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Self-Regulated Learning Phases in Interpretive Reading Course: How are They Presented in the Lesson Plan?

Ratih Laily Nurjanah[*]
English Literature Department, Universitas Ngudi Waluyo, Indonesia, ratihlaily@unw.ac.id

Moses Adeleke Adeoye
Educational Management, Al-Hikmah University, Nigeria, princeadelekm@gmail.com

*Corresponding Author's Email: ratihlaily@unw.ac.id

ABSTRACT

This paper aims to provide insight into how Self-regulated learning strategy is implemented in a classroom by presenting how three phases of the strategy; Forethought and Planning phase, Monitoring Performance phase, and Reflection on Performance phase; are shown in the lesson plan of Literal Reading Course at the university level to support independent learning skill. This is a case study observing the lesson plan of Literal Reading course in a private university in Central Java, Indonesia. It shows the examples on how each phase of the strategy is realized in the lesson plan considering the aim of the phase which is mentioned to be important to help student become familiar with the course and prepare themselves before joining the sessions of the lecture. Integrating the phases in the lesson plan helps students to be more confident and motivated in joining the lecture since they know what they will face in advance instead of getting sudden materials from the lecturer. It can be inferred that the implementation of the strategy is considered complete by arranging a lesson plan that matches the phases of self-regulated learning strategy to support the process of a literal reading learning that is expected to guide students during the lecture.
Keywords: ELT, lesson plan, reading comprehension, self-regulated learning

Introduction

This paper aims to provide insight on how Self-regulated learning strategy is implemented in a classroom by presenting how three phases of the strategy are shown on the lesson plan of Literal Reading Course at university level to support independent learning skill. While university students are expected to be independent learners, Self-regulated learning as a learning strategy is considered useful and relevant to support the process. The implementation of Self-Regulated Learning strategy as a learning strategy to support students' independence of learning, specifically in Literal Reading course, needs to be reviewed starts from how the phases of the strategy are reflected in the lesson plan since it becomes the foundation of developing learning activities and learning instructions in the classroom. The lesson plan shared and presented to the students is considered helpful for them to manage what they will do in the course and how they will complete it by considering the fact that Literal Reading is the first level of reading consisting of beginner students.

The lecturer of Literal Reading course stated that Self-regulated learning is employed in the classroom to achieve the goal of producing independent learners in the level of university students. Considering this fact, it is important to observe how the strategy is thoroughly implemented in the learning process starting from planning step.

Self-Regulated Learning strategy has been implemented to teach reading comprehension and was proven to be effective in improving students' ability in reading comprehension skills and metacognition by referring to plans and behaviors of students to reach the learning goals. In this strategy, students are led to regulate their cognition, actions, and motivation strategically and independently to achieve the goals set by themselves. This statement was supported by researches conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014). In their studies, Self-Regulated Learning helps students to improve their reading skills. The SRL model that was used was Zimmerman's model consisting of 3 phases of self-set goals, self-monitoring, and self-evaluation activities. Those previous studies have some limitations related to how SRL strategy is realized in the activities and it did not describe the role of lecturer in the classroom. Since the focus of SRL is boosting students to be autonomous learners, it is prominent to describe the steps, activities, materials and instructions involved in the classroom while being integrated with the SRL strategy and its phases.

Self-regulated learning as a learning strategy is mostly applied to support the learning activities where students are expected to be able to study independently. In a study conducted by Lee et al. (2019), self-regulated learning is defined as an active and constructive learning where students can set their own learning goals, monitor their process, regulate the learning process, control their understanding, motivation, behavior guided by their goals and the features from environment. The study implemented the cycle of Zimmerman which included the strategies to plan, monitor, and adjust the learning process considered as the core of the learning. From the implementation, it can be inferred that the characteristics of self-regulated are reflected in the activities of planning, monitoring, and adjusting the plans with the results.

It brings to the other characteristics related to the activities, those are self-efficacy, task value, and goal orientation. The characteristics later then need to be reflected in various learning activities that should be given in the classroom. Considering the characteristics, the implementation of self-regulated learning in the classroom should be planed thoroughly from lesson plan to learning instructions to make sure it covers the needs of students, the characteristics of self-regulated learning strategy and learning objectives.

From those previous studies, being active to evaluate and improve learning process is important for students. The ability will lead them to be able to reach the long-life learning goals by being able to evaluate their learning. This is supported by Schloemer & Brenan (2006) who relate self-regulated learning with long-life education. It is concluded that students need the ability to focus and be preserve which will cause students to failure in learning self-regulated learning strategies if they do not have the abilities. Poor study conditions, and difficult lesson can be the obstacles that may occur while working with the strategy. However, it allows students to navigate the obstacles by finding the solutions. It also helps to solidify the learning content. It helps students to encode the knowledge and skills they have memorized especially, in reading comprehension and writing skill.

The implementation of self-regulated learning strategy comes with some advantages for students. From a study conducted by Harding et al. (2018), students learn to be persistent to find solutions to be successful learners. This brings them the satisfaction from doing effort in the process. It can be analyzed that when students set their goals, complete them, they later are able to review their works or performances, they can be the active learners who are responsible for their learning. This will boost their independence and performance while being able to adapt to learning environment, habits, and opportunities. This is also in line with the finding proposed by Baranovskaya (2015) where motivation, self-control and self-esteem hold important role in the process of forming self-regulation skill to support the English learning.

Self-regulated learning strategy has been implemented to teach reading comprehension and was proven to be effective in improving students' ability in reading comprehension skills and metacognition by referring to plans and behaviors of students to reach the learning goals. In this strategy, students are led to regulate their cognition, actions, and motivation strategically and independently to achieve the goals set by themselves. This statement was supported by researches conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014). In their studies, Self-Regulated Learning helps students to improve their reading skills. The SRL model that was used was Zimmerman's model consisting of 3 phases of self-set goals, self-monitoring, and self-evaluation activities. The implementation of the strategy was proven to be effective in improving the literal and critical reading comprehension skills. Hence, SRL strategy is worth to be implemented to support reading comprehension activities. Those previous studies have some limitations related to how SRL strategy is realized in the activities and it did not describe the role of lecturer in the classroom. Since the focus of SRL is boosting students to be autonomous learners, it is prominent to describe the materials and instructions involved in the classroom while being integrated with the SRL strategy and its phases.

The present study attempts to describe the implementation of Self-regulated learning strategy to support students' independence in Literal Reading Course.

RQ1. How is the Forethought and Planning phase of Self-regulated learning strategy presented in lesson plan of Literal Reading course?

RQ2. How is the Performance Monitoring phase of Self-regulated learning strategy presented in lesson plan of Literal Reading course?

Literature Review

Self-regulated learning strategy

The phases of SRL support the phases of independent learning where students are expected to be able to plan their study, monitor, and evaluate their study. The phases of SRL, according to Zimmerman (2000) are divided into 3; Forethought and planning, performance monitoring, and reflections on performance.

In the Forethought and planning phase, students analyze the learning task and set specific goals to complete that task. When students learn an unfamiliar topic, they need to determine the best way to complete the task or which goals are accounted as the most important. In this case, teachers and/or more experienced peers can give instructions to students related to effective ways. Goal setting is mentioned as the standards of regulating students' actions in a classroom. It can be presented in various ways such as getting good grade on exams or comprehending a topic deeply. Short-term goals, in this case, are used as the milestones to reach the long-term ones. For instance, students can set studying a topic within certain amount of time and learning strategies as their short-term goal to reach the long one of getting an A in an exam. Research also suggests that motivating students to set short-term goals for their learning is effective to help students track their progress (Zimmerman, 2004, p.4).

During the Performance Monitoring phase, students apply certain strategies to make leaps on the learning tasks, monitor the success of those strategies and their motivation for completing the task based on the goals planned. Unfortunately, working with new strategies may be difficult for students that they decide to go back to more familiar one that sometimes can be ineffective. Since students may get frustrated while learning and using new strategies, to prevent them from getting back to fall-back strategies, teachers or lecturers can give specific feedback to boost the learning and using of new strategies.

In the Reflection on performance, students are required to evaluate on how they perform the tasks by considering how effective the strategies used are. In this stage, students require to manage their emotions about the outcomes of the learning progress. The self-reflections phase influences students' future step of planning the goals which initiates the cycle to begin again.

The use of SRL to improve students reading should be based on how students can regulate themselves. The implementation of Zimmerman's model of SRL, according to Panadero & Alonso-Tapia (2014), is considered as a cognitive-oriented model where emotions are not the focus of the implementation. The students who are state-oriented

are mentioned as the ones with abilities to regulate themselves, control emotions, thoughts, and behaviors to reach the goal. Other students who are struggling with regulating and controlling themselves find that balancing growth is a problem. This study is seen as a helpful one since it provides the comparison and contrast with other models. Unfortunately, this one does not solve the critiques to Zimmerman's model by not providing the alternatives of activities that can be given to students to help them regulate themselves.

Integrating the SRL strategy with the phases should be accompanied by a proper plan including the activities that will be given to students, the materials, and how the instructions are presented in the classroom. A study conducted by Tasnimi & Maftoon (2014) presented the concept of Zimmerman's model of SRL in the classroom. It divides the phases of the SRL strategy into categories with the definitions of each and sub-strategies that can be used as guidance in conducting classroom activities. The first phase of SRL where students are expected to do a self-goal setting can be realized by asking students to make a plan of time management. The second phase of self-monitoring can be represented by the activities of note-taking or memorizing. The third phase can be reflected in the activities of analyzing the task and reflecting on the feedback. This study is helpful for those who are interested in implementing SRL in the classroom especially in a reading classroom. The guidance presented can be the foundation of arranging teaching and learning activities.

Interpretive Reading Comprehension

The levels in reading skills are divided into 4 levels in general. In a study conducted by Sari (2015), interpretive level of comprehension works with students' ability to identify significances, relationships, comparison, conclusion, and generalize information of a text including making reasons by identifying the tone of the writer, purposes, and facts.

