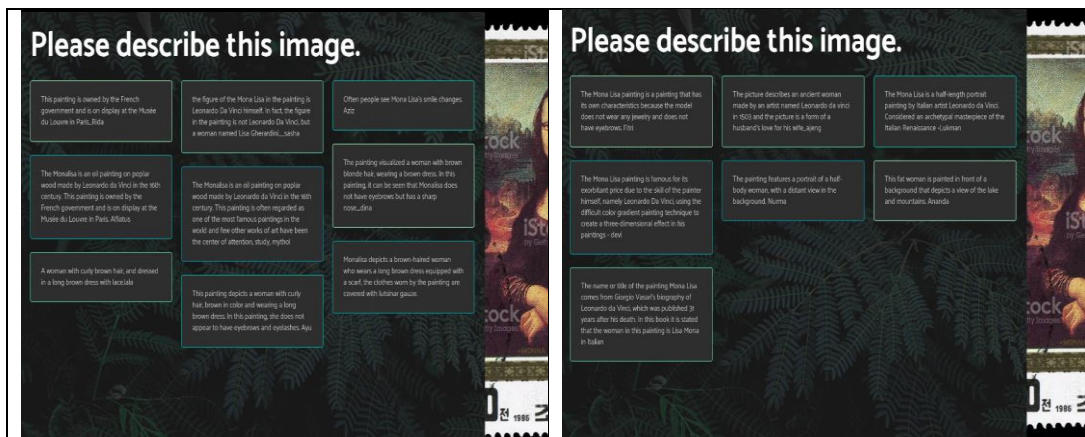


Figure 8. Students' participation in mentimeter (image 2)

The picture above shows the Mentimeter results on cycle 2. The instruction given by the lecturer is the same as the previous image, "Please describe this image", which means that the student is asked to make a simple sentence related to the image presented. Student participation results showed that 16 students had already participated, submitting answers to the question.

The above data indicates that there is a significant increase in student participation in learning activities using the open-ended questions model, where the number of students responding to the first image in Figure 7 is 11 students and second image in Figure 8, there are 16 students. It can be concluded that the use of mentimeter can increase student engagement in online learning activities. To make it easier to see the results of increased student participation can be seen in the following diagram:

