EDITORIAL TEAM

CONTENT

A STUDY OF LEXICAL AND STRUCTURAL DIFFERENCES IN MOBY DICK AND ITS INDONESIAN TRANSLATION

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Abstract

This study investigates the lexical and structural differences between Herman Melville's Moby Dick and its Indonesian translation, with a focus on preserving the novel's symbolic, philosophical, and stylistic complexity. Using a qualitative descriptive approach rooted in translation theory, the study critiques existing strategies such as literal translation, transcreation, adaptation, and omission, and introduces a new model, CLASTIC (Contextual Lexical and Structural Translation with Intercultural Calibration). This model addresses the shortcomings of conventional methods by emphasizing contextual interpretation, semantic layering, structural adaptation, and cultural negotiation. Findings reveal that literal translation often leads to a loss of narrative tone and symbolic depth, while uncalibrated adaptation risks distorting authorial intent. The CLASTIC Model successfully bridges linguistic accuracy and cultural sensitivity, offering a comprehensive and applicable framework for translating literary texts from English into Indonesian. The study concludes that effective literary translation demands both interpretive creativity and intercultural awareness, especially when dealing with canonical works marked by complex symbolism and narrative style.

Keywords: cultural adaptation, intersemiotic translation, literary translation, Moby Dick

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Introduction

Translation helps people from different parts of the world understand each other. It lets ideas, stories, and knowledge move across languages and cultures. More than just changing words, translation helps us connect, share, and learn from one another (Inés, A., et. al., 2024). Translating from a source language to a target language involves both linguistic and cultural aspects. This process is known as translation, which includes not only the languages but also the cultures involved. One key concept in translation is 'equivalence', which refers to the need for a meaningful correspondence between the source language (SL) and the target language (TL) (Imami T. R., et al., 2021). In this context, equivalence deals with how closely the meaning conveyed in the target text reflects that of the source text (Zokirova, 2024). Therefore, a translator must not only understand the language structures of both the source and target languages, but also be aware of their cultural contexts to achieve an accurate and meaningful equivalence. Transferring meaning should prioritize accuracy and clarity, even if translation differences make it hard to perfectly match the two texts (Sudirman, A., 2016).

Digital language learning tools and the translation profession have come into closer contact in recent years, especially in circumstances where English is being used as a foreign language (EFL). AI-based systems like ChatGPT and machine translation (MT) technologies like Google Translate have revolutionized how students interact with challenging literary materials, including classics like Moby Dick. Research has indicated that machine translation is becoming increasingly relevant as a teaching tool in foreign language instruction. For example, Lee (2023) carried out a systematic review and meta-analysis demonstrating that, when utilized strategically, MT tools can greatly enhance learners' vocabulary learning and reading comprehension. But even while these techniques are useful, they frequently lack the cultural nuance and semantic sensitivity needed for literary translation, which is still a very interpretive and context-driven activity (Urlaub & Dessein, 2022; Deng & Yu, 2022).

Additionally, learners' conceptions of what it means to translate meaningfully have evolved as a result of the incorporation of translation tools into both formal and informal learning environments. According to Soyoof et al. (2023), informal digital learning of English (IDLE) emphasizes how learners outside of the classroom usually use digital resources, including as MT platforms and e-books, to interpret culturally embedded phrases and idioms found in complex literary works. Jolley and Maimone (2022), however, warn that relying too much on machine translation could result in superficial comprehension, especially when it comes to metaphor,

symbolism, and narrative voice. When examining a text as complex and symbolic as Moby Dick, where even one incorrect translation might skew thematic interpretation, these issues are particularly pertinent.

The translation of literary texts also intersects with traditional language teaching methods. The Grammar Translation Method (GTM), once dominant in EFL classrooms, emphasizes literal translation and grammatical analysis. Although often criticized for being outdated, GTM still offers valuable insights for comparative studies, especially when analyzing structural equivalence between the source and target texts (Du, 2021; Al-Maamari, 2021). When applied carefully, GTM can reveal not only linguistic disparities but also shifts in narrative tone and textual rhythm. However, modern communicative approaches stress the importance of context and pragmatics in translation. As Nisha (2024) points out, a communicative approach in language teaching fosters cultural sensitivity and interpretive flexibility, skills essential for translating literature with emotional and symbolic weight.

Moreover, recent developments in artificial intelligence, like ChatGPT, have demonstrated promise as teaching aids for literary analysis and translation. According to İpek et al. (2023), when applied critically, AI platforms can assist students in interacting with the stylistic elements of intricate texts by providing real time feedback, explanations, and cross linguistic comparisons. However, these techniques ought to supplement the translator's cultural sensitivity and intuition rather than take their place. According to Gokgoz-Kurt (2022), human judgment is still essential when translating complex expressions, idioms, or cultural allusions. This entails realizing that the translator of Moby Dick must serve as both a linguistic bridge and a cultural interpreter in order to preserve the text's philosophical nuance, emotional resonance, and stylistic distinctiveness across languages.

Herman Melville's Moby-Dick is widely regarded as a complex and richly layered novel that extends beyond the narrative of a whaling voyage. At its surface, the novel follows Ishmael, a reflective sailor, who joins the whaling ship Pequod under the command of Captain Ahab. However, the true focus of the story lies in Ahab's obsessive pursuit of Moby Dick, a massive white whale that previously cost him his leg. Melville combines adventure with philosophical reflection, using the whaling expedition as a framework to explore profound themes such as obsession, fate, the limits of human knowledge, and the relationship between humanity and nature. Through dense symbolism, detailed descriptions, and digressive essays embedded within the narrative, Moby-Dick challenges readers to consider not only the events of the story but also the deeper meanings behind them. Due to its

intricate language, cultural references, and use of rare vocabulary and idioms, the novel presents significant challenges for both readers and translators. As such, it serves as a rich subject for literary and translation studies alike.

Moby-Dick is a very difficult book to read and study. Only people with a very high level of English education can understand it without using dictionaries or notes. This is because almost every paragraph contains unusual idioms or rare words, the kind usually found in highly respected literature (Zeghar, H., et. al., 2022). When Melville tells the story, he doesn't just describe things simply. He makes events feel real and emotional. His big imagination and worldwide view pull readers into his story (Andayani, A., 2022). Translators must have strong skills when dealing with cultural aspects. It's also very important to consider the context in which the original text is used. In translation, the translator has to work with both languages and cultures at the same time. They need to carefully decide which words or images from the original can be carried over into the new language in a way that still makes sense and feels natural (Khudoyorovich, K. K., et. al., 2020).

Literary works often reflect the author's personal expression as well as their intended impression on the reader. These works are not merely structured around plots or characters, but are deeply rooted in the emotional and cultural experiences of the writer. Therefore, to fully convey the essence of a literary text, translators must pay close attention not only to the literal meaning of the words but also to the underlying layers of emotion, social values, historical background, and cultural symbolism embedded in the writing. Translating literature is far more than a word-for-word language transfer, it is an act of re-creation that seeks to carry the soul of the original text into a new linguistic and cultural environment. This requires the translator to be sensitive to both the explicit and implicit elements of the text, such as idiomatic expressions, tone, rhythm, and references that may not exist in the target culture. In this sense, literary translation becomes an interpretive act, one that demands a deep understanding of both the source and target languages and cultures. As noted by Navik et al. (2019), the process involves not only a bilingual skill set but also the ability to mediate between two different ways of seeing and experiencing the world.

This study aims to identify and analyze the lexical and structural differences between Herman Melville's *Moby Dick* and its Indonesian translation. Specifically, it investigates how various translation strategies influence the preservation of the novel's symbolic depth, philosophical richness, and narrative style. Using a qualitative descriptive method, the research draws data from selected textual excerpts of the original English version, its Persian translation, and a visual adaptation, focusing particularly on segments with idiomatic expressions, cultural references, metaphors, and

complex syntactic structures. The study critiques existing approaches such as literal translation, transcreation, adaptation, and omission, highlighting their limitations in conveying the narrative tone and cultural nuances of the source text. One of the key findings reveals that literal translations often result in a loss of symbolic resonance and emotional tone, while excessive adaptation can distort authorial intent. In response to these challenges, the study proposes the CLASTIC Model (Contextual Lexical and Structural Translation with Intercultural Calibration), which integrates techniques such as contextual anchoring, lexico-semantic mapping, adaptive structure modeling, and symbolic resonance translation. This model bridges the gap between linguistic fidelity and interpretive creativity, allowing translators to navigate both semantic precision and cultural sensitivity. The research concludes that literary translation, especially of canonical works, requires a methodical, interpretive, and culturally informed approach, and positions CLASTIC as a theoretically grounded and practically applicable framework for translating complex literary texts into Indonesian.

Research Methods

Research Design

This study adopts a qualitative descriptive design. The main goal is to explore how literary texts especially Moby Dick that are translated from English into Persian, and then to propose a more culturally sensitive model for translating such texts into Indonesian. A qualitative approach fits this purpose well because the study focuses on interpreting meaning, style, and cultural elements in the text, rather than measuring or testing variables.

Source of Data

Since this research does not involve human participants, the main data come from texts. These include the original English version of *Moby Dick*, the Persian translation by Dariush, and Franc Roddam's 1998 television adaptation. These versions were chosen because they reflect a range of translation techniques, from literal to symbolic to visual (intersemiotic). Academic studies and published works that discuss translation strategies also support the analysis.

Research Instrument

In this study, the researcher acts as the primary instrument, carefully analyzing and comparing selected passages using both established translation frameworks and the newly developed CLASTIC Model. Additional

tools such as annotation and references to scholarly literature help organize and sharpen the analysis.

Data Collection

The data were gathered through close reading and textual analysis of selected excerpts from the original and translated versions of *Moby Dick*. The focus was on parts of the text that include metaphorical language, cultural references, idiomatic expressions, and stylistically complex sentences. These segments were chosen because they highlight the key challenges and opportunities in literary translation.

Data Analysis

The analysis was carried out through a comparative and thematic approach. The researcher examined how different translation strategies, such as literal translation, adaptation, omission, and transcreation that were applied in specific contexts. Based on these observations, the study then builds the CLASTIC Model, a step-by-step framework that includes techniques like contextual anchoring, lexico-semantic mapping, adaptive structure modeling, and symbolic resonance. Each phase of the model is designed to preserve the meaning, style, and cultural depth of the original while making the translation accessible and resonant for Indonesian readers. Where relevant, the use of digital tools in the translation process is also acknowledged, though human interpretation remains central to the final product.

Results and Discussion

Results

A number of significant lexical and structural issues that are ingrained in the philosophical, symbolic, and stylistic complexity of the original text are revealed by the examination of Moby Dick and its Indonesian translation. For example, emotional tone and symbolic nuance are sometimes lost in literal translations. Phrases such as "Call me Ishmael" or "the whiteness of the whale" lose their informal or nuanced sense when translated directly. Similar to this, Melville's syntactic structures, which are thick with lengthy, contemplative sentences, tend to be simplified for reading in the target language, but at the price of rhythm and narrative coherence. Idiomatic phrases and cultural allusions, such as metaphors including religious or mythical ideas, also defy direct translation and necessitate adaptation or transcreation. These results lend credence to the use of the CLASTIC Model, which incorporates strategies for symbolic resonance, adaptive structure

modeling, lexico-semantic mapping, and contextual anchoring. This framework was helpful in expressing difficult ideas like "Promethean imagery" or "Leviathan" in ways that were both culturally acceptable and true to their meaning.

Significant vocabulary differences are shown by the comparative study of Moby Dick, its Persian translation by Dariush, and a few selected sections from the Indonesian version, particularly in terms of culturally specific expressions and idioms. The translation of metaphoric nouns such as "Leviathan," which has religious and mythical connotations in the original language but frequently appears in translations as a simpler form of "whale," is a prime example. Zokirova's (2024) idea that lexical alteration must maintain semantic density in addition to denotative meaning is confirmed by this, which shows a loss of intertextual and symbolic weight. Furthermore, generally phrases like "there is a wisdom that is grief" were particularly challenging to translate. The Indonesian version aimed toward literalness, flattening its illustrative potential, where as the Persian version tried a lyrical rephrasing but changed the philosophical connotation. Melville's contemplative and fatalistic tone was only partially represented by the idioms in both versions. This supports Imami & Mu'in's (2021) belief that in order to acquire semantic accuracy, idioms need to be contextually and culturally recalibrated.

In both target versions, Melville's famously lengthy, irrelevant sentences, which frequently covered several lines and contained rich

metaphors, were generally divided into shorter sections. This enhances readability and clarity, particularly for EFL students, but it also breaks Melville's prose's advance and weakens narrative immersion. Sudirman (2016) viewpoints out that while syntactic compression is an adaptation required for target language coherence, stylistic authenticity may be compromised. The 1998 adaption by Franc Roddam's visual analysis corroborates these textual conclusions. Melville's abstract themes of destruction, lunacy, and fate are vividly encoded through symbolic imagery like the stray dog, the gloomy ocean, and Ahab's burning death. According to Sobreira (2021), these symbols, such like particularly death, fire, and deadly animals, function as the cinematic parallels of Melville's philosophical ideas. So, while the medium transforms from verbal to visual, the symbolic substance remains translatable through careful visual strategy.

The results of the research are further supported by Roddam's 1998 adaptation's symbolic element. Melville's abstract themes are represented cinematically by visual elements like the stray dog, the fire-eating Pequod, and the whale's impending arrival. According to Sobreira (2021), the adaptation's recurrent themes, corpuses, fire, and hazardous mammals, maintain the novel's existential significance through visual analogies. These intersemiotic translations imply that it is possible to preserve symbolic integrity outside of the textual medium.

Lastly, a few translated paragraphs were successfully reanalyzed using the CLASTIC model, which was created as part of this work. Languages and complex idioms were reframed with the aid of contextual anchoring; tone was maintained by lexico-semantic mapping; and philosophical imagery was better represented with the use of symbolic resonance techniques. A more comprehensive translation approach was made possible by these components, which served as a link between language accuracy and cultural fluency.

Discussion

The outcomes highlight the need for literary translation to go beyond literal or grammatical accuracy, especially when translating philosophically charged works like Moby Dick. Rather, it necessitates a more profound interpretation that takes into account structure, metaphor, tone, and cultural allusion. This is particularly clear in Dariush's Persian translation, which Abdi (2025) analyzes using Pym's idea of directive vs natural translation. Abdi claims that the Persian translation has a tendency to domesticate the original text, which makes it simpler to read but also deviates from Melville's thematic and stylistic accuracy. Translations into Indonesian are probably subject to the same observation, necessitating the use of a model such as

CLASTIC to reconcile these conflicting demands. According to Sobreira (2021), the visual medium's symbolic integrity upholds the notion that form and medium should be modified rather than simply preserved in order to communicate a deeper meaning. Translation turns into a negotiation of culture and art as well as language transfer. The CLASTIC Model, which grounds translation tactics on both linguistic accuracy and interpretive originality, stands out as a workable method that honors this duality.

The raised discoveries directly deal with the main research question: What impact do translation techniques have on Moby Dick's lexical, structural, and symbolic aspects' preservation? The analysis shows that Melville's narrative's rich thematic currents and distinctive design cannot be adequately represented by a literal translation. When closely following surface-level equivalency, the translated versions frequently fall short of maintaining the narrative's ambiguity, tone, and philosophical investigation. Particularly pertinent is the criticism made by Abdi (2025) using Pym's theory of natural vs orders translation. With a strong emphasis on being naturalized, the Persian translation hijacks source-text authenticity while reaching for fluency in the target language. This criticism is reflected in the Indonesian translation's capacity for underscoring metaphor and structure, which could lead readers mislead about the complexity of the book. Pym's contention that translators must purposefully strike a balance between source-text ideology and design and target-language standards is thus supported by this investigation.

The conversation also touches on the intersemiotic translation techniques applied in the movie adaptation. By converting Melville's writing into visual metaphors, the TV adaptation manages to maintain essential philosophical ideas despite being limited by time and visual format. Ahab's spiral into insanity, for example, is presented through camera movement, lighting, and frequent themes rather than soliloquies—what Pintado Gutiérrez (2021) refers to as "symbolic convergence." This illustrates how multimodal translation can be used as an expressive and educational tool for EFL students studying iconic works. The results reported here are essential for EFL training and translation education. Jolley & Maimone (2022) point out that a heavy dependence on mathematical techniques might expose students to stylistic complexity and oversimplify literary works. Rather, future translators can be trained to balance linguistic accuracy and contextual depth by using a model like CLASTIC in conjunction with AI assistance, human imagination, and multicultural awareness. According to Soyoof et al.'s (2023) observations on Informal Digital Learning of English (IDLE), this method also supports the idea that contextual thinking, semiotic

literacy, and ethical decision-making in meaning rendering should now be taught in translation courses.

The results above have pedagogical significance for translation training and EFL instruction. Strict devotion to grammatical equivalency may make it more difficult for students to interact with literary literature. Rather, training in symbolic sensitivity, cultural calibration, and layered interpretation is required for both translators and students. This human-centered, creative translation model provides a comprehensive route to meaningful literary translation when used in conjunction with digital aids and AI tools, as covered in earlier sections.

All things considered, the conversation demonstrates that successful literary translation is a creative, cross-cultural, and moral process that involves striking a balance between various levels of meaning, audience expectations, and medium-specific tactics.

Conclusion

This study concludes that the translation of *Moby Dick* into Indonesian entails far more than a direct linguistic transfer. It requires a methodical and interpretive approach that balances accuracy, cultural nuance, and stylistic fidelity. The findings underscore the inadequacy of literal translation methods when applied to philosophically rich and symbolically dense texts. Instead, the translation must be approached as an act of intercultural negotiation and creative re-interpretation. The proposed CLASTIC Model, encompassing contextual anchoring, lexico-semantic mapping, adaptive structure modeling, symbolic resonance translation, tone tuning, intercultural calibration, and selective technological integration, proves effective in addressing the multidimensional challenges of literary translation. It allows translators to produce target texts that are both culturally appropriate and stylistically resonant with the original, while also supporting educational goals in EFL contexts. Therefore, the CLASTIC Model contributes both a theoretical and practical advancement in the field of translation studies, particularly for rendering canonical literary works like *Moby Dick* into Indonesian. Future research is encouraged to apply this model to other genres and languages, and to further explore the integration of AI tools within interpretive frameworks for literary translation.

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THE EFFECTIVENESS OF ANIMATED VIDEOS IN ENHANCING READING COMPREHENSION AMONG THE SEVENTH-GRADE STUDENTS

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Abstract

Reading comprehension involves understanding and interpreting text, which can be particularly difficult for learners of a foreign language. This study aimed to assess how effective animated videos are in enhancing the reading comprehension of seventh grade students. This study employed an experimental approach using a quasi-experimental design. The participants were from the VII A and VII B at a Private Junior High School in Jepara, consisting of 46 students. It involved two groups: an experimental group used animated videos to teach reading comprehension, and a control group did not use them. Both groups received a pre-test and post-test to measure reading comprehension of descriptive text, which consisted of 20 multiple-choice questions validated by two experts. The collected data were analyzed using SPSS 25.0. The resulting data analysis indicated a significant difference between both groups, where the experimental group achieved an average test score of 77.73, which was higher than control group with a score of 69.17. The statistical test showed a significant score (2-tailed) of 0.026 ($p < 0.05$). These results highlight the potential of animated videos as an effective instructional medium for enhancing students' reading comprehension of descriptive texts.

Keywords: animated videos, reading comprehension, experimental research

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Introduction

English has become increasingly important in education and daily life, and it is taught as a foreign language at all levels of schooling in Indonesia. There are four skills. One of the important ones is reading. Reading is regarded as an essential skill that students must learn and master in order to gain knowledge and to gather information (Sari, 2021). This skill is an important base that helps students develop other skills they learn in class. According to Situngkir et al. (2023), there are six benefits of reading, including increasing knowledge, reducing stress, improving creativity and memory, improving interaction skills, contributing to a better world, and developing analytical skills. Therefore, students must be able to comprehend and interpret reading materials to acquire knowledge

Despite its importance, reading comprehension remains a challenge for many EFL learners. Students often struggle with vocabulary, sentence meaning, and contextual understanding (Sari et al., 2020). Whereas in accordance with science and technology, learning can now be accomplished through using media or applications that support the process of teaching and learning. According to Pelani (2018) Multimedia serves as a helpful tool for educators in delivering lessons and enhancing students' understanding of the material. Therefore, teachers must be creative in finding appropriate, enjoyable and most successful media in teaching reading (Valaentina et al., 2024). One of the suitable media to be used in the classroom is animated video.

By integrating animated videos into classroom activities, teachers can combine visual and textual information, making it easier for students to comprehend text and reducing boredom (Khalidiyah, 2016; Sari et al., 2021). It can also make teachers and students easier to explain and to prevent boredom. By presenting words and concepts within animated video, students are more likely to grasp their meanings and apply them naturally. Animated videos also allow teachers to present concepts more effectively, while dynamic images and stories help students engage with the material. According to Hikmah (2021), improved students' analytical reasoning because it involves several senses, they are hearing, vision, and speaking; providing the students with tools to imagine events or processes and to generate actions in the real world; and make learning more interesting for students. Through video content, learners can observe facial expressions, body language, gestures, and other specific details related to objects described in the text.

Several studies have investigated thes use of animated videos in English language teaching, focusing on skills such as listening (Muzamir, 2021; Rohmah & Hakim, 2021), writing (Mazmurrini et al., 2023; Pratiwi et al., 2022), speaking (Burhanudin, 2018; Paradillah & Yunus, 2023). However, research focusing specifically on the use of animated videos for teaching reading comprehension of descriptive text remains limited.

In previous studies, researchers have explored the effectiveness of these animated videos on the reading comprehension of students. For instance, Utama (2024) conducted a study that evaluated whether animated videos affect junior high school students' reading comprehension. This study examines learning outcomes related to narrative texts by using a quasi-experimental approach that includes a pre-test and post-test. Findings indicated a positive impact on reading comprehension results of narrative text with animated videos as learning media. Similarly, Fernanda et al. (2019) conducted an experimental study that focused in narrative text and involved junior high school eighth-grade students. The results of this study revealed that animated videos helped enhance students' understanding of narrative texts.

Considering the existing research, most studies focus on the effects of animation videos to enhance students' reading comprehension, especially with narrative texts. Moreover, these studies were conducted with eighth-grade students at the level of Junior High School as participants. Consequently, the research objective was to examine the effectiveness of animated videos from Easy English YouTube Channel in improving reading comprehension among seventh grade students. In detailed, the animated videos contain descriptive text material on the topic of describing people, places, and things.

Research Methods

Research Design

This study utilized an experimental method by using a quasi-experimental design. This research aimed to examine how effective animated videos were in improving students' ability to comprehend descriptive texts after having received treatment. The research design was described as follows:

Table 1. Quasi experimental design

Group	Pre-Test	Treatment	Post-Test
a. Experimental	O1	X	O2
b. Control	O1		O2

Note:
O1: Pre-test for experimental and control classes
X : Treatment for experimental class
O2: Post-test for experimental and control classes
Taken from Creswell and Creswell (2018)

The researchers employed two groups as the samples in this study, which were an experimental class exposed to animated videos and a control group that received conventional instruction without them. Before and after the treatment, each of the two groups took a pre-test and a post-test. Before the treatment, the two groups were given a pretest to determine their beginning ability. The post- test was administered after the treatment to determine whether there was an enhancement in the learning process by using animated videos.

Participant
The population was the students of a Private Junior High School in Jepara. The researchers employed purposive sampling, a sampling technique in which participants were chosen according to certain standards relevant to the study's objectives. These classes were selected based on preliminary observations and teacher recommendations, which indicated that these classes had relatively low performance in reading comprehension. Thus, the sampling technique took two classes from class VII at a Private Junior High School. This sample consisted of a control group (Class VII A) and an experimental group (Class VII B). Each group was given both a pre-test and a post-test aimed at assessing their understanding of descriptive texts. The participants of this study consisted of 46 students, divided into 24 control classes and 22 experimental classes.

Research Instrument
This research employed a test as an instrument. This test was conducted to gather important insights into students' understanding of descriptive texts, both before and after the treatment. The treatment in this study used 3

animated videos from Easy English YouTube channel with the topic of describing people, place, and thing. It was conducted for 3 times. In the first meeting, students were given a pre-test and introduced to descriptive texts, including their generic structure and language features, and then presented with animated videos as learning material. In the second meeting, students were guided to watch another animated video and worked on comprehension exercises in groups, focusing on identifying the main ideas and specific details. In the third meeting, students practiced independently by watching a new animated video and answering comprehension questions individually. At the end of this session, a post-test was administered to both experimental and control groups to measure the improvement of their comprehension after the treatment. The reading text used in the treatment was a short descriptive paragraph adopted from an animated video of Easy English YouTube channel. The test included 20 multiple-choice items, which were validated by two validators.

Data Analysis

The pre-test was calculated for homogeneity using Levene's Test. The criteria were: If sig > 0.05, it means the variance was homogeneous. If sig < 0.05, it means the variance was not homogeneous. The normality criteria were as follows: If the significance value (Sig) was greater than 0.05, the data were assumed to follow a normal distribution. Conversely, if the significance was below 0.05, the data were considered not normally distributed. After that, a t-test was used to analyze the post-test results and determine whether the use of animated videos led to a statistically significant improvement ($p < 0.05$)

Results and Discussion

Results

This research was implemented in a Private Junior High School in Jepara. The subjects in this research were 46 students from grade 7, who were divided into control and experimental classes. The experimental group included 22 students who received instruction through animated videos, while for control group included 24 students who did not use animated videos. To gather the necessary data, the two groups were provided a pre-test and a post-test, which aimed to evaluate their comprehension of descriptive texts. The test instrument, which consisted of 20 multiple-choice questions focusing on reading comprehension of descriptive texts, was validated by two experts.

For the validation of the instruction test utilized in this study, the approval of an English teacher was also requested. Following the validation process, the approved instruments were administered as both pre-test and post-test to the two groups. Based on the pre-test results, the researchers gained the results of homogeneity and normality. These findings enabled the researchers to determine if the scores of the students before and after the treatment differed in a way that was statistically significant.

Table 2. The Homogeneity Pre-Test Result Between Experimental and Control Group

	Test of Homogeneity of Variance			
	Levene Statistic	df1	df2	Significance
Result	Based on Mean	0.082	1	44	0.776
	Based on Median	0.078	1	44	0.782
	Based on Median and with adjusted df	0.078	1	42.589	0.782
	Based on trimmed mean	0.082	1	44	0.776

Levene's Test was employed to assess the homogeneity of the pre-test scores, using a significance level greater than 0.05. As presented in Table 2, the pre-test significance score based on the mean was 0.776. Since this value is above 0.05, it confirms that the variance between the groups was homogeneous.

Table 2. The Normality Pre-Test Results Between Experimental And Controlled Groups

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Significance	Statistic	df	Significance
Experimental group	0.121	22	.200[*]	0.929	22	0.115
Controlled group	0.127	24	.200[*]	0.963	24	0.499

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

The Shapiro-Wilk and Kolmogorov-Smirnov tests were used in this study to determine normality, and were used for analysis with SPSS version 25. The normality pre-test results showed that both groups

achieved a significance score of 0.200. Because it was more than 0.05, the data was considered normally distributed.

Table 3. The Normality Post-Test Results Between Experimental And Control Groups

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Significance	Statistic	df	Significance
Experimental group	0,16	22	0,147	0.947	22	0.269
Control group	0.149	24	0.184	0.942	24	0.177

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

From Table 3, it was revealed that the significance of the normality test for the control group was 0.184, whereas the experimental group's was 0.147. Since both classes' significance levels are higher than 0.05, it could be inferred that the data were normally distributed.

Table 4. Average Post-Test Score Results

	Group Statistics				
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Experimental	22	77.73	9.351	1.994
	Post-Test Control	24	69.17	15.299	3.123

As shown in Table 4, the control group had an average score of 69.17, whereas the experimental group achieved a higher average score of 77.73. This indicated a mean score difference of 8.56 points, suggesting that students of an experimental group achieved greater average results compared to those in a control group.

Table 5. The Result Independent Samples Test of Post-Test

Independent Samples Test

		Levene Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
						Sig(2-	Mean	Std. Error	Low	Upper
Result	Equal variances assumed	4.075	0.050	2.264	44	0.029	8.561	3.781	0.941	16.181
	Equal variances not			2.311	38.555	0.026	8.561	3.705	1.064	16.058

From Table 5, the Independent Samples post-test results showed that the significance score (2-tailed) 0.026 ($p < 0.05$) on equal variances not assumed. This indicates that the table demonstrated that the use of animated videos significantly enhanced seventh-grade students' reading comprehension.

Discussion

The findings demonstrated that animated videos significantly improved the reading comprehension of descriptive texts among seventh-grade students at a Private Junior High School in Jepara. The analysis revealed a statistically significant difference between experimental group that used animated videos and those in control group that did not use animated videos. This provides evidence that animated videos effectively enhance students' ability to comprehend descriptive text.

These results were in line with previous research showing that animated videos can improve reading comprehension skills. This finding supported the research of Hikmah (2021), who noted that animated videos improve students' analytical reasoning by engaging multiple senses including hearing, vision, and speaking. Animated videos in this study served as visual scaffolds that allowed students to connect visual content with textual information. Students can see a visual representation of the objects, people, or places described in the descriptive text, which helps students comprehend the reading's context and substance more easily. This was proven by the higher post-test results of the students who learned using animated videos compared to those who did not.

Utama (2024) stated that the effects of animation videos on the reading comprehension of junior high school students provide results that are in line with this study. The results showed that students who learned using animated videos had better reading comprehension compared to students who did not use animated videos. Although Utama's study focused on narrative texts, while this study focuses on descriptive texts, both show that dynamic visual media such as animated videos can help students visualize the information in a text, thus improving their comprehension. This is in line with Situngkir et al. (2023) confirmed that animated videos had a beneficial impact on the reading comprehension of seventh-grade students. They found that animated videos significantly improved students' reading comprehension by providing visual representations of text content.

Conclusion

Data analysis revealed significant results between both groups, with the experimental group achieving a mean post-test score of 77.73, which was higher than the control group, which scored 69.17. The t-test statistics for independent samples resulted in a significant score of 0.026 (p < 0.05), which confirmed how animated videos significantly improved students' comprehension of descriptive text.

This was in line with a previous study, which showed that animated videos can improve reading comprehension skills. Animated videos served as visual scaffolds that allowed students to connect visual content with textual information. Students were able to see visual representations of objects, people, or places described in descriptive text, which helps them to comprehend the context and content of the reading material. Based on this study, teachers could consider incorporating animated videos as instructional media in teaching reading comprehension, particularly for descriptive texts.

This study had several limitations, including a relatively small sample of 46 students taken from a Private Junior High School in Jepara. This limited sample size restricts the generalizability of the findings to larger populations or different educational contexts. Second, this study was conducted in a short time with only three treatment sessions, which might not have been enough to fully assess the long-term effects of using animated videos on students' reading comprehension. Future studies were encouraged to address these

limitations by investigating the long-term effects of using animated videos and include a larger number of participants. It is hoped that technology in education can continue to grow in improving students' interest, learning outcomes, and digital skills so they are better prepared for future challenges.

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THE EFFECTIVENESS OF QUIZIZZ TO IMPROVE STUDENTS' VOCABULARY: A CASE STUDY OF 7th GRADE AT SMPN 14 SEMARANG

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Abstract

This study examines the effectiveness of Quizizz, a gamified learning platform, in improving vocabulary proficiency among seventh-grade students at SMPN 14 Semarang. A quantitative experimental design was employed with 64 students, who were allocated into an experimental group instructed via Quizizz and a control group instructed using conventional techniques. Data were gathered by pre-test and post-test vocabulary evaluations, supplemented with a student questionnaire. The validity and reliability of the instrument were established (Pearson's correlation significance < 0.05; Cronbach's Alpha $= 0.718$). Data analysis utilizing SPSS 26 encompassed normality assessment, homogeneity evaluation, paired sample t-tests, and independent t-tests. The results indicated that both groups exhibited improvement; however, the experimental group attained more gains (mean improvement of 9.37 points) than the control group (8.12 points). Statistical analyses revealed significant differences (Sig. $0.000 < 0.05$) favoring the Quizizz group. The effectiveness of Quizizz is due to its gamification features, immediate feedback, and alignment with adolescents' learning preferences. The study suggests that Quizizz is an effective and entertaining instrument for vocabulary acquisition; however, additional research with larger samples and extended duration is advised.

Keywords: Effectiveness, Quizizz, Vocabulary Improvement, 7th Grade Students

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Introduction

Language is universally recognized as the primary medium of human communication, and in the era of globalization, mastering English as an international language has become increasingly essential. English not only serves as a tool for daily interaction but also carries cultural and intellectual dimensions that influence learners' perspectives and identities. Within English language learning, Vocabulary mastery is fundamental, as it underpins the development of other skills including speaking, reading, writing, and listening. However, despite its critical importance, many students continue to struggle with vocabulary acquisition due to limited exposure to English and monotonous teaching practices that reduce motivation and hinder learning outcomes (Blachowicz, 2008; Schmitt, 2000)

Recent developments in digital learning platforms have created opportunities for more engaging and interactive learning experiences. One such platform is Quizizz, a gamified learning tool that allows teachers to design quizzes with real-time feedback, leaderboards, and interactive features that can enhance student motivation and engagement. Several studies have shown the potential of Quizizz in supporting vocabulary learning. For instance, (Agustin, 2022; Harahap, 2024; Hasan Parinduri, 2023; Kolanus et al., 2023) found that the integration of Quizizz significantly improved students' vocabulary knowledge and encouraged active participation in the learning process. These studies highlight the pedagogical advantages of gamified learning. However, they tend to focus broadly on general language learning contexts or motivational outcomes rather than specifically addressing vocabulary mastery in junior high school settings.

In light of this context, a study gap persists on the effectiveness of Quizizz in enhancing vocabulary acquisition among junior high school students in Indonesia, specifically at SMPN 14 Semarang. Although previous studies have shown Quizizz's beneficial effects in other educational settings, there is less evidence concerning its specific use for vocabulary development in 7th grade. This study aims to address the gap by implementing a case study that assesses the effectiveness of Quizizz in enhancing students' vocabulary proficiency through a pre-test and post-test methodology.

This study aims to achieve two objectives: first, to ascertain if Quizizz significantly enhances the vocabulary acquisition of 7th-grade students at SMPN 14 Semarang; and second, to discover the elements that affect its effectiveness in the classroom environment. The novelty of this research lies in its specific focus on 7th-grade learners within a real school context, as well as its attempt to explore not only the learning outcomes but also the underlying factors that contribute to the success of gamified learning. The findings are expected to enrich the existing literature on technology-enhanced language learning and provide practical insights for teachers and educational institutions to design more engaging, student-centered approaches. The study possesses considerable educational merit by promoting the incorporation of digital tools such as Quizizz into the curriculum to more effectively address the learning requirements of students in the digital era.