As revealed by Assiri & Siddiqui (2020), interpretive reading skill works with the competencies to extract meanings from written texts. Low interpretive skill prevents students from unravelling the hidden messages in a text. Interpretive reading, furthermore, emphasizes successful delivery of opinions, insights, and ideas of writer. Students are required to make use of the accuracy in reading by utilizing correct expressions, speed that produce comprehension Kulo et al. (2020)

Lesson Plan

Lesson plan holds important role in the process of teaching and learning. It becomes guidelines for the teacher and students in conducting learning activities in the classroom or outside the classroom. Some problems may occur either during the preparation or the implementation which need more attention. As proposed by Shen et al. (2007), lesson plan accommodate teachers to explore various aspects of content knowledge since it gives teacher opportunities to think about the subject matter is presented in classrooms or textbook. It also helps teachers to develop the methods used in the classroom that activate students' abilities to comprehend the subject. For students, lesson plan lets them know what to learn and how they can understand the content. Hence, it is important to ensure the lesson plan is able to deliver the mission of the learning itself. The present study

attempts to observe how the lesson plan used by lecturer in Literal Reading course is able to deliver the mission of implementing Self-regulated learning strategy in teaching and learning activities.

The lesson plan should also reflect the importance of students' attitudes towards learning and changes. As proposed in Haynes (2010), lesson planning should consider the methods used, and the observation of students' body language and perception. In this case, there is a need to create a lesson plan which is not only dealing with cognitive aspect of students but also the attitude. As what proposed in the book that there are 4 knowledge that need to be covered; 1) declarative knowledge (empirical and conceptual knowledge), 2) procedural knowledge (skills, techniques, methods), 3) outlooks (attitudes, disposition, orientations), 4) events (judgment and decisions). From this theory, the activities of teaching and learning should cover the four aspects of knowledge which shows the importance of planning the lesson to ensure all the aspects are covered.

The highlighted part of a lesson plan is the objectives or the aims of learning. According to Dorovolomo et al. (2010), the objectives of a lesson plan needs to be adjusted at the correct level of each student's area. The synchronous relationship between what students want to learn and what teachers want to teach is needed to reach the successful learning. It is important to keep students motivated during the process of teaching and learning and this needs to be covered too by the sustainable lesson plan supported by various teaching techniques employed by teachers. This shows that it is important to provide lesson plan in every subject for students completed with clear learning objectives, materials, and learning activities to guide students along the track of learning process. In the study, Dorovolomo et al. (2010) also points out the importance of good quality lesson plan to support the materials delivery to students. It shows the relevant correlation between the quality of lesson plan and the quality of teaching and learning process. This paper lightens the readers in terms of how lesson plan supports the activities in the lesson both for teacher and students. Referring to the finding, preparing lesson plan is required while may be challenging for teachers before finally delivering the materials to students. The present study is related to the previous research by attempting to examine whether or not the lesson plan supports the aims of producing students with independent learning skill through self-regulated learning strategy.

Methodology

Participants

The first students of English Literature Department of Universitas Ngudi Waluyo are selected as the participant because it is considered important to get them familiar with this strategy so they can build habit and understanding of applying the strategy through instructions given to shape their independence in learning. English Literature Department at this university is chosen because it is a place where we can find many EFL learners still face difficulties in reading comprehension. This is presented in a previous study by Laily (2018) which is conducted at the university and revealing that students have difficulties in mastering the low level of reading comprehension. 40 students will

be involved in the present study selected by total population sampling where the whole students taking Literal Reading course are selected as the samples.

The sampling technique used is purposive sampling. As stated by Cohen et al. (2017), purposive sampling is used to satisfy the needs of the research. The samples are selected for specific purpose. In this research, the 40 students of 1st semester joining Literal Reading course are considered appropriate to be used as the samples since the join the course from the beginning to the end and experience the implementation of SRL strategy in the course.

Research Design

This research will be conducted with case study observational research design. As included in Somekh & Lewin (2005, p.139), observation research includes some approaches; structured observation, where the schedule of the research is prepared in advanced, unstructured observation, in which the observer sitting and taking notes from the back of the class, and participant observation where the observer also has role as the participant in the setting. This present study will take structured observation because the schedule is prepared beforehand and the researcher will only act as an observer.

Case study was chosen for present study to take an example of an activity, or in this case is an example on how Self-regulated learning strategy is implemented in a classroom of Literal Reading course at a university. In the study, Yin (2015) mentioned that case study is aimed to explain the causative relation between real-life and interventions, to describe the intervention itself and to explore the situations where the intervention brings unclear outcomes. Case study research is mentioned by Morgan et al. (2017) as inextricably related to the phenomena observed or investigated and is prominent to comprehend the cases in real-world. linked to the phenomena under investigation and, therefore, is crucial to, This design has been implemented before by Medina (2012) regarding to the effects of teaching reading strategies on reading for EFL learners. It is also implemented in a study by Fitriana (2015) to report the strategies used by students with low and high level of English proficiency in understanding academic reading including the aspects that influences the reading comprehension abilities. In his study, Broad (2006) implemented case study to report how students interpret independent learning and the reasons of the interpretation by employing questionnaires and interviews. In a study conducted by Phillips (2013), case study was used to report how teachers are questioning in guided reading activities by implementing the scaffolding methods in 6 levels of children's understanding in reading. The study implemented observation method and interviews in the data collection method.

Procedure

The first step of this study was preparing the instrument in form of observation journal for the observation. Second, the observation on the lesson plan was conducted by examining the lesson plan made for each meeting. Third, the data gathered from the observation in the observation journal were analyzed and presented.

Instrument

The observation journal is applied to assess the implementation of SRL phases in meeting 1-14 of Literal Reading course stated in lesson plan made by the lecturer. Therefore; there will be 14 sheets of the observation filled in by the researcher.

Table 1. Observation journal

	SRL Phases	The Implementation	Note
1	The Forethought and Planning Phase	1. State the learning objective(s) of the meeting	
		2. State the activities of giving models	
		3. State the objective of being able to plan learning activities	
		4. State the objective of being able to allocate time of learning	
2	The Performance and Monitoring Phase	1. Indicate the activities of producing a learning journal	
		3. Indicate the activities of reporting the learning activities	
		4. Indicate the activities of discussion with lecturer	
		5. Indicate the activities of peer-working	
		6. Indicate the activities of receiving feedback	

Analysis

The data gathered from the steps above will be analyzed with thematic analysis approach. As stated by Dawadi (2021) in her study that thematic analysis is aimed to organize and analyze the data set considered as complex in systematic ways. It allows to catch the narratives stated in the account of the set involving identifying the themes by reading carefully and re-reading the data transcription. It produces the insightful findings. The analysis is mentioned to be flexible in terms of identifying, describing and interpreting themes in a set of data in detailed ways which is suitable and flexible for exploring research issues. Since the present study works with narrative set of data, the thematic analysis approach is considered suitable for analyzing the data gathered.

The thematic analysis approach has been used before in some researches. As in one conducted by Yukhymenko et al. (2014) where thematic analysis approach was implemented to look for the patterns occurred in the data gathered by doing multiple readings. The process includes examining the data and identifying the themes by multiple reading activities of the data to categorize them for the analysis. The other study was conducted by Mortazavi & Davarpanah (2021) applying thematic analysis approach as the means of distinguishing the efficacy of research strategies. In this study, thematic analysis is aimed to validate the qualitative data gathered from research journal and in-dept interview.

Triangulation

Triangulation is mentioned to help facilitate deeper understanding by combining different observers/ researchers, theories, methods, and empirical materials. It is expected to help researcher to overcome the problem of being biased resulted from one

method, one observer, or one theory. It will lead to better selection of data collection methods which help to reduce the bias in research (Johnson, 2017).

Since this study uses qualitative approach, there is a need to implement triangulation. It aims to enhance the reliability of the results of a study and saturate the data produced.   It is also defined as a method where a researcher presents results to others to make others understand a phenomenon. It is considered important to get different point of views related to the data or theories that are presented in a study to prevent them from being biased. As presented by Fusch et al. (2018), there are four types of triangulation; data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

Data triangulation requires the data of a same event to be taken in different days, weeks, moths, or years to reveal the similarities and differences. Investigator/ analyst triangulation requires other investigators, except the researcher, to observe the same data. Theory triangulation requires the implementation of different theories on a same set of data. Methodological triangulation is usually used to check the consistency of data gathered by different methods Fusch et al. (2018).

This present study applies investigator/ analyst triangulation by involving other investigator to review the instruments will be used and later, the results of the data collection and findings to maximize the validity of the results. The purpose of this type of triangulation is to understand numerous ways of observing and examining the data.

The methodology section provides the information, allowing the reader to critically evaluate a study's overall validity and reliability. Therefore, it requires a clear and precise description of how a research design was done and the rationale for why specific procedures were chosen. Additionally, this structure should describe the materials or subjects involved in the study, explain how the materials were prepared for the study, describe the research protocol, explain how measurements were made and what calculations were performed, and state which statistical tests and specific theory(s) were used to analyze the data. Once all elements of the methods section are written, subsequent drafts should focus on presenting those elements as clearly and logically as possible. The description of preparations, measurements, and protocol should be organized chronologically.

Findings

How is the Forethought and Planning phase of Self-regulated learning presented in the lesson plan of Literal Reading Course?

The realization of the Forethought and Planning phase of stating learning objectives can be seen in the lesson plan of every meeting. The skills that need to be mastered by students are clearly described and stated such as "Students are able to identify the main idea of a paragraph" as in meeting 3 and 4 or "Students are able to determine a topic of a text" as in meeting 11 and 12.

The realization of stating "the activities of giving models" is not always seen in the lesson plan. This activity is considered important to give students insight on how their

performances/ mastery should be. The activity is reflected in the lesson plan in meeting 2,7,12,13 and 14 by giving statement such as "Students are able to imitate the model performed by the lecturer" as in meeting 2 and "Students are able to synthetize the paragraph as the examples" as in meeting 13 and 14.

The realization of stating the objective "being able to plan learning activities" is found in meeting 2,5,6,7,8,11 and 12. It is presented in form of "Students are able to plan learning activities" as in meeting 2,5,6 and "Students are able to set the plan for learning" as in meeting 7, 8, 11, and 12.

The implementation of stating the objective of being able to allocate time of learning is presented in meeting 4, 5, 6, 7, 8, 10, and 14. It is stated with "Students are able to make time table for studying" as in those meetings.

How is the Performance on Monitoring phase of Self-regulated learning presented in the lesson plan of Literal Reading Course?