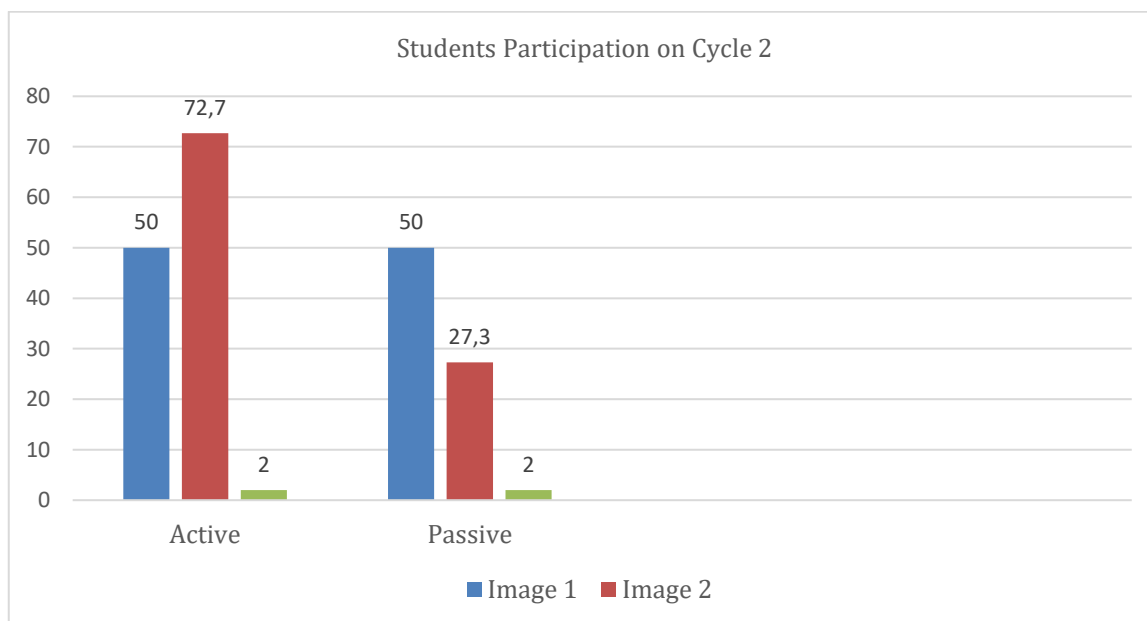


Figure 9. The diagram of students' participation in cycle 2



The above diagram shows in image 1 a comparison of students who participate actively 11 students or equal to 50% and passive 11 students, or equivalent to 50% in learning activities. However, in the second image the active participation of students has increased, i.e. 16 students are participating actively or the equivalent of 72.7% and some students are passive 6 students or similar to 27.3%. These data show a significant increase in student engagement in digesting mentimeters, and open-ended questions, in the online learning activities.

*RQ 2: To what extent are there any significant differences in EFL students' achievement after being engaged by using mentimeter in online learning?*

To identify any significant differences in student learning outcomes, the researchers gave a posttest related to the topics that have been discussed in learning. The posttest given is the same as the one given when the pretest. The post test is about creating a paragraph description from the picture they have. However, the difference is the image given. The post-test results are evaluated using the scoring rubric that has been specified. However, the posttest results can be seen in the following table:

**Table 4. The result of students posttest (=22)**

The Students	Score	The Students	Score
Students 1	70	Students 12	90
Students 2	80	Students 13	80
Students 3	80	Students 14	90
Students 4	75	Students 15	65
Students 5	75	Students 16	75
Students 6	75	Students 17	87.5
Students 7	80	Students 18	60
Students 8	80	Students 19	90
Students 9	87.5	Students 20	70
Students 10	90	Students 21	82.5
Students 11	65	Students 22	85

Based on the established criteria of success, the post-test results showed that 86% of students, or the equivalent of 19 students obtained a score of 70 or above. The results can be concluded that there is significant differences in student learning outcomes after being engaged by using mentimeter in online learning.

*RQ 3: How do the students feel after being engaged by using mentimeter in online learning?*

To strengthen the results of research that showed an increase in students' engagement on the use of mentimeters in online learning, researchers need to know how students feel after being treated with mentimeter. The results of the questionnaire analysis of students' feelings about the use of mentimeters can be seen in the following table:

**Table 5. Students feelings about using Mentimeter**

No	Statements	SA/A %	N %	DA/SD %	Total
1	I am happy to learn English online through the Mentimeter because I can access it through applications and websites	90.9	9.1	0	100
2	I think that the use of Mentimeter media is the right choice of media to use in English language learning.	81.9	13.6	4.5	100
3	I am interested in using Mentimeter media because I can use information and communication technology in the world of education.	81.9	18.1	0	100
4	I am interested in using Mentimeter media in online English learning because the features are easy to understand	77.3	18.2	4.5	100
5	I can communicate with lecturers and friends by using a mentimeter	90.9	9.1	0	100
6	Mentimeter can be a means of implementing online English learning on writing skills	77.3	22.7	0	100
7	In Mentimeter, I learned not only about learning but also about technological developments in the world of education.	77.3	22.7	0	100
8	I know how to access the mentimeter	77.3	22.7	0	100
9	There are several variations of activities to improve writing skills in Mentimeter	77.3	22.7	0	100
10	I can discuss with the lecture by using a mentimeter	77.3	18.2	4.5	100
11	The lecturer gave feedback directly related to the student's writings already submitted in the mentimeter	77.3	18.2	4.5	100
	Total	80.6	17.8	1.6	100

*SA/A: Strongly Agree/Agree.*

*N: Neutral*

*DA/SD: Disagree/Strongly Disagree*

The table above shows the results of students' feelings about the use of mentimeters in learning. There are a total of 90.9 % of students feel that they are happy to learn English online through the Mentimeter because they can access it through applications and websites and 81.9 % said that the use of Mentimeter media is the right choice of media to use in English language learning. After that about 81.9 % of students are interested in using Mentimeter media because it can use information and communication

technology in the world of education and 77.3 % of students are interested in using Mentimeter media in online English learning because the features are easy to understand.