Research Methods
Design

This study employs a quantitative design, specifically an experimental design, to investigate the hypothesis on the usefulness of utilizing Quizizz in vocabulary acquisition. This experimental design compares the treatment group to the comparison group, who did not get the treatment but used traditional teaching methods. According to (Sugiyono, 2013), this approach enables researchers to systematically assess the impact of independent variables on dependent variables. This design also included data collection via pre- and post-tests to measure changes in vocabulary mastery before and after the intervention, in line with a quantitative research framework that emphasizes numerical data analysis to identify correlations between variables (Creswell & Creswell, 2018)

Participants

This study included all seventh-grade students from SMPN 14 Semarang, a total of 288 students grouped into nine classes (A-I). A purposeful sample of 64 students was drawn from this cohort. This sample included two classes, Class I as the experimental group and Class H as the control group, each with 32 students. The seventh-grade kids were chosen based on numerous essential factors important to the research aims. First, seventh grade is regarded as a critical phase in English language learning, particularly vocabulary growth, because at this age, students begin to transfer to more sophisticated language structures and employ more advanced terminology. Second, seventh-graders are more receptive to interactive mediafor instance, game-based learning platforms like Quizizz, which can enhance student engagement and motivation to study. Third, seventh-grade students have a relatively constant range of ability levels, allowing for a more objective assessment of Quizizz's impact on vocabulary advancement, providing greater insights into the platform's educational usefulness.

Instrument

The research instruments are constructed to examine the variables in this study. A questionnaire was added to gather students' responses regarding the use of Quizizz, along with vocabulary assessments (pre-test and post-test) for both the experimental and control groups. The pre-test, administered before to the commencement of the Quizizz intervention, aims to evaluate students' fundamental vocabulary competencies and establish a reference point for comparison. This instrument consists of ten multiple-choice questions meant to assess students' comprehension of English vocabulary, which covers a variety of vocabulary subjects pertinent to the seventh-grade curriculum. The post-test is a key evaluation step after implementing the Quizizz learning program to assess students' vocabulary progress. This multiple-choice test assesses students' comprehension of new vocabulary topics, as well as their ability to recognize, interpret, and apply the words they have acquired in suitable contexts.

Pearson's Correlation is used to analyze the validity of the test questions, and the majority of them are statistically valid (Sig. <0.05). The 25-item vocabulary test's reliability was confirmed by a Cronbach's Alpha rating of 0.718, which indicates excellent internal consistency.

Data Collection

The objective of the study is to ascertain whether there is a substantial disparity in vocabulary mastery between the treatment group and the comparison group. SPSS Statistics 26 is employed to analyse the data, and descriptive statistical calculations are conducted. Kolmogorov-Smirnov or Shapiro-Wilk tests are applied to confirm normal data distribution. Levene's Test was used to determine if the variance between groups was similar. To compare pre- and post-test data within each group, hypotheses are tested using a paired sample t-test and an Independent Sample T-test. The significance level for hypothesis testing is set at 0.05. The statistical analysis results are used to evaluate the data and generate conclusions on how much Quizizz can increase vocabulary learning in seventh-graders.

Data analysis

The data from this study are quantitatively analysed using SPSS Statistics 26. This analysis included two major stages: precondition analysis, testing, and hypothesis testing. These stages are critical in verifying the authenticity and trustworthiness of the data, as well as deriving relevant inferences from the research findings. Each stage is described in more detail below:

1. Prerequisite Analysis Test

The prerequisite analysis test involves normality and homogeneity tests. Normality Test The normality test is conducted to determine whether the data distribution follows a normal distribution. The Kolmogorov-Smirnov and Shapiro-Wilk tests are used for this purpose.

The decision criteria are listed below:
a. If the probability value (Sig.) exceeds 0.05, the data distribution is considered normal.
b. If the probability value (Sig.) < 0.05 indicates that the data distribution is not normal.

Homogeneity Test

The homogeneity test, specifically Levene's Test, determines if the variance of the data in the experimental and comparison groups is comparable. The decision criteria are listed below:

a. If the significance value (Sig.) is greater than 0.05, the data is distributed uniformly (with the same variance).
b. A significance value (Sig.) < 0.05 indicates that the data is not homogeneous (with distinct variances).

2. Hypothesis Testing

To examine the treatment's effectiveness, hypothesis testing is performed using the Paired Sample T-Test to compare entry and exit test data within each group, as well as the Independent Sample T-Test to compare exit test scores between the experimental and control groups. The data is analyzed using the SPSS Statistics 26 program. The following are the choice guidelines for this test based on the significance value (Sig. 2-tailed):

    a. A significant difference (alternative hypothesis/H_1 /H_1 accepted) is indicated by a 2-tailed significance value of < 0.05.

    b. If the significance value (Sig. 2-tailed) is greater than 0.05, there is no significant difference (null hypothesis/H_0/H_0 accepted).

Results and Discussion

The presentation of the study's findings aligns with the goals of the investigation. The results contain paired sample t-test results for the experimental and comparison groups, descriptive statistics of students' pre- and exit test scores, and instrument validity and reliability testing results.

Results

The effectiveness of Quizizz in improving the English vocabulary mastery of grade 7 students at SMPN 14 Semarang.

Based on the data obtained, it can be explained that Quizizz is very effective in improving the English vocabulary mastery of 7th-grade students at SMPN 14 Semarang. The results indicate that Quizizz significantly improved students' vocabulary mastery in the treatment group compared to the comparison group. As shown in Table 1, the average pre-test score for the experimental class was 78.13, which increased to 87.50 in the post-test, yielding an average improvement of 9.37 points. In contrast, the control class showed an increase from 77.19 in the pre-test to 85.31 in the post-test, with a smaller improvement of 8.12 points.

Table 1. Mean Score

	N	Minimum	Maximum	Mean	Std Deviation
PreTest Exp Class	32	50	100	78.125	15.755
PostTest Exp Class	32	70	100	87.5	15.755
Pretest Control Class	32	60	100	77.1875	12.250
PostTest Control Class	32	70	100	85.3125	12.250
Valid N	32				

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The validity and reliability of the research instrument (vocabulary test) were examined before the primary analysis. The validity test using Pearson's Correlation showed that most of the 25 questions were statistically valid (Sig. < 0.05), with some questions showing high to very high validity (for example, question number 10 with a correlation of 0.808**). Although there were some invalid items, the valid items were sufficient to accurately measure vocabulary knowledge. A Cronbach's Alpha rating of 0.718, which indicates satisfactory internal consistency and reliability of the data obtained, validated the instrument's reliability.

The pre-test and post-test results for each group were compared using the Paired Sample T-Test hypothesis test.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest Experimental Class - Postest Experimental Class	78,12500000	15,75554226	2,78521269	72,44452126	83,80547874	28,050	31	,000
Pair 2	Pretest Control Class - Postest Control Class	77,18750000	12,25024814	2,16555838	72,77081456	81,60418544	35,643	31	,000

Picture 1.1 Paired Sample T-Test

The paired sample t-test results demonstrate a significant difference in pre-test and post-test scores for both groups. The average difference in the treatment group was 78.13, with a t-value of 28.050 and a significance level of 0.000. Meanwhile, the average difference in the comparison group was 77.19, with a t-value of 35.643 and a significance level of 0.000.

The significance value (Sig. 2-tailed) for both groups was 0.000, which is less than 0.05, indicating that there was a statistically significant difference between the entry test and exit test results in each group.

These findings confirm that learning interventions, whether using the Quizizz application or traditional methods, were successful in significantly improving students' vocabulary mastery.

Factors influence the effectiveness of using Quizizz in vocabulary learning at SMPN 14 Semarang

The findings of this study substantially support the premise that using Quizizz is significantly more successful in enhancing seventh-grade students' English vocabulary knowledge than traditional teaching techniques. The treatment group had a larger

average score gain (9.37 points) than the comparison group (8.12 points), demonstrating the advantages of the Quizizz-based method.

The effectiveness of Quizizz can be attributed to several key factors:

a.   Gamification Design: Gamification elements such as points, leaderboards, and challenges in Quizizz increase students' intrinsic and extrinsic motivation, creating a more dynamic and enjoyable learning environment. This is in line with previous studies showing that interactive and game-based features increase student engagement and motivation (Chaiyo Yanawut, 2017; Yudha & Mandasari, 2021)

b.   Instant Feedback: The instant feedback feature allows students to immediately identify their mistakes, accelerating the learning process and improving vocabulary comprehension.

c.   Suitability for Students' Psychological Characteristics: Interactive and game-based learning methods are highly effective for junior high school students, as they can attract their attention and increase their engagement.

d.   Technology Integration: The use of Quizizz is in line with the demands of digital literacy and 21st-century learning skills, making learning more relevant and modern.

The validity of the results comparison was guaranteed by the normality of the post-test data and the homogeneity of variance between groups, despite the fact that the pre-test data were not normally distributed. The treatment group's more consistent and substantial improvement demonstrates that Quizizz is not only effective for high-achieving students, but also assists students with lower abilities in enhancing their performance.

Overall, the results of this study provide strong empirical evidence that interactive quiz-based digital learning media such as Quizizz can significantly improve English learning outcomes, particularly in vocabulary mastery. These findings underscore the importance of developing new and engaging teaching methodologies and provide a basis for future research on the integration of technology in education.

Discussion

The findings of this research indicate that Quizizz is an effective method for enhancing vocabulary proficiency among students, particularly those in the seventh grade at SMPN 14 Semarang. This effectiveness is consistent with previous research, which has highlighted the role of digital gamification in increasing learner engagement and outcomes (Agustin, 2022; Harahap, 2024; Hasan Parinduri, 2023). Quizizz not only significantly improved students' scores, but it also made learning more enjoyable and interactive. This is consistent with the claims of (Nation, 2013) and (Schmitt, 2000) that effective vocabulary learning necessitates repeated exposure and meaningful practice, which Quizizz successfully facilitates with its interactive quizzes and instant feedback.

One important aspect influencing the success of Quizizz is its gamification design. By incorporating points, leaderboards, and competition, the platform motivates students both intrinsically and extrinsically. This condition resonates with (Yudha & Mandasari, 2021), who state that game-based learning can reduce monotony and sustain learners' attention in language learning. The engaging nature of Quizizz makes vocabulary learning less burdensome, transforming it into an enjoyable experience that fosters active participation.

Furthermore, Quizizz's real-time feedback is essential for improving the learning process. The retention process is expedited by the ability of students to immediately identify and rectify their errors. This discovery is consistent with the assertion of (Blachowicz, 2008), who contends that students' comprehension of vocabulary is significantly enhanced by receiving timely feedback. The experimental group's enhancement in vocabulary mastery in this study can be attributed to the integration of gamified learning activities and instant feedback.

Additionally, the effectiveness of Quizizz is further enhanced by its compatibility with the psychological traits of middle school students. Quizizz is an appropriate tool for capturing the interest of students at this age level,

as they have a natural inclination toward play-based and interactive activities. The results of this study confirm that Quizizz not only enhances scores but also positively impacts learners' motivation, as suggested by (Chaiyo Yanawut, 2017). They discovered that students perceive platforms such as Kahoot and Quizizz as highly engaging classroom response systems.

Finally, the integration of Quizizz reflects the demands of 21st-century education, which emphasizes the importance of digital literacy and technological competence. The use of this platform provides students with valuable exposure to digital tools, preparing them for future academic and

professional challenges. As (Mark Warschauer and Carla Meskill, 2000) argue, technology integration is no longer optional but essential in modern language education. The experience of SMPN 14 Semarang shows that combining technology with pedagogy not only supports vocabulary learning but also develops students' broader digital competencies.

In conclusion, the discussion emphasizes that Quizizz's effectiveness is supported by its gamification features, immediate feedback, suitability for adolescent learners, and alignment with modern educational requirements. These results serve to substantiate the expanding body of literature regarding the function of gamified digital platforms in language acquisition. Consequently, Quizizz can be regarded as a superior alternative to conventional teaching methods in the Indonesian junior high school context, as it enhances vocabulary mastery.

Conclusion

This research offers conclusive evidence that Quizizz is an effective platform for improving the English vocabulary proficiency of seventh-grade students at SMPN 14 Semarang. The experimental group showed greater improvement than the control group, supported by statistically significant results, which demonstrates the strength of gamified learning compared to conventional methods. The key factors that made Quizizz effective include its gamification features, instant feedback, and alignment with the learning characteristics of middle school students, as well as its contribution to digital literacy.

However, the study has several limitations. It was conducted in a single school with a limited number of participants, and the treatment period was relatively short. These limitations restrict the generalizability of the results and fail to account for the long-term influence of Quizizz on vocabulary retention. Based on these limitations, future research should involve larger and more diverse samples, longer intervention periods, and the use of qualitative methods to explore students' perceptions and experiences more deeply Quizizz can be implemented as an innovative approach to enhance the effectiveness and engagement of vocabulary acquisition in schools and classrooms. For curriculum developers and policymakers, this research highlights the importance of integrating digital tools into language teaching to meet the demands of 21st-century education.

In summary, Quizizz is not only a reliable tool for enhancing vocabulary mastery but also a meaningful innovation that combines learning achievement with motivation and digital skills, ensuring that students are better prepared for the challenges of modern education.

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STUDENTS' PERCEPTION TOWARD THE USE OF TED TALK VIDEO IN LEARNING VOCABULARY

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Abstract

This research aims to determine students' perceptions of using TED Talks videos in learning vocabulary. This research is descriptive study, collected data by distributing questionnaire to the Eight Semesters of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura. Quantitative as research method and use questionnaire for tools of data collection. The questionnaire consists of five indicators, these indicators are categorized as perceived ease of use, usefulness, efficacy, compatibility and intention of use. Students' perceptions were generally positive, especially regarding usefulness and compatibility, though some expressed dissatisfaction with ease of use and intention to use.

Keywords: Students' Perception, TED Talks, Learning Vocabulary

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Introduction

The COVID-19 pandemic has changed students' learning habits, particularly through increased reliance on technology. This also affects the way students learn who creates using technology. Many of these obstacles are difficult to change, starting from how to socialize, learn, and others. These effects create new habits for students who use cell phones and access the internet daily. The process of teaching and learning vocabulary forms the basis of learning. In addition, English is commonly used in modern life. However, not all students find it easy to learn English. Students can access anything on the

Internet, therefore there is an excellent opportunity for them to use TED Talks videos to learn vocabulary. TED Talks videos has been used as a learning medium in the Listening Comprehension course. Students and lecturers discussed the purpose of the video while looking for new or unknown vocabulary. In addition, students also analyzed other students' work and whether it had been done. Once a week, students take a listening comprehension course lasting approximately 110 minutes, or two credits. TED Talks videos have been used more than 10 times in the Listening Comprehension course. TED Talks was chosen because it has a lot of videos and topics that happen in everyday life.

The first study was conducted by Ahluwalia (2018), who found that TED Talks can be used to make language learning lessons exciting and enjoyable, thereby improving learners' engagement. In a separate study, Rashtchi et al. (2021) reported that TED Talk videos make it easier for students to learn vocabulary through engaging animations. Similarly, Jasmin et al. (2021) showed that using TED Talks with animated content helped students understand word meanings by visualizing them.

The common feature across these studies is the use of TED Talk videos as a learning medium and the positive feedback received from students. The first study emphasized TED Talks in general English language learning, the second study highlighted audiovisual TED Talks for enhancing vocabulary, and the third study focused on learning technical vocabulary through TED Talks. Overall, students admitted that learning English in a regular classroom setting is easy to forget because of limited exposure and practice. Since teachers and students only have restricted time to interact during lessons, students often lack motivation to learn outside the classroom due to insufficient vocabulary. Using videos as a medium for language learning has been shown to increase motivation and vocabulary acquisition. The key differences among the studies lie in their subjects, focus, and time of publication. However, few studies have examined the role of TED Talks specifically in supporting vocabulary learning in sustained classroom practice.

Review According to Qiong (2017), perception is the process one goes through to become aware of or comprehend sensory data. Perception is how opinions and thoughts influence ideas in determining something, which can be shown through action. Another expert say that Perception is how a person manipulates and hides internal information to give meaning to the environment, Robbins and Judge (2013).

Perception process consists of three stages there are selection, organization, and interpretation. According Qiong (2017), analysis of perceptual processes, physical and social perception is an internal operation, selection and processing by the nervous system and brain to create structure, stability, and meaning. Dimension of perception to understand how structure, stability, and meaning develop in response to selected stimuli, namely, how perception works, we first consider two fundamental aspects of perception. Both physically and mentally.

Technology Acceptance Model (TAM) Davis 1989, Theory of Reasoned Action (TRA) and Theory of Planned Behavior (TPB). TAM uses TRA as a theoretical basis to determine a causal link between two essential beliefs: perceived usefulness, perceived ease of use, and the actual attitudes, intentions, and behaviors of the user's computer use. Davis's basic theory is widely used in all ICT studies, including in educational research, researchers use the TAM model that has been developed. According to Scherer et al., (2019), perceived usefulness, perceived ease of use, and attitudes toward technology are some of the factors that make up the Technology Acceptance Model (TAM).

TED Talks on website (www.ted.com/talks) or YouTube (TED Talks) was born in 1984 from Richard Saul Wurmandi's observations of three disciplines. Technology, Entertainment and Design. According to Masson, M. (2014), in educational institutions, these independent TEDx events allow interested individuals to interact directly with the speakers and continue the discussion after the presentation. TED talks provide various topics ranging from life, motivation, entertainment, technology and many more. The foundational skill that learners must master before advancing to different language proficiency levels, such as speaking, listening, reading, and writing, is vocabulary. According to Kaharuddin et al. (2020). There are four skills in English language, listening, speaking, reading, and writing. Brown (2011), argue that some aspects contained in the vocabulary, namely, spelling, pronunciation, word classes, and word usage. On the other hand, Nation (2001), argue that there are two kinds of vocabulary, perceptive vocabulary and productive vocabulary. This study addresses this gap by focusing TED Talks videos as a tool for vocabulary learning. The researcher has established research question : What are students' perception of using TED Talks videos in learning vocabulary?

Research Methods
Design

This research used a quantitative descriptive design, with questionnaires as the main data collection tool. Trochim and Donnelly (2006) argue that descriptive study generally aims to explain what is happening or already exists. The data results were analyzed using descriptive research and are explained according to the purpose of this study. In this research, the researchers use a quantitative method. This research aims to determine students' perceptions of using TED Talk videos in learning vocabulary. The purpose of quantitative descriptive analysis is that researchers want to describe or tell in-depth research about current events or phenomena to students.

Participants

According to Creswell (2012), a sample states that it is a group of study participants selected from a target population that the writer generalizes. The population of this study consisted of eighth-semester students in the English Language

Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura. The target sample was students who had completed Listening Comprehension courses. This group was deliberately selected because they had prior exposure to TED Talks as a medium of instruction, which makes them particularly relevant for investigating vocabulary learning through audiovisual input. Their familiarity with TED Talks provides not only a realistic context for the study but also ensures that the findings can more accurately reflect how such media contribute to language acquisition. By focusing on this group, the study addresses the need for empirical evidence on the effectiveness of TED Talks in enhancing vocabulary learning within authentic classroom settings.

Table 1 The Total Population of Eight Semester Students of The English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura.

Batch	Class	Total Students
2019	A1	17
	A2	18
	A3	18
	B1	15
	B2	14
Total Population		82

Instrument

The questionnaire adapted from Deris and Shukor (2019) consist of twenty questions, also adapted the TAM model from Davis et al. (1989). Deris and Shukor (2019) used a 4-point Likert scale, while the original Linkert scale was 5 points. The question of research consist of twenty questions. The question is about students' perception of using TED Talks Videos, question adapted theory from Davis 1989. There are Easy of Use, Usefulness, Efficacy, Compatibility and Intention of Use. TED Talks Questionnaire was administered using English to inform the respondents about the whole statements.

Table 2 Table of Specification Students' Perception Toward the Use of TED Talks Videos in Learning Vocabulary

No.	Specification TAM Model	Statement
1.	Easy of Use	Learning vocabulary using TED Talks Videos is easy for me.
		Learning vocabulary using TED Talks Videos saves time.
		Learning vocabulary using TED Talks is convenient.
		TED Talks Videos for vocabulary learning are easy to use.
2.	Usefulness	Learning vocabulary using TED Talks Videos is not restricted by time and place.
		Learning vocabulary using TED Talks Videos can help me access the information I needed.
		Learning vocabulary using TED Talks Videos enhance my effectiveness on my learning.
		Learning vocabulary using TED Talks Videos helpful guidance in performing tasks.
3.	Efficacy	I could complete learning vocabulary tasks using TED Talks Videos

		if there is no one around to tell me what to do.
		I could complete learning vocabulary tasks using TED Talks Videos if someone had helped me to get started.
		I could overcome the difficulties encountered when I used TED Talks to learn vocabulary.
		I could complete vocabulary tasks using TED Talks videos no matter how difficult it is.
4.	Compatibility	By learning vocabulary using TED Talks Videos, I do not have to change anything I currently do.
		Learning vocabulary using TED Talks Videos does not require significant changes in my existing work routine.
		Learning vocabulary using TED Talks Videos is same as using other Videos I have used in past.
		Learning vocabulary using TED Talks Videos can reinforce from handphone or laptop.
5.	Intention of Use	I am willing to use TED Talks Videos to learn vocabulary.
		I will continue using TED Talks Videos to learn vocabulary in the future.
		Overall, I will learn vocabulary using TED Talks Videos.
		I will recommend others learning vocabulary using TED Talks Videos.

Data Collection

According to Creswell (2012), quantitative research is a means of objectively testing a theory by examining relationships between variables. Variables can be measured, and instruments are available, so numbered data can be evaluated using statistical methods. The questionnaire adapted from Deris and Shukor (2019) consisted of twenty questions and was also based on the TAM model developed by Davis et al. (1989). Deris and Shukor (2019) employed a 4-point Likert scale, while the original Likert scale used five points. The 4-point scale was chosen in this study to eliminate the neutral option, as it was feared that if a neutral choice were available, many students would select it. If too many students chose the neutral option, it would be difficult for the researcher to determine whether they tended to agree or disagree with the statements.

The writer first gave the students the link. The results of the student answer sheets given by the writer were in the form of a Google form about student perceptions the use of TED Talks video in learning vocabulary. The final report includes an introduction, a summary of literature, theory, methods, results, and a discussion.

Data analysis

The Likert scale is one of the quantitative data measurement scales obtained or found in a questionnaire when conducting a particular survey about studied. This scale is used to develop a questionnaire that requires respondents to indicate a level of agreement in a series of questions. The Likert scale measures attitudes, opinions, and perceptions of individuals or groups related to the social phenomenon that is the

research object. Creswell (2012) argues that descriptive statistics help the writer summarize general trends or trends in the data, understand how scores vary, and provide insight.

Table 3 Value for Option in Linkert Scale

Statement representative	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Descriptive statistics were used to organize, show, characterize, and explain a data set utilizing tables using the Statistical Packages for Social Sciences (SPSS Windows Version 23) analysis tool for the questionnaire data. Using SPSS, the frequency, percentage, and mean value of the data were also ascertained. The author applied Deris and Shukor (2019) interval to get the interpretation of the mean score range.

Table 4 Verbal Interpretation

Range	Verbal Interpretation
1.00-2.33	High level
2.34-3.66	Moderate level
3.67-5.00	Low level

Results and Discussion
Results

TED Talks Videos in Learning Vocabulary is Easy of Use

TED Talks videos are easy to use, fifty-two students agree and nineteen students choose strongly to disagree. Students easy to use TED Talks videos, they can access TED Talks videos on the Internet using handphone or laptop. Although most students agreed that TED Talk videos are easy to use, the mean scores remained at a moderate level. This indicates that usability is not solely dependent on the platform itself but is significantly affected by external factors such as internet stability, video length, and language difficulty. Therefore, educators and institutions must provide adequate support such as improving digital infrastructure, guiding students in managing video content to ensure that TED Talks function as accessible medium for learning vocabulary.

Table 5 TED Talks Videos is Easy of Use

	N	Mean	Verbal Interpretation
Using TED Talks is Easy	82	3.11	Moderate level
Using TED Talks is saves time	82	2.99	Moderate level
Using TED Talks is convenient	82	3.02	Moderate level
TED Talks are easy to use	82	3.06	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary is Usefulness

Students agree with the statement that the TED Talks video is useful. Mostly students agree that TED Talks enhance effectiveness on learning. Charts show that fifty-five students choose to agree. With TED Talks, which have many topics and are continuously updated with the newest topics, students can get the new information they need, such as new vocabulary. The results indicate that students perceived TED Talks as useful, particularly for their flexibility of access mean score 3.20. However, all indicators remained at a moderate level mean scores ranging from 2.96 to 3.20, suggesting that the platform's potential has not been fully realized. This may be due to linguistic challenges, such as complex vocabulary and fast speech, as well as limited instructional guidance that prevents students from fully applying the videos to learning tasks.

Table 6 TED Talks Videos is Usefulness

	N	Mean	Verbal Interpretation
TED Talks is not restricted	82	3.20	Moderate level
TED Talks help to access information	82	3.04	Moderate level
TED Talks enhance effectiveness on learning	82	2.96	Moderate level
TED Talks helpful guidance in performing tasks	82	2.99	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary is Efficacy

The mean score obtained is moderate. The results show that students perceived TED Talks as moderately useful for independent vocabulary learning, with mean scores ranging from 2.65 to 2.73. Although students acknowledged that TED Talks provide new vocabulary and subtitles that aid comprehension, the moderate scores suggest difficulties in using the videos without guidance. These challenges may stem from limited instructional support, linguistic complexity, and technical barriers, which reduce their effectiveness as a fully independent learning tool.

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Table 7 TED Talks Videos is Efficacy

	N	Mean	Verbal Interpretation
Complete learning vocabulary using TED Talks no one tell what to do	82	2.65	Moderate level
Complete learning vocabulary using TED Talks someone had helped to get started	82	2.71	Moderate level
Overcome difficulties encountered when using TED Talks	82	2.73	Moderate level
Complete learning vocabulary using TED Talks no matter how difficult it is	82	2.65	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary is Compatibility

The results show that students perceived TED Talks as moderately compatible for vocabulary learning, with mean scores ranging from 2.71 to 3.37. Twenty-three students choose to disagree, forty-five students choose to agree and nine students choose strongly to agree. The moderate scores suggest that although TED Talks provide authentic content and varied vocabulary, challenges such as complex language, fast speech, and similarity to other video platforms reduce their perceived compatibility. While technical access is convenient, the alignment with students' proficiency levels and course objectives is not always optimal. Nevertheless, students gave a generally positive response, recognizing TED Talks as a supportive medium for learning vocabulary.

Table 8 TED Talks Videos is Compatibility

	N	Mean	Verbal Interpretation
Using TED Talks, do not have to change anything	82	2.73	Moderate level
Using TED Talks does not require significant changes	82	2.95	Moderate level
TED Talks videos same as using other videos	82	2.71	Moderate level
Using TED Talks can reinforce from handphone or laptop	82	3.37	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary in Intention of Use

Students agree to use TED Talks videos to learn vocabulary. The mean scores across all indicators remained at a moderate level mean scores ranging from 2.89 to 3.15, suggesting that although students acknowledge the usefulness of TED Talks and express a willingness to use and recommend them, their consistent adoption is not yet optimal. This outcome may be explained by several factors. First, students' initial engagement with TED Talks is often tied to course requirements, which may limit intrinsic motivation for continued independent use. Second, the complexity of vocabulary and the fast pace of speech may hinder comprehension, thereby reducing students' confidence in relying on TED Talks as a primary resource for vocabulary learning. Furthermore, the moderate score for recommending TED Talks the

mean score is 3.15, indicates that while students perceive the videos as beneficial, they do not consider them significantly superior to other available digital resources. These findings underscore the importance of structured pedagogical integration and guided practice to strengthen students' intention for sustained use of TED Talks in learning vocabulary.

Table 9 TED Talks Videos in Intention of Use

	N	Mean	Verbal Interpretation
Will use TED Talks Videos to learn vocabulary	82	2.96	Moderate level
Will use TED Talks Videos to learn vocabulary in the future	82	2.95	Moderate level
Will learn vocabulary using TED Talks Videos	82	2.89	Moderate level
Will recommend to others learning vocabulary using TED Talks Videos	82	3.15	Moderate level
Valid N (listwise)	82		

Discussion

The present study examined students' perceptions of TED Talk videos for vocabulary learning. Data were collected through a questionnaire distributed to Eighth-Semester students of the English Language Education Study Program, Universitas Tanjungpura, which focused on three dimensions: perceived usefulness, perceived ease of use, and student satisfaction.

Findings revealed that while students perceived TED Talks as highly useful for vocabulary learning, their evaluation of ease of use was only moderate. This discrepancy indicates that although TED Talks are valued for their pedagogical benefits, students encounter barriers that reduce their sense of usability. These challenges may stem from technical issues such as unstable internet access and varying video lengths, linguistic difficulties related to authentic accents and rapid speech, or limited familiarity with platform features such as subtitles and playback controls. The contrast between usefulness and ease highlights that positive attitudes toward learning outcomes do not necessarily ensure a smooth user experience.

These findings are consistent with previous research by Ahluwalia (2018), Rashtchi et al. (2021), and Jasmin et al. (2021), which emphasized the benefits of TED Talks in language education. However, this study extends the discussion by underscoring the need to address both technical and pedagogical factors to maximize effectiveness. Teachers can scaffold learners by guiding them in the strategic use of subtitles, playback adjustments, and topic selection, while institutions can support access through infrastructure and digital training. Future research should investigate the specific causes of usability challenges and examine how instructional mediation can enhance students' engagement. Such efforts will contribute to optimizing TED Talks as a sustainable and motivating resource for vocabulary learning.

Conclusion

This research aims to determine students' perceptions of using TED Talks videos to learn vocabulary. Based on the above findings, researchers found that students showed good responses and negative responses to TED Talks videos. This means students have positive and negative perceptions of using TED Talks videos. Positive side regarding usefulness, efficacy, and compatibility. Meanwhile, the negative is related to they wanted more satisfaction with easy of use and intention of use.

There are still limitations to this research. This study only included eighth-semester students. Student perceptions from other semesters may vary. TED Talks videos can be a great way to learn vocabulary that can be customized for your convenience. However, some students need to use technology effectively, which leads to a lack of effort in learning vocabulary.

The writer suggests that students who use TED Talks videos to learn vocabulary should maximize the use of TED Talks videos as an auxiliary medium for learning vocabulary. Students are expected to be more enthusiastic in learning, especially when discovering new vocabulary to find its meaning. This will help them learn vocabulary as an initial foundation for learning English and improve their reading, writing, listening, and speaking skills.

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INTERACTIVE WORDWALL: TEACHING WRITING TO EFL STUDENTS

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Abstract

This study aimed to examine the use of Wordwall as a digital learning media for teaching EFL to seventh grade students at a public junior high school in Central Java during the 2024/2025 academic year. This study used a Classroom Action Research (CAR) design and conducted in two cycles, each consist of planning, action, observation, and reflection. The sample of this research were 29 seventh grade students. The topic focused on describing public places and implemented interactive Wordwall activities, especially unjumbled sentences. The data were collected through writing tests (pre-test, post-test 1, post-test 2), observation, and documentation. The data were analyzed used quantitative methods by comparing the average scores obtained at each stage. The findings of the study suggested the application of Wordwall significantly improved students' writing skill on descriptive text. The average score increased from 56 in the pre-test with 27.65% of students nearly achieved the minimum completion criteria, to 73 in post-test 1 with 69%, and improved further to 80 in post-test 2 with 82.8%, surpassing the minimum completion criteria of 75. This study concludes that Wordwall can effectively improved students' writing ability through interactive teaching and learning methods based on digital learning media.

Keywords: Digital Media, EFL, Junior High School, Wordwall, Writing Ability.

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Introduction

In the digital era, the teaching and learning of English as a Foreign Language (EFL) have undergone significant transformation through the integration of technology, enhancing accessibility, interactivity, and efficiency. Digital tools such as learning applications, online classes, and interactive platforms have shifted traditional methods into more engaging and flexible approaches, enabling learners to access resources, practice skills, and connect globally (Kriswinahyu, 2024). This transformation has also promoted autonomous learning tailored to learners' needs, which plays a crucial role in sustaining engagement and motivation. Nevertheless, issues such as unequal access to technology and limited digital literacy in certain regions remain challenges that require attention (Chairunisa, 2024).

In Indonesia, EFL has an important element in preparing students for participation in a globalized world. The implementation of the Kurikulum Merdeka emphasizes flexible, student-centered learning that adapts instruction to individual needs, interests, and abilities (Hidayat, 2021). This curriculum promotes communicative competence through real-world applications, project-based learning, and digital integration, fostering critical thinking, collaboration, and creativity (Adıgüzel, 2023). Among the four language skills, writing is particularly significant as it is increasingly essential in academic, professional, and social contexts. Writing also functions as a primary medium of communication across digital platforms such as email, blogs, and social media, where clarity, coherence, and persuasiveness are essential for effective interaction (Abbasova & Mammadova, 2019).

Despite its recognized importance, many Indonesian students continue to face persistent challenges in writing, including limited vocabulary, weak sentence construction, poor content development, and frequent mechanical errors (Asnas & Hidayanti, 2024; Alzain, 2022). Preliminary observations and questionnaires conducted at a public junior high school in Central Java revealed that 62.1% of seventh-grade students identified sentence construction as their main difficulty, largely due to insufficient vocabulary and weak organizational skills. These challenges hinder their ability to produce coherent and well-structured paragraphs, thereby limiting their overall writing proficiency.

To address these issues, the integration of interactive digital media into EFL writing instruction offers a promising solution. One such tool is Wordwall, an online platform that enables teachers to create customizable and interactive activities such as quizzes, matching tasks, and sentence-building games. Previous studies have shown that Wordwall can support vocabulary acquisition, grammar mastery, and idea organization while maintaining learner motivation (Abbasova & Mammadova, 2019; Alzain, 2022). Its user-friendly interface, adaptability to diverse learning needs, and

instant feedback features make it a suitable medium for enhancing students' writing ability in a more engaging environment.

Although research on digital tools in language learning is well established, studies focusing specifically on Wordwall to improve junior high school students' writing ability remain limited. Therefore, this study seeks to address this gap by investigating the use of Wordwall as a digital learning media to enhance the writing skills of seventh-grade EFL students. Specifically, the study examines the effectiveness of Wordwall in addressing students' writing challenges and explores their perceptions of its application in the learning process.

Research Methods
Design

This research used a quantitative descriptive design, with questionnaires as the main data collection tool. Trochim and Donnelly (2006) argue that descriptive study generally aims to explain what is happening or already exists. The data results were analyzed using descriptive research and are explained according to the purpose of this study. In this research, the researchers use a quantitative method. This research aims to determine students' perceptions of using TED Talk videos in learning vocabulary. The purpose of quantitative descriptive analysis is that researchers want to describe or tell in-depth research about current events or phenomena to students.

Figure 1. CAR Model (Kemmis & Mc Taggart, 1998)

Participants

The participants of this research were 29 seventh grade students (15 male and 14 female) from SMP Negeri 18 Surakarta, a public junior high school in Central Java. This class was selected because preliminary observations revealed that many students experienced difficulties in constructing sentences, organizing ideas, and developing content in writing. In addition, the school applied the Kurikulum Merdeka, which emphasizes the integration of digital learning media, making this class a suitable context for implementing Wordwall based instruction.