The activities of producing a learning journal are indicated in the lesson plan of all meetings except meeting 8 by stating an objective "Students are able to produce learning journal" as in meeting 1, 2,3, 4 or indicating in the "Learning Method" column of the lesson plan by stating "Journal Learning" as in meeting 5, 6, 9.

The activities of reporting learning activities are indicated in meeting 1, 2, 3, 4, 5, 7, and 14. In meeting 1, 2, 3, 4, the criterion is stated with a learning objective "Students are able to present the progress of learning." In meeting 5 and 7, a learning objective of "Students are able to retell the learning achievement" is stated. In meeting 14, a learning objective of "Students are able to report the learning activities".

"Discussion with lecturer" is indicated in lesson plan by realizing it in meeting 1, 2, 3, 5, 7, 10, 11, and 14. In meeting 1, 2, 3 and 5, it is realized by a learning method "Discussion". In meeting 7, 10, 11, and 14, it is realized by a learning method "Lecture".

The activities of peer working is realized in meeting 13578 11 14 by including "Peer-Working" in meeting 1, 5, 7, and 8, "Collaborative Learning" in meeting 3, 11, and "Small-Group Discussion" in meeting 14 learning methods.

The parts of lesson plan that indicate the activities of receiving feedback are presented in meeting 1, 2, 3, 4, 5, 10, 11, 12, 13, and 14. In meeting 1, 2, 3, 4, and 5, the lecturer stated "Students are able to improve performance from previous feedback" as a learning objective which showed that students received feedback in the previous meeting. And in meeting 10, 11, 12, 13, the lecturer stated in the column of "Learning Method" that "Feedback" is a part of the learning activities.

Discussion

From the findings, the lecturer of Literal Reading course attempted to implement Self-regulated learning strategy thoroughly by including the three phases of SRL strategy; the

Forethought and Planning phase, the Performance and Monitoring phase, and the Reflection on Performance; in the lesson plan almost in every meeting.

The findings are in line with the theory proposed by Zimmerman (2000) that Self-regulated learning strategy should consist of 3 phases mentioned before. Implementing the three phases as a whole is suggested since each phase has each purpose. From the findings of research question 1, stating the learning objective clearly is aimed to help students clarify the target or skill that needs to be mastered. While stating that students get models or examples from lecturer are expected to help them build the concept of mastering the skill in terms of how well they should perform it later. This finding supports (Zimmerman, 2004, p.4) theory that students are expected to determine how and which part that they can do first based on their opinion. This is believed to help students create their goals which become the main focus of the first phase. Being familiar with the materials or lesson that will be delivered by the lecturer will build students' motivation. This is related to the study of Broad (2006) which presents that it is important for students to have self-motivation although it does not influence their score much. that 16-19-year-old students have a more self-motivated feeling though it does not bring much significant result to their score.

From the findings of RQ 2, presenting "producing learning journal" as a learning objective will help students get the insight from the beginning that they need to deal with making a learning journal. The lecturer is expected to explain and give model first on how to produce an expected learning journal and how the journal can support them being independent learners. Since the students are in the level of literal comprehension, this finding can support the study conducted by Saadatnia et al. (2017) that Literal Reading as the low level of comprehension is aimed to build foundation before students getting to higher level of reading. By having learning journal, students can track their development in the skill by themselves. They can decide which part of the lesson that needs further discussion with the lecturer. This activity is based on the finding proposed by Meeus et al. (2009) stating that portfolio activity is widely used to stimulate the independence of students in learning. The students with difficulties in learning independence need to be stimulated with various activities. Relating to students' independence in learning, introducing Self-regulated learning strategy in the literal level will help them making use of it in the next level.

The findings also show that the lecture always include the activity of discussing the feedback in every meeting. This aims to make sure the lecturer and the students have similar vision and opinion. The feedback should be vary based on the problems or difficulties faced by each student. Students are expected to be able to discuss the feedback with the lecturer so they can decide what to do in the next meeting.

The interpretation above shows how lesson plan of a course holds important role in teaching and learning process by clarifying information to students and assisting the students to prepare themselves for the lecture. Integrating certain learning strategy, in this study is Self-regulated learning strategy, is prominent since students can also know what they will do in the class in advance. This is in line as what stated by Shen et al. (2007) stating that lesson plan helps students understand the content of a lecture that will be delivered. The integration is also considered important to sustain the synchronous learning as what stated by Dorovolomo et

al. (2010). This aims to keep students motivated during the process of learning since they feel they are familiar with the materials.

The results above are aimed to support the findings of the researches conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014) in which Self-regulated learning strategy with Zimmemrman model is employed to improve students' ability in literal and critical reading skill.

Implementing the strategy in the university level as in the present study is considered relevant in this era. As stated by Field et al. (2014) that university students should get familiar with independent learning skills to optimize achievement and maximize the learning outcomes. If students cannot achieve the independence in learning, it will affect their academic results. To reach the goal of being independent learners, proper strategy as self-regulated learning strategy needs to be implemented along with the supporting learning activities.

The activities presented in the lesson plan observed in the present study are determined to meet the characteristics of independent learning. As proposed by Glynn (2016), independent learners are able to work with more skillful partner which is represented by peer-working or collaborative learning method in the lesson plan. The other characteristic is being able to take control the learning habit which is realized by asking students to work with learning journal as their own medium to track their learning progress. This is also in line with the finding from Mynard and Solfraten (2003) which include the ability to be self-reliant, make informed decision based on their learning, connect learning and real world as the characteristics of independent learners.

Presenting the phases of Self-regulation strategy in the lesson plan is highly expected to get students involve actively in the process of building the self-regulation skill to achieve the independence as learners. As proposed by Baranovskaya (2015) that active participation from students in the process of learning, monitoring motivation, building self-control and building self–esteem positively influence the process of acquiring language skill.

This study is limited to the implementation of three phases of the strategy in the lesson plan. The further research will discuss on how three phases are realized in learning activities and learning instructions. It is suggested to expand the research to how the phases of the strategy influence Literal Reading ability of students. Compared to the study conducted by Morshedian (2016), Hemmati et al. (2018), Eissa (2015), Sholich (2018), Li et al. (2018), Morshedian & Hemmati (2016), Nejabati (2015), Irsyadella (2020), Roohani (2015), Khodabandehlou et al. (2014), this study bridges the gap that employing Self-regulated learning strategy is not only as a strategy in learning activities but also how the strategy with the three phases are realized in the lesson plan to guide the process of teaching and learning. By preparing the lesson plan well, the lecturer allows students to get prepared that leads to improve self-confidence, self-motivation, and keep students interested in the course.

Conclusion

Integrating the implementation of self-regulated learning in teaching process from the level of planning is important. It helps the students get insight related the materials they will

face in the sessions of the course so students can prepare themselves by setting their goals, planning their own learning process, and planning how to complete the tasks they will get from the lecture. The implementation of the Self-regulated strategy in the lesson plan of Literal Reading course involved in the present study is considered complete and shows that the lecturer implemented the strategy thoroughly by arranging a lesson plan based on the phases of the strategy and the goals that aimed by each phase; the Forethought and Planning phase, the Monitoring Performance phase, and the Self-reflection phase.

The present study proposes the novelty of describing how each phase of Self-regulated learning strategy; the Forethought and Planning phase, the Monitoring Performance phase, and the Self-reflection phase; is realized in the lesson plan to support the learning process. This study comes with a limitation related to the number of lesson plans observed. Further studies are expected to provide researches on the implementation of SRL as a strategy in the lesson plan.

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Blended Learning in Post-Pandemic Era: from Students' Perspective

Nurul Khasanah
English Department, IAIN Ponorogo, Indonesia,
khasanah@iainponorogo.ac.id

Pryla Rochmahwati
English Department, IAIN Ponorogo, Indonesia,
pryla@iainponorogo.ac.id

Roldan C. Cabiles
Faculty, Bicol University Open University, Philippines,
roldancabiles08@gmail.com

Amrizal
English Depertment, STAIN Mandailing Natal, Indonesia,
amrizal7033@gmail.com

*Corresponding Author's Email: roldancabiles08@gmail.com

ABSTRACT

Coronavirus disease 2019 stroke the world at the end of 2019 and influenced greatly to all of the sectors. One of the sectors is education. Similarly, when the pandemic ended gradually in 2022, learning returned to normal but required gradual adjustments because both instructors and students had become proficient with online learning. Blended learning is a suitable teaching and learning strategy for the current environment. Blended learning is a combination of online and in-person instruction. Given the widespread use of blended learning today, the researcher intends to investigate students' attitudes toward blended learning in the post-pandemic period. This investigation included 29 students from the English Department at IAIN Ponerogo. The results indicated that the majority of students have a favorable view of blended learning. Two fair attitudes showed in student-student interaction and the contribution of blended learning toward the improvement of their skills.
Keywords: blended learning, students' attitude, post-pandemic era

Introduction

Coronavirus disease 2019 (Covid-19) that arose at the end of 2019 had affected many sectors around the world. The education system is one of the sectors that is influenced by the existence of the Covid-19. In anticipation of spread outbreak, some prevention and policies have been accommodated by the Indonesian government. For instance, forbidding the society to make crowd, isolating people who infected by the virus, socializing how to live cleaner and wash hands before and after any kinds of activity, instructing to do social restriction in large scale (PSBB), and asking the citizens to stay at home if do not have important agenda that insist them to go outside. Because of this condition, inhabitants, including students and teachers, are required to participate in all events, perform their jobs, pray, and study from within their homes (Jamaluddin et al., 2020).

Under these circumstances, educational institutions are, of course, need to implement novel approaches to the teaching and learning process. One example of innovation is the use of the internet for educational purposes. After this, the Ministry of Education and Culture replied by publishing various circular letters (SE) pertaining to the prevention and handling of Covid-19. These letters were in response to the situation described above. To begin, please refer to circular letter No. 2 of 2020 concerning the treatment and prevention of Covid-19 within the Ministry of Education and Culture. The second item is Circular Letter No. 3 of 2020, which concerns the prohibition of Covid-19 in the Education Unit. Third, Circular Letter No. 4 of 2020 on the Implementation of Education Policies in the Emergency Period of the Spread of Covid-19, which includes, among other things, instructions on the process of home-based learning and teaching. This circular letter was issued in response to the spread of Covid-19 (Arifa, 2020). The next circulating letter is published by Ministry of Education, Culture, Research, and Technology Number 2 of 2022 that governs about teaching and learning process. It is stated that limited face-to-face learning can be carried out with the number of learners 50% of the classroom capacity. While the newest circulating letter is published by four ministers joint decree Number 408 of 2022. It stated face-to-face learning can be done in some areas and by some conditions.