Besides that, there are 90.9 % of students can communicate with lecturers and friends by using a mentimeter and 77.3 % stated that a mentimeter can be a means of implementing online English learning on writing skills. Then, there are 77.3 % of students obtained that using a mentimeter is not only about learning but also about technological developments in the world of education and 77.3% of students know how to access a mentimeter. Then, about 77.3% of students agreed that Mentimeter has several variations of activities to improve writing skills and 77.3 % of students can discuss with the lecture by using Mentimeter. At last about 77.3% of the students stated that the lecturer gave feedback directly related to the student's writings already submitted in the mentimeter. In addition, there are 80.6 % of the students shows positive feeling after using a mentimeter in online learning. The result of students' feelings is appropriate with the criteria of success.

### ***Discussion***

Works of literature have documented that a mentimeter can enhance students' engagement. In this study, we employ multiple inquiry cycles of action research design to use both word cloud and open-ended questions in mentimeter to enhance students' engagement. We also investigated the students' achievement and response after being taught by using a mentimeter as a media in the teaching and learning process.

Concerning the first research question the effect of mentimeter on enhancing students' engagement among EFL students in online learning, we observed that asking students to be active in engaging in discussion in Cycle 1 resulted in a significant increase in the number of students' participation in giving some words or phrases to describe an image. It shows the increase from one image to another. In this cycle, the students had a limitation in engaging in discussion in the form of words and phrases that came to mind in response to a prompt. The finding in Cycle 1 is different from Cycle 2, in which the students could give their responses in the form of sentences. The result showed that there is a significant difference in students' participation in engaging discussion to both images. The first image showed a half of the students participated and it increased in the second image. In cycle 2, the results of the student's responses are detailed and foster a deeper exploration of the topic. The students get the opportunity to explore making descriptive sentences based on existing images. The question models used in this research are word cloud and open-ended questions. They include participatory questions that focus on increasing students' involvement in the

discussion. Both models are the fifth best choice from the teacher perception that usually uses a mentimeter in teaching (Pichardo et al., 2021). By using both models, the student's activities can be set from simple to detailed and deeper exploration. The above explanation is in line with the theory proposed by Valley and Gibson (2018) that engaging discussion is one of three multi-disciplinary strategies that can be supported by mentimeter to engage students.

The second research question addressed the effect of using mentimeter on students' achievement. At this stage, the researchers intend to find out whether increased student engagement can also affect increased student achievement. Findings show that the result of the post-test has significant differences from the pre-test. The pretest and the post-test given are in the essay questions. It is about describing an image written. After analyzing the result of the test, the result shows that can reach the criteria of success determined. It means the student's score can increase after being taught by using mentimeter. The result shows that 86% of the total students get a 70 score or above. The explanation above in line with the theory proposed by Wong and Yunus (2020) stated that mentimeter can assist students in achieving improved learning outcomes, such as finishing their writing assignments.

Regarding the third research question, which concerns potential variations in students' reported pleasure with the instructional media, we employ mentimeter analysis to examine the responses provided by the students to a questionnaire following their instruction. The findings show that 80.6% of students show a positive response. They are happy and interested in using a mentimeter in the teaching and learning process. They think that mentimeter is a good media that can be used to teach because the feature is easy to be used. The students feel closer to their lecturer and friends because they can get direct feedback from their lectures and see their friend's comments directly. Its finding is in line with Wong and Yunus (2020) and Moorhouse and Kohnke (2020) that using mentimeter, students can generate ideas and inadvertently, gain knowledge from each other and view one another's comments anonymously, fostering greater collaboration in the classroom and knowledge co-construction. The next finding said that mentimeter can help them to improve their writing by using a new technology. It is supported by Wong and Yunus (2020) that mentimeter can help them complete their writing task.