Success Indicators

Research success was determined using two criteria : (1) at least 80% of students achieve scores equal to or above the Minimum Completion Criteria (MCC) of 75; and (2) the class average score reaches a minimum of 80. These indicators are aligned with the curriculum standards, where the MCC serves as the required passing grade for English language learning outcomes.

Instrument

The instruments used in this research were writing tests administered in three stages: pre-test, post-test 1, and post-test 2. The pre-test was conducted before the implementation of Wordwall to assess the students' initial writing ability, for post-test 1 and post-test 2 were given at the end of each cycle 1 and cycle 2 to evaluate the progress made after the treatment. The writing test required students to compose a descriptive text based on a given topic, following the appropriate generic structure and language features. The assessment of students' writing performance was based on specific criteria covering five aspects: content, organization, vocabulary, grammar, and mechanics. Each aspect was used scoring rubric adapted from H. Douglas Brown (2007), with a range score 1 to 4 . The rubric provided detailed scoring ranges for each component, allowing for consistent and objective evaluation of students' writing ability throughout the research.

Table 1. Writing Assessment (Douglas Brown, 2007)

Components of Writing	Score	Level	Indicators	Weighting
Content (C)	4	Excellent	Relevant, well-chosen details	
	3	Good	Adequate details	3
	2	Fair	Limited details	
	1	Poor	Unclear/insufficient information	
Organization (O)	4	Excellent	Logical, clear, well-structured	
	3	Good	Mostly organized, minor lapses	2
	2	Fair	Somewhat unclear, weak structure	
	1	Poor	No clear organization	
Vocabulary (V)	4	Excellent	Precise, varied vocabulary	
	3	Good	Minor lexical errors	
	2	Fair	Frequent errors, partial clarity	2
	1	Poor	Serious errors, obscure meaning	
Grammar (G)	4	Excellent	Accurate, consistent grammar	
	3	Good	Few errors	
	2	Fair	Regular errors, some interference	1.5
	1	Poor	Many errors, hard to comprehend	
Mechanics (M)	4	Excellent	Correct spelling, punctuation, and capitalization	
	3	Good	Minor mechanical errors with	
	2	Fair	Some errors affect clarity	1.5
	1	Poor	Frequent errors, unclear	

Final Score : $\dfrac{3C+2O+2V+1.5G+1.5M}{40} \chi 100$

Research Procedure

The research procedure in this study followed the Classroom Action Research (CAR) model proposed by Kemmis and McTaggart, which consists of four stages: planning, action, observation, and reflection. These stages were applied systematically to ensure the intervention was effectively designed, implemented, monitored, and evaluated. The procedure was implemented in two cycles, with each cycle consisting of two meetings. The detailed steps of each stage are described as follows :

a) In the planning stage, the researcher identified the students' writing problems based on preliminary observations and prepared the necessary materials, lesson plans, and Wordwall activities designed to improve vocabulary, sentence construction, and idea organization. Pre-test instruments were also prepared to measure students' initial writing ability.

b) In the action stage, the researcher implemented the planned teaching activities using Wordwall as the primary learning media. The activities included interactive games unjumbled sentences and writing tasks that engaged students in constructing sentences, expanding vocabulary, and organizing ideas in descriptive text which the topic was describing public places .

c) In the observation stage, the researcher, acting as the classroom teacher, monitored students' participation, engagement, and performance throughout the learning process. Student work was collected, and their progress was recorded through the administration of post-test 1 and post-test 2.

d) In the reflection stage, the researcher analyzed the results of each cycle by comparing students' average scores with the Minimum Completion Criteria (MCC) and identifying aspects that required improvement. Based on the reflection of cycle I, adjustments were made to the learning strategies in cycle II to optimize the effectiveness of the intervention.

Data Collection

The data was obtained through observation, written tests, and documentation. Observation was conducted to monitor students' behavior, participation, and engagement based on the teaching and learning process using Wordwall. Written tests were administered in three stages: pre-test, post-test 1, and post-test 2. The pre-test was conducted before the implementation of Wordwall to assess students' initial writing ability, while post-test 1 and post-test 2 were carried out in the end of each cycle to measure their progress after the treatment. Each test required students to compose a descriptive text according to the appropriate generic structure and language features. Documentation in the form of activity photos and field notes served as supporting data and complement the results of the research.

Data analysis

Quantitative analysis was conducted using descriptive statistics.
The average score was calculated using the following formula:

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

Classical completeness was calculated using the formula:

CCC = Number of Students Achieving ≥ 75 × 100%
Total Number of Students)

The Minimum Completion Criteria (MCC) applied in this research was 75. A class was considered to have achieved classical completeness if at least 85% of the students obtained scores equal to or above the MCC. The results from pre-test, post-test 1, and post-test 2 were compared to determine the improvement in students' writing ability after the implementation of wordwall as a learning media.

Results and Discussion
Results

Pre-Test

Preliminary test was conducted to identify students' initial ability in writing descriptive text. In this stage, the teaching process applied a conventional method using lectures and limited practice activities without interactive media. The teacher explained the concept of descriptive text, including its definition, purpose, generic structure, and language features, and gave examples from the textbook. Students were then instructed to write a short descriptive paragraph based on a given topic without additional scaffolding activities.

Table 2. Pre-Test Result

Category	Number of Students	Percentage
≥ MCC (≥75)	8 Students	27.65%
< MCC (<75)	21 Students	27.4%
Total	29 Students	100%
Grade Average		56

The pre-test results showed that only 8 of 29 students (27.6%) achieved the Minimum Completion Criteria (MCC) of 75, with an average score of 56. This indicated limited ability in constructing descriptive texts with correct structure, vocabulary, and grammar.

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Cycle I

The implementation of Cycle I involved Wordwall activities focusing on vocabulary mastery, sentence construction, and paragraph organization. At the end of the cycle, a post-test was administered.

Table 3. Post-Test Cycle I Result

Category	Number of Students	Percentage
≥ MCC (≥75)	20 Students	69%
< MCC (<75)	9 Students	31%
Total	29 Students	100%
Grade Average		73

The average score increased to 73, with 20 students (69%) achieving scores above the MCC. Although the target of 82% completeness had not yet been reached, there was a significant improvement from the pre-cycle results.

Figure 2. Wordwall activity in post-test 1

After the implementation of Wordwall using unjumbled sentences about *School Library* and *Classroom*, the students' writing performance improved significantly. The average score reached 73, and (69%) of the students achieved the minimum mastery criterion. The activity helped students recognize the basic structure of descriptive text and construct simple yet accurate sentences.

Cycle II

Based on Cycle I reflection, additional wordwall activities were designed to address grammar errors and paragraph organization issues. The lesson plan included more complex writing tasks and peer-review sessions to encourage collaborative learning.

Table 4. Post-Test Cycle II Result

Category	Number of Students	Percentage
≥ MCC (≥75)	24 Students	82.8%
< MCC (<75)	5 Students	17.2%
Total	29 Students	100%
Grade Average		80

The results of post-test 2 showed an increase in the average score to 80, with 24 students (82.8%) successfully surpassing or exceeding the MCC. This met the predetermined success indicators of the research, which required at least 80% of students to achieve a score of 75 of higher and an overall class average of at least 80.
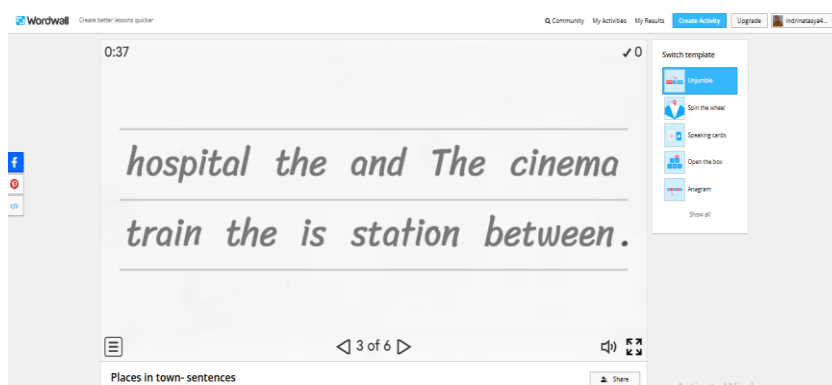
Figure 3. Wordwall Activity in post-test 2

In this cycle, Wordwall tasks were developed with more complex unjumbled sentences describing *Airport* and *Traditional Market*. The students showed further improvement, with an average score of 80 and 86.20% of the students achieving the mastery criterion. The increase was influenced by the students' better understanding of vocabulary, sentence organization, and text coherence. This indicated that the step-by-step unjumbled sentence activity provided through Wordwall not only improved accuracy but also fostered students' confidence in writing descriptive text.

Discussion

The findings demonstrate that the integration of Wordwall significantly enhanced students' writing proficiency in descriptive text. The average score increased from 56 in the pre-test to 73 in Cycle I, and further to 80 in Cycle II, with classical completeness rising from 27.6% to 69% and finally achieving 82.8%. These results indicate that the application of Wordwall successfully addressed the research objective of improving students' writing proficiency, surpassing the minimum completeness criteria set for the study.

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In Cycle I the novelty of Wordwall, which fostered students' motivation and active participation. This is consistent with the findings of Alzain (2022) and Abbasova & Mammadova (2019), who highlight that interactive digital learning tools increase learner engagement and support vocabulary and grammar development. However, despite the positive gains in Cycle I, some students continued to struggle with sentence construction and organization, indicating the need for targeted instructional adjustments.

In Cycle II, the integration of grammar-focused activities and peer-review opportunities further supported improvement. Students not only demonstrated greater accuracy in sentence construction but also improved coherence and organization at the paragraph level. Peer-review fostered collaboration and critical awareness, aligning with the principles of *Kurikulum Merdeka*, which emphasize autonomy, creativity, and collaborative learning (Hidayat, 2021).

The results also highlight the role of Wordwall in supporting digital literacy. Its interactive and adaptive features provided immediate feedback, encouraging students to self-correct and monitor their own progress. This aligns with Brown's (2007) framework for writing assessment, which includes content, organization, vocabulary, grammar, and mechanics as integral components. By addressing these elements in a gamified and student-centered manner, Wordwall facilitated both accuracy and confidence in writing.

Overall, the findings suggest that technology-enhanced learning media such as Wordwall not only improve language outcomes but also foster learner autonomy, motivation, and digital competence. This has important implications for EFL instruction, particularly in the Indonesian context where integrating interactive media into writing instruction can support national curriculum goals and better prepare students for participation in a digital and globalized world.

Conclusion

This study concludes that the integration of Wordwall as a digital learning media effectively enhanced students' writing ability in descriptive text. The use of interactive activities such as sentence arrangement, vocabulary quizzes, and guided writing tasks created a more engaging learning environment and supported improvements in both accuracy and organization. Wordwall not only contributed to higher achievement levels but also fostered student motivation, participation, and confidence in writing.

The findings further highlight the importance of teacher adaptability in managing digital tools. Adjustments made between Cycle I and Cycle II, particularly through grammar-focused tasks and structured feedback, proved effective in addressing students' difficulties and creating a more collaborative and supportive classroom atmosphere.

However, this research has several limitations. The study was conducted in a single school with a relatively small sample of seventh-grade students and within a short time frame. These factors may limit the generalizability of the findings.

Future studies are recommended to examine the application of Wordwall across different grade levels, schools, and learning contexts, or to compare its effectiveness with other digital platforms. Longitudinal studies could also provide deeper insights into the long-term impact of Wordwall on students' writing development.

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ROADBLOCKS TO PROFICIENCY: TOEFL READING COMPREHENSION CHALLENGES FOR UNIVERSITY STUDENTS

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Abstract

This research examines the challenges university students encounter in the TOEFL reading comprehension section driven by low TOEFL proficiency among students. Using a qualitative approach, the study identifies key difficulties learners face and the factors behind these struggles. Data were gathered through questionnaires administered to 35 English Language Education undergraduates at the University of Nusantara PGRI Kediri in East Java, Indonesia. The questionnaire data were analyzed through identifying, organizing, and interpreting responses to extract meaningful insights. The analysis of the responses revealed common obstacles, such as insufficient vocabulary, trouble with complex sentence structures, ineffective reading strategies, poor time management, and limited exposure to academic texts. Additionally, students cited anxiety and low confidence as psychological hurdles impacting their performance. The results indicate that both language proficiency and test-taking strategies significantly influence students' success in TOEFL reading comprehension. The study emphasizes the importance of modifying reading instruction to enhance academic reading skills and test preparation strategies, thereby better preparing students for standardized English proficiency exams.

Keywords: *challenges, reading comprehension, TOEFL, university students*

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Introduction

One of the most extensively used standardized tests to gauge non-native speakers' academic English ability is the Test of English as a Foreign Language (TOEFL). Strong TOEFL scores are widely accepted by colleges, companies, and immigration authorities around the world and are frequently required for professional prospects, scholarships, and academic admittance (ETS, 2023). The three components of the TOEFL PBT are Reading Comprehension, Structure and Written Expressions, and Listening. Reading Comprehension is a very challenging because it assesses not only linguistic proficiency but also cognitive skills like critical analysis, inference, and effective information processing in reading comprehension is especially difficult (Elleman & Oslund, 2019; Kocisky et al., 2018; Enright et al., 2000). Thus, reading comprehension demands more than basic language skills; it requires integrating information, reasoning, and understanding complex relationships in text.

The TOEFL Reading section poses a number of difficulties for students learning English as a foreign language (EFL). Students' difficulties with lexical knowledge, especially academic vocabulary, which is essential for comprehending complicated texts, have been repeatedly demonstrated by research (Nation, 2001; Nurjanah, 2018). In fact, it has a significant importance role in second language learners' reading comprehension (Röthlisberger, 2023). However, Indonesian university students often recognized about 1,000–1,500 word families, which is far less than the 3,000–5,000 word families required for comfortable academic reading (Hartono & Prima, 2021; Nurweni & Read, (1999). Then, long sentences with embedded clauses are another example of syntactic complexity that frequently makes comprehension difficult, particularly for learners whose first language has a distinct grammatical structure (Alderson, 2000; Khalifa & Weir, 2009).

Reading strategies are crucial, regardless of language limitations. Ineffective strategies like skimming, scanning, or contextual guessing are frequently used by test-takers, which results in inefficiency and time pressure (Zhang, 2012). It is proven that students who received strategic reading instruction outperformed those who only used their grammar and vocabulary knowledge on TOEFL-like tests on Thai EFL learners (Phakiti, 2008). These challenges are further compounded by psychological issues.

Even proficient learners may score worse due to test anxiety, lack of confidence, and unfamiliarity with standardized testing procedures (Zeidner, 1998). Students frequently view the TOEFL as an intimidating obstacle in Indonesia, since English is taught mostly through formal education with little immersion (Musthafa, 2010). Since many universities need a minimum TOEFL score for graduation or future study, the high stakes associated with the test add to this anxiousness (Lestari, 2018).

Although high performance levels are expected of these pupils, their difficulties can be the result of structural flaws in the curriculum, instructional strategies, or test-taking materials. Because reading comprehension on the TOEFL has a substantial impact on test-takers' overall score and future chances, it is imperative that this issue be addressed. One of the hardest parts of the TOEFL is reading comprehension, which calls for not only language skills but also time management, critical thinking, and test-taking techniques. Many students find it difficult to comprehend difficult academic texts, recognize supporting details, identify important concepts, and draw conclusions—skills necessary for success in higher education.

A number of studies have examined the challenges and difficulties students face in the TOEFL reading comprehension. Among those researchers include Samad et al. (2017) who focused on common difficulties and strategies in TOEFL reading participated by English Education undergraduates, Syiah Kuala University. Similar focus namely challenges and strategic approaches in doing TOEFL were investigated by Aeni (2024) in English Education, TOEFL prep class. Wahyuningsih et al. (2024) have examined types of difficult questions and personal obstacles in English Education, Private University of Jember. Reading comprehension difficulties and techniques were observed by Nuraini et al. (2022) in English Department, STKIP MB. Universitas Pamulang students have also perticipated a study conducted by Friska (2022) to see the most challenging sub-skills and contributing factors. Meanwhile, Fitria (2022) studied internal and external factors affecting reading comprehension in ITB AAS Indonesia.

Most of those studies have identified common challenges (e.g., vocabulary, complex sentence structure, time management) and the primary factors affecting the difficulties found are poor reading strategies, low motivation and lack of self-confidence. However, they have not mentioned and considered context factors because these can be a contributing aspect in the success and failure in TOEFL reading comprehension. Context-specific interventions that are adapted to various institutional, linguistic, or cultural settings are lacking. Additionally, little emphasis is placed on how individual

variations in motivation, past knowledge, or learning styles impact the adoption of strategies and reading comprehension.

Examining context-specific interventions for TOEFL reading that are suited to various institutional, linguistic, or cultural settings can result in a number of innovative research findings. The primary innovation is going beyond general approaches to create, carry out, and assess programs that specifically target the particular requirements of particular student populations. The strong cultural identity and values of Javanese students— such as indirect communication and deference to authority—have an impact on how they approach language learning and participate in class. These cultural characteristics may have an impact on their reading comprehension techniques and readiness to participate in the TOEFL's interactive or critical reading activities.

Javanese students frequently switch between English, Indonesian, and Javanese. Although their linguistic knowledge and capacity to utilise several linguistic systems might aid in TOEFL reading and cultural awareness, they may also cause disruptions or misunderstandings with English vocabulary and structures.

The degree of language transfer and the methods pupils employ when reading English texts may be impacted by the everyday transition from Javanese to Indonesian, which is influenced by sociocultural and educational variables. By investigating the unique challenges faced by undergraduate students enrolled in the English Education program at the University of Nusantara PGRI Kediri, East Java, this study fills this knowledge gap. The study investigates linguistic difficulties, strategic shortcomings, and psychological impediments using a qualitative methodology. The results are intended to give educators, curriculum designers, and legislators useful information to improve TOEFL preparation courses. This work supports larger initiatives to enhance EFL education outcomes in Indonesia and other contexts by matching training with students' real-world concerns. Recognizing cultural familiarity and cultural content is critical; testing materials and prep modules need to be designed or selected with the learners' background in mind and exposing students to authentic materials need to be improved.

Research Methods

Design

This study employs a qualitative research design to investigate the obstacles faced by university students in the TOEFL reading comprehension section. Qualitative research is designed to describe qualitative data that results in descriptive rather than showing numbers, words, and sometimes pictures (Merriam & Grenier, 2019, p. 6). It is to convey what the researchers have learned or analyzed about the topic of the study. In this study, the researchers also utilized numbers to describe some of the significant qualitative themes that participants and respondents have developed (Hesse-Biber, 2016). Thus, this qualitative research design is chosen to investigate the obstacles university students face in the TOEFL reading comprehension section because they provide in-depth, nuanced insights into students' TOEFL challenges. This method allows the researchers to deeply explore the specific struggles students encounter, such as difficulty finding information, and challenges with text features.

Participants

The study involved 35 undergraduate students majoring in English Language Education at the University of Nusantara PGRI Kediri, East Java, Indonesia. The participants come from various towns surrounding Kediri who speak the same language namely Javanese, Indonesian, and English as the target language in daily communication. To collect the data, the questionnaire was distributed through the internet by Google form as media for the participants to respond all of the questions. The respondents were treated with enough time for filling out the questionnaire.

Data Collection and Analysis

The primary data was gathered through open-ended questionnaires, allowing participants to describe their challenges in TOEFL reading comprehension in detail. Next, the data gathered from the questionnaire were descriptively analyzed following Miles and Huberman's (1994) interactive model, which consists of three key stages: data reduction, data display, and conclusion drawing/verification and revealed in a clear explanation (Kirk and Miller, 1986).

The data reduction stage involves selecting, simplifying, and transforming raw data into manageable themes for analysis. After that, coding process was conducted in which responses were categorized into

broad themes namely vocabulary difficulties, sentence structure issues, test anxiety. The next stage is data display which organizes reduced data into visual or narrative formats to identify relationships and patterns based on themes. The key themes were described in words to show frequency of responses and direct quotations are presented to illustrate common struggles.

The conclusion drawing and verification is made to interpret the displayed data to answer research questions and validate findings concerning with students' linguistic barriers which were the most reported obstacles, strategic weaknesses exacerbated time pressure, and psychological factors further hindered performance. Following the description of students' obstacles and their causes, the conclusion and recommendation dealing with the context was made. To ensure credibility, findings were cross-checked with participant feedback where students reviewed summaries for accuracy.

Results and Discussion

Results

The study revealed several key challenges faced by participants in completing reading comprehension tasks. These challenges can be categorized into four main areas: linguistic difficulties, strategic challenges, and psychological factors. Vocabulary was identified as a major obstacle. A total of 85% (30 out of 35) rated vocabulary as a "significant challenge". The most common issues included unfamiliar academic words such as hypothesis and synthesize, as well as words with multiple meanings. These difficulties often disrupted comprehension and lowered confidence. Participant 22 explained, "I lose confidence when I see scientific terms—I don't know where to guess." This highlights not only the comprehension problem but also the psychological impact of limited vocabulary knowledge. Another significant barrier was the difficulty in understanding complex sentence structures. Approximately 72% (25 out of 35) struggled with long sentences containing multiple clauses. Problems were frequently caused by misinterpreting pronoun references (e.g., it, they) and difficulties with passive voice constructions. In addition, unfamiliarity with academic texts posed a challenge for 68% (24 out of 35). Participants reported that passages from STEM and humanities fields were especially difficult, often due to specialized vocabulary and stylistic features. Participant 9 noted, "History passages use old-fashioned words I've never seen before." This suggests that the lack of prior exposure to academic language contributed to comprehension difficulties.

Strategic issues further hindered performance. Time management emerged as a major problem, with 80% (28 out of 35) unable to finish all questions within the time limit (Likert 4–5). Many spent too much time on individual items, which led to rushed and inaccurate answers in the remaining sections. The use of reading strategies was also limited. Only 20% (7 out of 35) reported regularly applying skimming or scanning techniques (Likert 1–2 on Q9). Instead, most participants read word by word, which slowed them down significantly. Participant 15 shared, "I read every word slowly, then realize I've wasted time." Finally, difficulties with inference questions were observed. Around 63% (22 out of 35) lacked confidence in answering items that required understanding implied meanings (Likert 4–5). This demonstrates that students struggled not only with surface-level comprehension but also with higher-order thinking skills essential for interpreting subtle textual cues.

Apart from linguistic and strategic factors, psychological challenges also played an important role. Test anxiety was commonly reported, with 74% (26 out of 35) experiencing moderate to high levels of anxiety (Likert 4–5). Anxiety tended to spike particularly when students encountered unfamiliar topics or faced time pressure, leading to reduced focus and lower accuracy. Low self-confidence further affected performance. Around 60% (21 out of 35) admitted to doubting their answers, even when they were adequately prepared. This often led to unnecessary changes of correct answers into wrong ones. Participant 3 highlighted this issue, stating, "I second-guess myself and change correct answers to wrong ones." Such tendencies reflect how psychological barriers can amplify other difficulties in reading comprehension.

Discussion

In the context in which students have at least three languages actively used for communication (Javanese, Indonesian, and English as the target language) and their cultural trait in willingness to engage in interactive or critical reading tasks, the findings highlight that participants' reading comprehension was hindered by four interrelated challenges: vocabulary deficits, difficulty with complex sentences and academic texts, strategic shortcomings, and psychological barriers. The results of this study offer strong proof that students' success in the TOEFL reading comprehension exam is significantly influenced by both language proficiency and test-taking techniques. However, the term language proficiency here should be understood as comprehensive knowledge in which language cannot be

separated from the culture of its users. Being failed in TOEFL test can be due to the limited knowledge about the speakers' background.

The TOEFL failure faced by university students particularly in Nusantara PGRI Kediri university is also caused by the lack of context-specific interventions. The grammatical structures such as word order of Javanese and English are fundamentally different. In addition, the vocabulary and idiomatic expressions used in the TOEFL are often specific to North American academic and social contexts. Students with a limited vocabulary or lack of exposure to these idioms find it difficult to understand the reading passages. Beyond language, the TOEFL also tests a student's ability to navigate and understand cultural contexts prevalent in North American academia. Javanese students face the cultural challenges such as communication styles, content familiarity, and lack of critical thinking skills. Then, while Javanese education is often based on rote memorization, the TOEFL requires students to engage in critical thinking, make inferences, and synthesize information from multiple sources. The lack of training in these skills puts the students at a disadvantage.

The findings support previous studies (see Samad et al., 2017 and Meladina & Dasril, 2021) in which limited vocabulary, unfamiliarity with academic language, low mastery of syntaxtic knowledge, and lack of exposure to real reading materials become common obstacles. Lack of reading strategies and the rigorous time limits of the test, which require precision and speed, make these difficulties much more difficult. In addition, poor reading comprehension skills can reduce a candidate's overall TOEFL score if left unchecked, which may have an impact on their ability to get scholarships, get into an international university, or meet employment requirements in international settings. This issue must be brought up immediately since it emphasizes the necessity of focused preparation courses that go beyond studying English in general.

Academic reading techniques like skimming, scanning, and text structure analysis require specialized training that educators and institutions must create. Additionally, exposing students to a range of subjects and text kinds can aid in their adjustment to the requirements of the test. Teachers, legislators, and students can collaborate to create practical solutions by acknowledging and resolving the challenges with TOEFL reading comprehension. This proactive strategy guarantees that language assessments reflect students' readiness to succeed in academic and professional settings around the world, in addition to their level of English proficiency.

Based on a large body of research on second language acquisition, there is a high association between language proficiency and reading

comprehension scores (Brown, 2021; Röthlisberger et al., 2023). Decoding and interpreting complicated academic texts requires high skill, which is determined by vocabulary quantity, syntactic knowledge, and overall grammatical accuracy (Chen & Lee, 2019). The linguistic complexity and variety of themes covered in the TOEFL are easier for students to handle when they have a stronger command of the English language. This allows them to better understand the main ideas, recognise supporting details, and deduce meaning from context. Although test-specific skills are crucial, they cannot completely make up for a lack of fundamental language knowledge, as the study's statistics support.

According to the investigation, test-taking methods are a significant, independent factor in determining student performance beyond foundational proficiency (Garcia et al., 2020). It was discovered that techniques like time management, focussing on the primary idea, scanning for specific information, and effectively removing distracting possibilities had a major good effect. This research emphasises the significance of the "how" of testing, or how a student handles the particular limitations and question types of a standardised test. Due to ineffective time management or a failure to recognise typical question patterns, a student with great language proficiency may still perform poorly. On the other hand, by effectively managing their time and approaching each question methodically, a student with average proficiency might use these tactics to optimise their score.

The study's most important finding, however, is the complementary connection between test-taking techniques and linguistic competency. The findings imply that the two elements reinforce one another rather than acting independently. The cognitive underpinning is provided by high language competence, and test-taking techniques serve as a tool to improve performance and maximise the use of that proficiency. A student who has a high degree of language proficiency and is adept at using a variety of tactics to successfully negotiate the exam's distinct format is the best candidate for test success. This synergy implies that in order to adequately prepare students for standardised tests such as the TOEFL, language education should be combined with explicit training in test-taking strategies. The reason that explicit training is important is to make students focus more on the target language competence. This to tackle the fact that the shift from Javanese to Indonesian in daily life, influenced by sociocultural and educational factors, may affect the depth of linguistic transfer and the strategies students use when approaching English texts.

This study concludes by highlighting the complexity of standardised test success. A high TOEFL reading comprehension score indicates a

student's strategic competency in a high-stakes testing situation in addition to their overall language proficiency. The results highlight the necessity for a well-rounded curriculum taking account of individual differences that gives equal weight to both general language development and specific test-taking skills, with obvious ramifications for educators and test-prep programs. Although this study provides significant insights, it is not without limitations.

The sample size was relatively small and limited to one institution, which may affect generalizability. Also, the study focused on short-term outcomes. Future studies might investigate these findings by conducting a longitudinal study to see how proficiency and strategies interact over an extended length of time, or they could look at the effects of various teaching approaches being aware of the contextual background of learners when teaching these skills to a range of student populations.

Conclusion

This study successfully demonstrated that success on the TOEFL reading comprehension section is contingent upon a combination of robust language proficiency and the strategic application of test-taking skills. The findings affirm that while a strong command of the English language is a necessary foundation, it is not, on its own, a sufficient predictor of success. The data further highlights the crucial and independent contribution of strategic skills, such as time management and information-seeking techniques, which allow students to navigate the unique structure and demands of a high-stakes standardized exam. The synergistic relationship between these two factors suggests that a holistic approach to language education, which integrates both proficiency development and explicit test-taking strategy instruction, is the most effective path to preparing students for a positive outcome.

The insights from this research have direct practical implications for both educators and test-takers. For instructors, the results advocate for a pedagogical shift towards a more balanced curriculum that does not solely focus on grammar and vocabulary, but also incorporates strategic training. The obstacles students experience suggest that effective interventions should not only focus on improving academic vocabulary, syntactic awareness, and reading strategies but also on reducing anxiety and building learners' confidence. For students, the findings underscore the importance of dedicating time to both general language learning and targeted practice with test-specific strategies. This research contributes to the growing body of literature on second language assessment by providing empirical evidence for the combined role of these two key variables. Future research can build

upon these findings by exploring how this interplay manifests across different cultural backgrounds and educational contexts, providing a more nuanced understanding of standardized test performance.

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AN ANALYSIS OF MORAL VALUES IN MOVIE ENCANTO

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Abstract

This study explores the moral values portrayed in the animated film Encanto. Using a qualitative approach and structural analysis based on Pavis (1998), the research examines key scenes and dialogues to identify the film's underlying moral themes. Data were collected through close analysis of the movie's script, focusing on character behavior and narrative structure. The findings show Encanto highlights several important moral values, including love, positivity, perseverance, resilience, and wisdom. These values are reflected through the characters' personal struggles and family dynamics. The emotional intelligence demonstrated by the characters also presents opportunities for educators to teach emotional regulation and resilience in the classroom. As a result, Encanto can serve as an effective tool in moral education, helping students connect fictional experiences to real-life situations. This study encourages learners to reflect on ethical messages and apply them in their daily lives, contributing to their personal and social development.

Keywords: moral values, movie analysis, Encanto

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Introduction

The moral development of Primary school students is one of the important aspects of education, as this age is a crucial phase in the formation of character and ethics. At this age, children begin to understand the concepts of right and wrong and the importance of social values, such as empathy, honesty, and responsibility. Finding engaging and relevant ways to teach these values to pupils

is one of the challenges faced by educators. Film is one medium that can be used to convey moral lessons in a way that is more easily understood by young audiences. It does this by combining narrative and visual aspects.

One such movie that teaches kids moral lessons is Encanto, which is produced by Walt Disney Animation Studios. The Madrigal family, who reside in a magnificent home in Colombia's highlands, is the subject of this movie. All members of the family have magical talents, with the exception of the main character. Encanto's story illustrates a number of moral lessons that are pertinent to elementary school curriculum, including self-acceptance, the value of family, teamwork, and overcoming obstacles with bravery and tenacity. Character education through films like Encanto can help students understand moral values in the context of everyday life. Additionally, Encanto also teaches the importance of facing uncertainty and personal shortcomings with a positive and hopeful attitude, a valuable lesson for the mental and emotional development of Primary students.

According to Putri (2020) A film can elegantly encapsulate events linked to religion, education, social issues, and culture in society's life, making it a valuable resource for entertainment. Additionally, according to Elsaesser and Hagener (2015), the transition from analog to digital, photographic to graphic cinema, and representation to presentation is allegorically represented by films. A movie's attraction is mostly derived from its audio and visual components. Despite this, the movie's actual value or content is what matters most. Certainly, movies can be a medium of learning. These are some benefits of movies as learning media: provide constructive messages, add insight to students, give a deep impression that can affect students' behavior, and make students more extracted and enthusiastic about studying as a stated by Fitriyani (2022).

The first is from the thesis of Wulandari (2021) The results of the study found that they are self-confident, serious, independent, patient, optimistic, courageous, humble, persistent, caring, kind-hearted, wise, respectful, honest, responsible, and loving. These moral values are founded by researchers. The second is a study by Putri et al. (2021), who claim that the moral values from the *Upin Ipin* film are religious, nationalism, independence, cooperation, and integrity. The researcher found that religious value is found in character and dialogue. Meanwhile, Windriani (2020) the researcher found seven types of moral values in the movie. They are never giving up, respectful, altruistic, loving, loyal, happy to help each other, courageous, and self-disciplined. This means that this movie tells about the love and loyalty of a widower who still loves and

will always be loyal to his late wife. The data are taken from dialogue in the "UP" movie.

In addition to previous empirical findings, theoretical perspectives reinforce the role of film as an educational medium. According to Berkowitz and Bier (2004), movies provide an engaging platform where complex ideas and concepts can be visualized, making them more accessible and relatable to learners. Mayer (2001) argues that multimedia learning, which includes the use of movies, can improve students' retention and understanding of information by presenting concepts through both verbal and visual forms. Consequently, integrating films such as *Encanto* into classroom practice can enrich both cognitive and affective dimensions of learning.

The intrinsic elements of a movie are theme, plot, character and characterization, setting, and point of view. The central theme of Encanto revolves around family, self-acceptance, responsibility, and overcoming personal challenges. The Casita (magical house) symbolizes the family's unity and strength. As the house begins to crack, it represents the emotional fractures within the family, and its restoration symbolizes healing and reconnection. Butterflies are a recurring symbol representing transformation and change, particularly in Mirabel's journey of self-discovery. These elements collectively position *Encanto* as a culturally rich and pedagogically valuable text for character education.

Values themselves can be understood as guiding principles that influence decisions, relationships, and social interactions (Sharma, 2015). Lickona (2016) identifies ten core moral values wisdom, justice, courage, self-control, love, positive attitude, diligence, integrity, gratitude, and humility that character education. Similarly, *Pendidikan Karakter* framework distinguishes between universal values, such as fairness and respect for diversity, and non-universal values, which are culturally specific. Examining how such values are represented in *Encanto* allows for a deeper understanding of its relevance to moral and character development in primary education.

Against this background, the present study analyses the moral values conveyed in *Encanto* using a qualitative approach informed by structural theory. Structural theory, rooted in Aristotle's classic three-part model of narrative (Pavis, 1998), provides a lens for understanding the interconnectedness of a film's intrinsic elements. By applying this framework, the study focused on answering the following research question and analyzing moral values through qualitative research methods.

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Research Methods

Design

This research employed a qualitative descriptive method to analyze moral values in the *Encanto* movie. Qualitative research is research that emphasizes quality or the most essential thing about the nature of an item. Creswell (2014) stated that qualitative researchers select one of the possibilities like narrative, phenomenology, ethnography, case study, and grounded theory.

Object/Data Sources

This study used the video and script of the "Encanto '' movie. The primary data video of the Encanto movie was downloaded from *IDLIX*. The movie was the object of this research to analyze moral values and secondary data. Data were collected through documentation techniques as suggested by Creswell (2014), involving repeated viewing of the film and reading of the script to identify dialogues and scenes that reflect moral values.