Three years after the outbreak of the Covid-19 pandemic, the majority of students and teachers in Indonesia have become increasingly competent at organizing online learning and multiple situates tactics to promote learning throughout socio-cultural situations. This development has occurred despite the fact that the country is still grappling with the aftermath of the pandemic (Cahyono et al., 2023). The World Health Organization (WHO) made the announcement that the pandemic was over at the beginning of 2023. The educational sector does not make advantage of fully online learning anymore. In this post-pandemic period, one of the instructional methods that is utilized is known as blended learning (Rapanta et al., 2021).

Blended learning, sometimes known as BL, is quickly becoming one of the most popular educational models. It is a learning model that is suitable to be implemented in this present circumstance, and it is one of those models. It encourages both online and traditional methods

of education (Saboowala & Manghirmalani-Mishra, 2020). Blended learning enables educators to incorporate information from the internet into ordinary classroom activities, which helps students become more active learners and engages them in the learning process. Blended learning also helps teachers save time. Blended learning was defined by Badawi as "a flexible approach that combines face-to-face learning activities with online learning practices that allow students to exchange collective and individual feedback and responses in four specific areas, namely, learner feedback, learner strategies, and alternative assessment synchronously or asynchronously." Blended learning combines face-to-face learning activities with online learning practices that allow students to exchange collective and individual feedback and responses in four specific areas (Badawi, 2009). In addition, in order for BL to be a successful learning paradigm, not only does it require the physical attendance of the teacher and the learners in a classroom setting, but it also requires the technology equipment necessary for online engagement (Smith & Hill, 2019b). In face-to-face learning, the teacher and the students are equipped by computer-mediated materials in terms of delivering the materials and collecting the assignments. Therefore, BL also need the assistance of technological innovation in order to function well (Strauss, 2012).

Blended learning allows teachers to incorporate information from the internet into ordinary classroom activities, which helps students become more active learners and engages them in the learning process. Blended learning also helps teachers save time (Tang & Chaw, 2013). If a student possesses these attitudes, it is possible to determine whether or not they are equipped for blended learning. Surprisingly, students who had positive attitudes (and high degrees of desire) toward learning also had more favorable views regarding online learning when it was combined with traditional classroom instruction (Zhu et al., 2013). The implementation of a model of blended learning into classroom activities has a significant and overwhelmingly positive impact on the students' attitudes toward this educational approach (Al-Shaer, 2013). There is a consensus of opinion that blended learning and the utilization of social media for scholastic purposes are both acceptable (Acar, 2013). The satisfaction that students have with a course that utilizes blended learning is highly connected with the attitudes that they have regarding this instructional setting. Self-report surveys are the standard method for gathering this information (Bowyer & Chambers, 2017).

Several studies revealed how students feel about blended learning. Ja'ashan conducted a study at eight levels of the undergraduate program at the University of Bisha, which has schools for both boys and girls. The results of the study showed that, in general, the students felt good about BL in the three areas that were asked about in the evaluation. Students are also told that they need to be responsible for their own learning. Learners can also choose when and how to use the tools that are given. This study also comes to the conclusion that blended learning is just as good as face-to-face learning for learning new things and getting better at old ones. It shows how some students thought it was a waste of time, easy to cheat, and made them feel alone (Ja'ashan, 2015). Akbarov and others did their second study in 2018. They did a study with 162 National Kazakh University pupils. According to the study, EFL students prefer online learning to traditional classrooms. But they liked taking English tests on paper and pencil rather than on a computer (Akbarov et al., 2018). Then, the survey study which focus on investigating students' perception of blended learning among science and technology

cluster students at UiTM Kelantan Branch. The study found that blended learning had a positive impact on students, as they were able to achieve better results and improve their learning skills. Additionally, the use of forums and discussion tools in blended learning motivated students to learn and discuss course-related topics with their peers (Eliveria et al., 2019).

Research on the perception during their learning activity in ESP class that applied blended learning model was conducted by Nurmasitah et, al (2019). This survey employed questionnaire for 145 undergraduate students. The findings revealed the students' perception towards blended learning was generally positive since it is easy to use and has flexibility. Blended learning also positively impacts students' achievement at the end of the class and increases their interest and motivation to learn (Nurmasitah et al., 2019).

The vast majority of study has focused on investigating the views of students concerning blended learning method, particularly regarding the previous studies conducted during the pandemic. However, few research highlight students' perceptions in the post pandemic era especially for students from Islamic Higher education context. Therefore, this study fills this knowledge gap by exploring the students' attitude towards blended learning in post-pandemic era at IAIN Ponorogo, East Java, Indonesia.

Methodology

The objective of this research is to describe the students' attitude towards the implementation of blended-learning in post-pandemic era. To answer the questions the following procedures were undertaken:

1. Participants

A total number of participants who filled the questionnaire are 29 students who study in English Department of IAIN Ponorogo, East Java who are willing to fill the questionnaire. Out of which 24 students (82.8%) were females and 5 students (17.2%) were males. The participants are fourth and sixth semester students.

2. Data collection instrument

The participant questionnaire that was handed out in this investigation contained a total of twenty questions. The first seven questions were of a more general nature and asked participants to provide information about themselves, including their gender, age, semester, and the types of devices they used for online study. The other questions concerned a hybrid form of education known as blended learning. Some of the questions contained a Likert's scale with four points, which the researcher intended to use either to quantify the level of agreement for certain components of blended learning or to examine the attitudes of the participants toward various different aspects of the training. The questions that dealt with the students' attitudes regarding the efficacy of blended learning, the students' involvement, the interaction between the teacher and the students, the interaction between the students themselves, the tasks, the students' control of their movement, and the advancement of their skills.

3. Procedure and data analysis

The researcher composed the questionnaire in a form of Google Form. The link of questionnaire, then, shared to the English Department students of IAIN Ponorogo. From the

link shared, 29 learners filled the questionnaire. After getting the data, the researcher employed statistical procedures. Calculation of the conventional descriptive statistical values was a part of the statistical operations. The researchers utilized SPSS in order to compute the proportion of correct responses provided by the students.

Findings

The analysis of the collected data produced some interesting findings on the participants' general information as well as their perspective on blended learning. It is known from the background information that the remaining 17.3 percent of the participants are male students, whereas 82.7 percent of the participants are female students. Students from the fourth and sixth semesters are present here. The vast majority, or 83.3%, are in their third year at this point. The remaining 16.7 percent are in their third year of study at this point. In terms of their ages, the responses fall between the ages of 21 and 23. Concerning the availability of an internet connection, 96.7 percent of the students have access to the internet when they are off campus. One student remains who does not have access to the internet anywhere else outside the institution. When it comes to the electronic tools that are utilized in an online classroom, the great majority of the pupils learn online with the assistance of a laptop computer and a mobile phone. There is only one student who makes use of a desktop personal computer, and not a single student makes use of a tablet.

The result of students' attitude toward blended learning can be seen from the table below

Table 1. students' attitude of blended learning

Questions	Strongly disagree	Disagree	Agree	Strongly agree
A combination of online and traditional in-class learning is more effective than one-way delivery of information	6.90 %	10.34 %	65.52 %	17.24 %
Blended learning assignments allow me to read and learn more	6.90 %	10.34 %	79.31 %	3.45 %
With blended learning, the information is obtained in more than one way	3.45 %	3.45 %	82.76 %	10.34 %
Blended learning improves my English skills	6.90 %	27.59 %	58.62 %	6.90 %
Blended learning enables a student to become more involved in the learning process	6.90 %	6.90 %	72.41 %	13.79 %
A course designed for blended learning is more interesting	13.79 %	13.79 %	68.97 %	3.45 %

Blended learning reinforces interaction between teacher and students	10.34 %	10.34 %	72.41 %	6.90 %
Blended learning reinforces interaction among students	10.34 %	24.14 %	58.62 %	6.90 %
Tasks in the blended learning are understandable	0.00 %	20.69 %	72.41 %	6.90 %
"Blended learning provides me with enough time to perform tasks"	3.45 %	20.69 %	62.07 %	13.79 %
"Blended learning sessions are more meaningful because they include discussion in online learning environments after face-to-face learning"	3.45 %	24.14 %	72.41 %	0.00
"With blended learning, you can control how fast or slow you move through lessons"	3.45 %	24.14 %	65.52 %	6.90 %
"Which type of English teaching materials do you trust more? digital (electronic) or analog (paper)?"	58.62 %	41.38 %	0.00	0.00