Overall, our reflections and findings seem to support the idea that involving students in discussions by using mentimeter can improve students' engagement. Similarly, this tendency seems to support our decision to engage in action research studies to help us demonstrate increased student participation in discussion, improved student achievement, and knowing student responses after using mentimeters in the teaching and learning process. This commitment has also helped us improve our professional practice after introducing discussions using mentimeter and assessing their impact in a cyclical manner.

## Conclusion

The research findings substantiate the claim that including Mentimeter in instructional strategies can greatly improve student engagement. Mentimeter is a platform that engages students and promotes active involvement with its word cloud and open-ended questions interactive features. Visual aids like word clouds not only add dynamism to the learning process but also give teachers insightful knowledge about the student's overall comprehension.

Mentimeter integration as a teaching tool has a good effect on students' academic progress, as demonstrated by the empirical data in this study. Mentimeter's interactive features—which include word cloud and open-ended questions have shown a strong association with increased participation and engagement. Improved academic performance and achievement are the direct result of this increased engagement. One of the main reasons Mentimeter has been successful is that it can accommodate a wide range of learning preferences and styles, which enables teachers to customize their instruction to meet the needs of each student.

The student feedback that was obtained after Mentimeter was incorporated into the teaching process offers strong proof of its beneficial effects on the educational process. Students' answers have been overwhelmingly favorable, indicating that they are very engaged and satisfied with Mentimeter's interactive features.

The present study, however, may have some limitations, such as the number of interactive features in the mentimeter, the type of student engagement which focus on behavioral engagement, and the three multi-disciplinary strategies that can be supported by the mentimeter that only focuses on engaging discussion. Thus, further researchers are recommended to use other interactive features, cognitive and emotional engagement, and other multi-disciplinary strategies that can be supported by mentimeter. Probably, those can solve other problems related to students' engagement in teaching and learning process.

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## RADEC: INDONESIAN-BASED LEARNING MODEL IN IMPROVING STUDENTS' UNDERSTANDING OF NARRATIVE MATERIALS AT MAN 5 JOMBANG (BEST PRACTICE)

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### Abstract

Grammar is one of the important components of English but many students find it difficult to understand it, including students of MAN 5 Jombang. The researcher conducted a study by implementing the RADEC learning model (Read, Answer, Discuss, Evaluate, Create) which aims to improve the understanding of "grammar" in the material of interactional transactional text. RADEC is a new learning model created by lecturers at UPI Bandung which is adjusted to the current era of education in Indonesia. This article is a best practice that proves that the RADEC learning model has succeeded in improving students' understanding of "grammar" with evidence that all student scores have increased.

**Keywords:** RADEC, Grammar

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### Introduction

English is a very essential subject for education in Indonesia. This is because English is widely used by people from various tribes and nations, also from all fields such as trade, entertainment,



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diplomacy, mass media and technology (Rao, 2019). According to Smith (2017), English is a language used throughout the world. The world is connected by English as a medium of communication.

In Indonesia, English is needed to face the era of industry 4.0. The Indonesian government even has a slogan "prioritize Indonesian, preserve regional languages, and master foreign languages". Based on this, the goal of learning English in Indonesia is for students to be able to communicate using English in both formal and informal situations. However, communicating in English does not mean only mastering speaking skills, but also all language skills (listening, speaking, reading and writing) and language components (vocabulary and grammar) must also be mastered. This is because learning English cannot be separated. All skills and language components are taught in an integrated manner.

Narrative text material is one of the materials that must be mastered by students in grade XI. In learning this material, students are required to be able to understand the reading in the text, understand the grammar used in the narrative text and even write narrative texts. Students are also trained to hone their "listening" skills through narrative text learning. So that teachers can train two types of skills which according to Harmer (2007) are termed receptive skills and productive skills. Receptive skills consist of listening and reading, while productive skills consist of speaking and writing.