Techniques of Data Collection

The researcher used documentation techniques for collecting the data, therefore for this reason used the script of the movie as a document. Documentation technique is a technique to collect data from a transcript, book, newspaper, magazine, script, etc. as stated by Creswell (2014). In developing the data from the data source, the researcher will adapted from Creswell (2013) also follow downloading the movie script, watching "Encanto" movie, reading and understanding the movie script, collecting the data by watching a movie and reviewing the data.

Data Collection

The data was collected from the document. In this research, the document is a script of an Encanto movie. To indicate the moral value in the script and analysis of some conversation that contains sentences and phrases, the researcher took note and to understand visual language, the researcher used mise-en-scene. In accordance with the development of the theory and according to Bordwell et al. (2001), mise-en-scene is divided into four aspects. The main components are setting, costumes, lighting, and staging. As stated by Saputra (2022).

Data analysis

According to Cutting (2016), narrative representation in films is divided into four stages, especially for feature films: 1) Prologue, this prologue is introduced in a film, then the prologue is used to introduce the characters, and convince the audience that the story will be interesting, 2) Setting, The difference with the prologue, this section will raise the issue at hand by the character on his or her journey in the film. 3) Complications and Development, the audience will begin to witness the worst experiences of the characters in the film. Kindly plot, the story also becomes more complex than the other parts and 4) Climax and Epilogue, In this part, the whole story reaches its endpoint and the character's goal is reached. Like the prologue, the epilogue is not always in the film.

Table 1 Table specifications of ten characters

Moral values	Indicators
1. Wisdom	- Good judgment - They are careful in their actions - Be able to stay calm in difficult situations. - An inspiring leadirship
2. Justice	- Treating all individuals fairness and without discrimination.
3. Courage	- They are not afraid to be patient - They are confidence in standing up alone - Standing up for what is right
4. self-control	- be able managing emotions such as anger, frustration or anxiety. - Can motivate themselves to stay on track
5. Love	- Empathy for other - Service - Loyalty
6. positive attitude	- hope - empathy - sense of humor
7. hard work	- initiative - perseverance - goal setting
8. integrity	- following moral principles - having moral awerness
9. thankful	- happy life not easy to complain
10. humility	- responsibility for mistakes - admitting mistakes - making amends

Results and Discussion

The researcher used a narrative structure, starting from the prologue, setting, conflict, development, climax, and epilogue.

Results
Love

Love was illustrated through expressions of care and sacrifice within the Madrigal family. For example, Mirabel's determination to "save the miracle" reflects her devotion to protecting her family, while the reunion between Abuela and Bruno emphasizes the importance of reconciliation and deep familial bonds. Visual cues, such as tight embraces and supportive gestures, reinforced these themes of compassion and loyalty. The dialogue in the scene at minute 00:03:10 demonstrates love. Abuela tells Mirabel to make her family proud by helping others, and young Mirabel nods and repeats, "Make my family proud." This exchange shows that they care deeply for each other.

Another scene at minute (00:30:15) in which Abuela turns and heads back into her room demonstrates "love". At night, Mirabel went to the window and found Abuela there. She listens carefully and hears Abuela's words. Abuela felt worried about the magic and asked for help to protect the family and the miracle. When Mirabel heard that, and said "*I will save the miracle".* It means they love their family and want to help others. Moreover, the scene in which Mirabel reaches for the candle, but falters. The House supports her in the nick of time, propping her back up. The dialogue above demonstrates "love". Felix and Pepo yelling to Mirable need to get out of the house. They are worried that something bad will happen to Mirabel.

Scene 5 also shows love. There are two characters in the foreground in which the character talks about something and this is the first time. She was upset that Bruno had not really left the family and always wondered why. The dark lighting is also reflected through facial expressions, as the depressed man looks sad.

Positive Attitude

A positive attitude emerged in Mirabel's ability to remain calm, humorous, and optimistic despite challenges. Scenes of her interacting with family and peers demonstrated resilience, self-confidence, and the capacity to encourage others. It is shown in the dialogue 1 that demonstrates a "positive attitude". Mirabel nodded her head and listened to her grandma. Abuela smiles and stares at her when talking with Mirabel.

In scene 3, there are three characters: one in the foreground, and two in the background. From this place, we can assume that is in the village. The

girl in the foreground tells about the two characters in the background. Overall, they are so confident in the ability and power they have. Furthermore, this scene demonstrates a "positive attitude" where there are two characters. From that, we can assume that Mirabel gets a gift from a guy. In this situation, Mirabel still accept the gift and act calm and smile showing a good attitude to a guy.

This scene highlights the positive attitude displayed by Mirabel through her calm and gracious response. Despite the situation possibly being unexpected or emotionally charged, Mirabel chooses to respond with kindness and composure, accepting the gift with a genuine smile. Her behavior illustrates emotional maturity and respect toward others, reinforcing the importance of maintaining positivity even in uncertain or awkward moments. The confidence shown by the surrounding characters further amplifies the atmosphere of optimism and self-assurance within the community. Altogether, the scene communicates that a positive attitude involves not only confidence in oneself but also the ability to treat others with warmth, gratitude, and respect.

Fortitude/Courage

Fortitude/Courage was evident in Mirabel's bravery to confront family tensions and explore dangerous places like Bruno's hidden room, even without magical powers. Her willingness to speak the truth to Abuela, despite others' silence, further illustrates moral courage. It is supported by dialogue 1 in which Mirabel shows her bravery just by looking for a fact to save the miracle even in a dangerous way. she went to Bruno's room, where Casita couldn't help her in the dangerous situation, but she still did it.

The courage is also demonstrated through a scene where there are three characters in the foreground. Here, Mirabel is trying to explain something that happens. And in the background, Isabela looks messy with worried expressions. This scene portrays courage through Mirabel's willingness to confront a difficult situation despite uncertainty and emotional tension. Her attempt to explain what has happened reflects not only bravery in facing possible misunderstanding or blame but also a strong sense of responsibility toward her family. Meanwhile, Isabela's messy appearance and worried expression in the background highlight the emotional stakes of the moment, contrasting Mirabel's composed yet determined demeanor. The visual composition emphasizes that courage does not always appear as physical strength but as moral fortitude and openness to address uncomfortable truths, even when others may be anxious or fearful.

Hard Work

Hard work was most strongly embodied by Luisa, who tirelessly supported her family and community despite exhaustion. It is supported by the scene in which Lusia struggles in a hurricane to make her family proud. This scene clearly illustrates Luisa's perseverance and dedication as she continues to push herself beyond her physical limits in the face of adversity. Her struggle in the hurricane symbolizes the immense pressure she feels to uphold her family's expectations and to be the pillar of strength for everyone around her. Despite her exhaustion, Luisa's determination to keep going reflects an admirable sense of duty and selflessness. This depiction of hard work goes beyond mere physical labor—it embodies emotional resilience, persistence, and an unwavering commitment to others. Through this portrayal, the film communicates that true hard work often involves enduring challenges for the sake of love, responsibility, and the well-being of those we care about.

Mirabel also demonstrated perseverance when navigating obstacles independently, symbolizing determination and goal-setting. There is a scene in which she was going up the high stairs to save the miracle; it indicates that she is optimistic and hardworking. Mirabel's effort to climb the high stairs to save the miracle vividly represents her hard work and strong determination. This moment reflects her willingness to face challenges head-on, even without external help, showing her persistence and courage in pursuing what she believes in. The physical act of climbing symbolizes the uphill struggle she endures to protect her family's legacy and restore hope. Despite the difficulties she encounters, Mirabel remains optimistic and focused on her goal, embodying the essence of perseverance. Her actions demonstrate that hard work is not only about physical effort but also about maintaining faith, motivation, and resilience in the face of obstacles.

Wisdom

Wisdom was reflected in Mirabel's calm responses to difficult questions and her ability to persuade family members during conflict. Her leadership in guiding the family through adversity highlighted judgment, fairness, and thoughtful decision-making. The scene features children with curious expressions asking about Mirabel's gift, and the fact is Mirable didn't get one. In a hard situation, Mirabel did not get angry with sensitive questions. She is still calm and answers wisely.

Mirabel's calm and composed reaction to the children's sensitive questions demonstrates her inner strength and emotional endurance, which

can also be seen as a form of hard work. Maintaining self-control and responding wisely in a difficult situation requires persistence, patience, and maturity. Despite the emotional weight of not having a gift—a fact that could easily make her feel inferior or frustrated—Mirabel chooses understanding over anger. Her ability to stay composed reflects her ongoing effort to manage emotions and maintain harmony within the family. This scene highlights that hard work is not only physical effort but also the continuous mental and emotional labor of staying positive, thoughtful, and fair, even when faced with personal challenges.

Discussion

The film successfully presents an engaging story filled with life lessons that can be applied to character education in schools. Based on the analysis, the following key aspects are discussed further : The Influence of Visuals and Narrative on Moral Understanding : Encanto uses strong visual and narrative elements to implicitly convey moral messages. For example, the symbolism in the film, such as the cracking of the magical house (Casita), serves as a metaphor for the family's deteriorating relationships. This helps students understand moral concepts in a more concrete way. Teachers can use this visualization in class discussions to help students relate these moral situations to their own lives.

Moreover, the film contributes to both social-emotional learning and multicultural education. Characters such as Luisa highlight the importance of emotional regulation, while the Colombian cultural setting provides opportunities for students to appreciate diversity and respect different cultural values. Thus, *Encanto* serves not only as an engaging story but also as a pedagogical tool that fosters empathy, resilience, and cultural awareness. However, as this study is limited to a single case analysis, further research is needed to explore the broader applicability of film-based approaches in diverse educational contexts.

The findings of this study align with previous theoretical and empirical perspectives emphasizing the educational value of film in promoting students' moral understanding. As stated by Berkowitz and Bier (2004), films serve as engaging platforms that visualize complex moral ideas, allowing students to connect emotionally and cognitively with ethical concepts. Similarly, Mayer's (2001) multimedia learning theory supports the idea that combining visual and verbal elements enhances students' comprehension and retention, making films like *Encanto* effective tools for moral and character education. The moral values reflected in the film—such as courage, self-acceptance, cooperation, and perseverance—are consistent

with Lickona's (2016) ten core moral values framework, which underscores the importance of developing students' wisdom, justice, and positive attitude. These findings are also supported by prior studies, including Wulandari (2021), Putri et al. (2021), and Windriani (2020), who demonstrated that animated films effectively convey various moral dimensions, such as responsibility, integrity, and empathy, through relatable characters and narratives. Thus, *Encanto* not only embodies moral values relevant to elementary education but also provides a concrete, culturally rich medium for fostering social-emotional learning, multicultural awareness, and ethical reflection among students.

Overall, this analysis shows that the moral values conveyed through Encanto are highly relevant to character education in elementary schools. Teachers can use this film as an interactive and enjoyable learning tool to teach students about self-acceptance, cooperation, and the courage to face challenges.

Conclusion

The Encanto movie has valuable moral values, such as love, positive attitudes, fortitude/courage, hard work, and wisdom. It can be seen from specific scenes and dialogues. These findings highlight the film's potential as an engaging medium for character education, particularly in primary school contexts, by fostering empathy, resilience, and responsibility. The study also offers a novel contribution by positioning animated films not merely as entertainment, but as pedagogical resources that can enrich affective learning through guided discussions, storytelling, and role-playing.

Teachers should facilitate guided discussions, the movie help students reflect on the moral lessons and how they apply to real-life situations. Creative activities, such as role-playing and storytelling, can further engage students by allowing them to express and internalize these values in a fun and interactive way. Educators can also use the film to foster multicultural understanding, encouraging students to explore and appreciate cultural diversity. Additionally, the emotional intelligence portrayed by the characters presents an opportunity for teachers to incorporate lessons on managing emotions and building emotional resilience. Group projects analyzing specific scenes or characters can encourage critical thinking, teamwork, and the application of moral values in daily life. Finally, schools should consider the regular use of films as a dynamic and relatable method for moral education, offering students a more accessible way to engage with complex moral concepts. Nevertheless, *Encanto* emerges as a valuable resource for educators seeking to promote moral education and cultural awareness in a dynamic and relatable way.

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TIKTOK AS A SOCIAL MEDIA INFLUENCE ON LANGUAGE CHANGE AMONG STUDENTS OF ITEBIS PGRI DEWANTARA JOMBANG

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Abstract

The way university students use language is changing rapidly due to TikTok. This study aims to address that issue by looking at how students incorporate TikTok phrases into their in-person conversations as part of a larger shift in language. The research included four female college students from ITEBIS PGRI Dewantara Jombang, selected using purposive sampling. Information was collected through semi-structured interviews and analyzed qualitatively. The findings indicate that students frequently and unknowingly use phrases such as damn, pick me, red flag, healing, and cringe in their everyday conversations. These expressions go beyond online platforms, serving as means to convey humor, sarcasm, emotions, and social connections. Their usage reveals an unconscious adaptation, signifying identity and belonging within a community. The results show that the way these terms are used flexibly often points to a continuous change in spoken language influenced by interactions with peers and current trends. Therefore, TikTok serves not just as a source of entertainment but also as a driving force for informal language innovation, bringing in new phrases and promoting language evolution from the ground up within student groups.

Keywords: Change from below, change in progress, language change, Sociolinguistic, TikTok

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Introduction

Language is a constantly changing system that adjusts to its social and cultural surroundings. According to Panjaitan & Patria (2024), in today's digital age, this change has sped up a lot of because of social media, which promotes quicker, simpler, and more expressive ways to communictae. The common use of slang, abbrevariations, and memes shows how digital culture is altering language standarts, both online and in everyday talks. As noted by Natsir et al (2023), the impact of these platforms often goes unnoticed, as people naturally pick up expressions in their daily interactions.

This change is particularly clear on TikTok, a platform for short video that has changed the way young people connect and communicate. According to Nashrudina et al. (2025), TikTok has significant impact, its short video sty;e promotes viral trends, causing words like "delulu", "slay", and "healing", to become common in the everyday language of Indonesian youth. Safar et al. (2025) also point out that more than just a trendy way of speaking, expressions popularized by TikTok also reflect important sociolinguistics shifts, familiar terms take on new meaning, like "gas", "insecure", and language serves as a sign of group identity and social status.

Jebaselvi et al. (2023) also mentions that in Indonesia, university students are at the forefront of adopting such linguistic innovation, often blending English with local languages in ways that reflect both globalization and local adaption. However, Wiyanto (2021) examined that existing studies largely focus on describing online slang or code-mixing in structured context. Although these studies offer important insights, they largely overlook how expressions influenced by TikTok are unconsciuously woven info face-to-face conversations, especially among students at samller university located outside of big cities. This gap emphasizes the necessity for research that look at not just the language forms but also their practical roles in student communities.

Labov (1972) ideas about change from below and change in progress give us a helpful way to understand this gap. Labov suggests that unconscious changes usually start in casual, everyday situations and slowly

spread throughout a community, showing larger changes in language norms. TikTok, with its laid-back and youth-focused vibe, is a perfect place to watch these processes happening. By looking at how Indonesian university students interact verbally, we can see that digital expressions are not just things we find online but also indicators of a continuing linguistic change within speech communities.

This research looks into how language influenced by TikTOK is used in the everyday chats of students at ITEBIS PGRI Dewantara Jombang. It aims to answer three main questions: (1) How do students unknowingly use TikTok-inspired phrases in face-to-face conversations? (2) Which types of phrases are used the most and what purposes they serve in communication? (3) How do the patterns of usage differ among various academic levels and friend groups, showing a continuous change in language? By exploring these questions, this study helps us better understand how digital platforms lead to changes in language in Indonesia, especially among students in smaller educational institutions.

Research Methods

Research Design

This research used a qualitative field study method to explore how language is changing among students at ITEBIS PGRI Dewantara Jombang due to their use of TikTok. The study was guided by Labov (1972) theory regarding change in progress and change from below, which assisted in recognizing unconscious and ongoing shifts in language during actual communication situations. This method is effective for examining how casual digital interactions influence spontaneous change in language.

Participant

This research included four female undergraduate students from same department at ITEBIS PGRI Dewantara Jombang. The participants were chosen through purposive sampling because they actively used TikTok and often used language influenced by TikTok in their daily conversations. Even though they were all in the same academic program, participants differed in their year of study and personal communication styles, which offered valuable insights into how language trends spread within a local peer group. Each participant stated that they were familiar with the latest TikTok terms and recognized that they used expressions specific to the platform in both their online and offline conversations.

Data Collection

The information was gathered through in-person semi structured interviews. Each participant answered five open-ended questions that aimed to investigate how they use expressions influenced by TikTok, the situations in which they use them, why they choose to adopt these expressions, and their views on how these expressions circulate among their friends. The interviews took about 20 minutes and were recorded with the participants' permissions. The questions were designed to reflect natural language use and the participants' opinions on language trends, enabling them to elaborate and clarify their thoughts when needed.

Data Analysis

The interviews were written out and examined using thematic analysis. Each transcript was reviewed several times to spot repeated words and speaking patterns. Codes were given to phrases that showed important language behaviours like new words for example, "slay", "gas", "redflag", practical uses like humor or making identity, and how these spread among friend groups. These themes were the looked at through the ideas of Labov (1972) about change from below and change in progress. The analysis specifically aimed to find out if TikTok language was used unconsciously (change from below) and if the differences in how students used it showed a current change in language (change in progress). The study also looked at how shared phrases across different departments and academic levels could show diffusion within the speech community. The method of recognizing themes and analyzing the interview data was done with great care to guarantee the findings are reliable. To enchance the research quality even more, extra steps were taken to uphold its trustworthiness.

Trustwothiness

To make sure this study is trustworthy, we used four main criteria: credibility, transferability, dependability, and confirmability. We kept credibility highby spending a lot of time with the participant, carefully writing down what they said, and including direct quotes to show their real voices. For transferability, we gave detailed descriptions of the research context and the backgrounds of the participants, which helps readers see if the findings could apply to other situations. We ensured dependability by using the same methods for collecting data and analyzing themes, and we supported confirmability bu taking reflective noted and having discussions with peers to reduce any bias from the researcher.

Additionally, member checking was done to further confirm the findings. Once the transcription and initial interpretation were finished, the researcher provided summaries of the interview interpretations to the participants. They were asked to look over the findings, verify their accuracy, and propose any corrections if needed. This process helped enhance the study's credibility and made sure that the interpretations matched the participants' intended meanings.

Results and Discussion

Results

This section presents the results from interviews conducted with four female undergraduate students at ITEBIS PGRI Dewantara Jombang. The purpose was to explore the influence of social media, particularly TikTok, on their language usage, especially in offline conversations. Their responses indicated that social media has introduced a range of expression and speech patterns that the students not only comprehend but also incorporate into their daily interactions. The participants noted that they have begun to adopt specific vocabulary, phrases, and speaking styles they encountered online often without being aware of their origins or the shifts in meaning. This illustrates how language evolves organically and socially, frequently outside the influence of formal institutions. The subsequent discussion elaborates on these insights by applying Labov (1972) concepts of change from below and change in progress, alongside contemporary research on digital communication and youth language.

1. *Slang and Expression Adoption in Everyday Speech*

All four participants recognized that TikTok has had a big impact on how they communicate with their friends, especially in casual situations. They often brought up certain words or phrases that came from viral videoa and eventually became part of their everyday chats. For instance, the student 1 shared "*Sekarang tuh tiap ngobrol pasti nyelipin kata dari TikTok. Kayak ngomong 'redflag' kalo ada temen yang nyebelin, atau bilang 'cringe' kalo liat story orang yang norak*". Meanwhile, the student 2 confessed, "*Aku sih udah biasa ngomong 'damn', 'bestie', healing dulu lah' kalo lagi stress. Kadang tuh ngomong gitu bikin suasana jadi lebih santai*".

To gain a clearer picture of the types of expressions that are commonly used, the table below shows popular slang terms mentioned during the interviews, along with their meanings and how they are used.

Table 1. TikTok Slang Commonly Used by Students

Slang Word	Meaning/Interpretation
Red flag	A warning sign, especially in behaviour or character
Cringe	Something awkward, embarrassing, or annoying
Damn	Expression of shocks, amazement, annoyance, or emotional emphasize
Healing	Self-care or taking time to recover emotionally
Bestie	A close friend, used as a term of endearment
Mager	Short for "malas gerak", expressing laziness
Gas	To go for something enthusiastically
Pick me	A sarcastic label for someone who seeks attention or validation
Insecure	Feeling lack of self-confidence
Salty	Irritated, bitter, or jealous behaviour

2. Change from Below: Subconscious, Informal Language Change

Labov (1972) idea of change from below explains that language change usually starts in casual, low attention situations, often without speakers being aware of it. In this research, students often mentioned how they naturally used these phrases in conversations without any planning or consideration of whether it was 'correct'. For example, the student 3 said, "*Biasanya keluar tuh kayak 'mager banget guys', itu tuh udah jadi bahasa harian*". This indicates that TikTok phrases are not just absorbed but also take the place of local expressions because they are more convenient, funny, or emotionally clear.

3. Change in Progress: Variation and Social Spread

While some phrases were commonly used among participants, the interviews showed significant differences based on group traits like academic year and peer culture. Younger students were noted to be more adept at the latest slang, incorporating terms like "damn", "pick me girl",

and "salty" into their daily conversations, while older students seemed to use these expressions more carefully or selectively. One student remarked, "*Anak semester awal tuh biasanya lebih update. Mereka ngomong 'slay', 'pick me girl', 'salty' tuh udah kayak bahasa sehari-hari. Kakak tingkat ada juga yang pake tapi gak sebanyak itu*".

This indicates that the language influenced by TikTok is still changing, with different levels of acceptance among various student groups.

4. *Offline Integration: From Online Trend to Spoken Norm*

One of the key discoveries from this study is how TikTok phrases are being used in real-life, face-to-face conversations. Instead of just being limited to captions, comments, or online chats, these phrases are now commonly found in spontaneous spoken exchanges, especially in casual social situations. Participants frequently mentioned using these expressions in their daily conversations with friends, particularly during laid-back campus activities like talking in class, hanging out, or collaborating on assignments together.

Student 1 shared, "*Apalagi kalo lagi nongkrong sambil ngopi. Temen bilang 'males kuliah', aku langsung bilang 'mager parah bestie'.*" On other hand, the student 4 noted, "*Kalo ngobrol offline malah lebih lepas. Pasti ada yang nyeletuk 'cringe banget' pas bahas drama kampus*". These accounts indicate that the lines between online and offline communication are becoming increasingly indistinct.

These examples demonstrate that online slang has made its way into real-life social situations, becoming part of casual conversations in hangouts, classrooms, and group activities.

5. *Perceived Permanence and Future of TikTok Language*

Another fascinating point that came up during the interviews was how students think about the lasting power of language influenced by TikTok. When they were asked of, they thought these phrases would stick around or just fade away as fads, the answer was mixed. Some students believed that certain phrases had already become a permanent part of their everyday language and would probably stick around. As student 1 put it, "*Menurutku sebagian bakal bertahan. Kayak, 'bucin', 'mager', itu udah dari lama dan masih dipake*". This terms, which used to be considered slang, are now so widely accepted that they don't feel like trendy or borrowed phrases anymore; instead they are seen as a regular part of informal Indonesian among young people.

On the other hand, some students pointed out that even though the expressions might evolve over time, the process of borrowing, adapting, and replacing language will keep happening. Student 2 mentioned, "*Kayaknya bakal terus berkembang, tapi bakal ganti-ganti juga. Mungkin nanti kata 'damn' hilang, muncul kata baru lagi*". This shows an understanding that language is always changing and dynamic, with some words having a short life while others become more stable and part of everyday use.

These viewpoints show that students recognize how slang is always changing: some word settle in and become a part of casual Indonesian, while others just stay as fleeting trends.

Discussion

The result indicate that TikTok significantly influences language innovation amonguniversity students in Indonesia. Terms like 'red flag',

'cringe', and 'mager' exemplify Labov (1972) idea of change from below, where language evolves unconsciously during informal convesations. Students mentioned that they use these phrases naturally in their discussions, showing how interactions with peers help new expressions to spread.

Differeces among groups also match Labov's concept of change in progress. Younger students used the newest terms like 'slay', 'pick me girl', and 'salty' more often, while seniors were more selective in their usage. Al-Khasawneh (2023) support this unevenness, showing that age, exposure, and group identity play role in linguistic change.

The findings further emphasize the social roles of slang. In line with

Safar et al. (2025), terms from TikTok act not just as trends but also as means for humor, identity, and community. Notably, these phrases aren't limited to online interactions; they also find their way into face-to-face discussions Notably, these phrases aren't limited to online interactions; they also find their way into face-to-face discussions, reflecting Panjaitan & Patria (2024) idea of transmodality.

Students demonstrated an understanding of permanence: some words

'mager', 'bucin' have become stable, while others disappear quickly. This aligns with Nashrudina et al. (2025) perspective on the cyclical nature of language change, where slang words appear and vanish, but the cycle of renewal continues.

Although TikTok slang encourages creativity and self-expression, it also carries certain risks. Relying too much on casual language might blur the distinction between formal and informal styles, impact academic writing, and create gaps in communication between students and teachers. These insight highlight the importance of being linguistically flexible, allowing young speakers to switch between digital slang and formal language effectively.

Conclusion

This study indicates that TikTok significanty impacts the way university students at ITEBIS PGRI Dewantara Jombang communicate in their everyday conversations. The students mentioned that they use different expressions from TikTok, like "slay", "pick me", "red flag", and "healing", both online and in person. These terms have integrated into their everyday language, frequently coming up effortlessly in casual discussions with friends.

The language shift noted in this study points out two important sociolinguistic trend. First, it shows a clear case of change from below, where language develops naturally through casual use without being consciously acknowledged or formally instructed. Second, the various ways these expressions are utilized among different studen groups and social circles indicate that this is also a change that is still happening, an ongoing transformation within the speech community that keeps evolving and expanding.

In addition to making new words, expressions from TikTok have crucial social and emotional functions. Students use them to inject humor, exaggerate, give compliments, critique, or show frustration in ways that seem current and culturally significant. The way these expressions are woven into daily offline chats shows how much social media influences spoken language, particularly for younger people. This indicates that students aren't just passive viewers of online content: they're also proactive in creating new communication styles.

Future research should look into the wider and long-term effects of language changes driven by social media, especially in different areas, educational levels, and language backgrounds. Including male participants, various departments, or even studies across different campuses could provide more valuable comparisons. A long-term study would also help figure out if certain phrases become part of everyday language or fade away as trends change.

Moreover, teachers, linguists, and language policy makers should start to see digital language not just as slang or background noise, but as a sign of

changing social realities. Instead of pushing back against these changes, they could be welcomed as a way to connect with students better and to understand how language grows along with culture, technology, and identity..

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PROFESSIONAL WRITING ANXIETY AMONG INDONESIAN EFL STUDENTS: TYPES, CAUSES, AND COPING STRATEGIES

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Abstract

This study investigated professional writing anxiety among English Education students at Pattimura University, examining anxiety levels, types, causes, and coping strategies in workplace communication contexts. Using a sequential explanatory mixed-methods design, 57 students completed adapted Professional Writing Anxiety Inventory and Professional Writing Anxiety Causes Inventory instruments, while 12 purposively selected participants engaged in semi-structured interviews. Results revealed moderate anxiety levels across the population (M = 3.17), with cognitive anxiety emerging as the dominant dimension (M = 3.47), followed by somatic anxiety (M = 3.32) and avoidance behavior (M = 2.73). Time pressure served as the primary trigger for somatic responses, with 66.6% of students experiencing heart palpitations during time-constrained professional writing tasks. Causal analysis identified insufficient practice in professional writing formats (M = 3.67), linguistic difficulties (M = 3.63), and time pressure concerns (M = 3.60) as primary contributing factors. Qualitative findings revealed four sophisticated coping strategies: systematic preparation and quality control, cognitive and environmental regulation, social support utilization, and emerging technology integration. The study demonstrates that professional writing contexts create distinct anxiety patterns compared to general academic writing, requiring specialized pedagogical approaches. These findings contribute theoretical understanding of context-specific anxiety manifestation while providing evidence-based guidance for Professional Writing curriculum development in Indonesian EFL contexts.

Keywords: EFL students, Indonesian higher education, mixed-methods research, professional writing anxiety, workplace communication

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Introduction

When English Education students sit down to write their first business proposal or formal report, many experience a familiar tightness in their chest and racing thoughts about making mistakes. This phenomenon extends beyond typical academic writing challenges, as professional writing demands different skills, audiences, and consequences than the essays and analyses students have practiced throughout their studies (Zhang, 2019). The transition from academic to workplace writing creates unique psychological barriers that affect how students approach these tasks, yet this specific context remains underexplored in writing anxiety research. Understanding these experiences becomes crucial as English Education programs increasingly incorporate Professional Writing courses to prepare graduates for workplace communication demands (Violanti et al., 2024).

Writing anxiety has been recognized as a significant factor that influences students' writing performance and overall academic success. Research consistently shows that anxious writers often struggle with both the writing process and their final products, experiencing a three-dimensional anxiety framework that includes cognitive anxiety (negative thoughts and worry), somatic anxiety (physical symptoms), and avoidance behavior (task postponement or withdrawal) (Cheng, 2004; Li, 2022). Cognitive anxiety typically involves concerns about writing quality, fear of negative evaluation, and worry about making mistakes. In contrast, somatic anxiety manifests through physical symptoms such as sweating, trembling, or increased heart rate during writing tasks. Avoidance behavior represents the behavioral dimension where students postpone writing tasks, skip voluntary writing activities, or withdraw from writing-intensive courses altogether (Patty, 2025; Rasool et al., 2023). These varied manifestations create complex challenges for educators who must address multiple dimensions of anxiety simultaneously.

The professional writing context introduces additional complications that distinguish it from general academic writing anxiety. Unlike traditional essay writing, where the primary audience is the instructor, professional writing requires students to consider real workplace audiences with specific needs and expectations (Vengadasalam, 2023). Students must navigate unfamiliar genres such as business correspondence, project proposals, and technical reports while meeting professional standards they may not fully understand. This shift from academic to professional writing contexts creates new sources of anxiety related to audience awareness, genre conventions, and the perceived consequences of poor communication in workplace settings (Patty & Lekatompessy, 2025).

Indonesian research has provided valuable insights into writing anxiety patterns among EFL learners, though significant gaps remain in understanding professional writing anxiety. Several studies (Afdalia et al., 2023b; Nawawi et al., 2024; Nugraheni, 2023; Putra et al., 2024; Wahyuni et al., 2019; Yenti & Susanti, 2025) have consistently found that cognitive anxiety represents the most dominant type of writing anxiety among Indonesian EFL students, followed by somatic anxiety and avoidance behavior. These investigations revealed that students primarily experience cognitive anxiety through worries about grammar mistakes, negative evaluation, and their ability to express ideas clearly. In contrast, somatic anxiety appears as physical symptoms during writing tasks, and avoidance behavior manifests as procrastination or reluctance to engage in writing activities. However, all of these studies examined anxiety within general academic writing contexts such as essay writing or journal article composition, leaving professional writing anxiety largely unexplored in Indonesian EFL settings.

Several methodological and contextual limitations characterize existing research on writing anxiety in Indonesian contexts. The studies varied considerably in sample sizes and approaches, with some researchers examining small groups of students (Nawawi et al., 2024; Nugraheni, 2023; Yenti & Susanti, 2025) while others surveyed larger populations across different academic levels (Afdalia et al., 2023b; Putra et al., 2024; Wahyuni et al., 2019). Most investigations focused on identifying dominant anxiety types without systematically categorizing students into different anxiety level groups, which limits understanding of how anxiety severity affects different students (Afdalia et al., 2023b; Nawawi et al., 2024; Nugraheni, 2023; Yenti & Susanti, 2025). Additionally, previous research concentrated primarily on students in Sumatra, Kalimantan, Java, and Bali, creating a geographical gap regarding Eastern Indonesian contexts where different cultural and institutional factors may influence anxiety patterns.

The examination of anxiety causes in existing Indonesian studies, while informative, has not addressed the specific challenges of professional writing tasks. Researchers identified linguistic difficulties, time pressure, and teacher evaluation as primary anxiety sources (Afdalia et al., 2023b; Yenti & Susanti, 2025), but these findings emerged from studies of academic essays rather than workplace communication tasks like writing emails, reports, or business proposals. The absence of research specifically targeting Professional Writing courses means that educators lack evidence-based understanding of how workplace writing demands affect anxiety manifestation and what coping strategies students develop for professional communication contexts.

This mixed-methods study addresses these research gaps by examining writing anxiety among English Education students enrolled in Professional Writing courses at Pattimura University in Maluku. The investigation contributes to existing knowledge by extending writing anxiety research from general academic contexts to professional writing scenarios, providing a systematic analysis of anxiety levels across cognitive, somatic, and avoidance dimensions. The study employs adapted instruments from Cheng (2004) and Rezaei & Jafari (2014) to measure anxiety types and causes, followed by in-depth interviews to explore students' experiences and coping strategies. By focusing on Eastern Indonesian contexts, this research addresses both the geographical and contextual gaps in current literature while providing practical insights for Professional Writing curriculum development.

The study aims to determine the levels and types of writing anxiety experienced by students in Professional Writing courses, identify the primary causes of professional writing anxiety and how these manifest in workplace communication preparation, and explore the coping strategies students use to manage anxiety in professional writing situations. These findings will contribute theoretical understanding of writing anxiety in professional contexts while offering practical recommendations for English Education programs seeking to better prepare students for workplace communication demands. The research provides evidence-based insights for curriculum designers, writing instructors, and student support services working to enhance professional writing instruction in Indonesian EFL contexts.

Research Methods

This section outlines the methodological approach employed to investigate writing anxiety among English Education students in Professional Writing courses. The methodology includes five key components: research design, participant selection, instrumentation, data collection procedures, and analytical approaches. Each component was carefully designed to address the three primary research questions regarding anxiety types and levels, causal factors, and coping strategies in professional writing contexts.

Design

This study employed an explanatory sequential mixed-methods design, which involved collecting and analyzing quantitative data followed by qualitative data (Creswell & Creswell, 2023) to provide a comprehensive understanding of professional writing anxiety phenomena. The quantitative phase served as the foundation for measuring anxiety levels and types using

standardized instruments. In contrast, the qualitative phase provided an in-depth exploration of students' lived experiences, causal perceptions, and coping mechanisms. The explanatory design was particularly appropriate for this investigation because it allowed the researcher first to establish patterns of anxiety manifestation across the student population, then explore the underlying mechanisms and individual variations that explain these patterns.

Participants

The study involved English Education students enrolled in Professional Writing courses at Pattimura University during the 2025/2026 academic year. For the quantitative phase, 57 students from Class B participated in the survey administration, representing 95% of the total population (N=60) of students taking Professional Writing courses. Participant ages ranged from 18 to 25 years, with the majority being female students, reflecting the typical demographic composition of English Education programs. All participants had completed at least one semester of previous writing instruction and were currently engaged in professional writing tasks, including business correspondence, proposals, and reports. A pilot study was conducted with 20 students from Class A, who were excluded from the main study population to avoid contamination. For the qualitative phase, 12 students were purposively selected from the quantitative sample using a maximum variation sampling strategy. The qualitative participants were stratified across two anxiety level groups based on their questionnaire scores: six students from the high anxiety group and four from the moderate anxiety group. There were no students categorized in the low anxiety group.