Figure 1 depicted the highest possible percentage of the correct response is 82.76 percent. It appears that 24 students are in agreement that blended learning obtains more comprehensive knowledge or references from digital sources when compared to traditional classroom settings. The answer to the second question, which states that blended learning assignments enable students to read and learn more, currently holds the position of the second highest rank. It is taken up by 79.31 percent of the respondents, which is equivalent to 23 pupils. In addition, the percentage of people who agree with the statement that occupies the third highest spot, 72.41 percent, comes from the third question. They are blended learning enables a student to become more involved in the learning process; blended learning reinforces interaction between teacher and students; tasks in the blended learning are understandable; blended learning sessions are more meaningful because they include discussion in online learning environments after face-to-face learning. When it comes to the question of whether or not blended learning may help students enhance their English proficiency, the table also makes it possible to evaluate whether or not students have a positive or negative attitude.
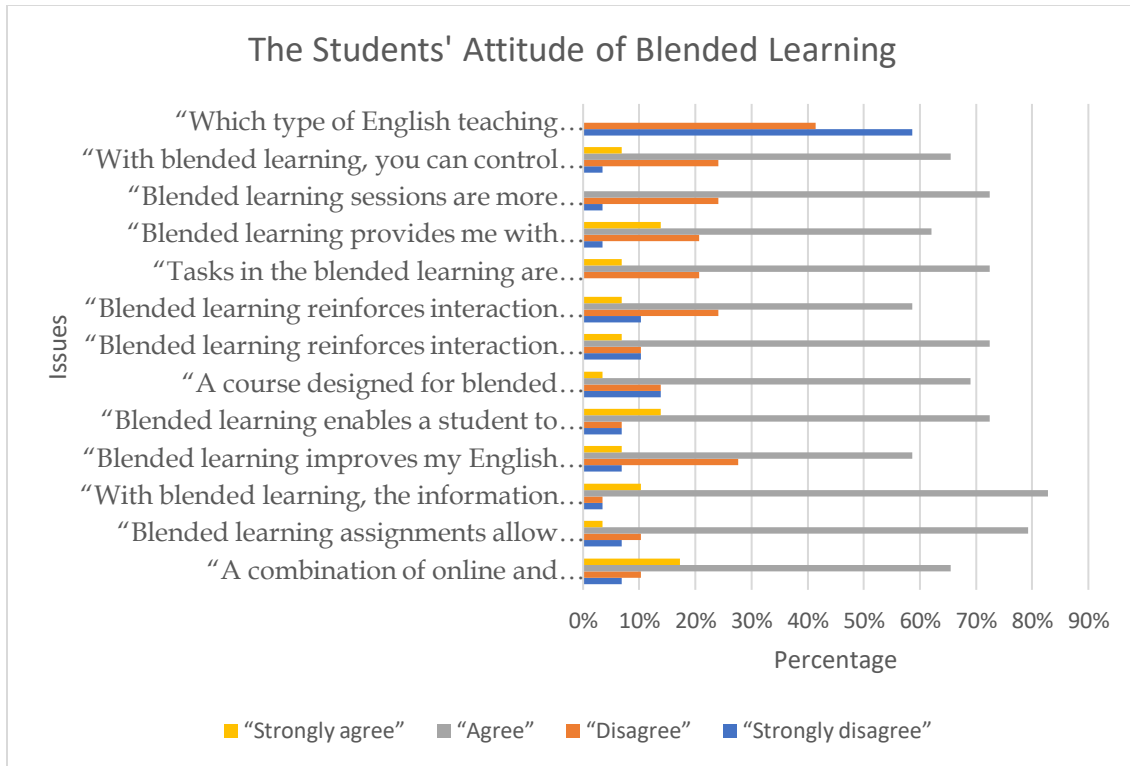
Figure. 1. Students' attitude of blended learning

The sentiment expressed by fewer than two thirds of the student body is identical to that one. In addition to their English skills, the students displayed a neutral attitude in their interactions with one another. The students do not believe that they had sufficient opportunities to engage in conversation with their peers.

Discussion

This study's objective was to investigate the attitudes held by students in the English Department of IAIN Ponorogo regarding blended learning as well as their comprehension of the blended learning requirements they have. According to the findings of the research, students held favorable attitudes toward blended forms of education. They also prefer blended learning, and they believe that the combination of online class learning and traditional in-class learning is more effective than using one-way delivery of information. This is because they believe that online class learning and traditional in-class learning complement each other. The vast majority of students are fine with participating in a hybrid classroom setting that combines in-person and online instruction.

According to the responses to the first couple of questions on the survey, the vast majority of students believe that blended learning is superior to traditional classroom instruction in terms of efficiency. However, there are five kids who feel quite strongly about the statement. It is possible to draw the conclusion that the students believe that blended learning helps them save time and effort because it eliminates the need for them to travel to the campus in order to obtain the necessary materials. They are able to participate in the online

learning from any location that they want. In addition, they can do the work whenever it is convenient for them, so long as the submissions are made before the deadline. Students who need to work to cover the cost of their education are permitted to do so provided as their employment does not interfere with their academic pursuits.

The overwhelming majority of students exhibited a positive attitude, and this was reflected in their level of participation in the learning process. 24 of the 29 participants reported that they experienced a sense of involvement in the teaching and learning process. Even though some of the meetings were held online, the students nevertheless maintained a strong relationship to the material being taught. To summarize, blended learning does not impede the participation of students in the teaching and learning process in any way. This is true for both face-to-face and online instruction. Not only is blended learning acceptable, but it is also highly favored by the students, as Hubackova and Semradova have stated. This finding is consistent with their findings. The pupils of today are known for their quick adaptation to new technologies and their ability to quickly master their use. Even the instruction of foreign languages should make use of blended learning, which is defined as the combination of face-to-face instruction in accordance with certain constructivist principles and instruction delivered in an electronic format (Hubackova & Semradova, 2016).

The students have a favorable attitude toward the many different sources that might be used during the blended learning process. They are in agreement that when they combine learning in person and online, they are able to take full use of the convenience and speed with which information can be obtained through online sources. Before and after the online session, the students have the opportunity to further their education by conducting research on the internet. As a consequence of this, the students' knowledge regarding global issues may be able to greatly expand. During the time that the students are required to wait for the instructor to initiate the online meeting, they have the option of either keeping up with the most recent news or contributing their prior experience in connection with the topic at hand.

Regarding the contact that takes place between the students and the teacher, as well as between the students themselves, the students have a somewhat diverse attitude. 24 of the participants hold a favorable attitude with regard to the relationship that occurs between the instructor and the pupils. It showed that the students had sufficient or adequate interaction with the instructor during blended learning, particularly when the class was conducted online. Because they are still able to ask questions and have conversations with the instructor, the participants are not able to tell the difference between synchronous and asynchronous learning. During in-person instruction, obviously, there is no one to get in the way of the students' ability to communicate openly and freely with one another. During the time that the class is being taught online, the instructor and students can communicate with one another through a learning management system (LMS) that is being utilized in accordance with the agreement. Benefits of blended learning are well-rehearsed, and they align with the theory proposed by Smith and Hill. These benefits include increased flexibility for teachers and students, customization, improved student outcomes, the cultivation of independent and self-directed learning, chances for teachers to grow professionally, lower tuition, greater job satisfaction, and more productive classroom discussions (Smith & Hill, 2019a).

On the other hand, the learners have an attitude that may be described as "fair" or "so-so" toward blended learning in terms of the interaction that occurs among them. 19 of the 29 students surveyed expressed agreement or strong agreement that blended learning makes it easier for them to interact with one another. While the remaining 10 students disagree and strongly disagree that a combination of online and face-to-face engagement promotes learners' interaction among themselves, the remaining students think that the combination of online and face-to-face interaction is beneficial. In comparison to a conventional classroom, the participant thought that there was insufficient room for them to interact with one another. The online meeting was a barrier for them in the blended learning format. When holding an online meeting, the majority of the time is devoted to interaction between the instructor and the pupils. despite the fact that the interaction between students does not have a sufficient amount. Actually, this issue can be fixed by making it easier for students to communicate with one another via a learning management system. For example, the instructor required each student to compose an essay addressing a problem regarding a curtain, and then the students were required to offer constructive criticism to the work of at least three of their classmates.

In addition, a reasonable attitude was shown in terms of enhancing the English skills of the students. The perspective that the students take on this assertion is almost identical to the perspective that they take on the interaction that occurs between the students in blended learning. The statement was met with disagreement and significant disagreement from ten of the twenty-nine pupils. While the remaining 19 individuals either agreed or strongly agreed that students' English skills can be improved through blended learning. Even if students are surrounded by digital devices that make it simple to obtain information or knowledge, they do not believe that using these devices helps them improve their skills. The students still require additional direction from the professor regarding the selection and utilization of a website or application that is offered. Additionally, the kids lack the self-assurance necessary to successfully use the application. In addition, the students require a motivator in order to encourage them to utilize the program that is either hosted on a website or sold in a play store.

Conclusion

According to the findings of the study, more than half of the participants have a favorable attitude toward the deployment of blended learning at the time after the pandemic. Even though the students had to adjust to online learning in the beginning of the outbreak, as time goes on, the learners get the adjustment and become more comfortable with blended learning. The students have the most favorable view on the advantages of blended learning in terms of the availability of knowledge in more than one direction. Blended learning gives students the opportunity to research and gather information or knowledge from a variety of sources that are readily available to them. The involvement of students in the learning process as a result of the implementation of blended learning garnered the second-highest number of positive attitudes. Students are not prevented from actively participating in the teaching and learning process by using online learning. In addition to a favorable attitude toward mixed learning, the participants also revealed two attitudes that were either neutral or unfavorable. One of the types of evidence indicating the pupils experienced less interaction among themselves is the

answer to the question regarding the interaction among the classmates. The growth of one's English skills during integrated learning is the subject of the next attitude that is merely satisfactory. They were of the opinion that studying using a hybrid approach did not result in a significant improvement to the skills. It is necessary for the instructor and the students to have a conversation about this circumstance in order to find a solution to the issue that the pupils are having.

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Effectiveness of the Utilized Interview Techniques to Enhance Speaking Skills of Students

April Jenica B. Beruela *
College of Education, University of Nueva Caceres, Philippines,
apriljenica.beruela@unc.edu.ph
Mayianne Rose E. Bobier
College of Education, University of Nueva Caceres, Philippines,
mayianerosebobier@unc.edu.ph
Aileen V. Caceres
College of Education, University of Nueva Caceres, Philippines,
aileencaceres@unc.edu.ph
Joyce Ann P. Cortez
College of Education, University of Nueva Caceres, Philippines,
marycamilleciudadano@unc.edu.ph
Mary Camille E. Ciudadano
College of Education, University of Nueva Caceres, Philippines,
marrycamillecindadano@unc.edu.ph
Kiezzel Grace D. Delos Santos
College of Education, University of Nueva Caceres, Philippines,
kiezzelgracesantos@unc.edu.ph
Mary Ann A. Durante
College of Education, University of Nueva Caceres, Philippines,
maryanndurante@unc.edu.ph
Cleotilde A. Prima
College of Education, University of Nueva Caceres, Philippines,
cleotildeprima@unc.edu.ph

*Corresponding Author, Email:
apriljenica.beruela@unc.edu.ph

ABSTRACT

Speaking is regarded as one of the most difficult aspects of language learning because learners find it difficult to express themselves and are affected by factors that led them to be reluctant to speak. Hence, this study 1. determined the factors affecting the skills of the students in speaking English. 2.