The pandemic period is the most challenging period for education practitioners. A period when the government enforces "social distancing" regulations and maintains distance between individuals to minimize the spread of Covid-19 (Ilmi et al. 2020). The situation during the pandemic forced all components of education to conduct virtual/online learning. Mastery of technology and the use of technology-based learning media immediately mushroomed everywhere. Educational platforms such as e-learning madrasah, google classroom, Edmodo, schoology which were previously foreign to many people, suddenly mushroomed in use. Teachers and students instantly became users of digital technology. The use of technology is widely used anywhere and at all stages of learning, from the initial stages such as brainstorming to the evaluation stage.

After the post-pandemic period like today, the online learning model that was previously used by teachers cannot be abandoned immediately. It is still very common for students to be invited to study using blended learning which combines online and face-to-face learning. This is largely due to the lack of face-to-face hours in class and the large amount of material that students must master. Flipped Classroom or the reverse learning model is one that is widely used by teachers. This learning model is a learning model that is considered effective in overcoming the limitations of space and time.

In this learning model, material is provided online outside of teaching hours and assignments are done in class during face-to-face meetings (Bergmann & Sams, 2012). Project Based Learning (PjBL) is also one of the learning models that must be carried out in schools in Indonesia that use the independent curriculum (Hoesny, 2022). PjBL is one of the four learning models that must be used by teachers, namely Problem Based Learning, Inquiry and Discovery Learning.

Education in Indonesia certainly has its own characteristics, both for teachers and students. Not all learning models used in the world are in accordance with the needs of education in Indonesia. Recently, education experts from UPI (Indonesian Education University) Bandung conducted a study that gave birth to a new learning model called RADEC. RADEC is an abbreviation of the learning syntax, namely Read, Answer, Discuss, Explain and Create (Sopandi et al., 2021). The five learning steps have been adjusted to the characteristics of students in Indonesia.

The significance of this research is that it is expected that the findings of this research can answer the problem of grammar teaching at MAN 5 Jombang. For teachers, RADEC can be an alternative to help improve grammar skills. While for students, this research is expected to help students understand grammar material more easily.

## Research Methods

### Steps of Problem Solving

This article is a report of best practices that have been carried out by researchers in class XI IIK where the author teaches. The steps taken by the researcher from before practicing the RADEC learning model until all research objectives are achieved. These steps include:

#### 1. Preliminary Study

At this stage, the author conducted a preliminary study with the aim of finding the causes of learning problems that arise in the classroom. The author did 3 things, including; 1) observing the learning process in the classroom, 2) interviewing several students, and 3) collecting student grade data.

From the results of observations and interviews, it was found that students felt they did not have a high interest in learning English because teachers used boring teaching methods because they tended to use teacher-centered lecture methods, teachers also tended to only use one-way communication. From the student's side, there were also obstacles related to the study time provided by the madrasah. The teaching schedule in class XI IIK was 2 hours of lessons and was located after Friday prayers. This hour had an impact on the state of students who had difficulty understanding the

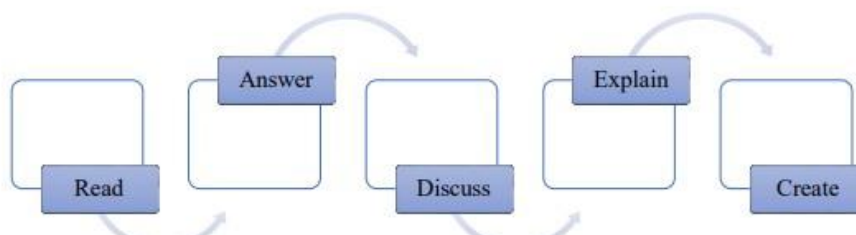
material because the lesson schedule was in the afternoon when students were no longer too focused on the material because they were tired. This is in line with the theory put forward by Wafi (2019) which states that classes will experience chaos if held after midday or even in the afternoon. In addition, the time provided is also reduced because the hours after Friday prayers are reduced by five minutes each for each lesson hour.

The quiz score data for narrative material taken by the research teacher when conducting the initial study is summarized in the following table.