Instrument

Two primary instruments were utilized to collect quantitative data addressing research questions one and two regarding anxiety patterns and causes. The Professional Writing Anxiety Inventory (PWAI) was adapted from Cheng's (2004) Second Language Writing Anxiety Inventory to measure three dimensions of anxiety: cognitive anxiety (8 items), somatic anxiety (7 items), and avoidance behavior (7 items). The adaptation process involved modifying item contexts from general L2 writing to professional writing scenarios, such as changing "writing English compositions" to "writing professional documents" and incorporating workplace communication contexts. The Professional Writing Anxiety Causes Inventory (PWACI) was adapted from Rezaei & Jafari's (2014) Causes of Writing Anxiety Inventory, containing 10 items that explore factors contributing to anxiety in professional writing contexts. Both instruments employed 5-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree), with reverse-

scored items appropriately recoded during analysis. The pilot study with 20 students from Class A demonstrated that all items in both instruments were valid and showed acceptable reliability coefficients, with Cronbach's alpha values of 0.89 for PWAI total scale and 0.85 for PWACI. For the qualitative phase addressing research question three, a semi-structured interview protocol was developed specifically to explore coping strategies employed by students when experiencing writing anxiety in professional writing situations.

Data Collection

Data collection proceeded in two sequential phases during the 2025/2026 academic year. The quantitative phase began with a pilot study involving 20 students from Class A to validate the adapted instruments and assess their psychometric properties. Following successful pilot testing, the main quantitative data collection was conducted with 57 students from Class B during regular class sessions. Students completed both PWAI and PWACI instruments in approximately 20 minutes under standardized conditions. Participation was voluntary, and anonymity was maintained through coded identification systems to ensure ethical data collection procedures. Following quantitative data analysis, participants for the qualitative phase were identified based on their anxiety level scores and contacted for interview participation. Individual semi-structured interviews were conducted with 12 selected participants, lasting 45-60 minutes each. All interviews were audio-recorded with participant consent and conducted in a comfortable, private setting to encourage honest reflection on anxiety experiences and coping strategies. Member checking was employed by providing participants with interview summaries for verification and clarification of their responses to ensure accuracy of data interpretation.

Data analysis

Quantitative data analysis was conducted using SPSS version 28, focusing exclusively on descriptive statistical procedures to address research questions one and two. Data screening procedures included missing value analysis and outlier detection to ensure data quality. Descriptive statistics were calculated, including frequency distributions, percentages, and mean scores for demographic variables and anxiety measures across the three dimensions of cognitive anxiety, somatic anxiety, and avoidance behavior. Mean scores were also computed for each item in the PWACI to identify the most prominent causal factors. Internal consistency reliability was assessed using Cronbach's alpha coefficients for each subscale and total anxiety measures. Anxiety levels were categorized using the interpretation criteria

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shown in Table 1, which provides clear-cut-off scores for determining low, moderate, and high levels of anxiety and causal factors.

Table 1. Interpretation Criteria for Anxiety Levels and Causal Factors

Level Category	Score Range	Interpretation
Low	1.00 - 2.33	Minimal anxiety/causal influence
Moderate	2.34 - 3.66	Moderate anxiety/causal influence
High	3.67 - 5.00	High anxiety/causal influence

Qualitative data analysis followed Naeem et al.'s systematic thematic analysis approach, enhanced through AI-assisted analysis using ChatGPT (Naeem et al., 2025). ChatGPT was first familiarized with the research context, including research objectives, theoretical underpinnings, participant demographics, and the systematic thematic analysis process. The analysis proceeded through six systematic steps: (1) familiarization with interview transcripts and selection of relevant quotations addressing coping strategies, (2) selection of keywords using the 6 Rs framework (realness, richness, repetition, rationale, repartee, and regal), (3) coding of keywords and quotations using the 6 Rs coding framework (robust, reflective, resplendent, relevant, radical, and righteous), (4) theme development by clustering related codes using the 4 Rs framework (reciprocal, recognizable, responsive, and resourceful), (5) conceptualization through interpretation of themes within the research's theoretical context, and (6) development of a conceptual framework linking identified coping strategies. Structured prompts were provided to ChatGPT to ensure consistency with the research objectives and theoretical framework. Member checking was employed to validate AI-generated themes with original interview participants, and the researcher maintained oversight of all analytical decisions to ensure alignment with research question three regarding students' coping strategies for managing professional writing anxiety.

Results and Discussion

This section presents and interprets findings from the mixed-methods investigation into professional writing anxiety among English Education students at Pattimura University. Results address three research questions through quantitative analysis of anxiety levels and causes using adapted inventories, followed by qualitative exploration of coping strategies via systematic thematic analysis. The discussion situates these findings within Indonesian EFL writing anxiety literature, examining theoretical contributions and practical implications for Professional Writing curriculum development.

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Results

Levels and Types of Professional Writing Anxiety

The analysis of professional writing anxiety among 57 English Education students at Pattimura University reveals moderate anxiety levels across the study population. The overall mean anxiety score of 3.17 indicates that students experience meaningful psychological challenges when engaged in professional writing tasks, though these remain within manageable ranges for educational intervention. Table 2 shows the distribution of students across anxiety levels, with 82.5% of participants falling within the moderate anxiety category and 17.5% experiencing high anxiety levels. No students demonstrated low anxiety levels, suggesting that professional writing tasks universally generate some degree of psychological response among this population.

Table 2.Overall Writing Anxiety Levels and Student Distribution

Anxiety Level	Number of Students	Percentage	Overall Mean Score
Low	0	0.0%	-
Moderate	47	82.5%	3.00
High	10	17.5%	4.05
Total	**57**	**100.0%**	**3.17**

The examination of anxiety dimensions reveals distinct patterns across cognitive, somatic, and avoidance components. Table 3 presents the descriptive statistics and distribution patterns for each anxiety type, demonstrating that cognitive anxiety emerges as the most prominent concern among students. Cognitive anxiety achieved the highest mean score of 3.47, followed by somatic anxiety at 3.32 and avoidance behavior at 2.73. The distribution data indicate that 35.1% of students experience high levels of cognitive anxiety, compared to 26.3% for somatic anxiety and 17.5% for avoidance behavior. These findings suggest that mental and emotional aspects of writing anxiety pose greater challenges than physical symptoms or behavioral avoidance patterns.

Table 3. Professional Writing Anxiety Types: Descriptive Statistics and Distribution

Anxiety Type	Mean Score	Level	Low (n, %)	Moderate (n, %)	High (n, %)
Cognitive Anxiety	3.47	Moderate	4	33	20

Anxiety Type	Mean Score	Level	Low (n, %)	Moderate (n, %)	High (n, %)
Somatic Anxiety	3.32	Moderate	(7.0%) 4	(57.9%) 38	(35.1%) 15
Avoidance Behavior	2.73	Moderate	(7.0%) 0	(66.7%) 47	(26.3%) 10
			(0.0%)	(82.5%)	(17.5%)
Overall Anxiety	**3.17**	**Moderate**			

The visual representation of anxiety types in Figure 1 illustrates the hierarchical pattern of anxiety manifestation, with cognitive anxiety clearly exceeding both somatic and avoidance dimensions. This pattern indicates that students' primary concerns center on evaluation fears, performance worries, and quality concerns rather than physical discomfort or task avoidance. The moderate classification across all dimensions suggests that professional writing anxiety manifests as a multifaceted experience requiring comprehensive intervention approaches.

Figure 1. Professional Writing Anxiety Types: Mean Scores by Dimension
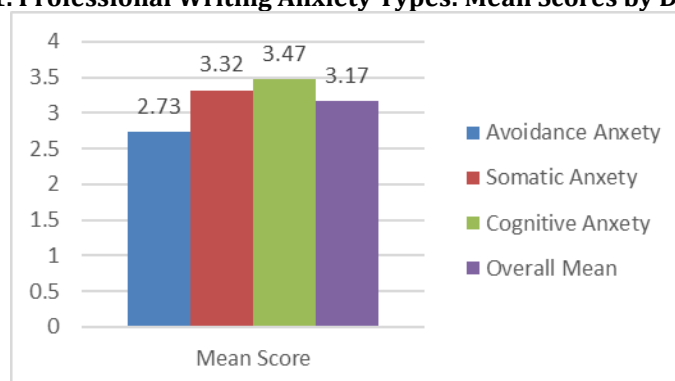
The detailed analysis of somatic anxiety items reveals time pressure as the primary trigger for physical anxiety symptoms during professional writing tasks. Table 4 presents the complete response distribution for somatic anxiety items, showing that Item S1 (feeling heart pounding when writing professional documents under time constraints) achieved the highest mean score of 3.75, placing it in the high anxiety category. The response pattern for this item indicates that 66.6% of students either agree or strongly agree with experiencing heart palpitations during time-constrained professional writing tasks. Items S4 (thoughts becoming jumbled under time constraints) and S5 (feeling panic under time pressure) also demonstrate elevated scores of 3.65 and 3.67, respectively. These findings establish time constraints as a critical factor that transforms moderate writing challenges into high-intensity somatic responses. The predominance of time-related anxiety items in the moderate to high range indicates that temporal pressure represents a primary physiological stressor in professional writing contexts.

Table 4. Somatic Anxiety Item Analysis

Item	Statement	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)	Mean	Level
S1	I feel my heart pounding when writing professional documents under time constraints	2 (3.5%)	1 (1.8%)	16 (28.1%)	28 (49.1%)	10 (17.5%)	3.75	High
S2	My mind often goes blank when I start working on professional writing assignments	1 (1.8%)	12 (21.1%)	23 (40.4%)	12 (21.1%)	9 (15.8%)	3.28	Moderate
S3	I tremble or perspire when writing professional documents under time pressure	1 (1.8%)	14 (24.6%)	16 (28.1%)	19 (33.3%)	7 (12.3%)	3.30	Moderate
S4	My thoughts become jumbled when writing professional documents under time constraints	0 (0.0%)	8 (14.0%)	10 (17.5%)	33 (57.9%)	6 (10.5%)	3.65	Moderate
S5	I often feel panic when writing professional documents under time constraints	1 (1.8%)	5 (8.8%)	14 (24.6%)	29 (50.9%)	8 (14.0%)	3.67	Moderate
S6	I usually feel my whole body rigid and tense when writing professional documents	5 (8.8%)	25 (43.9%)	17 (29.8%)	9 (15.8%)	1 (1.8%)	2.58	Moderate
S7	I freeze up when unexpectedly asked to write professional documents	4 (7.0%)	14 (24.6%)	21 (36.8%)	14 (24.6%)	4 (7.0%)	3.00	Moderate
						Overall Mean	**3.32**	**Moderate**

Cognitive anxiety demonstrates the most concerning patterns, with evaluation-related fears dominating student experiences in professional writing contexts. Table 5 displays the comprehensive response patterns for cognitive anxiety items, revealing that Item C4 (worrying about receiving a poor grade when professional documents are evaluated) achieved the highest mean score of 3.88 in the high anxiety category. The distribution data shows that 68.4% of students either agree or strongly agree with experiencing evaluation anxiety, establishing assessment concerns as the primary source of cognitive distress. Item C2 (feeling worried and uneasy when knowing professional writing will be evaluated) also demonstrates elevated anxiety levels with a mean score of 3.63. The pattern across cognitive items reveals a consistent focus on external judgment and performance evaluation as central anxiety triggers. The reverse-scored items (C1, C3, C6, C8) provide validation for the anxiety measurement, with

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response patterns confirming genuine anxiety experiences rather than socially desirable responding. The predominance of evaluation-related concerns suggests that cognitive anxiety in professional writing contexts stems primarily from fear of judgment and assessment rather than general writing confidence issues.

Table 5. Cognitive Anxiety Item Analysis

Item	Statement	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)	Mean	Level
C1	While writing professional documents, I'm not nervous at all	0 (0.0%)	6 (10.5%)	27 (47.4%)	16 (28.1%)	8 (14.0%)	3.46	Moderate
C2	When writing professional documents, I feel worried and uneasy because I know they will be evaluated	3 (5.3%)	5 (8.8%)	12 (21.1%)	27 (47.4%)	10 (17.5%)	3.63	Moderate
C3	I don't worry that my professional writing is worse than others'	3 (5.3%)	9 (15.8%)	21 (36.8%)	17 (29.8%)	7 (12.3%)	3.28	Moderate
C4	If my professional document is to be evaluated, I worry about receiving a poor grade	1 (1.8%)	4 (7.0%)	13 (22.8%)	22 (38.6%)	17 (29.8%)	3.88	High
C5	I am afraid that other students would criticize my professional writing if they read it	4 (7.0%)	9 (15.8%)	13 (22.8%)	15 (26.3%)	16 (28.1%)	3.53	Moderate
C6	I don't worry at all about what other people think of my professional documents	4 (7.0%)	9 (15.8%)	16 (28.1%)	16 (28.1%)	12 (21.1%)	3.40	Moderate
C7	I'm afraid of my professional writing being chosen as a sample for class discussion	2 (3.5%)	12 (21.1%)	22 (38.6%)	9 (15.8%)	12 (21.1%)	3.30	Moderate
C8	I'm not afraid that my professional documents would be rated as very poor	2 (3.5%)	14 (24.6%)	17 (29.8%)	14 (24.6%)	10 (17.5%)	3.28	Moderate
						Overall Mean	3.47	Moderate

The avoidance behavior dimension presents a paradoxical pattern where students experience behavioral anxiety tendencies while maintaining engagement with professional writing tasks. Table 6 illustrates the response distributions for avoidance behavior items, with all students falling into moderate or high anxiety categories for this dimension. Item A1 (often choosing to write down thoughts in professional formats) demonstrates the highest mean score of 3.11 among avoidance items, though when reverse-scored, this indicates positive engagement behavior despite anxiety. Items A2 (doing best to avoid writing professional documents) and A3 (avoiding situations requiring professional writing) receive moderate scores of 2.60 and 2.54 respectively, suggesting that students experience avoidance

tendencies without complete withdrawal from professional writing activities. The reverse-scored items (A1, A6, A7) reveal that students continue seeking writing opportunities and choosing professional formats when possible. This pattern indicates that, despite experiencing anxiety, many students demonstrate resilience by maintaining engagement with professional writing tasks rather than adopting complete avoidance strategies.

Table 6. Avoidance Behavior Item Analysis

Item	Statement	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)	Mean	Level
A1	I often choose to write down my thoughts in professional formats	1 (1.8%)	13 (22.8%)	26 (45.6%)	13 (22.8%)	4 (7.0%)	3.11	Moderate
A2	I usually do my best to avoid writing professional documents	1 (1.8%)	29 (50.9%)	21 (36.8%)	4 (7.0%)	2 (3.5%)	2.60	Moderate
A3	I do my best to avoid situations requiring professional writing	4 (7.0%)	28 (49.1%)	18 (31.6%)	4 (7.0%)	3 (5.3%)	2.54	Moderate
A4	Unless I have no choice, I would not use professional writing formats	4 (7.0%)	16 (28.1%)	25 (43.9%)	8 (14.0%)	4 (7.0%)	2.86	Moderate
A5	I would do my best to excuse myself if asked to write professional documents	9 (15.8%)	25 (43.9%)	17 (29.8%)	5 (8.8%)	1 (1.8%)	2.37	Moderate
A6	I usually seek opportunities to write professional documents outside of class	4 (7.0%)	9 (15.8%)	31 (54.4%)	9 (15.8%)	4 (7.0%)	3.00	Moderate
A7	Whenever possible, I would choose to write using professional formats	5 (8.8%)	17 (29.8%)	29 (50.9%)	4 (7.0%)	2 (3.5%)	2.67	Moderate
						Overall Mean	**2.73**	**Moderate**

These findings establish professional writing anxiety as a moderate but universal phenomenon among English Education students at Pattimura University. The dominance of cognitive anxiety, particularly evaluation fears and grade-related concerns, suggests that intervention strategies should prioritize addressing mental and emotional aspects of writing anxiety. The identification of time constraints as a critical trigger for somatic responses indicates that time management strategies and pressure reduction techniques may prove beneficial for managing physical anxiety symptoms. The continued engagement despite anxiety in the avoidance dimension represents a positive finding, suggesting that students remain motivated to develop professional writing skills despite experiencing meaningful psychological challenges. The comprehensive analysis across all three anxiety dimensions provides a foundation for developing targeted interventions that address the specific manifestations of professional writing anxiety in Indonesian EFL contexts.

Causes of Professional Writing Anxiety

The analysis of factors contributing to professional writing anxiety reveals a complex pattern of interrelated causes that operate at linguistic, pedagogical, and psychological levels. All ten identified causal factors demonstrated moderate levels of influence, with mean scores ranging from 3.19 to 3.67, indicating that multiple factors contribute simultaneously to professional writing anxiety rather than any single dominant cause. Table 7 presents the comprehensive analysis of causal factors as measured by the Professional Writing Anxiety Causes Inventory, showing that all factors achieve moderate influence levels among students. The absence of low-level causal factors suggests that professional writing anxiety stems from legitimate pedagogical and contextual challenges rather than minor concerns that could be easily addressed through simple interventions.

Table 7. Causes of Professional Writing Anxiety

Item	Causal Factor	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)	Mean	Level
3	I lack sufficient practice in professional writing formats.	0 (0.0%)	4 (7.0%)	17 (29.8%)	30 (52.6%)	6 (10.5%)	3.67	Moderate
6	I experience linguistic difficulties (inadequate business vocabulary, formal sentence structure, professional tone).	1 (1.8%)	4 (7.0%)	17 (29.8%)	28 (49.1%)	7 (12.3%)	3.63	Moderate
9	I worry about writing under time pressure typical in work environments.	2 (3.5%)	4 (7.0%)	17 (29.8%)	26 (45.6%)	8 (14.0%)	3.60	Moderate
7	I feel pressure to produce perfect work, meeting professional standards.	1 (1.8%)	4 (7.0%)	20 (35.1%)	26 (45.6%)	6 (10.5%)	3.56	Moderate
5	I have difficulty determining appropriate content for workplace communication scenarios.	1 (1.8%)	8 (14.0%)	19 (33.3%)	24 (42.1%)	5 (8.8%)	3.42	Moderate
10	I have low self-confidence in my professional writing ability.	1 (1.8%)	10 (17.5%)	17 (29.8%)	25 (43.9%)	4 (7.0%)	3.37	Moderate
1	I worry about negative feedback and evaluation from lecturers.	1 (1.8%)	7 (12.3%)	25 (43.9%)	20 (35.1%)	4 (7.0%)	3.33	Moderate
8	I feel anxious about the frequency of	1 (1.8%)	11 (19.3%)	18 (31.6%)	25 (43.9%)	2 (3.5%)	3.28	Moderate

Item	Causal Factor	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)	Mean	Level
	professional writing tasks.							
4	I lack adequate knowledge about professional writing techniques and conventions.	1 (1.8%)	10 (17.5%)	22 (38.6%)	22 (38.6%)	2 (3.5%)	3.25	Moderate
2	I fear professional writing tasks and examinations.	1 (1.8%)	10 (17.5%)	25 (43.9%)	19 (33.3%)	2 (3.5%)	3.19	Moderate

The intensity ranking of causal factors presented in Table 7 reveals a hierarchical pattern where linguistic and practice-related challenges dominate the causal landscape of professional writing anxiety. The data shows that lack of sufficient practice in professional writing formats (Item 3, M = 3.67) emerges as the most significant contributor, followed closely by linguistic difficulties (Item 6, M = 3.63) and time pressure concerns (Item 9, M = 3.60). This pattern indicates that students recognize concrete skill deficits and authentic workplace conditions as primary sources of anxiety rather than general apprehension or minor concerns.

The examination of response distributions in Table 7 reveals significant variation in how students experience different causal factors, with practice and linguistic concerns demonstrating the strongest agreement patterns. Item 3 (lack of sufficient practice in professional writing formats) shows the most concentrated response pattern, with 63.1% of students indicating agreement or strong agreement, and no students disagreeing with this factor. This distribution pattern suggests widespread recognition that limited exposure to professional writing genres constitutes a fundamental barrier to confident performance. Item 6 (linguistic difficulties) demonstrates a similar concentration, with 61.4% of students acknowledging challenges with business vocabulary, formal sentence structures, and professional tone requirements. The strong agreement patterns for these items indicate that students accurately identify concrete skill deficits as primary sources of anxiety, distinguishing professional writing anxiety from generalized writing apprehension.

Time pressure and perfectionist concerns exhibit moderately strong response patterns that reflect authentic workplace conditions and student awareness of professional standards. Item 9 (worry about writing under time pressure typical in work environments) demonstrates 59.6% agreement or strong agreement, indicating that students understand temporal constraints as inherent features of professional communication contexts. The response distribution shows relatively few students disagreeing with time pressure as

a source of anxiety (10.5%), suggesting realistic awareness of workplace writing demands. Item 7 (pressure to produce perfect work meeting professional standards) achieves 56.1% agreement levels, reflecting students' recognition that professional writing operates under quality expectations that exceed typical academic standards. These workplace-contextual factors demonstrate students' sophisticated understanding of professional communication demands while highlighting their concerns about meeting these expectations efficiently.

Content determination and confidence factors reveal important but somewhat different response patterns that indicate strategic and psychological dimensions of professional writing anxiety. Item 5 (difficulty determining appropriate content for workplace communication scenarios) shows 50.9% agreement levels with relatively balanced response distributions, suggesting that while content determination represents a significant challenge for many students, others may feel more confident in this area. The moderate agreement pattern indicates that content selection skills vary among students, possibly reflecting different levels of workplace exposure or strategic thinking development. Item 10 (low self-confidence in professional writing ability) demonstrates similar agreement levels (50.9%), with response distributions indicating that confidence levels vary considerably across the student population. These patterns suggest that content determination and confidence represent individual difference factors that compound the more universal challenges of linguistic skills and practice opportunities.

Evaluation and institutional factors demonstrate the most distributed response patterns, indicating considerable individual variation in how students perceive external pressures and institutional demands. Item 1 (worry about negative feedback and evaluation from lecturers) shows 42.1% agreement levels with substantial representation across all response categories, suggesting that evaluation anxiety varies significantly among students. The distributed response pattern indicates that while some students experience considerable evaluation anxiety, others appear more resilient to assessment pressures in professional writing contexts. Item 8 (anxiety about frequency of professional writing tasks) demonstrates similar distribution patterns with 47.4% agreement levels, reflecting varied tolerance for professional writing task loads. These patterns suggest that evaluation and frequency concerns represent individual difference factors rather than universal challenges, distinguishing them from the more consistently problematic areas of linguistic skills and practice opportunities.

Knowledge and task-specific factors occupy the lower end of the causal intensity spectrum while maintaining moderate influence levels that warrant

instructional attention. Item 4 (lack of adequate knowledge about professional writing techniques and conventions) achieves 42.1% agreement with balanced response distributions, indicating that while some students recognize knowledge gaps, others may feel adequately prepared in the theoretical understanding of professional writing principles. The moderate agreement pattern suggests that knowledge deficits may be less problematic than practical application challenges, supporting the higher rankings of practice and linguistic factors. Item 2 (fear of professional writing tasks and examinations) demonstrates the lowest intensity (36.8% agreement) with the most distributed response pattern, indicating that task-specific fear represents the least universal concern among identified causal factors. This pattern suggests that students approach professional writing with realistic rather than debilitating anxiety levels, focusing concerns on legitimate skill and preparation challenges rather than generalized apprehension.

The comprehensive analysis of causal factors establishes a clear hierarchy where concrete skill deficits create the primary foundation for professional writing anxiety, followed by authentic workplace conditions and individual difference factors. The systematic response patterns indicate that students demonstrate realistic self-assessment of their professional writing preparation needs, focusing anxiety on legitimate educational challenges rather than easily addressed concerns. This evidence-based understanding of causal factors provides essential guidance for curriculum development and instructional prioritization in professional writing courses designed to prepare English Education students for authentic workplace communication demands. The moderate levels across all factors suggest that effective interventions must address multiple dimensions simultaneously while prioritizing the linguistic and practice-related foundations that contribute most significantly to professional writing anxiety.

Coping Strategies for Professional Writing Anxiety

The qualitative analysis of coping strategies employed by students to manage professional writing anxiety reveals four primary approaches that demonstrate active engagement with anxiety management rather than avoidance behaviors. Through systematic thematic analysis of interview responses from 12 purposively selected participants, clear patterns emerged regarding how students navigate professional writing challenges. The identified strategies encompass systematic preparation and quality control, cognitive and environmental regulation, social support utilization, and emerging technology integration. These findings indicate that students demonstrate problem-solving orientation and recognize the multifaceted

nature of professional writing anxiety, though the sophistication of strategies varies considerably across participants.

Systematic preparation and quality control strategies represent the most comprehensive approach employed by students to manage professional writing anxiety through structured planning and careful attention to standards. Students consistently prioritize preparation, with Student S01 explaining: *"I usually outline first before starting to write,"* and Student S05 describing: *"I usually write a summary first of what I'm thinking and want to write on scratch paper, then after I feel it's right, I can copy it again."* Reference seeking behaviors appear systematically across anxiety levels, with Student S07 noting: *"I look for several examples on the internet or similar sources before writing, then from what I write I check the grammar again."* Quality assurance practices integrate naturally with preparation strategies, as Student S12 demonstrates: *"I usually make a brief outline before writing so that the message I want to convey can stay structured. I also read my writing several times to ensure clarity, good grammar, and appropriate tone. Besides that, I try to compare it with examples of good professional writing as a reference, so I'm more confident."* The dominance of preparation-focused strategies indicates that students accurately identify skill development and systematic planning as primary means of anxiety reduction, reflecting a realistic assessment of their professional writing preparation needs.

Cognitive and environmental regulation strategies demonstrate students' awareness that both internal mental states and external conditions significantly influence anxiety levels and writing performance. Self-regulation approaches include basic calming techniques, with Student S03 explaining: *"I usually try to calm my mind first, then convince myself that I can do it,"* and Student S08 detailing: *"I personally just try to calm my heart and mind, with deep inhale and exhale. This way I feel calmer and more focused."* Environmental optimization appears as a sophisticated understanding of contextual factors, with Student S12 describing comprehensive atmospheric management: *"When I'm anxious, I don't want to add to the mental burden that can make me stressed and eventually disturbed for writing, so I'll work on the writing calmly, and the situation also usually has to be adjusted to the mood. Sometimes it has to be in a quiet environment, sometimes playing songs, and sometimes just playing instruments to help the mind be more concentrated and calm so it's not distracted by the anxiety."* Time management emerges as a critical component, with Student S10 noting: *"I'll try to manage my writing time earlier so I'm not rushed and can write more calmly."* These strategies indicate recognition of anxiety's psychological and contextual dimensions, though the relatively basic nature of cognitive techniques suggests a need for more sophisticated anxiety management training.

Social support utilization strategies reflect students' understanding that collaborative approaches enhance both writing quality and anxiety management in professional contexts. Peer review seeking appears consistently across participants, with Student S03 describing: *"I ask close friends to review my writing"* and Student S04 explaining: *"I give it to friends/colleagues to read first so that they can assess it, maybe there are things I can improve before submitting."* Collaborative problem-solving extends beyond simple feedback, with Student S08 noting: *"I look for other people's opinions and chat to get new ideas"* for addressing challenging writing tasks. Technology integration emerges within social support contexts, as Student S02 describes: *"Sometimes, I ask ChatGPT whether my writing is good enough or not,"* indicating recognition of digital tools as supplementary support resources. The prominence of social strategies indicates that students recognize professional writing as inherently collaborative and understand the value of external perspectives in reducing anxiety and improving outcomes.

The comprehensive analysis reveals that students employ diverse, interconnected strategies that address multiple dimensions of professional writing anxiety simultaneously. The predominance of systematic preparation approaches suggests accurate self-assessment of skill development needs. At the same time, the integration of cognitive, environmental, and social strategies demonstrates a sophisticated understanding of anxiety's multifaceted nature. However, the relatively basic cognitive regulation techniques and emerging status of technology integration indicate areas requiring enhanced instructional support. These findings provide evidence-based guidance for developing professional writing instruction that addresses both skill development and anxiety management components, recognizing students' existing problem-solving capabilities while identifying areas for strategic enhancement in preparing students for authentic workplace communication demands.

Discussion

This investigation examined professional writing anxiety among English Education students at Pattimura University, revealing distinctive patterns that extend current understanding of writing anxiety in Indonesian EFL contexts. The findings demonstrate that professional writing anxiety manifests as a moderate but universal phenomenon, with cognitive anxiety emerging as the dominant dimension, time pressure serving as the primary somatic trigger, and students maintaining engagement despite experiencing meaningful psychological challenges. These results provide empirical

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evidence for the unique characteristics of professional writing anxiety while illuminating the specific challenges faced by Indonesian EFL students preparing for workplace communication demands.

The predominance of cognitive anxiety aligns consistently with established patterns in Indonesian EFL writing research, confirming findings from several studies (Afdalia et al., 2023b; Nawawi et al., 2024; Nugraheni, 2023; Putra et al., 2024; Wahyuni et al., 2019; Yenti & Susanti, 2025), all of whom documented cognitive anxiety as the most dominant type among Indonesian students. However, this study's professional writing context reveals intensified evaluation fears and grade-related concerns that extend beyond the general academic writing scenarios examined in previous research. While Wahyuni et al. (2019) found moderate anxiety levels among 132 EFL undergraduates in general writing tasks, and Nugraheni (2023) documented cognitive preoccupation in essay writing among 25 fourth-semester students, the current study demonstrates that professional writing contexts amplify these concerns through workplace-specific demands. The specific manifestation of evaluation fears identified here corroborates Li's (2022) meta-analysis of 84 effect sizes, which established moderate to strong associations between cognitive anxiety and performance concerns under evaluative conditions, while supporting Rasool et al.'s (2023) findings among Pakistani pre-service teachers, where cognitive anxiety achieved the highest mean scores.

The identification of time pressure as the primary trigger for somatic anxiety symptoms provides new insights into the physiological dimensions of professional writing anxiety that distinguish it from general academic writing contexts. The finding that 66.6% of students experienced heart palpitations during time-constrained professional writing tasks extends previous Indonesian research, where time pressure was identified as a contributing factor but not systematically analyzed as a primary somatic trigger. Nawawi et al. (2024) noted time pressure and rigid exam formats as heightening somatic arousal. Putra et al. (2024) found that tight time limits for classroom tasks exacerbated somatic responses among secondary students. However, the professional writing context appears to intensify these responses because students recognize that workplace communication operates under authentic temporal constraints that differ qualitatively from academic deadlines. This finding challenges assumptions emerging from previous Indonesian studies that focused primarily on cognitive manifestations, revealing that professional contexts activate physiological stress responses that may interfere with writing performance through increased cognitive load, as demonstrated by Wang et al.'s (2024) structural equation modeling research.

The moderate avoidance behavior scores coupled with continued student engagement represent a particularly noteworthy finding that both confirms and extends patterns observed in previous Indonesian research. Wahyuni et al. (2019) similarly found that despite widespread anxiety, many students employed active strategies to manage it. Nugraheni (2023) observed that while avoidance behaviors appeared in procrastination, eventual task completion occurred. This study's finding that students maintained engagement with professional writing tasks despite experiencing meaningful anxiety levels supports Yu & Zhou's (2022) observation that Chinese EFL learners demonstrated "relatively little avoidance behavior" despite experiencing high cognitive anxiety. The Indonesian educational context appears to foster resilience through cultural values promoting educational persistence, as students continue participating in professional writing activities rather than withdrawing completely. This pattern has important theoretical implications for understanding anxiety-performance relationships in collectivist educational cultures, suggesting that moderate anxiety levels may coexist with constructive engagement rather than inevitably leading to avoidance behaviors.

The systematic categorization of students across anxiety levels addresses a significant gap identified in previous Indonesian research. While only Wahyuni et al. (2019) and Putra et al. (2024) explicitly categorized anxiety into low, moderate, and high levels, other studies were limited to reporting dominant types without level classification. This study's finding that 82.5% of students fall within the moderate anxiety category and 17.5% experience high anxiety levels, with no students demonstrating low anxiety, provides crucial data for designing targeted pedagogical interventions. The comprehensive distribution analysis across cognitive, somatic, and avoidance dimensions offers unprecedented detail for Indonesian EFL contexts, revealing that 35.1% of students experience high cognitive anxiety, 26.3% high somatic anxiety, and 17.5% high avoidance behavior.

The causal analysis revealed a hierarchical pattern where concrete skill deficits create the primary foundation for professional writing anxiety, extending previous Indonesian findings to workplace-oriented contexts. The identification of insufficient practice in professional writing formats as the most significant contributing factor aligns with Wahyuni et al.'s (2019) identification of limited sustained practice as a contributing factor, while extending this finding to specialized workplace genres. The prominence of linguistic difficulties confirms patterns documented across Indonesian studies, where Nugraheni (2023) identified linguistic competence gaps as primary internal sources of cognitive anxiety, Nawawi et al. (2024)

highlighted limited vocabulary and unstable grammar knowledge as major contributors, and Afdalia et al. (2023b) noted perceived insufficiency in academic vocabulary and structure. However, this study's focus on professional writing reveals that linguistic challenges extend beyond general academic language to include business vocabulary, formal sentence structures, and professional tone requirements that previous research did not systematically examine.

The emergence of time pressure concerns as a primary cause provides empirical validation for observations made across previous Indonesian studies. Yenti & Susanti (2025) identified time constraints and high-stakes assessments as intensifying physiological arousal, while Putra et al. (2024) noted tight time limits as clear situational sources of stress. This study's quantitative confirmation of time pressure as a major anxiety cause in professional writing contexts demonstrates how workplace temporal demands create unique challenges that extend beyond traditional academic time pressures documented in previous research.

The systematic nature of student coping strategies reveals sophisticated problem-solving approaches that extend beyond the basic strategies identified in previous Indonesian research. While Wahyuni et al. (2019) found preparation strategies and positive thinking as common responses, and Afdalia et al. (2023b) documented coping strategies such as self-suggestion and seeking mentor advice, this study's identification of four distinct strategy categories demonstrates enhanced sophistication in professional writing contexts. The predominance of systematic preparation and quality control strategies confirms Busse et al.'s (2023) research demonstrating that writing self-efficacy for structure had large effects on text quality, while the integration of cognitive regulation, social support, and emerging technology reflects an understanding of anxiety's multifaceted nature. The emergence of AI-assisted tools as coping resources aligns with Song & Song's (2023) research documenting significant improvements in writing skills and anxiety reduction through ChatGPT integration. This represents an evolution beyond the traditional strategies documented in earlier Indonesian studies.

The mixed-methods design proved particularly effective for capturing the complexity of professional writing anxiety phenomena, addressing methodological limitations identified in previous Indonesian research. While some studies relied on relatively small samples, such as Nugraheni's (2023) 25 participants, Yenti and Susanti's (2025) 20 participants, or Nawawi et al.'s (2024) qualitative case study with 20 participants, this study's combination of 57 quantitative participants with 12 purposively selected qualitative participants provides both statistical stability and contextual depth. The

sequential explanatory approach supports Rasool et al.'s (2023) demonstration that mixed-methods provide enhanced reliability through methodological triangulation, while addressing the call for more rigorous designs in Indonesian writing anxiety research.