Documented the utilization of the interview techniques to enhance the speaking skills of the students and discussed the challenges encountered and 3. Analyzed the perceived effectiveness of the utilized interview techniques to enhance the students' speaking confidence. The study used a mixed-methods approach using pre- and post-surveys, interviews, and group discussions. The respondents were the 22 Grade 10-Abad students of Tinago National High School. Results showed that students struggle to speak English because of the following factors: pronunciation, vocabulary, fear of public speaking, criticism, and shyness. Using criteria as an assessment tool, it revealed that there was an improvement of 20% in the students' English-speaking skills when the interview techniques of PREP and STAR methods were used as an activity, concluding that the usage of utilized interview techniques enhanced the English-speaking skills of students.
Keywords: Interview Techniques, PREP and STAR Method, Speaking Skills, Pre-survey, Post-survey

Introduction

Language acquisition begins when children acquire their first language naturally and subconsciously through interaction with the people around them. This refers to their acquisition of their native language. As they grow and interact with the larger community, they learn their second language. We tend to learn our second language by socializing with different groups of people. As we learn our first and second languages, we also develop and practice speaking. Speaking is one of the most important skills to be developed and enhanced as a means of effective communication; however, it is also regarded as one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally having problems using the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find suitable words and expressions (Leong & Ahmadi, 2017).

Having difficulty speaking, especially in the English language, led to difficulty in expressing their thoughts, and these were caused by different factors that led them to be reluctant to speak, such as shyness, having nothing to say, low and uneven participation, and using their mother tongue (Al Hosni, 2014). A well-spoken English is an indicator of mastering the language. It means that people need some kind of teaching-speaking activity to be able to speak English well. The activities of teaching speaking can influence our speaking because, indirectly, they make us practice more often than before, according to Stevick (Wahyuni et al., 2020).

English, as the "Universal Language", is frequently used as a commercial or diplomatic language worldwide and is widely spoken and taught in more than 118 nations. Science, aviation, computing, diplomacy, and tourism all use it. Being unable to use the language daily limits the basic vocabulary and the naturalness of grammar coherence, which makes fluency in ESL challenging. Time also contributes to their difficulties because of the pressure during speaking that requires an immediate answer. Aside from fluency and time, ESL learners are also experiencing decreased confidence when they are interrupted while speaking

(Prastikawati, 2019), which requires them to correct their thoughts, which causes mental block. Moreover, when interacting with someone who has a different status, such as an administrator, ESL learners feel that they are being evaluated and graded based on their speaking ability. It makes it even harder for the learners to process their thoughts if the first language and code-switching are not allowed in their classroom. Furthermore, ESL students frequently feel inferior when they encounter native English speakers who seem to speak the language more easily than they do, which causes anxiety to interfere. ESL students developed the attitude that speaking in front of others would make them feel humiliated and judged for how they interact verbally (C. Separa et al., 2020).

Finally, the teacher's participation plays a big role in how the students improve their English-speaking skills by providing them with a good, suitable, and friendly environment to speak in by strengthening the students' confidence, not trying to correct them in front of the class, and not insisting on the student's errors while speaking (Alfaki. M, 2021; Prastikawati eet al., 2022). This study will benefit not only the students but also English teachers and people who are struggling with speaking the English language. Teachers can improve the speaking skills of the students, and they can adapt the intervention presented by the researchers. Future researchers can benefit as well from getting support from their study that is aligned with the researchers' study.

Cultivating this study will provide an opportunity for English teachers to find solutions when problems arise inside the classroom, specifically when students have difficulties expressing themselves using the English language. This will contribute to the teacher's understanding of some aspect of his or her teaching practice. The findings in this study will support the teacher's professional skills and knowledge, which will eventually enable them to teach English strategically and effectively, helping to reduce the students' reluctance to speak English. The interventions presented by the researchers can be conducted in the teacher's own professional context and can adjust their students' learning processes. The findings presented will help boost students' confidence and eventually enhance their speaking skills. With this study, future researchers will be less vulnerable and less reliant on external answers to future problems they will face. The unbiased findings in this study will serve as a guide and a stepping stone for future researchers' findings.

Statements **of** *the Problem*

This study used and applied interview techniques from the PREP and STAR methods to enhance the English-speaking skills of students. Specifically, it:
1. Determined the factors affecting the skills of the students in speaking English.
2. Documented the utilization of the interview techniques to enhance the speaking skills of the students and discussed the challenges encountered and
3. Analyzed the perceived effectiveness of the utilized interview techniques to enhance the students' speaking confidence.

Literature Review

Related Literature and Studies

Pratiwi et al., (2020) stated that the affective aspect is one of the main factors inhibiting students' speaking. This factor appears as students get negative results from the process of learning English in the classroom (Dong, 2012). They add that students, as individual learners themselves, will have an influence on the development of this factor. Florez, (1999) proposes four subfactors categorized as affective factors: lack of motivation, shyness, self-confidence, and self-esteem.

Prahaladaiah & Irudayaraj, (2019) once again states that the number of students who learn English as a foreign language has difficulties using words and expressions to speak. In addition, Lestari et al., (2018) also state that in real communication, nobody paid much attention to the correct grammar expression but emphasized the content and how to reply. Students clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language, such as English, they often get confused about combining and using the proper vocabulary needed.

Brown., (2021), cited in Hardianti (n.d.), says that one of the solutions to solving the English-speaking problems is to use some techniques. The teacher should remember to use the necessary techniques that cover the spectrum of learners' needs. It means that the teacher must make sure that the necessary techniques are helping the learning process and are appropriate for the tasks.

Based on Ur (1996: 121)'s book "A Course in Language Teaching", at least there are five ways to solve the problems of speaking. The first is by using group work. The students are more active in speaking because they are in a smaller environment, so they can express everything more confidently. This was in line with the study by Brown., (2021). He states that one of the things that the teacher can do to help the students' problems with speaking is work on activities using big groups and small groups.

Theoretical Framework

This study was based on language acquisition theory, which covers behavioral theory, cognitive theory, nativist theory, and interactionist theory. Language acquisition is the process by which people learn to comprehend and use language. According to Newbong, (2012), who proposed the behavioral theory, children first pick up language by imitating someone who is typically their parents before changing their language use as a result of operant conditioning. According to behaviorism, we are a result of our surroundings. Children lack the internal processes or capacity to independently acquire language. It was also proposed that we acquire language because of cognitive theory, according to which, according to Safitri et al., (2020), children have very limited cognitive capacity at birth, but as they get older and interact with the outside world, their minds expand and form new schemas.

Nativist theory also exists as to how we acquire language, and it is based on White et al., (2008), who believes that the language acquisition device is an urge or desire that children have from birth, which is the Language Acquisition Device (LAD). He said that even if a child is not schooled in the language of their home nation, as long as they are raised in a typical setting, they will still develop a verbal communication system. As a result, learning a language must have an innate, biological component. Interactionist Theory, proposed by Prahaladaiah &

Irudayaraj, (2019), states that children have the capacity to learn and use language, but they need consistent interaction with their parents, caretakers, or teachers in order to do so fluently. The Language Acquisition Support System is a name for this concept (LASS).

Conceptual Framework

The conceptual framework herks of this study used in processing-output input concise the profiles of files of the response, the tools us and the factors affecting the speaking skills of students the interviewing view techniques is the processes included: Request to conduct the ***study at the research site, the conduct of the pre-survey, the application of the interview*** techniques (PREP and STAR methods), and the post-survey. The output was the perceived effectiveness of the interview techniques utilized to enhance the speaking skills of the students.

Methodology

Research Design

This research is a mixed-methods study of quantitative and qualitative methods using a descriptive-experimental-evaluative design through pre- and post-surveys, interviews, and group discussions as instruments. It ascertained the factors affecting the speaking skills of students by means of a pre-survey. It utilized the interview techniques of the PREP and STAR methods to determine its effectiveness in enhancing the speaking skills of students and used the post-survey to analyze the perceived effectiveness of the applied intervention. Further, the study used a mixed method of qualitative and quantitative methods to determine the factors affecting the English-speaking skills of students, describe the utilization of interview techniques, and analyze the effectiveness of the utilized interview techniques to enhance the speaking confidence of the students using pre- and post-surveys, interviews, and group discussions.

Research participants

This study used convenience sampling in selecting the respondents. The respondents to this study were the Grade 10-Abad students of Tinago National High School. There were 18 male students and 4 female students, for a total of 22 students who participated in the study. Different schools were explored to conduct the research, and we were able to come up with Tinago National High School with the recommendation of the school principal. The English subject teacher also recommended the Grade 10-Abad section to train them and enhance their skills since she believed that priority should be given to the less privileged where English speaking is not practiced in the classroom.

Research Instruments

In gathering the data needed for the study, a pre-survey was used to determine the students' confidence in speaking English and identify the factors affecting their speaking skills.

It also used criteria to assess the performance of the students in executing the interview techniques of the PREP and STAR methods by pair and group assessment, as follows:

1. 30% Conciseness: The respondents should communicate completely as they answer by applying the PREP and STAR Methods to a topic or idea in a few words.
2. 20% Grammar: The respondents should observe proper sounds, words, sentences, and other elements, as well as their combination and interpretation.
3. 35% Content: The respondents should present a clear explanation applying the PREP and STAR Methods.
4. 15% Fulfillment of Requirements: The respondents should do what is required, necessary, or expected by the researchers.

A post-survey was also used after the intervention to measure the effectiveness of the PREP and STAR methods and determine the challenges in utilizing the interview techniques. The study also used interviews and group discussions.

Data Collection

The study was administered by identifying different schools to conduct the research. Different schools were explored to come up with Tinago National High School, and we consulted with the school principal. An approval letter was obtained from the DEP Division office to conduct the research at the chosen school. The research instrument was already prepared ahead of time. The English Coordinator offered the 10-Abad Section as the researchers' respondents. On the first day, there was an orientation to the class regarding the research study, and concerns were raised during that day, such as the time frame and schedule of the implementation. On the second day, the PREP Method was introduced to the class, and afterwards, the class was divided into 7 groups with 1 facilitator in each team. At the end of the session, the class had general feedback and shared experiences. The PREP Method continued on the third day, when the students had a conversation in pairs. Then, on the fourth day, the STAR Method was introduced to the class. Same groups for this method, and it was done as a group activity. At the end of the session, there was general feedback and the sharing of experiences. The STAR Method continued on the fifth day, when the students had a conversation in pairs. General feedback and the sharing of experiences were given at the end of the session. At the end of the intervention, the class answered the post-survey about their improvements and challenges encountered.