**Table 1. Score at Preliminary Study**

NO	RANGE	NUMBER	NOTE
1	0 – 25	3	Didn't pass the minimum passing grade
2	26 – 50	9	Didn't pass the minimum passing grade
3	51 – 75	15	Didn't pass the minimum passing grade
4	75 – 100	2	Passed the minimum passing grade
TOTAL		29	

Based on the narrative text quiz score data, which only two students passed the KKM, the researcher then tried to find a solution to solve the problem of low understanding of narrative material in students. Based on the analysis of student needs in the class, the researcher tried to solve the problem of low understanding and motivation of students in learning narrative material in English class by applying the RADEC learning model. The RADEC learning model, which is an abbreviation of the learning steps in it, namely Read, Answer, Discuss, Explain and Create, is believed to be a learning model that is in accordance with the needs and characteristics of students in Indonesia.



Picture 1. Syntax of RADEC adopted from Tuljanah & Amini (2021)

## 2. Planning

After determining the learning model to be used, the researcher then makes plans. At this stage, the researcher prepares several things, namely lesson plans, tests to assess learning outcomes, observations to see the success or failure of the learning process in motivating students and

questionnaires to collect additional data on student perceptions of the RADEC learning model used in their class. Lesson plans, test questions and observation sheets are attached.

### 3. Implementing

At this stage, the researcher invites a collaborator to assist in the observation process during the learning process. In this case, the author invites students who are conducting research that takes PTK as their research design. He coincidentally took the same learning model in a different class with different materials at MAN 5 Jombang at that time. In addition to using the observation sheet that has been prepared, the observer also prepares a note sheet to record things that are found that may appear but are not yet in the observation indicators. Documentation of the implementation is attached.

### 4. Evaluation

At this stage, the author conducted an evaluation after implementing the RADEC learning model. This was done to determine whether the RADEC learning model was effective in improving students' understanding of narrative material and was also able to increase students' learning motivation. The student learning outcome scores are attached.

## Results and Discussion

### Result

The implementation of English learning using the RADEC learning model on narrative material is scheduled and explained in the following table.

**Table 2. The Agenda of RADEC**

NO	TIME	ACTIVITY	MATERIAL
1	1 Sept. 2024	Read (Online)	Narrative text
		Answer (Online)	
		Discuss (Offline)	
2	8 Sept. 2024	Explain	Reading comprehension
3	15 Sept. 2024	Create	Story ma
4	22 Sept. 2024	Evaluation	Writing and speaking

From the table above, it can be described that there are four meetings needed to conduct narrative material learning using the RADEC learning model. Narrative material is given to students online through the WA group.

After providing the material, the teacher also explains and provides one model text along with reading comprehension questions. Online learning is carried out one day before face-to-face learning in class. When the teacher and students meet in class, the teacher invites students to discuss the reading questions that they have answered online.

In the second meeting, the teacher explained in detail about the material and tasks that must be done by students related to narrative material. The teacher used story map media to make it easier for students to understand the narrative text material. Students then worked with their deskmates to submit narrative texts that they had found from various sources as the first task.

In the third meeting, students made a project by summarizing their understanding of narrative text reading into a story map that they made. The making of this story map was guided by the teacher regarding what was included in their story map.

In the last meeting, the teacher took the grades from the presentation of the story map results made by the students. In class XI IIK, the presentation was done directly in front of the class. However, there were several classes that were forced to do presentations online by sending videos because the class meeting schedule was not enough time.

From the implementation of learning in class XI IIK on narrative text material using the RADEC learning model, learning outcomes were obtained which included students' reading comprehension scores and evaluation of students' learning motivation while using the RADEC learning model. The following is the report data on the results achieved by students after learning using the RADEC learning model.

#### 1. Learning Outcomes

Based on the student test scores taken before using the post joyful learning method and after using the post joyful learning method, they are presented in the table below.