The geographical focus on Eastern Indonesian contexts addresses a significant research gap, as previous studies concentrated primarily on institutions in Sumatra, Java, and Bali. Wahyuni et al. (2019) conducted research at Universitas Negeri Padang in West Sumatra, Nugraheni (2023) examined students at a private university, Afdalia et al. (2023b) focused on a single Indonesian institution, and other studies remained geographically concentrated in western regions. This study's location at Pattimura University in Maluku provides the first systematic examination of professional writing anxiety in Eastern Indonesian contexts, revealing that patterns documented in Western regions apply across diverse geographical and cultural contexts while highlighting unique institutional and cultural factors.

The theoretical implications of these findings extend current anxiety frameworks by demonstrating that professional writing contexts create distinct psychological challenges that cannot be fully understood through general academic writing anxiety models established in previous Indonesian research. While the three-dimensional anxiety framework developed by Cheng (2004) and applied across Indonesian studies remains applicable, the professional context appears to modify the relative importance and manifestation of each dimension. The study provides empirical support for situational specificity in anxiety responses, suggesting that context-specific interventions may prove more effective than the general strategies documented in previous Indonesian research.

From a practical perspective, these findings offer evidence-based guidance that addresses limitations identified in previous Indonesian studies. The identification of practice deficiency as the primary causal factor suggests that increased exposure to authentic professional writing tasks should receive priority in instructional design, extending beyond the general academic writing focus of previous research. The prominence of linguistic challenges indicates the need for targeted support in business vocabulary, formal sentence structures, and professional tone development that previous studies acknowledged but did not systematically address in professional contexts. The effectiveness of systematic preparation strategies confirms patterns identified by Wahyuni et al. (2019) while extending these findings to workplace communication preparation.

Despite these contributions, several methodological limitations must be acknowledged when interpreting these results within the context of Indonesian writing anxiety research. The reliance on self-report measures, while consistent with previous Indonesian studies using the SLWAI, may introduce social desirability bias, particularly in Indonesian educational contexts where students may hesitate to report high anxiety levels to authority figures. The cross-sectional design, similar to limitations identified in Wahyuni et al. (2019) and other previous studies, prevents the determination of causal relationships between identified factors and anxiety manifestation. The focus on a single university, while providing necessary contextual depth for Eastern Indonesian representation, restricts generalizability to other Indonesian institutions or international EFL contexts. Additionally, the study examined students currently enrolled in Professional Writing courses, potentially excluding students who avoided such courses due to high anxiety levels, which could result in an underestimation of severe anxiety prevalence.

This investigation makes significant contributions to Indonesian writing anxiety research by establishing empirical evidence for the unique characteristics of professional writing anxiety in Eastern Indonesian EFL contexts. The findings challenge assumptions about anxiety patterns while demonstrating the importance of context-specific research in understanding psychological phenomena within Indonesian educational systems. The identification of concrete skill deficits as primary anxiety causes provides actionable guidance for instructional improvement that extends beyond previous research. At the same time, the documentation of sophisticated student coping strategies offers insights for developing comprehensive support systems in professional writing education. The study establishes a foundation for future research examining the effectiveness of targeted interventions addressing the specific challenges identified in professional writing contexts, while highlighting the need for continued investigation of technology-mediated support systems in Indonesian EFL writing instruction.

Conclusion

This investigation provides empirical evidence that professional writing anxiety among English Education students at Pattimura University manifests as a moderate but universal phenomenon with distinct characteristics that extend beyond general academic writing contexts documented in previous Indonesian research. The study's systematic analysis across cognitive, somatic, and avoidance dimensions reveals that cognitive anxiety dominates (M = 3.47), primarily driven by evaluation fears and grade concerns. At the same time, time pressure emerges as the principal trigger for

somatic responses, and students maintain constructive engagement despite experiencing meaningful psychological challenges. The hierarchical pattern of causal factors—insufficient practice in professional writing formats (M = 3.67), linguistic difficulties (M = 3.63), and time pressure concerns (M = 3.60)—demonstrates that professional writing anxiety stems from legitimate skill deficits and authentic workplace demands rather than easily addressed concerns. The identification of sophisticated coping strategies encompassing systematic preparation, cognitive regulation, social support, and emerging technology integration reveals students' problem-solving capabilities while highlighting areas requiring enhanced instructional support. These findings contribute to theoretical understanding by demonstrating context-specificity in anxiety manifestation and provide practical evidence for targeted interventions in professional writing curriculum development.

The study's limitations, including reliance on self-report measures, cross-sectional design, and single-institution sampling, indicate directions for future research employing longitudinal methodologies, physiological anxiety measures, and multi-institutional comparisons across diverse Indonesian contexts. The geographical focus on Eastern Indonesia addresses a significant research gap while highlighting the need for continued investigation of cultural and regional factors influencing writing anxiety patterns. Future research should examine the effectiveness of systematic preparation strategies identified in this study, investigate the role of emerging technologies in anxiety management, and explore the relationship between moderate anxiety levels and writing performance outcomes in professional contexts. The evidence-based recommendations emerging from this investigation—prioritizing authentic workplace writing practice, providing targeted linguistic support for business communication, and implementing systematic preparation strategies—offer concrete guidance for English Education programs seeking to enhance professional writing instruction. The study establishes professional writing anxiety as a distinct construct requiring specialized pedagogical approaches, contributing to a more nuanced understanding of writing anxiety phenomena in Indonesian EFL contexts while providing a foundation for developing comprehensive support systems that address both skill development and anxiety management in workplace communication preparation.

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UNIVERSITY STUDENTS' PERCEPTIONS ON TIKTOK AS A DIGITAL LEARNING PLATFORM FOR PRONUNCIATION LEARNING

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Abstract

This study explores university students' perceptions on TikTok as a digital learning platform for English pronunciation, considering the increasing role of social media in language education. The research aimed to identify how students perceive the benefits and challenges of using TikTok to enhance pronunciation learning. A qualitative case study design was applied, and the data were obtained through semi-structured interviews with five undergraduate students from the English Language Education Department of a private university in Surabaya. The study revealed three key findings: TikTok is perceived as a flexible and engaging supplementary tool that supports autonomous and enjoyable learning; its visual and repetitive features effectively facilitate observation and imitation of accurate pronunciation; and students maintain critical awareness of content quality, frequently validating information through reliable sources. The study concludes that TikTok provides significant potential as an informal platform for pronunciation development, while also emphasizing the necessity of digital literacy to optimize its educational use.

Keywords: digital learning, language learning, pronunciation, TikTok

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Introduction

Pronunciation is widely recognized as a fundamental component of English language proficiency because it determines intelligibility, facilitates effective communication, and influences

learners' confidence (Derwing & Munro, 2022). In EFL contexts such as Indonesia, many university students continue to struggle with pronunciation accuracy due to limited authentic exposure to spoken English and the lack of consistent opportunities to practice speaking in formal classrooms. When learners experience difficulties in producing comprehensible pronunciation, they may face communication breakdowns, decreased academic performance, and reduced motivation to participate actively in learning. These challenges underline the need for more innovative and accessible approaches to pronunciation practice.

Traditional classroom instruction often provides insufficient emphasis on pronunciation compared to grammar and vocabulary. Time constraints and large class sizes frequently restrict teachers from offering individualized feedback on learners' pronunciation errors. As a result, many students rely on repetitive drills or textbook-based materials, which do not always provide the interactive and engaging practice necessary to develop fluency (Celce-Murcia, 2010). This imbalance has created a pedagogical gap where pronunciation, despite its importance, remains underexplored and underdeveloped within conventional teaching frameworks.

The integration of digital technology has transformed how students learn and practice languages, offering new opportunities for flexibility, autonomy, and multimodal engagement (Susanto & Rifai, 2017). In particular, social media platforms have expanded beyond entertainment to function as informal learning spaces. TikTok, with its short-form video format and interactive features such as duet and lip-sync, provides learners with opportunities to observe, imitate, and rehearse pronunciation in authentic and engaging contexts (Tan et al., 2022). For digital-native students, the platform's accessibility and relatability align well with their everyday learning habits.

Despite its popularity, the educational use of TikTok raises critical concerns. The user-generated nature of the platform means that not all content is accurate or pedagogically sound, which may expose learners to inconsistent models of pronunciation. Prior research has highlighted issues such as distractions, lack of structured guidance, and the potential for misinformation (Fauzi, 2025; Mutiara & Rosari, 2024). Although TikTok has been acknowledged for enhancing engagement and motivation, limited attention has been given to examining how learners critically perceive its effectiveness and limitations as a pronunciation learning tool.

Existing studies on social media and language learning often focus on broader language skills such as speaking, listening, or vocabulary development, while relatively few explore pronunciation in depth. For

example, Rolita and Eryansyah (2025) examined the TikTok duet challenge and reported increased learner enjoyment, yet their study emphasized engagement rather than specific pronunciation outcomes. Similarly, Setiawan et al. (2024) addressed TikTok use in speaking and listening but did not investigate the unique challenges associated with pronunciation learning. These studies reveal a research gap that justifies the present inquiry.

In response to this gap, the present study investigates university students' perceptions of TikTok as a digital platform for English pronunciation learning. The research specifically aims to explore both the benefits and challenges experienced by students when using TikTok for pronunciation practice. The guiding research question is: *What are university students' perceptions on TikTok as a digital learning platform for English pronunciation?*

This study addresses an urgent and contemporary issue in EFL education by examining university students' perceptions of TikTok as a pronunciation learning platform. It highlights the dual nature of social media as both an opportunity and a challenge for language education and underscores the importance of equipping learners with digital literacy skills to critically evaluate and optimize their engagement with informal digital learning environments. In addition, It also addresses issues of learner autonomy and digital literacy, which is increasingly critical in informal learning environments (Zhang & Crompton, 2021). Practically, the study provides insights for educators and curriculum designers to design more adaptive strategies that integrate social media effectively into language learning, while also encouraging students to critically evaluate online content.

Research Methods

Design

This study employed a qualitative descriptive case study approach to gain deeper insights into university students' perceptions of TikTok as a digital learning platform for English pronunciation. According to Creswell & Poth (2017), qualitative research seeks to understand phenomena in their natural settings, while a case study allows the researcher to explore a bounded system in depth. The descriptive nature of the study was intended to portray students' perceptions as they occurred, without manipulating the context (Yin, 2018). Through this design, the researcher was able to investigate how students used TikTok for pronunciation learning and identify both its benefits and challenges.

Participants

The research was conducted in the English Language Education Department of a private university located in Surabaya. The participants were five undergraduate students from a first-year class enrolled in the Phonetics and Pronunciation Practice course, selected through purposive sampling.

Table 1. The information of participants

No.	Name	Gender	Class	Batch
1.	EV	Female	A	2024
2.	NN	Female	A	2024
3.	TA	Female	A	2024
4.	LA	Female	A	2024
5.	MA	Female	A	2024

Purposive sampling, as Patton (2015) explains, enabling researchers to select participants who possess specific knowledge or experiences relevant to the research questions. The inclusion criteria were: (1) students who regularly used TikTok for practicing English pronunciation, and (2) students who were willing to share their learning experiences in interviews. This small and focused sample was chosen to represent learners with relevant experiences and to provide accessible, in-depth data for analysis.

Instrument

The primary research instrument of this study was an interview guide. The interview guide consisted of ten open-ended questions covering three main indicators: students' perceived benefits, challenges, and attitudes toward using TikTok for pronunciation learning. Open-ended questions are particularly valuable because they allow participants to explain their experiences in their own words and provide richer insights (Patton, 2015). To ensure validity and relevance, the questions were developed based on prior studies in digital learning and pronunciation pedagogy and further validated through expert consultation with a lecturer in English language education. All interviews were audio-recorded with participants' consent, and the data were transcribed verbatim to ensure accuracy, a process that, according to Lincoln et al. (2011), strengthens the trustworthiness of qualitative research by capturing both explicit responses and nuanced meanings in participants' accounts.

Data Collection

The data for this study were collected through semi-structured interviews, a method considered effective for exploring participants'

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perceptions in depth because it balances prepared questions with flexibility to pursue emerging insights (Adhabi & Anozie, 2017). Prior to the interviews, the researcher developed an interview guide, prepared recording tools, and scheduled appointments with participants. Each session was conducted face-to-face at Universitas PGRI Adi Buana Surabaya, beginning with an explanation of the study's purpose and the acquisition of informed consent to ensure ethical compliance (Creswell & Poth, 2017). During the interview, participants answered ten open-ended questions in a conversational manner, which encouraged them to articulate their ideas freely. The sessions lasted approximately five to seven minutes and were carried out in either English or Indonesian, depending on participants' preference, to promote clarity and depth of responses. To ensure data authenticity, the researcher audio-recorded all interviews and complemented these recordings with field notes to capture verbal details as well as significant non-verbal cues. Yin (2018) emphasizes that systematic documentation through recording and note-taking strengthens the rigor of qualitative research by enabling repeated review and thorough analysis. These combined procedures allowed the researcher to obtain rich, comprehensive, and trustworthy data that served as the basis for subsequent thematic analysis.

Data analysis

The researcher used Thematic Analysis (TA) as the data analysis technique, following the framework proposed by Braun and Clarke (2006). The first step was data familiarization. In this stage, the researcher transcribed and repeatedly read the interview transcripts to gain an overall understanding of the content and noted initial impressions. The second step was coding. The researcher highlighted and labeled meaningful statements that reflected students' perceptions on TikTok in relation to pronunciation learning. These initial codes served as the foundation for identifying significant aspects of the data. After generating codes, the third step was theme generation. The researcher grouped the codes into broader categories, which were then organized into potential themes. During this process, three main themes emerged: TikTok as a supplementary learning tool, TikTok as a pronunciation model, and students' critical awareness of content accuracy. The fourth step was reviewing and refining the themes. As suggested by Braun et al. (2019), this stage ensured internal coherence within themes and distinctiveness between them, making certain that each theme accurately represented the data. Finally, the researcher defined and named the themes, then drew conclusions by connecting the findings to the objectives of the study and the theoretical frameworks. This process allowed the construction of a clear analytical narrative that not only reflected the participants' voices

but also contributed to broader discussions of digital learning and pronunciation development.

Results and Discussion

Results

TikTok as a Flexible and Engaging Supplementary Learning Tool for Pronunciation

The findings reveal that students perceive TikTok as a flexible and engaging media that complements formal classroom instruction in English pronunciation. Participants consistently emphasized the platform's accessibility and autonomy, describing it as a tool that allows them to learn "anytime" and "anywhere," in contrast to the rigid, time-bound structure of traditional education.

> **Extract 1.1**
> *"TikTok is more flexible and faster. I can learn anytime, not necessarily in class"* (S1).

This statement illustrates a broader shift from teacher-centered instruction to self-directed, mobile-assisted learning where students assume greater responsibility for regulating their own learning pace and style.

From a pedagogical perspective, these insights align with the principles of constructivist learning theory, which stress the importance of autonomy, contextual engagement, and learner-centered approaches. The mobility and accessibility of TikTok resonate with the concept of Mobile-Assisted Language Learning (MALL), in which continuous and dispersed access to resources enhances consistency in language practice (Zhang & Crompton, 2021). The data show that TikTok enables students to engage in short but frequent learning encounters during casual daily moments—such as commuting or relaxing, thereby integrating pronunciation practice into their everyday routines.

> **Extract 1.2**
> *"The content delivery on TikTok is creative and not boring. You can learn pronunciation in a fun way, without the pressure of a formal setting"* (S3).

This demonstrates how entertainment-driven features, or "edutainment," enhance motivation and sustained engagement.

Moreover, the brevity and dynamic style of TikTok content exemplify the pedagogical concept of microlearning, where targeted, digestible learning units prevent cognitive overload and promote retention. As expressed by another student:

Extract 1.3
"*I can study while relaxing, because the content is interesting and short. It fits well into my daily schedule*" (S5).

This finding underscores the adaptability of TikTok to the learning habits of digital-native students, who favor short, engaging bursts of content that seamlessly fit into fragmented schedules. These observations are consistent with prior studies. Rolita and Eryansyah (2025) found that TikTok's duet feature with music created a more relaxed and enjoyable way to practice pronunciation, supporting the present finding that informal, interactive, and entertaining elements motivate sustained practice. Similarly, Zhang and Crompton (2021) argue that the strength of mobile learning lies in its capacity to provide "anytime, anywhere" access, an aspect that the participants of this study clearly valued. Together, these studies reinforce the conclusion that TikTok is not merely a platform for entertainment but a pedagogically valuable space where formal and informal learning converge.

Taken as a whole, the findings highlight the academic significance of TikTok's role as a supplementary learning tool. While it may not replace structured classroom instruction, it provides unique contributions: flexibility, learner autonomy, and an affective environment conducive to pronunciation practice. Theoretically, these results extend the discourse on digital learning and edutainment by illustrating how learners negotiate the boundaries between formal instruction and informal digital engagement. Practically, the findings suggest that educators should recognize students' informal learning practices and consider integrating mobile, learner-driven platforms like TikTok into pronunciation pedagogy. This integration has the potential to bridge gaps between formal instruction and students' everyday learning habits, ensuring that pronunciation development is both effective and sustainable.

Visual and Repetitive Content Enhances Pronunciation Practice
Another key finding of this study is that students perceived TikTok's visual and repetitive elements as particularly effective for improving pronunciation. Participants noted that features such as close-up visuals of mouth movements, slow-motion playback, and phonetic subtitles made pronunciation clearer and easier to imitate.

Extract 2.1
"*Some videos use slow motion so we can hear pronunciation more clearly. I can play it again and again to mimic the speaker*" (S2).

This illustrates how repetition and learner-controlled pacing contribute to pronunciation accuracy, allowing students to revisit content until they achieve greater mastery.

The effectiveness of these features can be understood through Mayer's (2020) Cognitive Theory of Multimedia Learning, which emphasizes that learners acquire knowledge more effectively when visual and auditory channels are combined. In the context of pronunciation, this dual coding supports not only auditory discrimination but also articulatory awareness, as students can both hear the sounds and observe how they are physically produced. It reflect the importance of visual cues in forming accurate articulatory habits.

Extract 2.2
"*There are videos where the creator compares wrong and right pronunciation. They use close-up mouth visuals so we can see how the lips and tongue move*" (S3),

Additionally, the repetitive nature of TikTok videos aligns with the principle of deliberate practice in language learning, where consistent and repeated exposure to targeted sounds strengthens phonological awareness. Unlike lengthy classroom drills, TikTok provides short, focused practice sessions that students willingly repeat because of their engaging design. Student responses highlighted how repetition, embedded in microlearning videos, reinforced their ability to notice and reproduce minimal pair distinctions or accent variations.

Beyond accuracy, students also reported that TikTok enhanced their sociolinguistic awareness by exposing them to different accents and expressive styles. For example, one student noted,

Extract 2.3
"*I watched a video comparing American and British pronunciation. It showed facial expressions and how to pronounce words differently*" (S4).

This suggests that TikTok contributes not only to phonological precision but also to intercultural competence, as learners become more adaptable to various forms of spoken English.

TikTok's short, creative, and performance-like videos naturally provide such contexts, enabling learners to see pronunciation as part of communicative practice rather than an isolated drill. Furthermore, Fauziah and Pratolo (2025) argue that peer interaction on social platforms, such as comparing or mimicking others' pronunciation, fosters motivation and reflective awareness, which further deepens learning.

Academically, this theme underscores TikTok's value as a multimodal pronunciation tool. By integrating visual, auditory, and contextual input in short, repetitive sequences, TikTok offers an innovative model of microlearning that is both accessible and pedagogically sound. Theoretically, it extends Mayer's multimodal learning framework into the realm of social media, demonstrating that platforms originally designed for entertainment can facilitate deliberate and meaningful language practice. Practically, these insights point to the need for educators to incorporate multimodal resources into pronunciation teaching, guiding students to use repetition and visual cues strategically for more effective learning outcomes.

The Need for Critical Evaluation of Content Accuracy

The third theme emerging from the data is students' awareness of the importance of critically evaluating the accuracy of pronunciation content on TikTok. While most participants appreciated the platform's flexibility and engaging style, they also expressed caution that not all videos provide correct or standard pronunciation. For instance, one participant stated,

Extract 3.1
"*Sometimes the pronunciation is wrong or mixed with slang. We have to be careful*" (S1).

This highlights that although TikTok offers abundant resources for informal learning, the reliability of content depends heavily on the creator, requiring learners to exercise critical judgment.

Interview data further showed that students often cross-checked pronunciation with other sources, such as online dictionaries or more established learning platforms, when they felt uncertain. One student mentioned,

Extract 3.2
"*I try to double-check pronunciation with online dictionaries or YouTube teachers if I'm not sure*" (S3).

This demonstrates a growing critical awareness among learners to avoid adopting incorrect models. Such awareness reflects their understanding that while TikTok can support pronunciation learning, it should not be relied on as the sole reference.

From an academic perspective, this theme underscores that TikTok functions best as a supplementary learning tool. Its strength lies in motivating students and providing accessible content, but its limitations highlight the necessity of learners' critical awareness. This dual role, both as

a resource and as a space requiring discernment, contributes to broader discussions of how informal digital platforms can complement, rather than replace, formal instruction.

Taken together, the findings of this study demonstrate that TikTok holds significant potential as a supplementary platform for English pronunciation learning. First, its flexibility and engaging format allow students to learn autonomously at their own pace, fostering motivation and reducing the pressures often found in formal classroom settings. Second, the visual and repetitive features of TikTok content, such as mouth-movement demonstrations and short, replayable videos, provide practical support for learners to improve accuracy and fluency in pronunciation practice. These characteristics position TikTok as an accessible and effective resource for integrating pronunciation into daily routines through microlearning. Finally, students' recognition of the need to critically evaluate pronunciation content reflects their awareness of both the strengths and the limitations of the platform. While TikTok offers abundant opportunities for practice, its unregulated nature requires learners to remain selective and cautious in adopting models of pronunciation.

Discussion

Overall, these three themes collectively highlight TikTok's dual role in pronunciation learning: it is a motivating and accessible space that supports learner autonomy and engagement, yet it also demands critical awareness to ensure accuracy and reliability. Academically, the study contributes to the growing body of literature on digital-assisted language learning by showing how informal platforms like TikTok can complement formal instruction. Practically, the findings suggest that educators and learners should view TikTok as a supportive tool rather than a replacement, integrating its flexible and engaging features while also promoting critical evaluation to maximize its pedagogical value.

Equally significant is the emotional dimension of TikTok-based learning. Students described TikTok as "relaxed," "fun," and "personal," indicating that the platform reduces the anxiety often associated with pronunciation learning in formal classroom settings. This reflects Krashen's (1982) Affective Filter Hypothesis, which posits that language acquisition is hindered by negative emotions such as stress or embarrassment. By creating a low-pressure environment, TikTok lowers the affective filter and fosters a psychologically safe space for experimentation.

This resonates with findings by Nasution (2023), who observed that learners improved their articulation when able to combine auditory input

with visual observation of mouth movements. The findings are supported by previous research. Prabaningrat and Akhiriyah (2024) emphasize that embedding pronunciation within meaningful and expressive contexts, such as role-play or storytelling, improves fluency and phonological control.

It is found that the awareness reflects their understanding that while TikTok can support pronunciation learning, it should not be relied on as the sole reference.These findings are consistent with earlier studies included in the review. For example, Fauziah and Pratolo (2025) found that TikTok motivated students to engage in English learning but also required careful evaluation of the information provided, as inaccuracies could influence learning outcomes. Similarly, Prabaningrat and Akhiriyah (2024) emphasized that while social media content is effective in engaging students, teachers need to guide learners in filtering valid information. The present study supports these conclusions, showing that students themselves recognize both the opportunities and the risks of using TikTok for pronunciation practice.

Conclusion

This study revealed that TikTok becomes a flexible and engaging platform to support students' pronunciation learning outside the classroom. The students perceived TikTok as an accessible media that allowed them to learn anytime and anywhere, without being bound by rigid schedules. In addition, the short and entertaining videos reduced the sense of pressure commonly found in formal learning, creating a more relaxed atmosphere that encouraged continuous practice. Furthermore, the visual and repetitive features, such as close-up mouth movements and replay options, provided students with clear models to imitate and repeat until mastery. These findings indicate that TikTok offers practical support for students to integrate pronunciation practice into their daily routines, making language learning more personalized and manageable.

Moreover, the study highlighted students' critical awareness of content accuracy on TikTok. Although they benefited from the platform's flexibility and creativity, they also realized that not all videos provided correct pronunciation models. To overcome this, several students cross-checked information with dictionaries or other trusted sources, showing their ability to use TikTok wisely and selectively. In other words, TikTok was not seen as a replacement for formal instruction but as a supplementary tool that, when combined with learners' critical awareness, could significantly enhance their pronunciation skills.

In sum, the use of TikTok demonstrates how digital platforms can reshape pronunciation learning by combining flexibility, engagement, and accessibility with the need for evaluative judgment. The findings confirm that

informal digital media can complement classroom instruction and motivate learners to take greater responsibility for their learning. Given the rapid development of instructional media, it is essential for educators to guide students in integrating platforms like TikTok into their learning strategies. Therefore, it is suggested for future researchers to examine TikTok or similar applications in fostering not only pronunciation but also other English skills such as speaking, writing, and reading, as well as to investigate their long-term impact on learners' autonomy and performance.

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TRAUMATIC EXPERIENCE IN NOVEL ABSOLUTE DARLING (2017) BY GABRIEL TALLENT

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Abstract

This study focuses on the exploration of trauma in the novel My Absolute Darling (2017) by Gabriel Tallent, specifically examining how traumatic events affect characters and their development. The research aims to analyze the portrayal and effects of trauma as depicted in the narrative, utilizing Cathy Caruth's trauma theory (1995) as a theoretical framework to understand the psychological implications of traumatic experiences. Employing a qualitative research method, the analysis is presented in a written format, emphasizing the intricate details of the characters' experiences. The findings reveal that trauma stems from various forms of violent behavior, including physical, sexual, and verbal abuse. Additionally, the effects of trauma manifest as intrusive thoughts, anxiety, arousal, avoidance, cognitive and negative feelings. In conclusion, the study provides a deeper understanding of how trauma shapes narratives and influences character interactions..

Keywords: psychological trauma, traumatic experience, violence.

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Introduction

Trauma is a painful experience that affects individuals physically, emotionally, and psychologically. It does not discriminate based on age or gender, impacting children, adults, and the elderly alike. Trauma can lead to significant changes in victims, such as depression, excessive anxiety, and behavioral alterations (Caruth, 1996). Traumatized individuals often display anxiety, despair, and

feelings of helplessness, which complicate their ability to trust others and socialize normally. Ullman (2002) highlights that negative social reactions to trauma disclosures can further hinder recovery, making it essential for victims to have supportive environments.

Emotional changes caused by trauma often result in persistent sadness and loss of interest in once-enjoyed activities, making daily life challenging (Spytska, 2023). Excessive anxiety can manifest as constant worry, leaving individuals feeling tense and isolated. Those who have experienced trauma may withdraw from friends and family, preferring isolation over social interaction. Difficulties in trusting others can hinder relationships and foster feelings of loneliness (Spytska, 2023). Additionally, negative reactions from others when sharing trauma can complicate the healing process, making supportive communication crucial for recovery.

Trauma is common and arises from various sources, including physical or psychological abuse, loss of loved ones, natural disasters, and unexpected events. A notable example is Reynhard Sinaga, an Indonesian man convicted of serial rape against 48 men in the UK, whose case highlights the severe trauma faced by survivors, some of whom have attempted suicide. Another poignant example is Evi, a 36-year-old woman from the Czech Republic, who suffered trauma after a serious car accident in 2015. Her story, published by the Blizard Institute (2015), details her experience of losing dignity and becoming dependent on others, illustrating the long-term psychological impacts of trauma.

In literature, Gabriel Tallent's novel My Absolute Darling explores similar themes of trauma through the character Julia Alveston, a 14-year-old girl who endures physical and sexual abuse from her father, Martin. Despite her survival skills, Julia is profoundly affected by her experiences. This study focuses on My Absolute Darling due to its vivid portrayal of trauma and its effects, including intrusive thoughts, anxiety, avoidance, arousal, and negative feelings.

While existing analyses have explored trauma in literature, significant gaps remain in understanding how characters depict traumatic experiences and their psychological impacts. Many studies focus on trauma mechanisms but do not delve deeply into the nuanced emotional responses of characters like Julia. This research aims to fill that gap by providing a comprehensive examination of trauma as depicted in My Absolute Darling, enhancing our understanding of trauma's complexities and its representation in literature.

Cathy Caruth's trauma theory serves as a foundational framework for this analysis, positing that traumatic experiences often lead to delayed responses, manifested through intrusive thoughts, anxiety, and avoidance behaviors. Key references in trauma literature, including the works of

Herman (1992) and Van der Kolk (2014), provide additional context for understanding the psychological ramifications of trauma. The research questions guiding this study are:(1) How is the traumatic experience reflected in the main character in the My Absolute Darling (2017)?(2) What are the effects of traumatic experience on the main character in My Absolute Darling (2017)?

By addressing these questions, this study contributes to the broader discourse on trauma in literature, emphasizing the significance of understanding trauma's complexities in shaping character development and narrative structure.

Research Methods

Design

The design of this research study employed a qualitative approach, focusing on an in-depth exploration of traumatic experiences depicted in My Absolute Darling by Gabriel Tallent. This design was particularly suited for understanding complex social and human issues, as it allowed for a nuanced interpretation of the text. Qualitative research provided insights into the meanings that individuals assigned to their experiences, which was essential for analyzing trauma as presented in literature. The study relied on narrative analysis to explore themes and character development, providing a rich context for understanding trauma theory as articulated by Cathy Caruth.

Participants

The participants in this study were the primary characters in My Absolute Darling, particularly Julia Alveston, whose experiences of trauma served as the focal point of the analysis. The novel itself acted as a participant, providing a narrative that revealed the inner workings of trauma through Julia's perspective. This qualitative analysis did not involve human participants in the traditional sense but instead drew on literary analysis to interpret character experiences.

Instrument

The primary instrument used for data collection in this study was the novel My Absolute Darling (2017). The text served as both the subject and tool for analysis, allowing for direct engagement with the narrative and dialogues that illustrated traumatic experiences. The analysis also incorporated theoretical frameworks from trauma studies, particularly the work of Cathy Caruth, to guide the interpretation of Julia's experiences and responses to trauma.

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Data Collection

The data collection process involved thorough readings of My Absolute Darling, with multiple readings conducted to ensure a comprehensive understanding of the text. Key traumatic issues were identified, and relevant quotations were extracted to support the analysis. Each quotation was carefully marked for easy reference, and the dominant themes were organized according to Caruth's trauma theory. This systematic approach facilitated a focused analysis of the text, ensuring that the findings accurately represented the narrative's portrayal of trauma.

Data analysis

Data analysis in this study involved inspecting, cleansing, transforming, and modeling the collected quotations to uncover meaningful insights related to trauma. The analysis was structured around the narrative and dialogue from the novel, followed by thorough interpretations based on the theoretical framework provided by Caruth. This included defining and classifying trauma based on Julia's responses and examining the setting, plot, and conflict to understand the broader implications of her experiences.

Results and Discussion

Results

The portrayal of trauma in Julia Alveston from My Absolute Darling is both detailed and deeply moving. From a young age, she endures severe emotional and physical abuse from her father, whose survivalist mentality fosters an environment of fear and control. This dynamic shapes Julia's self-perception, making her feel unworthy of kindness and affection. The constant threat of violence scars her psychologically, leading to difficulties in trusting others and seeking help.

Julia's trauma is compounded by her isolation in the wilderness, far from societal support systems. While she finds solace in nature, her emotional struggles persist. The novel illustrates how her traumatic experiences manifest in anxiety, self-doubt, and challenges in forming healthy relationships. Her mental state reflects the chaos of her home life, creating internal battles as intense as the external ones.

Moreover, Julia's trauma affects her interactions with others. Although new friendships offer a glimpse of hope, her past experiences hinder her ability to connect. The narrative captures her instinct to push people away to shield herself from further hurt, highlighting the complexities of emotional scars and the challenges of forming genuine connections amidst a painful history.

The traumatic experience reflected in the main character in the My Absolute Darling (2017)

Julia's experiences of trauma are vividly portrayed through her interactions with her father, Martin, and the psychological impact of his abusive behavior. Key forms of violence include:

1. Experience of Sexual Violence

   "He runs his hand up her leg and cups her butt in his hand and he says, "God-damn, goddamn, and he walks his lips up the knobs of her spine, kissing each, waiting on each, his breathing choked with emotion, saying. "Goddamn," her legs parted to show a gap admitting to the black of her guts and he takes this for her truth, she knows. He lifts her hair in handfuls and lays it over the pillow to expose the nape of her neck and he says, "Goddamn," his voice a rasp, teasing the small stray hairs with his fingers."
   (Tallent, 2017, p. 21)

   This part from Tallent's My Absolute Darling (2017) is a disturbing yet deeply revealing depiction of sexual violence, capturing the violation not only of the body but also of the sense of self. The narrator's detailed description of the man's physical actions and his repeated utterance of "Goddamn" highlight the imbalance of power and objectification inherent in the scene. The sensory language—touch, movement, breath, and voice—renders the violence intimate and invasive, emphasizing how the perpetrator interprets the victim's physical vulnerability as "truth," a false justification for his domination. This moment encapsulates how sexual violence distorts intimacy and agency, turning a private, sacred experience into an assertion of control. The victim's internal awareness ("she knows") adds psychological depth, showing her painful consciousness of being reduced to an object within the aggressor's gaze. Through such prose, Tallent exposes the emotional and existential trauma of sexual abuse, using visceral imagery to make readers confront the horror and complexity of power, violation, and coerced intimacy.

2. Experience of Physical Violence

   "You are mine," he says, and swings the fire poker around and strikes her on the arm and she pitches onto her stomach in the mud, her left arm numb, her shoulder broken-feeling, and she tries to rise, gets one hand under herself and heaves up and he plants his boot on the small of her back and drives her to the ground. He raises the poker into the air, and she thinks, get away, get away, Julia, for your life get away, but she is pinned in place by his boot and she thinks, you have to you have to, but she cannot

move, and he brings the fire poker down onto the back of her thighs, and she bucks, spasms." (Tallent, 2017, p. 140)

This vividly depicts the brutal experience of physical violence intertwined with sexual domination and control. The abuser's statement, "You are mine," reflects the assertion of ownership and power that often accompanies acts of sexual and physical abuse, reducing the victim to an object of possession rather than a person with agency. The violent imagery—the fire poker, the physical restraint, the victim's immobilization—illustrates both physical harm and psychological terror, capturing the sense of helplessness and entrapment that victims endure. The repetition of internal commands like "get away" underscores the victim's desperate struggle for survival and autonomy, even as her body betrays her under the weight of trauma and pain. Through this scene, Tallent (2017) exposes the devastating intersection of physical assault and emotional subjugation, revealing how violence serves not only to inflict injury but also to assert control and destroy the victim's sense of self and safety.