Data Analysis

Google Sheets were used in gathering the averaged results of the respondents. There was a total of 22 respondents who had been consistent since the start of this study. In order to get the results of each student from PREP and STAR Method Day One and Day Two, (1) the scores were gathered per level and divided into 4 (different levels mentioned in the criteria), also known as "beginning, developing, intermediate, and proficient." (2) To know the results in the first part, the value was divided by the given percentage of the criteria (ex., 30% conciseness). (3) To get the results of the students for PREP and STAR Method days one and two, the results were added from level one to level four. The number of respondents was divided by the total

number of students. This process is the same as when the results for the factors affecting the skills of the students were gathered.

Findings and Discussion

Based on the survey, it revealed that there were problems and concerns that needed to be addressed as to the students' skills in speaking the English language. A very important concern of this study was to ascertain the factors affecting the English-speaking skills of the students.
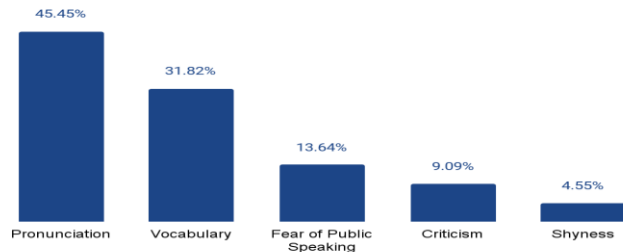

Figure 1. Factors affecting skills of the students in speaking English

Figure 1 shows that there were five factors identified by the respondents as affecting their skills in speaking English. There were 10 students, or 45.45%, who identified that pronunciation is the main factor that affected their skills in speaking the English language, while 7 students, or 31.82%, identified that vocabulary greatly affected their English-speaking skills, and 3 students, or 13.64%, said fear of public speaking affected their speaking skills. Lastly, 2 students, or 9.09%), selected criticism as the main factor affecting their English-speaking skills, and only 1 student, or 4.55%, indicated that shyness is the factor affecting his English-speaking skills. It was found out that among the factors, pronunciation is the leading factor because there are words that they find difficult to read and words that they find difficult to translate into English, followed by the vocabulary, which is connected to how the students speak the language.

Suryani I. et al. (2020) revealed that grammar errors, pronunciation problems, and vocabulary are the sub-factors inhibiting students' speaking, as found in the research findings. According to the study of Safitri et al., (2020), shy students see speaking in front of others as a difficult task for them. They have a negative picture of themselves that will affect their motivation to speak. The same situation happens when they want to speak a foreign language or are asked to answer a question in a foreign language.

There are different factors that affect the students' English. As the students continue to participate in the activity, the results show that the majority of them have a problem with their pronunciation, while only one-person selected shyness. The fact that the students had a fear of speaking in front of others and selected shyness as a factor as they improved and overcame

the factors that affected their speaking in English, but shyness is still the best factor for that one student that affected their skills in speaking the English language.

Encouragement is one of the powerful tools a teacher uses during a student's learning process. According to Mainwaring & Krasnow, (2010), "A Teacher's Encouragement Gives Students a Lasting Boost, a teacher's encouragement has a much greater impact on students. Students with average grades more often finish high school and pursue college degrees when they receive positive feedback from their teachers. After the students warmed up to the facilitators, they became less hesitant to share their thoughts, and with great encouragement, they were able to overcome shyness much earlier.

Documentation of the implementation of the intervention and discussion of the challenges encountered

There was an orientation on the interview techniques, which are the PREP method (point, result, example, and point) and STAR method (situation, task, action, and result), for the 22 respondents. These methods that Toastmasters International has recommended are known as the easiest to learn and use and will help answer questions with a proper structure of responses. The students were given random questions that could only be answered by applying the PREP Method. Start by telling the point, followed by a reason for the point, giving examples, and finally giving emphasis to the point again. The STAR method, which stands for "Situation, Task, Action, Result, is a structured manner of responding to a behavioral-based interview question. The students were given random questions that could only be answered using the STAR Method. Start by explaining the situation based on the given question, followed by a task that they can see as related to the question. After that, the students were expected to give their action based on the task that they were put into and, lastly, the result of the action they took. There were students who were hesitant to speak using the English language and asked the facilitators if they could speak vernacular first before explaining the words into English. There were also some students who were too shy to speak. The implementation happened for six consecutive days. Each intervention was divided into two parts: a group activity for day one and a pair-paired activity for day two.
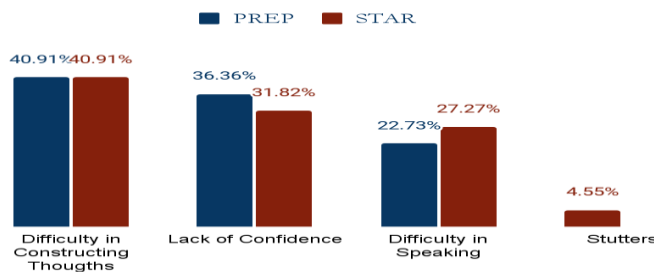

Figure 2. Challenges encountered in PREP and STAR Methods

Figure 2 shows the challenges encountered in the PREP and STAR methods. The biggest challenges encountered by the students as they used the PREP and STAR methods were the

difficulty in constructing thoughts with a 9 or 40.91%. There were 8 or 36.36% of students who selected lack of confidence, 5 or 22.73% of students who selected difficulty in speaking, and only 1 or 4.55% of students who selected stutters in the challenges they encountered during implementation of the PREP Method. In addition to this, based on the data gathered for the implementation of the STAR Method, there were 9 or 40.91% of students who selected difficulty in constructing thoughts for the biggest challenges they encountered; 7 or 31.82% of students selected lack of confidence; and only 6 or 27.27% selected difficulty in speaking upon the implementation of the STAR Method.

The researchers found that difficulty in constructing thoughts was the biggest challenge they encountered because students find it hard to share their thoughts in English. They tend to speak in vernacular to answer the questions, and when translated into English, they find it hard to construct sentences. And because of this challenge, it follows that 8 out of 22 students (36.36%) lack confidence because they find it difficult to speak the language.

Lestari H. et al. (n.d.) revealed that there was a decrease in speaking English, especially for the students of senior high school. Most of them encountered several problems in speaking, such as a lack of vocabulary that made it hard to say words and also made them not confident enough to speak English. Some of those students are not confident enough to speak English because of the fear of making mistakes. Some of them are afraid because their pronunciation is not as good as that of native speakers.

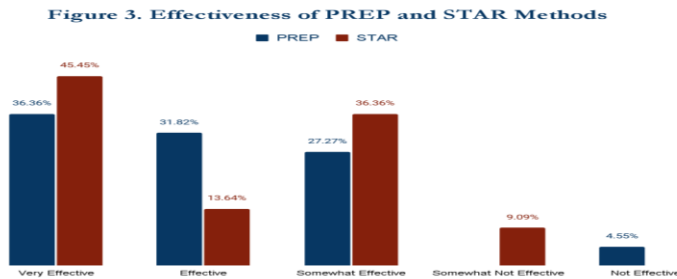*Analysis of the effectiveness of the utilized interview techniques*

Figure 3. Effectiveness of PREP and STAR Methods

Figure 3 shows that after the intervention applied by the utilization of the interview techniques of Prep and Star Methods, it was effective and was able to enhance the English-speaking skills of the students. For the STAR Method, there were 10 out of 22 students (45.45%) who said that the STAR Method was very effective, while there were only 8 out of 22 students (36.36%) who said that the PREP Method was very effective. For the PREP Method, there were 7 out of 22 students (31.82%) who said that the PREP Method was effective, while there were only 3 out of 22 students who said that the STAR Method was effective. For the STAR Method, there were 8 out of 22 students (36.36%) who said the STAR Method was somewhat effective, while under the PREP Method, only 6 out of 22 students (27.27%) said that the PREP Method was somewhat effective. There are also 2 out of 22 students (9.09%) who said that the STAR Method was somewhat ineffective, while only 1 out of 22 students said that the PREP Method

was not effective. It was found out that the STAR Method was more effective than the PREP Method, as perceived by the respondents. This also indicates that using the PREP and STAR methods really helps improve their skills in using the English language.

It was found out that the STAR Method is more effective than the PREP Method in a small group because of the different style of questioning. The STAR Method is based on a given situation, such as asking, when was the last time that you were in a situation where your trust in someone was put to the test? In this question, they found it easy because they just needed to think of the situation back then and because it was based on their experiences compared to the PREP Method, which is based on other matters such as asking them What is your favorite subject? wherein some students found it difficult to answer. The researchers concluded that having a small group and asking situational questions to the learners makes them speak more in English in a conversational manner where they are just sharing their experiences in the past compared to other questions.

Ur (1996), cited in Lestari H. (n.d.), revealed that the students are more active in speaking because they are in a smaller environment, so they can express everything more confidently. It was also in line with Brown (2002: 345). He stated that one of the things that the teacher can do to help the students' problems with speaking is engage them in activities in large groups and small groups. According to them, the researcher concluded that using group work is one solution to encourage the students to speak English.

PREP and STAR Method Students' Improvement

As shown in Table I PREP Method (Day 1 and Day 2 Results) and Table B-PREP Method (Day 1 and Day 2 Results), most of the students showed improvements from the first day of the intervention until the last day. For the PREP method, the results of the 22 respondents got a total average of 38% for the first day and 53% as the total average for the second day of implementation for the PREP method, while the STAR method had a total average score of 41% for the first day and 53.39% as the total average scores of students for the second day of implementation for the STAR method.

Table I PREP Method (Day 1 and Day 2 Results)

Learners	Day 1 Results (PREP Method)	Day 2 Results (PREP Method)
Total Average student 1 – student 22	38%	53%

Table I shows the data level of the students where there was a difference in their day 1 experience compared to their day 2 experience. This shows the consistent improvement of the students based on the results of the intervention used in the study. The total average of the PREP Method is 38% for day 1 (results) through group assessment. This represents the basis on which the researchers determine if the intervention will be effective for the students. While for day 2 (results), a total average of 53% was achieved through pair assessment. As you can

see from the data shown above, the improvement of the students was based on the interventions that were presented by the researchers and showed improvement in answering daily questions using the PREP Method.