**Table 3. The Score of Pre Test and Post Test**

NO	RANGE	PRE TEST	POST TEST
1	10 - 25	3	0
2	26 - 50	9	0
3	51 - 75	15	0
4	76 - 100	2	29
AVERAGE SCORE		33.8	90.2

Based on the data in the table above, it is obtained that there is a very rapid increase in student scores before and after learning using the RADEC learning model. Judging from the average student score, the average student score from 53.28 before learning using the RADEC learning model to 87.55 after learning using the RADEC learning model. Before learning using the RADEC learning model, there were 3 students with scores between 10 - 25, 9 students got scores between 26 - 50, 15 students got scores between 51 - 75, and 2 students got scores between 76 - 100. After learning using the RADEC learning model, data was obtained that almost the entire class got scores between 76 - 100 and were declared to have passed the KKM.

## 2. Learning Motivation

During the learning of English subject narrative text material using the RADEC learning model, the author also observed the learning atmosphere that indicated students' learning motivation. By using an observation sheet consisting of 5 indicators, the data were obtained which are summarized in the table below.

**Table 4. The Learning Motivation of Students**

NO	INDICATOR	RESPONSE	
		YES	NO
1	Positive gesture	24	5
2	Focus and consistence	25	4
3	Verbal participation	20	9
4	Self confidence	22	7
5	Happy and interested	24	5

From the table above, it can be concluded that out of a total of 29 students, there were 24 students who showed positive body language. The other 5 people who did not show positive body language were boarding school children who mostly slept in class because of the busy boarding school activities at night so that during the day they became sleepy. A total

of 25 students managed to focus consistently. It was observed that there were still 4 students who could not focus. 20 students actively participated verbally, both asking, answering and giving opinions. The questions they gave were mostly about presentation preparation and the contents of the story map they made. There were 22 students who looked very confident during the learning process. This can be seen from their appearance when giving presentations. Almost all students looked very happy and interested in the activities taking place in class. This is because the activities they do are varied and not boring. Students also feel that the teacher's assignments are not too heavy because the language of instruction used is not always the target language.

### ***Discussion***

The RADEC learning model—comprising Read, Answer, Discuss, Explain, and Create—has demonstrated substantial effectiveness in enhancing students' understanding of narrative texts. Prior research in elementary school contexts has consistently reported improved comprehension scores and critical engagement following RADEC implementation. It supports the research result conducted by Nura & Hartati (2022) who found statistically significant gains in reading comprehension (Wilcoxon  $p < 0.05$ ) among fifth graders after using RADEC.

RADEC supports comprehension through a structured, interactive learning cycle that scaffolds higher-order thinking. The "Discuss" and "Explain" stages, in particular, foster self-regulated learning and analytical reflection within small groups, as highlighted by Hervianti et al. (2024). Moreover, the "Create" stage encourages students to reconstruct or produce narratives, reinforcing comprehension through generative output. This research also confirms the study done by Alerbitu et al. (2024) at SD Negeri Pulau Osi, which showed that implementing RADEC in narrative writing resulted in a "good" level of student writing ability, which supports the notion that producing creative outputs cements understanding. In the context of MAN 5 Jombang, these interactional processes likely foster peer learning, metacognition, and active engagement with narrative content.

Given the positive evidence from elementary and middle school environments, deploying RADEC at MAN 5 Jombang offers a promising avenue for enhancing narrative comprehension in secondary education. By integrating RADEC into existing Bahasa Indonesia curricula, teachers can promote higher-order literacy skills, critical thinking, and creative expression. The structured steps of RADEC particularly align with curriculum standards emphasizing interpretative and expressive competencies.

Implementation as a best practice at MAN 5 Jombang should include teacher training in facilitative questioning and monitoring of discourse, as well as use of assessment tools like pre- and post-tests to measure comprehension gains. Adapting RADEC beyond elementary levels not only extends its applicability but also responds to adolescents' developmental needs for interactive and constructive learning strategies.

## Conclusion

Based on the data taken from the aspects of students' learning values and motivations above, it is proven that the RADEC learning model is effective in improving students' understanding of narrative text material in class XI IIK. It is also expected that the findings of researchers in class XI IIK can be generalized to other classes. This is because there have been several researchers who have applied this RADEC learning model and proven that this learning model is a good learning model and is in accordance with the needs and characteristics of students in Indonesia.

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