3. Experience of Verbal Violence

"*Julia sits with her hands flat on the table looking at the gun. He says, "Don't be a little bitch, Kibble." He stands perfectly still. "You're being a little bitch. Are you trying to be a little bitch, Kibble?"* (Tallent, 2017, p. 5)

The excerpt reflects the psychological and emotional impact of verbal violence, showing how language can be weaponized to intimidate, belittle, and control. In this scene, the repeated use of derogatory and demeaning language—particularly the insult "little bitch"—functions as a form of verbal aggression intended to humiliate Julia and assert dominance over her. The speaker's tone, combined with the presence of a gun, intensifies the threat, making the violence both psychological and emotional rather than purely physical. This kind of abuse damages the victim's sense of self-worth, instills fear, and reinforces power imbalance. Through the use of harsh, dehumanizing language, the perpetrator strips the victim of dignity and autonomy, illustrating how verbal violence can be as destructive and traumatizing as physical assault.

The effects of traumatic experience on the main character in My Absolute Darling (2017)

Julia's trauma manifests in various psychological effects, including:

1. Intrusive Thought Effect

"*Slowly, the boys drop off to sleep, and Julia lies opposite them. She thinks, I love him, I love him so goddamn much, but, but let me stay out. Let him*

come after me. We will see what he does, won't we? Here is a game we play, and I think he knows we play it; I hate him for something, something he does, he goes too far, and I hate him, but I am un-sure in my hatred, guilty and self-doubting and hating myself almost too much to hold it against him; that is me, a goddamn slut; and so I trespass again to see if he will again do something so bad: it is a way to see if I am right to hate him: I want to know" (Tallent, 2017, p. 80)

The excerpt illustrates the intrusive thought effect through Julia's conflicted inner dialogue, revealing her struggle between love, guilt, and self-hatred. Her thoughts are repetitive, obsessive, and self-punishing, showing how trauma and emotional manipulation distort her reasoning. Julia's intrusive thoughts blur the line between affection and resentment, creating a mental cycle of confusion and self-blame. She rationalizes her abuser's behavior and questions her own emotions, indicating a deep internalization of abuse. This psychological turmoil exemplifies how intrusive thoughts trap victims in patterns of emotional dependence and guilt, preventing them from clearly distinguishing love from harm.

2. Anxiety Effect

"Julia wakes in the predawn dark thinking about that. Thinking about what he'd said. She cannot get back to sleep. She sits at the bay window and looks out at the ocean, the rose thorns itching at the panes. What had he meant, there is something broken in that man? Outside, it is clear. She thinks, you will be better and more than I am, reproducing his expression in her mind, trying to get at what he meant" (Tallent, 2017, p. 50)

The passage reflects Julia's experience of anxiety through her restless thoughts and inability to return to sleep. Her mind becomes trapped in a cycle of rumination, replaying the man's words and searching for hidden meanings. The imagery of the "rose thorns itching at the panes" mirrors her inner unease, suggesting that her thoughts, like the thorns, continually prick at her peace. The quiet predawn setting emphasizes her isolation and emotional vulnerability, as she struggles to make sense of his statement, "there is something broken in that man." Julia's attempt to "reproduce his expression" shows how anxiety consumes her cognitive space, compelling her to overanalyze and self-reflect obsessively. This moment captures the psychological toll of anxiety—where uncertainty, fear, and mental fixation disturb one's sense of safety and rest.

3. Avoidance Effect

"Then she thinks, but if I go back up the stairs, there will be a whole tract of myself I will have to keep half lit by remembering, and I will never come to peace with it, but if I go in there now and I do just the best I can, that is a story I can tell myself, however it ends" (Tallent, 2017, p. 147)

The passage reflects the psychological impact of avoidance as a coping mechanism in trauma recovery. Julia's internal conflict between confronting her past ("go back up the stairs") and avoiding it ("keep half lit by remembering") symbolizes the emotional burden of facing painful memories. Her fear of reliving trauma prevents her from achieving peace, yet she also recognizes that avoidance only prolongs her suffering. The act of "doing the best I can" signifies her attempt to regain agency by choosing action over paralysis. This illustrates how avoidance, while initially serving as emotional protection, ultimately traps her in a cycle of partial healing and unresolved pain.

4. Arousal Effect

"Turtle's whole body prickles. She listens. He walks into the living room and stands at the foot of her stairs and she waits, thinking, come on up, you bastard. You might hurt me but you can never break me, so come on up the stairs, motherfucker, and let's see what you have. Turtle's scalp prickles. It feels like the skin is tightening. The fear grows on her." (Tallent, 2017, p. 356)

The passage demonstrates the arousal effect through Turtle's intense physiological and emotional response to fear and confrontation. Her body reacts viscerally — her skin prickles, her scalp tightens — signaling a heightened state of arousal that prepares her for potential danger. This bodily tension reflects the activation of her fight-or-flight response, where fear and adrenaline intermingle, creating both vulnerability and defiance. Psychologically, the arousal effect manifests in Turtle's internal dialogue; though she recognizes the threat, her thoughts reveal an empowered defiance, showing that fear fuels her readiness to resist rather than surrender. The scene powerfully captures how arousal amplifies both physical sensations and mental determination, illustrating Turtle's complex mix of terror and resilience in the face of violence.

5. Cognition and Negative Feelings Effect

She thinks, I killed him. The thought comes so quickly, so painfully, that it makes her shiver in disgust, grinding her teeth, and she thinks again, I killed him. Her own insignificance is oppressive to her-that she should be the one who finally kills Grandpa, when so much else had failed, and it

seems to her that her own relationship to Grandpa is shallow compared to his relationship with Martin, and if Grandpa's relationship with her had been less troubled, it was only because it had less depth" (Tallent, 2017, p. 175)

The passage reflects the Cognition and Negative Feelings Effect through Julias internalized guilt, self-blame, and sense of emotional inadequacy. Her repetitive thought—"I killed him"—reveals an intrusive and obsessive cognitive response driven by trauma and moral confusion. The intensity of her disgust and physical reaction, such as shivering and grinding her teeth, illustrates how negative cognition manifests somatically. This moment demonstrates Julia's internal conflict between her rational understanding and emotional turmoil; she attributes disproportionate responsibility to herself, showing how trauma distorts self-perception. Additionally, her belief that her relationship with Grandpa was "less deep" than his with Martin heightens her feelings of worthlessness, reinforcing a cognitive pattern of self-devaluation that reflects both psychological damage and the lingering power dynamics of abuse.

Discussion

The findings from My Absolute Darling reveal a rich tapestry of trauma that profoundly shapes Julia Alveston's character and her interactions with others. The interplay of sexual, physical, and verbal violence creates a complex web of emotional responses that resonate deeply with the literature on trauma. Drawing upon Cathy Caruth's trauma theory, this discussion will analyze how Julia's experiences reflect broader themes in trauma literature and highlight the implications for understanding the psychological ramifications of such abuse.

Julia's experiences underscore the multi-dimensional nature of trauma. Each form of violence she endures contributes to her psychological landscape, complicating her emotional responses and interactions. Caruth (1995) posits that trauma is not merely an event but a series of delayed and intrusive responses that manifest in various ways. Julia's sexual abuse, for instance, leads to a distortion of her understanding of love, as she internalizes her father's manipulation as affection. This aligns with the findings of Herman (1992), who emphasizes that victims of sexual violence often grapple with feelings of confusion and self-blame.

Moreover, Julia's physical abuse serves as a constant reminder of her vulnerability, reinforcing the trauma's grip on her psyche. The visceral nature of her experiences, as illustrated in the quote about the fire poker, highlights the brutality of her father's control. This brutality echoes the findings of Van der Kolk (2014), who notes that physical violence can leave lasting scars that

affect an individual's sense of safety and self-worth. Julia's inability to escape the cycle of violence illustrates the pervasive nature of trauma, wherein the victim feels trapped in a web of fear and manipulation.

The psychological effects of Julia's trauma are profound and multifaceted. Her intrusive thoughts reveal the depths of her internal conflict, where love and hatred coexist, leading to a fractured sense of self. This complexity resonates with Caruth's assertion that trauma often disrupts the victim's ability to form coherent narratives about their experiences. Julia's struggle to reconcile her feelings toward her father reflects the broader theme of identity crisis common among trauma survivors.

Anxiety emerges as a prominent theme in Julia's narrative, particularly in her interactions with Martin. Her heightened state of alertness illustrates the lasting impact of trauma on her mental state, aligning with Caruth's notion of hyperarousal. Julia's anxiety manifests not only as a response to her father's presence but also as a pervasive sense of dread that permeates her daily life. This aligns with the findings of Ullman (2002), who emphasizes that trauma survivors often experience heightened anxiety in situations reminiscent of their traumatic experiences.

Julia's attempts to avoid reminders of her trauma further complicate her emotional landscape. Her reluctance to confront painful memories illustrates the struggle many trauma survivors face in navigating their past. Caruth (1995) suggests that avoidance is a common coping mechanism for trauma victims, yet it often hinders the healing process by preventing individuals from fully engaging with their emotions. Julia's internal conflict between the desire to escape her trauma and the necessity of confronting it underscores the complexities of trauma recovery.

The portrayal of trauma in My Absolute Darling highlights the critical need for understanding and support for survivors. Julia's experiences reveal the profound isolation often faced by individuals dealing with trauma, as she grapples with feelings of worthlessness and shame. The absence of a supportive environment exacerbates her struggles, illustrating Ullman's (2002) findings that negative social reactions to trauma disclosures can hinder recovery.

Moreover, the complexities of Julia's relationships underscore the importance of empathy and understanding in supporting trauma survivors. Her interactions with friends like Brett and Jacob offer glimpses of hope, yet her past experiences often lead her to push them away out of fear of further hurt. This dynamic emphasizes the need for supportive relationships that foster healing and resilience, echoing Herman's (1992) assertion that social support is crucial for recovery from trauma.

In conclusion, the exploration of trauma in My Absolute Darling reveals the intricate ways in which abuse shapes identity and interpersonal relationships. Julia's experiences of sexual, physical, and verbal violence serve as a poignant reminder of the complexities inherent in trauma. By situating Julia's narrative within the broader context of trauma theory, this study underscores the importance of understanding the psychological ramifications of abuse. The findings advocate for increased awareness and support for trauma survivors, emphasizing the critical role of empathy and understanding in fostering healing and resilience. Ultimately, this discussion contributes to the ongoing discourse on trauma in literature, highlighting the need for continued exploration of its representation and implications in both literary and real-world contexts.

Conclusion

After conducting a deep analysis and interpretation of Gabriel Tallent's novel My Absolute Darling, this study has illuminated the complexities of trauma portrayed through the main character, Julia Alveston. The findings contribute significantly to the field of literary trauma studies by detailing how various forms of abuse—sexual, physical, and verbal—interact to create profound psychological effects.

The research highlights that Julia's traumatic experiences stem from the continuous violence inflicted by her father, Martin. This repeated abuse manifests in multiple ways, leaving Julia with deep emotional scars. The sexual violence she endures leaves her feeling powerless and unable to resist, as her father exerts significant control over her. Acts of physical violence not only cause visible injuries but also reinforce her feelings of vulnerability. Additionally, the verbal abuse she faces contributes to her sense of worthlessness and despair. Each of these forms of abuse plays a crucial role in shaping Julia's identity and psychological state.

Furthermore, the study identifies five key effects of trauma that Julia experiences: intrusive thoughts, anxiety, avoidance, arousal, and negative self-perceptions. These effects are consistent with existing literature on trauma, reinforcing the importance of understanding how trauma can permeate various aspects of a survivor's life. Julia's intrusive thoughts reflect the struggle many survivors face in reconciling their traumatic experiences with their sense of self. Her anxiety illustrates the pervasive nature of trauma, while her avoidance behaviors highlight the challenges of confronting painful memories. The findings suggest that the psychological repercussions of trauma can hinder recovery, emphasizing the need for supportive environments that foster healing.

The implications of this study extend beyond literary analysis; they highlight the urgent need for improved support systems for trauma survivors. Understanding the complexities of trauma as depicted in literature can inform educational applications, particularly in developing curricula that address mental health awareness. Additionally, the findings call for further research into trauma representation in literature, particularly how different contexts and genres approach the subject.

Future research could explore the relationships between trauma and coping mechanisms in various literary works, potentially integrating psychological, sociological, and cultural perspectives. By examining these intersections, scholars can gain a more comprehensive understanding of trauma's impact on individuals and communities.

In conclusion, Julia's experience in My Absolute Darling serves as a powerful reminder of the profound effects of trauma on mental health. This study underscores the importance of understanding trauma in literature, not only as a narrative device but also as a reflection of real-world experiences that necessitate empathy, support, and effective intervention for survivors.

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TEENS, TEXT, AND TECHNOLOGY: THE PERCEPTION OF HIGH SCHOOL EFL WRITERS OF ARTIFICIAL INTELLIGENCE

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Abstract

This study investigated senior high school EFL students' perceptions of artificial intelligence (AI) in English writing activities. The study employed a qualitative descriptive design with purposive sampling involving eight EFL students in Jombang Regency who had prior experience using AI. Data were collected through open-ended questionnaires distributed via Google Forms and analyzed using thematic analysis. The results revealed two main themes: Academic Writing Support and Usability and Accessibility. Students perceived AI as beneficial for generating ideas, improving grammar, enhancing sentence clarity, organizing writing structures, increasing writing efficiency, and boosting their writing confidence. They also considered AI tools easy to learn, accessible across devices, and suitable for self-directed learning, although minor technical issues and concerns about dependence were noted. Beyond extending the constructs of perceived usefulness and ease of use from the Technology Acceptance Model, the results highlighted AI's role as both a cognitive and emotional support system in writing. The study concluded that AI functioned not only as a technical aid but also as a reflective learning partner, shaping students' autonomy and identity as writers. These insights suggested that AI could be integrated effectively into English language learning, provided that it is used ethically and supported by pedagogical guidance.

Keywords: : artificial intelligence, EFL students, writing perception, technology use

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Introduction

The development of digital technology has revolutionized the way education is delivered and experienced across all levels, ranging from elementary schools to higher education. Among these innovations, artificial intelligence (AI) has emerged as one of the most influential forces shaping contemporary pedagogy. Integrating machine learning algorithms into educational settings, AI is widely applied to facilitate tasks such as automated assessment, personalized feedback, adaptive learning pathways, and the creation of customized instructional materials. Through these affordances, AI is increasingly regarded not only as a technical tool but also as a cognitive and pedagogical partner capable of transforming the teaching and learning process (Holmes et al., 2022; Luckin et al., 2021). In practical terms, the integration of AI into classrooms has been shown to reduce teachers' administrative burdens, provide real-time insights into learners' difficulties, and enhance motivation through instant and personalized support (Wang et al., 2022; Xie et al., 2023; Zhao et al., 2021). These features make AI a strategic innovation for facing the challenges of 21st-century education.

In the context of English as a Foreign Language (EFL) learning, writing is often considered the most demanding skill because it requires not only grammatical accuracy but also the ability to generate ideas, organize arguments, and convey meaning in a coherent and persuasive manner. Unlike speaking, where learners can negotiate meaning interactively, writing requires sustained attention to vocabulary choice, sentence complexity, discourse organization, and academic conventions (Hyland, 2021; Nguyen et al., 2023). For many EFL students, especially at the secondary school level, writing in English presents major obstacles such as limited vocabulary, lack of grammatical mastery, and difficulty in maintaining logical flow across paragraphs. These difficulties are often exacerbated by writing anxiety, where students fear making mistakes or struggle to begin writing at all (Zheng et al., 2022). Consequently, EFL writing instruction increasingly incorporates supportive pedagogies and technologies to help learners build both linguistic and rhetorical competence.

Artificial intelligence (AI) has rapidly been adopted as one such support system in EFL writing. Applications such as Grammarly, Quillbot, and ChatGPT provide real-time grammar correction, paraphrasing options, vocabulary suggestions, and even model text generation. Studies show that

these tools can enhance the accuracy and fluency of learners' writing while also fostering independent learning behaviors (Yang & Yu, 2023; Shao, 2025). Beyond technical corrections, AI can function as a reflective partner that stimulates idea generation, offers feedback on clarity, and guides learners through the recursive stages of the writing proces: planning, drafting, revising, and editing (Harmer, 2004). This scaffolding is particularly valuable for adolescents, who as digital natives are accustomed to exploring digital tools intuitively and often incorporate them into daily learning practices (Almerich et al., 2021).

Nevertheless, the benefits of AI in writing are mediated by how students perceive and engage with it. Perception, as defined by Mussen (1973 in Nursanti, 2016), reflects an individual's interpretation of a phenomenon shaped by prior experiences and expectations. In the case of educational technology, perception is crucial because it determines whether learners adopt tools critically and productively or rely on them unreflectively. Several studies (Alzahrani & Alotaibi, 2024; Saputra & Hendriani, 2024) report that students generally view AI as helpful for grammar checking, sentence clarity, and vocabulary development. However, they also raise concerns about potential overreliance, which could diminish learners' independent thinking and critical engagement. Godwin-Jones (2021) similarly caution that excessive dependence on AI may erode authentic writing skills and blur ethical boundaries, such as plagiarism and originality of thought.

For high school students, who are in the formative stage of developing academic literacy, such risks are particularly pressing. While they are familiar with digital platforms and quick to adopt new applications, their critical awareness of ethical and cognitive implications is often limited. Without adequate pedagogical guidance, AI use may reinforce superficial learning strategies rather than deeper engagement with language and meaning (Kim & Lim, 2024). This tension underscores the importance of understanding students' own perceptions: whether they see AI as a supportive partner that enhances learning, or whether they risk depending on it to the extent that their autonomy and creativity are compromised.

Existing research provides valuable insights into AI in language learning, but much of it remains concentrated on higher education contexts, focusing primarily on product-oriented outcomes such as grammar accuracy, fluency scores, or writing performance (Perdana et al., 2021; Rahimi et al., 2023; Zheng et al., 2022). While these studies demonstrate measurable improvements, they often overlook the subjective experiences and meaning-making processes of younger learners. A few recent works (Kim, 2023; Gao &

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Wang, 2023) have begun to explore attitudes and perceptions, but comprehensive investigations at the secondary school level remain scarce. This gap is significant because secondary-level learners represent a unique population: they are digital natives experimenting with AI for the first time in formal academic writing and are still shaping their identities as autonomous learners and emerging academic writers.

Addressing this gap, the present study focuses on high school EFL students' perceptions of using AI in their writing activities. Unlike previous research that highlights final outcomes, this study emphasizes students' lived experiences, reflections, and practices when interacting with AI tools in real time. Specifically, it seeks to understand how learners perceive AI's usefulness, ease of use, and role as both a cognitive and affective support system in writing. The study is grounded in the Technology Acceptance Model (TAM) framework (Venkatesh & Bala, 2008), yet extends it by considering the pedagogical, emotional, and ethical dimensions that emerge in secondary education contexts.

Research Methods

Design

This study employed a qualitative descriptive design to investigate how senior high school EFL students perceive the use of artificial intelligence (AI) in their English writing activities. As Creswell and Poth (2018) emphasize, qualitative descriptive research is particularly appropriate when the aim is to explore participants' lived experiences and capture their perspectives in a natural and contextualized manner. Rather than focusing on statistical generalization, the purpose of this approach is to provide a rich, detailed description of how learners interpret the phenomenon under study. In this case, the research was directed toward understanding how high school EFL students perceive the use of artificial intelligence in their English writing activities.

Participants

The participants were eight EFL students aged between 15 and 18 years, selected through purposive sampling. All students came from senior high schools in Jombang Regency, East Java, an area known for its increasing digital literacy and diverse educational backgrounds (Badan Pusat Statistik, 2023). A key selection criterion was that students had prior experience using AI tools, such as Grammarly, ChatGPT, or Quillbot, at least five times in their learning activities. This ensured that participants could provide meaningful reflections on the integration of AI in their writing process. Purposive sampling was chosen because it enables researchers to select information-

rich cases that are most relevant to the focus of the study. Although the sample was relatively small, the emphasis of qualitative research lies in depth and relevance of data, not breadth, thereby aligning with the study's objectives.

Instrument

The main research instrument was a 12-item open-ended questionnaire designed based on the constructs of the Technology Acceptance Model 3 (TAM 3) developed by Venkatesh and Bala (2008). The items were organized to capture two major dimensions: perceived usefulness and perceived ease of use. Questions were formulated to elicit students' reflections in their own words, allowing them to describe their experiences with AI tools in writing tasks. Prior to implementation, the instrument was reviewed by experts in language education and educational technology to ensure content validity. This process helped refine the wording of items, making them more comprehensible for high school students while still aligned with the theoretical framework.

Data Collection

Data collection was conducted through Google Forms, where the questionnaire was distributed online to the selected participants. The choice of an online platform was considered effective, because it allowed students to complete the responses flexibly and confidentially, thereby reducing potential pressure from face-to-face settings. To enhance the credibility of the data, several validation strategies were employed. First, member checking was conducted, whereby participants were contacted via WhatsApp to confirm and clarify their answers, ensuring that the interpretations accurately reflected their intended meanings. Second, peer debriefing was undertaken with fellow researchers to discuss coding decisions and interpretations, minimizing individual bias. Third, triangulation was achieved by comparing questionnaire data with insights from students' diary notes and reflective accounts, which provided additional depth and reliability to the findings. These procedures followed Creswell and Poth's (2018) guidelines for ensuring trustworthiness in qualitative research.

Data analysis

Thematic analysis was applied to analyze the collected data, as it is a widely used method for identifying, categorizing, and interpreting recurring patterns in qualitative responses (Braun & Clarke, 2006; Creswell & Poth, 2018). The process involved several stages: (1) familiarization with the data through repeated reading, (2) generating initial codes that captured

meaningful units of information, (3) grouping related codes into broader categories, (4) identifying themes that represented students' perceptions of AI in writing, and (5) reviewing and refining themes to ensure coherence and distinctiveness. Two overarching themes: Academic Writing Support and Usability and Accessibility were developed from this process, providing a structured yet nuanced account of how students experienced AI tools in their writing.

Results and Discussion

Results

Thematic analysis of students' responses generated two overarching themes: (1) Academic Writing Support and (2) Usability and Accessibility of AI Tools. Thematic analysis was applied to eight students' open-ended responses and produced a set of codes clustered under each theme. Each theme was supported by several categories and codes that reflected how students perceived and experienced the role of AI in their English writing activities. The results not only illustrate the functional benefits of AI, but also highlight its affective impact on learners, showing how it shaped their confidence, motivation, and sense of autonomy in the writing process.

Theme 1: Academic Writing Support

The first theme captures the multiple ways in which AI tools, particularly ChatGPT and Grammarly were perceived to support students' academic writing. Participants consistently described AI as more than a mechanical checker; they saw it as a partner that could stimulate ideas, refine their language, and provide guidance across the stages of the writing process.

1. The use of AI in generating and organizing ideas

Several students emphasized that AI was particularly helpful in overcoming writer's block by suggesting initial ideas or providing examples that they could further develop. One respondent noted, "AI gives me ideas that I can develop into paragraphs" (R4). Another explained, "ChatGPT helped me to arrange an outline before I started writing" (R5). Similarly, other participants expressed that AI provided topic suggestions and guided them in building paragraph coherence, as reflected in comments such as "It helps me decide what to write next" (R2) and "AI gives examples that make it easier to expand my ideas" (R7). This shows that AI acted as a brainstorming partner, enabling students to start their writing with greater ease and direction.

2. The use of AI in improving grammar accuracy and enriching vocabulary

Students highlighted how AI supported their language accuracy by pointing out grammatical errors and offering alternatives. One student

commented, "AI corrected my grammar and spelling, so I can notice my mistakes and learn from them" (R1). Similarly, another shared, "My grammar feels more controlled now" (R6). In addition to grammar, AI tools enriched vocabulary by suggesting more appropriate word choices, which students felt enhanced the sophistication of their writing.

3. The role of AI in revising sentence clarity and writing style

Beyond correcting errors, AI was valued for helping students make their sentences clearer and more concise. A participant noted, "ChatGPT suggested simpler and clearer sentences" (R1), while another reflected, "It helped me paraphrase sentences that were confusing" (R6). Students perceived this process not only as a correction but also as a learning opportunity to internalize better sentence structures.

4. AI's contribution to providing structural guidance in writing

Students frequently mentioned that AI tools supported them in structuring their writing into logical sections, such as introductions, bodies, and conclusions. One student remarked, "AI showed me how to arrange my essay so it became more logical and readable" (R7). Another added, "The storyline was organized by AI suggestions" (R8). Such feedback demonstrates how AI played a role in scaffolding the overall discourse structure, not merely at the sentence level.

5. The impact of AI on enhancing writing efficiency and productivity

Efficiency was a strong theme across responses, with students consistently stating that AI reduced the time needed to complete assignments. One participant compared, "It used to take me two hours, but now only 45 minutes" (R1). Another added, "AI gives ideas and sentences very quickly, so I can write faster and better" (R5). This sense of efficiency was closely tied to reduced stress and increased willingness to engage in writing tasks.

6. How AI boosts students' writing confidence and motivation

AI was also perceived as an affective companion that increased students' confidence. A participant described, "I feel more confident when writing because AI reassures me that my writing is correct" (R8). Another stated, "It gives me a sense of safety when I am writing" (R6). Such reflections suggest that AI served as an emotional support system, helping students to write more freely without constant fear of mistakes.

7. Students' concerns about dependence on AI tools

Despite these positive perceptions, some students expressed concerns about becoming too dependent on AI. For example, one commented, "I worry that if I always use AI, I will not learn by myself" (R2). This demonstrates that

while AI was appreciated as a helpful support, students also recognized its limitations and the potential risks for their long-term learning and autonomy.

Theme 2: Usability and Accessibility

The second theme relates to how students perceived the usability and accessibility of AI tools. Most respondents emphasized that these applications were intuitive, convenient, and easily integrated into their learning routines.

1. The ease of learning and using AI tools

Students repeatedly mentioned that AI tools required no formal training to use. One noted, "It was very easy to use, I just tried it and understood quickly" (R5). Another added, "I did not need tutorials because the layout is clear" (R6). This ease of use reflects how AI tools aligned well with students' digital habits as tech-savvy learners.

2. The simplicity and intuitiveness of AI interfaces

The user-friendly interface of AI applications was appreciated by participants. A student commented, "The interface is simple and clean, so I know exactly where to click" (R6). Another emphasized, "ChatGPT is easy to navigate without confusion" (R8). These accounts show that design simplicity contributed to a smooth user experience.

3. The accessibility of AI tools across different devices

AI's flexibility across devices was another advantage. Students highlighted that they could use it anytime and anywhere, as long as internet access was available. One respondent shared, "I can use it on my phone or laptop anywhere" (R3), while another added, "Very flexible, I even used it while commuting" (R5). This accessibility reinforced students' perception of AI as a reliable learning companion beyond the classroom.

4. Students' ability to self-learn AI tools quickly

Students also valued the way AI tools supported independent learning. Without needing external guidance, they were able to explore the functions and adapt them to their needs. One explained, "I learned it from online guides, but mostly I explored it by myself" (R6). This indicates that AI use fostered a sense of agency and autonomy in technology adoption.

5. Minor technical limitations experienced when using AI

Although overwhelmingly positive, students did note minor technical issues, particularly when internet connectivity was weak. One student reported, "Sometimes it lags when the signal is bad" (R3). However, such problems were described as temporary inconveniences that did not significantly hinder overall usage.
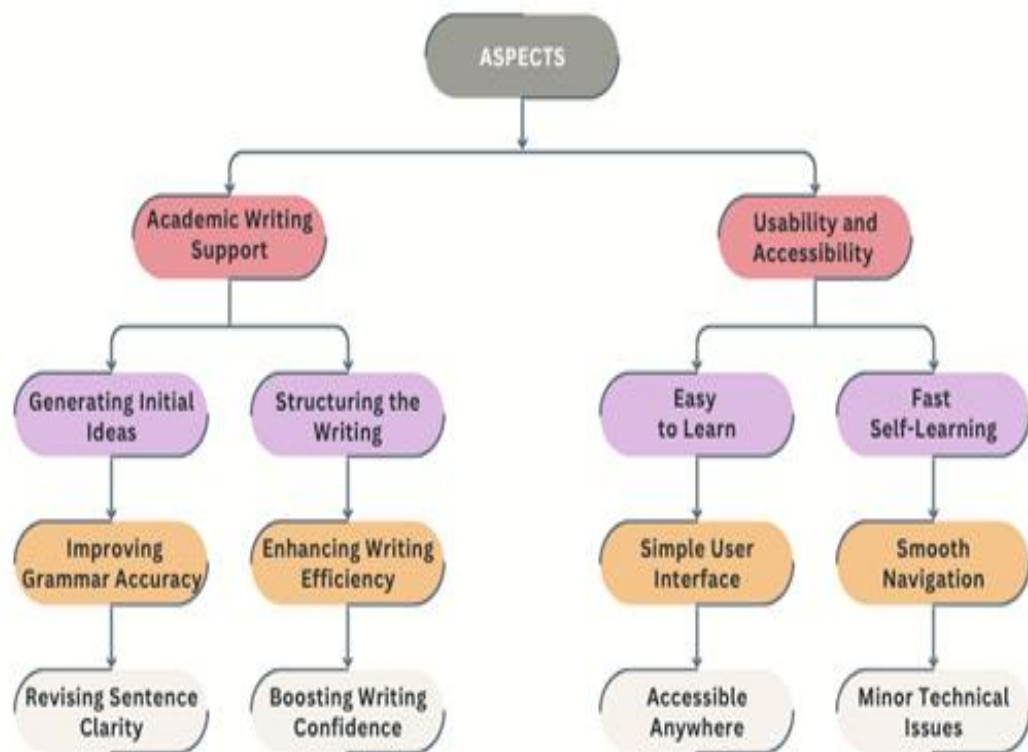
Figure 1.1 Theme and Coding of Result

Table 1.1 Students' Perceptions of AI in Writing Activities (n=8)

Theme	Percentage of Students (%)	n (Number of Students)	Description
Generating Initial Ideas	75%	6	Most students acknowledged AI helped them overcome idea blocks and start writing.
Improving Grammar Accuracy	87.5%	7	Nearly all participants valued AI for correcting grammar and punctuation.
Revising Sentence Clarity	75%	6	Students reported clearer and more coherent sentences after AI suggestions.
Structuring the Writing	62.5%	5	More than half highlighted AI's role in organizing ideas into logical structures.
Enhancing Writing Efficiency	87.5%	7	Most students found that AI significantly reduced the time needed for writing.
Boosting Writing Confidence	75%	6	Many expressed greater confidence in their writing after using AI.

Easy to Learn	100%	8	All students stated that AI was simple to learn without formal training.
SimpleUser Interface	87.5%	7	The majority appreciated the clear and intuitive design of AI platforms.
Accessible Anywhere	100%	8	All participants emphasized AI's flexibility across devices and settings.
Fast Self-Learning	75%	6	Students noted they could master AI tools independently through exploration.
Smooth Navigation	62.5%	5	Over half agreed AI features were easy to find and navigate.
Minor Technical Issues	25%	2	Only a few students experienced occasional internet or loading problems.

The results show that students perceived AI not only as a technical assistant for improving grammar, vocabulary, and structure, but also as a reflective and affective partner that influenced their confidence and motivation. The findings suggest that AI tools functioned at both the cognitive level (enhancing language accuracy, structure, and efficiency) and the emotional level (boosting confidence and reducing writing anxiety). At the same time, a few students expressed cautious awareness of the risk of dependence, underscoring the need for pedagogical scaffolding to ensure balanced and critical use.

Discussion

The findings of this study revealed that high school EFL students generally have positive perceptions toward the use of artificial intelligence (AI) in their English writing activities. These perceptions were organized into two key themes: Academic Writing Support and Usability and Accessibility, both of which closely reflect the constructs of Perceived Usefulness and Perceived Ease of Use in the Technology Acceptance Model (TAM) proposed by Venkatesh & Bala (2008). However, this study also expands those theoretical constructs by introducing deeper pedagogical and affective dimensions relevant to the EFL secondary education context.

In the context of the Technology Acceptance Model (TAM), Perceived Usefulness is defined as the extent to which individuals believe that using a particular technology improves their performance. In this study, however,

students' accounts revealed that usefulness extended beyond the domain of efficiency. In TAM, Perceived Usefulness is defined as the extent to which individuals believe that using a particular technology improves their performance. In this study, however, students' accounts revealed that usefulness extended beyond the domain of efficiency. They described AI as supportive in generating ideas, refining grammar, improving sentence clarity, structuring essays, enhancing productivity, and boosting their writing confidence. These roles suggest that AI was not merely experienced as a technical instrument but also as a reflective and cognitive partner in the writing process.

This nuanced view aligns with Hyland's (2021) emphasis on the complexity of writing as a process involving not only linguistic accuracy but also the development of argumentation, organization, and identity. AI, in this case, was perceived as scaffolding these processes by providing ongoing feedback and suggestions that students could engage with interactively. Previous studies (Sitorus et al., 2025; Godwin-Jones, 2023) confirm that tools like Grammarly and ChatGPT are valued for their immediate corrective functions. However, the present research adds to this literature by showing how secondary students perceive AI as shaping not just the final product, but also their confidence and agency as developing writers.

Students' reflections further indicate that AI served as an affective companion that helped alleviate writing anxiety, offering reassurance and motivation. This finding deepens the construct of usefulness by showing that students valued AI not only for its capacity to improve writing outcomes but also for its contribution to the psychological and emotional dimensions of learning. Such perspectives echo the work of Godwin-Jones (2021) and Zheng et al. (2022), who caution that affective responses to technology shape long-term learning engagement. Thus, in the secondary EFL context, usefulness cannot be narrowly defined as productivity; it must also include affective growth, reflective learning, and the development of learner autonomy.

Reframing Perceived Ease of Use through Usability and Accessibility

TAM's concept of Perceived Ease of Use refers to how effortlessly a person can operate a technology. In this study, that idea evolves into a broader theme of Usability and Accessibility, encompassing six indicators: easy to learn, simple user interface, accessible anywhere, fast self-learning, smooth navigation, and minimal technical issues. This shows that students evaluate ease of use not only from technical interaction but also from how technology fits their learning lifestyles, flexible, mobile, and independent.

Most participants described AI tools like ChatGPT and Grammarly as intuitive, self-teachable, and smoothly integrated into their study routines.

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This supports findings from Saputra & Hendriani (2024), who reported that students found QuillBot helpful in enhancing writing fluency and simplifying sentence structure. The current study strengthens this view by illustrating that AI not only provides accessible features but also facilitates student-driven learning outside the classroom. Hence, ease of use in digital learning environments must also consider usability design, autonomous learning capacity, and situational access.

The results resonate with earlier research, including that of Tampubolon et al. (2025), who noted that over 80% of high school students responded positively to AI tools in English learning, citing their effectiveness and simplicity. While their research did not focus specifically on writing, it reflected the same general trend: students view AI as an empowering and adaptive learning strategy.

Moreover, this study extends the findings of Salama et al. (2024), who found that teachers also appreciated AI for its usefulness in writing tasks. Although targeting different stakeholders, both studies demonstrate that AI is accepted and valued across various educational levels. What differentiates the current research is its focus on students' lived experiences, offering a bottom-up understanding of AI's role in shaping writing behaviors, preferences, and identities in the secondary EFL context.

This study contributes to a more humanistic interpretation of the Technology Acceptance Model by adding layers of emotional and cognitive meaning to its core constructs. The findings suggest that students' perceptions are shaped not only by task performance or system interface, but also by how technology affects their confidence, autonomy, and creativity in writing.

The practical implications are significant. First, schools should consider integrating AI tools into language instruction, not only for grammar and revision but also for idea generation and writing structure. Second, curriculum designers should include AI literacy as a component of digital literacy education, ensuring that students understand both the capabilities and the ethical considerations of using such tools. Third, teachers can act as facilitators who guide students in making AI a reflective learning companion rather than a shortcut or replacement.

The novelty of this research lies in its focus on secondary-level learners, a group often overlooked in AI-related studies that primarily examine university contexts. By capturing the perspectives of high school students, this study highlights how adolescents, digital natives in their formative stages of academic literacy perceive AI not only as a technological tool but also as a reflective partner in their learning journey. This insight enriches our understanding of technology adoption in education and

underscores the importance of student-centered approaches when implementing AI in classrooms.

Therefore, this study reveals that secondary EFL students perceive AI as more than a tool, it is a learning partner that enhances both the technical and personal aspects of writing. The themes of Academic Writing Support and Usability and Accessibility illustrate that students value AI for its ability to support content development, boost confidence, and offer seamless, self-directed learning experiences. These insights contribute to expanding the Technology Acceptance Model and support the argument for more nuanced, context-specific, and student-centered approaches in future educational technology integration.

Conclusion

This study investigated the perceptions of senior high school EFL students toward the use of artificial intelligence (AI) in their English writing activities. The results indicate overwhelmingly positive responses, organized into two main themes: Academic Writing Support and Usability and Accessibility, which not only align with the constructs of Perceived Usefulness and Perceived Ease of Use from the Technology Acceptance Model, but also extend them into more contextually relevant educational dimensions.

In terms of Academic Writing Support, students reported that AI assisted them in generating ideas, organizing content, correcting grammar, refining sentence clarity, and building writing confidence. Additionally, the findings of this study suggest that AI is perceived not only as functional but also transformative in the context of academic writing for EFL learners. It offers pedagogical value as a reflective tool that supports student growth, enhances motivation, and reduces writing anxiety. This positions AI as a strategic support system that aligns with the needs of digital-native learners in secondary education.

While the study provides valuable insights, it is limited in scope. The sample involved only eight EFL students from a specific region and focused on two AI tools: ChatGPT and Grammarly. Future studies should expand the sample across different regions, educational levels, and include various AI tools such as QuillBot, Bing Copilot, or DeepL. This would help capture a broader spectrum of student experiences and allow for comparative analysis across platforms.

For teachers, these findings call for a pedagogical shift, integrating AI as a scaffolding tool rather than perceiving it as a threat. Teachers should use AI to support idea development, grammar feedback, and structured writing

while guiding students to use it ethically and critically. While for students, the study emphasizes using AI not as a shortcut but as a complement to their own thinking. Responsible use means revising AI outputs, learning from suggestions, and maintaining a personal voice in writing.

Ultimately, this study offers a novel perspective on AI integration in secondary EFL contexts, portraying it as a tool that not only facilitates learning but also nurtures autonomy and self-confidence. As AI continues to evolve, its role in shaping academic literacy should be guided by ethical considerations, critical reflection, and a learner-centered approach rooted in 21st-century pedagogy.

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STUDENTS' LEARNING EXPERIENCE ON THE IMPLEMENTATION OF 'STARLIGHT CADRE' ACTIVITY ON STUDENTS' SPEAKING SKILL AT SMAN 1 TUNTANG

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Abstract

This research aims to examine the implementation and effectiveness of the Starlight Cadre activity to improve speaking skills of the students at SMAN 1 Tuntang English Club at the 2025/2026 academic year. This research using a qualitative descriptive research design and included students of the English Club who were selected through random sampling. Interviews, observation, and documentation were utilized in collecting data for information about students' perceptions and experiences. The data analysis were interpreted according to Miles and Huberman's data condensation, display, and drawing conclusions phases. Findings are that the Starlight Cadre is applied actively and systematically through interactive speaking and listening activities such as storytelling, flashcard games, and pair discussions. Students exhibited noticeable improvement in fluency, pronunciation, vocabulary, and confidence. The observation revealed a positive and supportive learning atmosphere that encouraged participation and communication. The program successfully combined communicative and learner-centered approaches to gain linguistic achievement and motivation. The findings show that well-designed extracurricular activities can potentially enhance students' English speaking ability and confidence in future communication.

Keywords: English club, speaking, student perceptions.

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Introduction

In Indonesia's English as a Foreign Language (EFL) education, speaking remains one of the most challenging skills for students to master. Speaking as a productive skill enables learners to convey ideas, express opinions, and engage constructively in real communication (Harmer, 2015). However, Indonesian EFL learners are faced with various challenges such as minimal exposure to real use of the target language, anxiety in speaking production, inadequate classroom practice, and cultural tendencies to shun communication because of fear of errors (Brown & Lee, 2015). These challenges are further exacerbated by a national curriculum that emphasizes reading and writing ability, if not at the sacrifice of speaking skills. Therefore, students tend to graduate from high school with inadequate fluency, pronunciation, vocabulary, grammar, or comprehension and with negative confidence in speaking and are hindered in their readiness for global communication or future academic and professional pursuits (Sabilla & Kaniadewi, 2025).

Extracurricular activities such as English clubs have surfaced as possible means to address the abovementioned concerns through providing informal, learner-focused, and low-stakes environments for the use of language. English clubs offer a multitude of discussion topics in terms of activities, role-plays, conversations, and games that enhance immersion, peer communication, and low speaking apprehension, therefore oral proficiency and motivation and establishing self-confidence. Scholars still point out that English clubs are indispensable places where students can engage in verbal practice in a comfortable and enjoyable setting. Octaberlina & Muslimin (2022) describe that "one of the ways to improve English mastering skills these days is to join an English Club (E-Club), which usually is a special opportunity for students who want to study and learn more in English with their friends as an extra activity outside the class" (p. 415). The key purpose of such clubs is the acquisition of English competence through cooperative and interactive speaking and listening practice exercises and enhanced motivation and practice opportunities for languages. In this respect, Maros et al. (2023) argue that "an English club enables students to voice their opinions, ideas, and feelings using speaking activities to develop their communicative competence" (p. 83). The variety of activities performed in

English clubs is as varied to cater to students' interests, ranging from simple personal introductions to advance topics like storytelling of city and country life or book discussion and city experience (Elnadeef & Abdala, 2019). Speaking is a fundamental skill that enables communication and the building of social relations and is a competence that is obligatory in Indonesia's 2013 curriculum to increase students' engagement and communicative ability (Holandyah et al., 2024). Speaking competence not only increases vocabulary and grammar ability but strengthens other language capabilities as well and brings students greater opportunities in education, employment, and career development.

Despite the identified contributions, existing research has had limitations, particularly in Indonesian senior high school contexts. Previous studies tend to focus on general contributions of English clubs to speaking improvement with no exploration of particular teacher strategies, activity type, or innovative pedagogical approaches (Virawan et al., 2019). Quantitative studies by Hamadameen & Najim (2020) demonstrate positive impacts of English clubs on communication skills but without detailed qualitative insights into speaking components or implementation processes within the high school setting. However, demonstrate how English clubs facilitate positive English-speaking environments conducive to motivation and confidence but without examining specific pedagogical approaches or activities through which speaking skill is acquired (Astari & Hadi, 2023). Similarly, Gunawan, Supardi, and Arifin acknowledge the positive role of English clubs but omit detailed exploration of planning, implementation, and evaluation processes (Supardi et al., 2016). Syahfutra et al. discuss grammar enhancement without addressing speaking skills enhancement (Syahfutra et al., 2025). Whereas Husniya et al. provide descriptive accounts, limited to single school contexts without analyzing effectiveness or transferable strategies (Husniya et al., 2023).

This study aims to fill these gaps by qualitatively examining senior high school students' perceptions of the 'Starlight Cadre' English Club at SMAN 1 Tuntang, a semi-rural Indonesian school. By using semi-structured interviews, it seeks to understand how students experience the club's implementation, the multifaceted effects on their speaking proficiency, and the enabling or inhibiting contextual factors. Specifically, the current research is concerned with answering two questions: (1) How is the program being practiced in this school? and (2) How do students' learning experience in speaking English while joining in the program of starlight cadre?. This research contributes student-centered insights to EFL pedagogy by revealing how extracurricular English club programs can be planned and executed effectively to enhance speaking skills in similar educational settings. The

findings are expected to support educators and policymakers in fostering more engaging, communicative, and confidence-building speaking environments beyond formal classrooms.

Research Methods

This section describes the methodology of the study, where it is systematic in nature and follows a sequence of design, participants, instrument, data collection, and data analysis.

The research design applied is qualitative descriptive research, as outlined by Miles & Huberman (2014) to explore students' perceptions of the English club activity. The participants are students that actively involved in the English club, providing relevant insights into the club's implementation and effects. The data will be collected using interview, observation, and documentation to collect the data and information from respondents (Sugiyono, 2018). Data collection utilized multiple instruments, including observation sheets, interview guidelines, and documentation, allowing comprehensive gathering of information through observations, interviews, and documentation.

Analysis of data was informed by Miles and Huberman's process, encompassing data condensation to examine essential information, displaying and arranging data for facile interpretation, drawing and verifying conclusions regarding their validity, and employing triangulation to examine credibility through cross-validation of evidence from different sources (Miles & Huberman, 2014).

Design

The research design applied is qualitative descriptive research0;. As suggested by Miles & Huberman (2014), this design is suitable for providing an unambiguous and detailed description of the phenomena being studied, particularly students' perceptions of the English club activities. It offers a comprehensive insight into students' experiences and perceptions without intervening into variables, such as in the descriptive study being conducted.

Participants

The participants of this study consists of students actively participating in 'Starlight Cadre' English Club for the 2025/2026 academic year. There are 13 students actively involved in this activity. They were selected using simple random sampling, a probability sampling technique that gives every member of the population an equal chance to be chosen as a sample. This method ensures that the sample is representative of the

population, thereby enhancing the validity and generalizability of the study findings while capturing diverse student perspectives. Using this technique, we select 7 students as samples for this research.

Instrument

The instruments that researchers would employ in this research are observation sheets, interview guidelines and documentation, as proposed by Sugiyono (2018). The instruments allow the researchers to gain much data from different approaches and give precise information about the dynamics of the English club and students' participation. Observation sheets facilitate systematic observation of activity, interview guidelines help in gathering personal observations in detail from respondents, and documentation facilitates provision of supporting evidence such as records and other material. Using these diverse tools facilitates overall understanding of the phenomena of interest.

Data Collection

The researchers will collect the data through three main methods: observation, interviews, and documentation. Observation involved maintaining a systematic observation of the English club activities to gather real-time information about student participation and interactions. Interviews were conducted through structured guidelines to acquire incisive insights from the students about their perceptions and experiences. Documentation involved collecting relevant records, reports, and other written materials that support the study's findings. Using these complementing data collection methods guaranteed data validity through triangulation.

Data analysis

Data analysis in this qualitative descriptive research consists of three main interactive and simultaneous processes: 1) data condensation, 2) data display, and 3) drawing and verifying conclusions. Data condensation is the initial step where collected data are selected, focused, and simplified by reducing them to the most important and relevant information, which facilitates manageable and meaningful analysis. Data display refers to the organized presentation of information, often through matrices, charts, or graphs, allowing researchers to see patterns, relationships, and trends clearly. The final process involves drawing conclusions from the displayed data and continuously verifying them to ensure validity and reliability (Miles & Huberman, 2014). Throughout these steps, triangulation is used to cross-check data from multiple sources, enhancing credibility. This framework

supports a systematic yet flexible analysis that captures rich descriptive insights into participants' experiences and perceptions.

Results and Discussion

The Results and Discussion section reports the results against the research questions and goals. Using qualitative descriptive approach, data were reduced, coded, and interpreted via interviewing, observing, and documentation triangulation for support in credibility. The section describes understanding of the English Club activities by students, in which how experience obtained from them improves the English speaking skill and confidence of the students. The research matches results to theoretical and conceptual literature to offer an holistic explanation of the phenomena being researched, emphasizing the interactive and facilitative nature of the English Club environment. This approach allows for dense, substance understanding without changing the variables being researched.

Results

1)   Program which practiced in this school:

Based on the interviews conducted with participants who were selected using random sampling and supported by observation data, the findings reveals that the application of the Starlight Cadre activity in English Club at SMAN 1 Tuntang is implemented actively and systematically with the main goal of developing students' speaking ability. Most of the students enrolled themselves in the club due to intrinsic motivation to enhance their English-speaking abilities and become confident when speaking. Several of the participants, such as sample A1 and A2, mentioned that they were driven by their passion for English media such as films and games and also by their drive to be able to communicate well using proper pronunciation.

The English Club activities are varied but always focused on practice in listening and speaking. Common activities include pair or group discussion, reading aloud, question and answer, vocabulary games, and watching English videos with retelling activities. Observations confirmed that these kinds of activities are undertaken on a daily basis in almost every session, normally beginning with ice breaking games to enhance enthusiasm before engaging in significant speaking practices using flashcards, pictures, or video clips.

The Starlight Cadre activity itself worked in the generation of spontaneous speech. With random topic cards, students practiced expressing thoughts on everyday topics such as hobbies and experiences. The

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methodology supported them in faster thinking in English, building vocabulary, and speaking more naturally in a relaxed setting. The facilitator provided constructive criticism and soft corrections throughout, building an energetic and interesting classroom atmosphere.

Observation results further indicated that the English Club learning environment was constructive and interactive. The facilitator offered materials and media for each session and encouraged collaboration through pair and group activity. The active learners were rewarded or praised at the end of each session, encouraging motivation and engagement.

All the respondents provided accounts of remarkable improvement in the area of speaking skills since becoming members of the English Club, including more confidence, more vocabulary, and better pronunciation. One respondent estimated her improvement at around 80% since joining. Observation data also provided evidence for the same, where there was more fluency and less hesitation while speaking. The students also suggested program extension, such as outdoor or music-based speaking activities and further promotion to attract new members. In general, the findings indicate that the Starlight Cadre activity has been effectively conducted and has a good impact on enhancing students' speaking ability and confidence in using English.

2)   *Students' learning experience in speaking English while joining in the program of Starlight Cadre:*

The findings of the interviews and the observations indicate that the Starlight Cadre activity in English Club make the students expressed more confidence in speaking English after going through the program. From being shy at first due to limited vocabulary, they became more comfortable and fluent as a consequence of activities such as storytelling, flashcard discussions, and conversation games. One of the students estimated an improvement of 80% in her speaking performance. Observations also bore witness to this as students who once hesitated became more active and fluent during class interactions.

Starlight Cadre method also helped in the expansion of vocabulary and sentence formation for the learners. Spontaneous speech on random topics encouraged them to employ new words in real communication. Pronunciation and fluency were also enhanced through the facilitator's positive feedback and congenial class atmosphere. Observation also showed that over half of the students showed better fluency and active participation compared to the previous sessions. The constant encouragement and reward system of the facilitator helped in keeping everyone motivated and interested.

Overall, the students found the Starlight Cadre activity to be an enjoyable and constructive way of practicing English speaking. The combination of interactive games, situational themes, and peer collaboration effectively provoked both linguistic and affective aspects of learning, bearing witness to the effectiveness of the program in improving students' speaking capacity.

Discussion

The implementation of the Starlight Cadre activity in the SMAN 1 Tuntang English Club appears to align with second language acquisition (SLA) theory and communicative language teaching. The systematic, interactive structure privileged speaking and listening in everyday contexts over mere drill repetition of grammar rules, which aligns with Brown & Lee's view that language learning needs to be usage-based, contextually embedded and socio-culturally oriented (Brown & Lee, 2015).

Students' intrinsic motivation turned out to be one of the most important factors emerged as a key contributor to the program's success. Many students joined because they liked English media or games and wanted to be able to speak more fluently this aligns with Brown & Lee's stress on learner agency, identity, and emotional investment as key drivers of effective language learning (Brown & Lee, 2015). Moreover, the supportive, low-anxiety environment created by the English Club helped reduce affective filters so that students could speak spontaneously without inhibition freely, a condition Brown repeatedly describes as necessary for fluency acquisition (Brown, 2001).

The variety of speaking activities pair talk, story telling, word games, retelling from video mirrored Brown & Lee's overarching language teaching classification: cognitive, socio-affective and linguistic components must collaborate if optimal learning is to take place. Starlight Cadre in particular enabled learners to speak at random on matters, boosting their ability to think in English and create vocabulary creatively conveying Brown's principle of automaticity and significant interaction.

These were also the most significant aspects of fostering learning through task design, peer consultation, and respectful corrective feedback. The findings showed that the facilitator did not act as an instructor only but as a mediator of learning an individual who was guiding students towards independence while still offering supportive interaction. The use of pairs and small groups was essential to this process. In these group activities, the students were encouraged to talk, negotiate meaning, and use actual

communication in English, which reflects an interactive and learner centered learning approach.

Furthermore, the language enhancement demonstrated heightened fluency, better pronunciation, and broader vocabulary indicates that frequent exposure to communicative practice supports the speaking ability of the students significantly. Students' progress was noticeable both in observable classroom behavior and students' own reported improvement, with some estimating up to 80% improvement in speaking proficiency. Such growth serves as a testament to the fact that frequent practice in a low-anxiety and supportive environment enhances not only linguistic aspects but also affective factors such as motivation, confidence, and willingness to speak.

The results also indicate the importance of purposeful and contextualized learning activities. The Starlight Cadre sessions provided an avenue for the students to use English in spontaneous and natural ways rather than memorization. It allowed them to think on their feet using English, construct sentences naturally, and apply vocabulary in real communication. These results affirm Brown's principle that effective language learning is grounded in purposeful interaction and active participation rather than passive learning (Brown, 2001).

Based on the results of the research, Starlight Cadre activity validly integrates key instructional principles identified by Brown and Brown & Lee i.e., communicative meaning, learner-centeredness, motivational support, and interactive learning environments. This study's findings illustrate that the application of these principles in an extracurricular setting can effectively develop students' speaking proficiency and also facilitate their affective willingness for English communication. The English Club, therefore, is not merely a language practice area but a community that also encourages confidence, creativity, and learner independence.

Conclusion

Based on the data analysis results using the qualitative descriptive research, it highlights that the Starlight Cadre activity in SMAN 1 Tuntang English Club effectively improves speaking skill, confidence, vocabulary, and pronunciation among students with varied, interactive, and supportive practices. The program is in harmony with primary language acquisition theories, with an emphasis on learner motivation, communicative practice, and low anxiety conditions. Despite these strength points, the study has a limitation as it is based on a single school and comparatively minor sample size. Follow-up research can treat more comprehensive contexts and long-term impact. The proposed enhancements include taking activities outdoors and incorporating music-based speaking to further motivate learners. This

research recommends that well designed extracurricular programs can significantly support language development and learner autonomy.

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INVESTIGATING ENGLISH LEARNING MOTIVATION BY APPLYING GAME ELEMENT

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Abstract

This research aimed to analyze how first semester students in Early Childhood Education Program at Universitas Muhammadiyah Surabaya were motivated through the Quizizz game-based learning method. Using a descriptive qualitative method, data were gathered via observation, questionnaires, and interviews. The findings indicated that Quizizz enhanced motivation by fostering enjoyment, engagement, and concentration. The research concluded that while Quizizz temporarily increases enthusiasm, sustained motivation requires diverse learning approaches and active lecturer facilitation.

Keywords: English learning, Quizizz, Game Element, Motivation

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Introduction

English plays a vital role in global communication and academic development. In higher education, motivation is a key element influencing students' success in mastering English. The first-semester students in the Early Childhood Education Program of Universitas Muhammadiyah Surabaya often face transitional challenges as they adapt to new learning environments, academic expectations, and digital tools. Consequently, fostering motivation during this initial phase is crucial. Learning media encompasses a variety of instructional tools that develop in tandem with improvements in educational technology (Hamsia & Ro'ifah, 2023). The intricacy of learning English is linked to student motivation and learning strategies in addition to vocabulary and grammar proficiency, as Gede and his colleagues have noted. Numertayasa

and Yasa (2023). Educational gamification integrating game elements into learning has proven effective in increasing engagement and motivation. Quizizz, a game-based learning platform, offers interactive quizzes with features such as leaderboards, points, and instant feedback. These elements turn traditional lessons into enjoyable, competitive, and collaborative experiences. Prior research (Jiménez-Sánchez & Gargallo-Camarillas, 2020; Purba, 2021) highlights that platforms like Quizizz enhance learners' interest, focus, and active participation in English classrooms. However, little research has focused on its impact on university-level learners, particularly first semester students adapting to higher education.

One type of motivation originates from sources outside of ourselves. This suggests that in a learning environment, students are motivated to study not because they are interested in the material but rather because they want to benefit from it, such as receiving high marks, recognition from their peers, or praise from their parents or professors (Putri & Trisnawati, 2024). Rewards, contests, or the simple desire to stay out of trouble can occasionally serve as additional motivators for students. Although this type of motivation can be quite effective in keeping pupils on task and focused, it does not always result in a sustained or profound interest in the subject unless it is accompanied by internal motivation as well (Ningsih, 2021).

Students' motivation and engagement in the learning process can be raised by gamifying the process (Jusuf, 2020). The use of game features in educational activities or processes to boost motivation and efficiency in reaching learning objectives is known as the gamification method. This approach creates enjoyable and captivating activities by utilising components like leaderboards, challenge levels, and badge points. Since it makes learning more effective and interesting, instructional media is essential to the learning process (Karlina et al., 2018). Gamification is frequently used to boost learning engagement among students. The research indicates that the Genially platform's gamification approach improves student interest, comprehension, and motivation in English language acquisition (Sibghatullah Mujadidi et al., 2023).

One of the game-based learning platforms for making and administering quizzes is Quizizz. The lecturer can set up questions in several formats using Quizizz. Learning is made more enjoyable and competitive with Quizizz. One benefit of Quizizz is that it may be used both asynchronously (homework mode) as an independent task and immediately (live quiz) in the classroom. Compared to other applications, Quizizz is an appealing option due to its features that enhance learning. Regarding the classroom setting, it can be said that this approach and the gamification

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phase might motivate students to work hard in their studies and enjoy themselves (Roman et al., 2025).

Therefore, this research aimed to fill that gap by using qualitative method to investigate English Learning Motivation using the Quizizz Game Method. Based on this phenomenon, it is seen that interactive learning media such as Quizizz can be an alternative solution to increase students' Motivation. However, there is still limited research that examines in depth how forms of Motivation emerge and how this game method affects students' learning experiences, this is especially the first semester students in Early Childhood Education Program of Universitas Muhammadiyah Surabaya who are in the early stages of adapting to college. Therefore, this study aims to explore how Quizizz, as a game-based learning platform, influences the motivation of first-semester students in the Early Childhood Education Program at Universitas Muhammadiyah Surabaya. Specifically, it examines the types of motivation that emerge and how game elements contribute to engagement and learning enthusiasm.

Research Methods

Design

This qualitative descriptive method collected data through classroom observations, student questionnaires, and interview with the English lecturer. The focus was on students' participation, enthusiasm, and motivation during lessons that utilized Quizizz. The interview explored motivational aspects such as competition, collaboration, rewards, and lecturer encouragement. The questionnaire, containing ten Likert-scale items, measured students' perceptions and motivation toward Quizizz. This approach follows Creswell and Creswell's (2018) framework, which emphasizes the integration of both data types to strengthen the validity and reliability of the findings.

Targeting students who have had direct experience using Quizizz during English lessons. The data can be collected through observation, questionnaire, and supporting interview. Interviews can be done to lecturer and selected students to explore in depth the students' motivational factors, such as competition, rewards, and teacher encouragement. The questionnaire consists of ten question with likert scale and will be measured using Likert scale. It can examine about students' motivation and perception.

In this digital era, learning is increasingly shifting toward more interactive and technology-based approaches. One populer innovation widely used by lecturer was game-based learning, such as Quizizz. Quizizz is an interactive online quiz platform that allows students to answer question in a

fun and competitive environment using theor digital devices (Jiménez-Sánchez & Gargallo-Camarillas, 2020)

Participants

The research was conducted at Universitas Muhammadiyah Surabaya with participants consisting of 20 first-semester students in Early Childhood Education Program. These students were selected because they are at the beginning of their academic journey and have been introduced to technology-enhanced learning, including Quizizz. The research investigated how Quizizz affects their English learning motivation during classroom and independent study activities.

Instrument

The researcher collects the data through, observation, questionner, and interview to gain a deeper understanding of how the Quizizz method influences students' motivation. The instruments used in this research, interviews and documentation sheet.

1.   Observation

Observation was one of the main instruments used in this research to collect data about students' motivation during English lessons with the Quizizz game method. The observation focused on students' participation, enthusiasm, collaboration, and responses during the teaching and learning process. The researcher attended the English class to record and describe the classroom activities.

2.   Questionnaire: consisting of ten statements with a five-point Likert scale. This was designed to measure students' motivation and perceptions toward the use of Quizizz

3.   Interview

The researcher conducted the interview with English lecturer. The purpose of these interviews was to explore lecturer's experiences, strategies, and perspectives on the use of Quizizz in the classroom and how it affects students' motivation in learning English. The interviews provided in-depth insights that supported and enriched the findings of other research instruments. The researcher shared 10 questions for English lecturer to identify students' motivation level in learning English with Quizizz. The questions refer to motivation indicators such as the desire to provide material, rewards, recognition, and competition.

Data Collection

This research procedure was conducted in several stages.

1.   Preparation

The preparation stage included identifying the research focus, preparing interview guidelines, and obtaining the necessary permits. Includes identifying the research focus, purposive selection of participants, and preparing questionare and interview guidelines.

2.   Data Collection

The research used the Quizizz game to conduct observations in the classroom while English was being taught. Additionally, in order to investigate students' motivation for learning English and their theoretical impressions of using the Quizizz program, the research also administers questionnaires to them and conducts interviews with lecturers.

3.   Data Reduction and Catagorization

The method of gathering, choosing, and organising information according to recurring themes about the enjoyment of game-based motivational aids.

Data analysis

A number of data research approaches were employed in this data study, including the following:

Activities to gather, choose, and organise information pertinent to the study's main focus—students' motivation to learn English using the Quizizz game—were part of this approach. Additionally, the researcher displays the data in a descriptive format to highlight the trends discovered. Conclusions are then derived from the interpretation of the data and the resulting findings. Additionally, to check for consistency and bolster the accuracy of the information, compare data from observations, questions, and interviews. This method allows data analysis to offer a thorough and detailed understanding of students' motivation during the Quizizez learning process.

Results and Discussion

Results

Observation showed that the students used Quizizz-based activities to actively participate in the learning process. While team-based sessions promoted peer cooperation, the introduction of real-time leaderboards created excitement and healthy rivalry. Compared to typical lessons, the children seemed more engaged and focused. The instructor pointed out that Quizizz offered immediate feedback, which supported comprehension and kept students interested.

The statement "I enjoy competing with my classmates in Quizizz" had the highest mean score (4.55) according to the questionnaire findings. It was

followed by "I enjoy working with my friends when using Quizizz" (4.5) and "I feel excited when learning English with Quizizz" (4,9). These findings showed that social interaction and competitiveness both greatly boost motivation. The lively atmosphere, according to the students, made them less stressed and more eager to contribute to class debates.

These results were corroborated by interview findings. During Quizizz sessions, the lecturer noticed that pupils who had previously been passive became more involved. Instant feedback, points, and rankings all worked together to create a lively and encouraging learning environment. But the professor also pointed out that if Quizizz was used too often without variation, the incentive effect would wane.

Observation

The Early Childhood Education Program's first semester students' English instruction was observed as part of the data collection for this study, particularly when the lecturer used the Quizizz app to deliver Introduction Material. The purpose of this observation was to comprehend how students react to the activity and how the teaching process works.

a)   Opening

The lecturer starts the learning session by extending pleasantries, monitoring student attendance, and outlining the objectives. The speaker indicates that the primary focus of the lesson would be how to introduce themselves. The instructor makes use of the Quizizz Presentation function to keep students' attention and interest from the start. Given the restricted resources in the classroom, this function enables the lecturer to manage the flow of presentation slides without using a projector. Through the students' devices, the lecturer provided a connection to the Quizizz presentation; nevertheless, only the professor had the authority to modify the slides. In order to prevent pupils from becoming sidetracked by launching other applications, including social media, this is done.

b)   Main activity

Material distribution with Quizizz presentation: The instructor demonstrated how to introduce themselves using Quizizz Presentation. Students were able to concentrate on one discussion topic at a time since the speaker controlled the presentations. Practice with the Quizizz game: The students engaged in an interactive Quizizz game following the presentation of the topic. The game consisted of multiple-choice questions about the students know how to introduce themselves. The competitive leaderboard motivated students to participate actively. After the introduction, the teaching activity continues to explain what are the identities to introduce through an interactive slide show in Quizizz presentation. The material is presented

gradually and interestingly , starting from text structure (present tense). The lecturer also adjust the text length and visual design to make it comfortable to read on the students mobile phone screens. After the material, the lecturer proceeds to the Quizizz game session as an evaluation formative assesment. After the discussion is complate, the lecturer continues with and interactive game session using Quizizz which contains multipale choice qustions.

c)   Closing

By going over the game results and offering comments on typical errors, the lecturer concluded the class. She asked pupils to consider the moral lesson of the story while restating the key ideas of the narrative text. Lastly, she commended the children for actively participating in the Quizizz activity and urged them to continue honing their English.

The lecturer provides comments on the quiz results and restates the main ideas of the subject at the conclusion of the class. The present tense structure is reviewed by the instructor. The speaker concludes the exercise with a brief reflection and encouragement to keep students motivated to learn not just because it's crucial to comprehend the subject.

Interview

The usage of Quizizz was deliberate, according to a transcript of an interview with an English lecturer. The instructor clarified that she selected the Quizizz Presentation function because it allows students complete discretion over how the material slides are presented. According to her interview, the teacher uses Quizizz as a learning tool that promotes focus and a methodical learning process in addition to being an enjoyment tool.
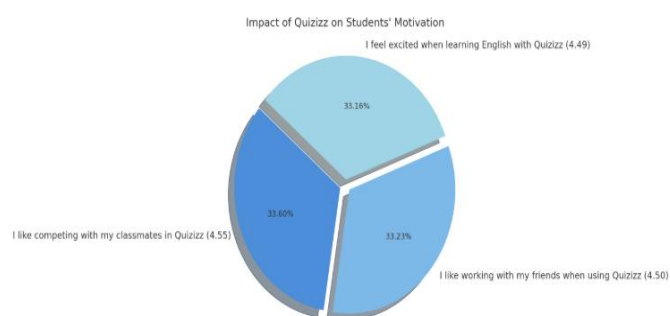
Questionnaire

Impact of Quizizz on Students' Motivation

I feel excited when learning English with Quizizz (4.49)

33.16%

I like competing with my classmates in Quizizz (4.55)

33.60%

33.23%

I like working with my friends when using Quizizz (4.50)

Figure 1 Impact of Quizizz on Student's Motivation

Based on the bar chart above, it can be that statement Q7 received the highest average score, that shows the most students strongly agree that they can improve their English skills through Quizizz games. Thus, it can be

concluded that students feel the direct benefits of using Quizizz in learning. Furthermore, statetments Q4 and Q5 also received high scores close to 4.0, indicating that students greatly enjoy the aspects of collaboration with peers and competition in learning using Quizizz. It suggested that social elemnts such as collaboration and competition also strengthen students' motivation.

Meanwhile, statements Q10, Q9, Q8, and Q3 showed average scores between 4 and 5 this indicates that students have a positive perception of various other motivational aspects of Quizizz, such as increased focus, interest, confidence, and intensity of communication with teachers and friends during thr learning process. On the other hand, statements Q1 and Q2 have the lowest average scores, around 3.3. while still indicating a positive attitude, these result suggest that not all students fully enjoy learning with Quizizz or directly feel an improvement in their skills through the platform. This difference may be influenced by variations in students' personal experiences using digital learning applications.

This implementation has been shown to have a positive impact on student motivation, as supported by the results of questionnaire complated by 20 students. The statement with the highest score was "I like competing with friends in Quizizz" with an average score of 4.53 on a Likert scale of 1-5 indicating that the competitive element in the game successfully fostered motivation in students. Futhermore students also stated that collaborating with friends when Quiziz was fun (mean=4,51) and that Quizizz helped them communicate more frequently with lecturer and friends (mean=4.50).

Therefore, it can be said that the lecturer used the Quizizz method in a planned and strategic way, both technically and pedagogically, and that they were able to increase students' motivation to learn through a variety of strategies, including competitiveness, visualisation, interactivity, and social support. Data from teachers and students demonstrated that Quizizz might be an enjoyable learning tool, improve concentration, and boost students' enthusiasm to learn.

The results of the survey attest to the fact that using Quizizz boosted students' enthusiasm for learning English. While attention and communication were present but at a moderate level, competitiveness was the dominant influence, followed by passion and teamwork. These outcomes are in line with the observations, which showed that students were most engaged and driven during the Quizizz exercise.

Interview Result

The lecturer's interview yielded a number of significant insights regarding the use of Quizizz in English language instruction. Because Quizizz was adaptable and simple to incorporate into her class plan, the lecturer

explained, she frequently used it. She claimed that this feature simultaneously made the classroom environment more dynamic and manageable. In summary, the findings of the interviews indicate that the instructor thought Quizizz was a helpful tool for boosting motivation, increasing engagement, and creating more dynamic English courses. In order to optimise its advantages in classroom practice, she was also conscious of the necessity of balance and variation.

Discussion

Students demonstrated motivation by listening intently, working in groups, and presenting their work, according to the research's findings, which lends credence to the notion that motivation may be seen in outward classroom behaviours. Furthermore, the findings support Deci and Ryan's Self-Determination Theory explanation of extrinsic and intrinsic drive. While extrinsic motivation predominated during the Quizizz session, when students were motivated by scores, leaderboards, and competitiveness, intrinsic motivation emerged in this study when students were eager to participate in conversations and repeat stories without external rewards.

Both intrinsic and extrinsic motivation are present, demonstrating their complementary roles in maintaining learning engagement (Deci & Ryan, 1985). Lastly, game-based learning theory (Prensky, 2001), which contends that games enhance learning by fusing difficulty, feedback, and enjoyment, is compatible with Quizizz's efficacy in promoting motivation. These ideas are supported by Quizizz's competitive character, quick response feedback, and enjoyable environment. Quizizz effectively implemented the incentive components of game-based learning, as seen by the students' enthusiasm and eagerness to compete.

Conclusion

The application of the Quizizz game-based learning approach has a favourable impact on student motivation, according to the findings of data analysis from observations, questionnaires, and interviews. Quizizz fosters fun, teamwork, and competitiveness, making the learning environment more dynamic and captivating. Leaderboards, immediate feedback, and time-limited tasks are just a few of the game elements that help students stay focused and enthusiastic during class. However, the results also show that Quizizz's motivational effects are primarily transient and may diminish with repeated use. As a result, lecturers are essential in creating engaging and diverse learning opportunities. Quizizz should not be the only source of inspiration, but rather a helpful tool.

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