Table II STAR Method (Day 1 and Day 2 Results)

Learners	Day 1 Results (STAR Method)	Day 2 Results (STAR Method)
Total Average student 1 – student 22	41%	53.39%

Table II shows the data level of the students where there was a difference in their day 1 experience compared to the day 2 experience that shows improvement in answering daily questions using the STAR Method. The total average of the STAR Method is 41% for day 1 (results) through group assessment, while for day 2 (results), the total average is 53% through pair assessment. As can be seen from the data shown above, the improvement of the students was based on the interventions that were presented by the researchers.

Conclusion

Based on the findings, the utilized interview techniques of PREP and STAR Method enhanced the speaking skills of the students as well as their confidence in speaking the language. Based on the results, the following conclusions were drawn:

As to the factors affecting the skills of the students in speaking English, it was found out that pronunciation is the lead factor that affected the English-speaking skills of the students, followed by vocabulary, fear of public speaking, criticism, and shyness due to the struggles of students to speak a dialect and lack of confidence when speaking English.

According to Irudayaraj, A., in his study, Factors Affecting the Students Speaking English as a Second Language in Schools: Students must understand that speaking requires a specific set of fundamental requirements to be met and that language learners need to be knowledgeable in three different areas in order to speak effectively. These areas are "pronunciation, grammar, and vocabulary", which place an emphasis on using the right words in the right order with proper pronunciation, and this affects the speaking skill mainly because the students were hesitant to speak English, considering that they mistakenly spoke the pronunciation of words, which caused the students to not continue speaking and hesitate to speak English in front of others. As it aims to improve their English-speaking skills by providing them with a good, suitable, and friendly environment to speak in by strengthening the students' confidence, not trying to correct them in front of the class, and not insisting on the errors of the student while speaking (Alfaki. M, 2021).

In addition, many students admitted that they feared being judged on how they spoke the English language. The researchers were able to see how the students reacted in front of others since there were students who had a fear of speaking in front of others. Hence, it was concluded that shyness is the lowest factor that affects the student's ability to speak the English language. In order to overcome this, encouragement from teachers and friends will help the

students get more active in participating since, due to a lack of motivation, they are not brave enough to speak, according to Humaera, cited in Suryani I. et al. (2020).

The researchers recommend that the teachers help the students improve their PGF skills (pronunciation, grammar, and fluency). Students can also participate in English-speaking activities or any contest that is related to speaking. And of course, always speak English because committing mistakes is part of daily practice. Safitri et al., (2020) stated that undergoing tasks through various activities in pairs and group work facilitates their ability to speak better English.

As to the challenges encountered by the respondents in the implementation of the interview techniques as interventions, it was revealed that the challenges encountered in the PREP and STAR methods were: Difficulty in speaking is the leading factor in challenges that affect the students speaking because of the hesitation in speaking the words formulated in their minds. They also find it difficult to construct their thoughts on how they will say it in English because of many difficulties in building up sentences and expressing their ideas for communication. They also lack confidence in using the English language, which results in speaking in a vernacular manner to express their thoughts because students are afraid to be judged by other people on how they speak the language. They struggle to speak English because of factors such as their pronunciation, appropriate grammar, vocabulary, criticism, and shyness. Students also consider speaking blunders in front of their classmates to be extremely embarrassing, which leads them to refrain from speaking in order to avoid such circumstances (Al Hosni, 2014). Thus, during the activity of the PREP and STAR methods, the students had to speak first based on their dialect, and then each one of the group members would help their schoolmates.

The researchers recommend that school heads and teachers implement an English-only policy inside the classroom to enhance their speaking skills and other programs inside the academy. Lestari H. et al. (n.d.) also suggested that the boarding school should plan a new English program as a solution to the students' problems, especially in speaking English, as a good alternative way to solve the students' speaking English problems.

In the analysis of the perceived effectiveness of the utilized interview techniques, the PREP and STAR methods enhanced the speaking skills of students because of how well they improved from the very first part of implementation until the last day of applying the intervention presented by the researchers. Thus, the students agreed that PREP and STAR had also increased their skills in speaking as well as their confidence. The researchers believed that the tool used in the study was effective in engaging the students in learning and utilizing the second language and was further improved by providing a support system of teachers for struggling students. Hence, the PREP and STAR methods are important to know and use.

The researchers recommend that school administrators and instructors adapt the STAR and PREP methods as day-to-day activities to allow students to practice speaking the English language. Lestari H. et al. (n.d.) suggested that the teacher can use some interesting strategies to make them try to speak English in English. For example, by using games, role play, and factual questions to recall the material that they have learned before in order to involve students' participation and their memory in their teaching and learning process.

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Pause toward Nassie Judge' Speech on Nassie Judge' YouTube

Dewi Kartika Nurtaspeni[*]
Indonesia Language and Literature Education, Universitas PGRI Semarang, Indonesia, idewikartika12@gmail.com

Agus Wismanto
Indonesia Language and Literature Education, Universitas PGRI Semarang, Indonesia, aguswismanto@upgris.ac.id

Siti Ulfiyani
Indonesia Language and Literature Education, Universitas PGRI Semarang, Indonesia, sitiulfiyani@upgris.ac.id

*Corresponding Author, Email: idewikartika12@gmail.com

ABSTRACT

Pause is one of the speech impediments that anyone can experience. This study aims to determine the forms of pause and the reasons that cause pause in Nessie Judge's speech. The data used is in the form of Nessie Judge's utterances which contain pauses. The approach used in this research is descriptive qualitative. The methods used to collect data are documentation techniques, observation methods, and note-taking techniques. The data obtained were then analyzed using the matching and distribution method. Based on the data analysis carried out, the results are in the form of two forms of pause, namely silent pause and filled pause. The reasons that caused Nessie Judge to experience pause, namely forgetting, attracting attention, looking for the right words, giving time to understand the utterances, taking a breath, already starting the utterances, and being careful when speaking.
Keywords: pause, speech, Nessie Judge

Introduction

Language skills are something that cannot be separated from human life. These skills include speech skills, speaking skills, reading skills, and writing skills where these four skills are interrelated (Izar et al., 2021). Tarigan (2008) reports that the four skills are like a single chess game that is usually acquired through an orderly sequence ranging from listening, speaking, reading, and writing. Among these skills, speaking skills are skills learned from an early age. Human learns to speak that is related to the extent to which the vocabulary is mastered. Nevertheless, everybody usually tries to make their work smooth from the beginning to the end. An uninterrupted speech from the beginning to the end, without misunderstanding, with words that are well arranged is an ideal speech (Handayani et al., 2019; Lumentut & Lengkoan, 2021; Liando & Tatipang, 2022; Sibarani, 2019)

However, it is not always possible to create the ideal one. Sometimes someone is experiencing a confusion or obstacle in uplifting which results in his performance becoming inappropriate. One of those disadvantages can be a smile. When a smile occurs, someone will be pause or pause for a moment in the middle of his glory. This is because the topic of conversation is varied and generally one speaks while thinking that the more difficult the subject of conversation, the more silence occurs (Mondada & Doehler, 2005; Handayani et al., 2019).

The term self-smiling, Handayani et al., (2019) mentions that it is a term used in communicating a person's mental process. To add, Susiati et al., (2020) adds that silence is a pause that occurs between the first to the next. Silence is a part of the psycholinguistic (Ni'mah, 2018) science which is a blend between psychology and linguistics. Pause or so-called pause can be experienced by anyone, no exception to the creator of content. On the other hand, a content creator is a person who spreads information in the form of images, videos, or writing through social media (Maeskina et al., 2021; Cahya Ningtias et al., 2021; Daryanto et al., 2022). In delivering content verbally, a content creator rarely has a smile (Widarti et al., 2022). This can happen because a content creator can deliver content on a variety of topics, as one of the content creators, Nessie Judge, did on her YouTube account "Nessie judge". In addition, it is not uncommon to find terms or words not sufficiently known that make Nessie Judge's speech smooth. Delivering content in front of the camera for a short time requires concentration and calm (Buckland, 2015; Shelton & Archambault, 2019). It is not surprising that the content creator has a smile in his narrative.

The silence pause that appeared in Nessie Judge's speech was often a moment of silence during her speech. However, it does not rule out the possibility that a content creator will create another shape of pause in the middle of his narrative. Therefore, the study will examine the forms of silence and the reasons that caused the silence to occur against Nessie Judge's speech on the YouTube account "Nessie judge".

Methodology

This study uses a qualitative approach. This approach was chosen because the research was done what it was without manipulation (Van Klaveren & De Wolf, 2019; Anderson et al., 2014; Aspers & Corte, 2021) explains that qualitative research is research done naturally, what it is, and without any manipulation. Furthermore, this study is classified as descriptive study because it aims to describe the shape of a smile and the reasons that cause it to occur. Therefore, this research approach is not just a qualitative approach, but a descriptive qualitative study.

The data used in the study was Nessie Judge's speech containing silence on her YouTube account during June 2022. Thus, the source of the research data is Nessie Judge. Research data taken using documentation techniques such as Nessie Judge's entire speech has been documented on her YouTube account in video form. The video was subsequently screened using a free-to-use simulation technique. This free viewing technique is a data removal technique in which the researcher is not involved in a discussion and only an observer of conversation (Student et al., 2021). The technique is assisted by using a recording technique to record parts that contain smiles.

Once all data is collected, the data is then analyzed. For data related to the reason that caused the occurrence of a smile analyzed using matching methods. The data that has been analyzed is then presented using informal methods. This method is a way of presenting the results of analysis with ordinary words (Vindrola-Padros, C., & Johnson, 2016).

Findings and Discussion

The Pause of Nessie Judge

Nessie Judge consistently creates content on her own YouTube account, "Nessie judge." In June 2022, there were 18 videos uploaded on different topics. Of the 18 videos found 263 data containing smiles. The silence of Nessie Judge's speech is silent and filled with silence.

Silent pause is more often experienced by Nessie Judge in delivering its content. The study found 262 quiet smiles experienced by Nessie Judge. The silence was a moment of silence between the words of Nessie Judge. The number of silences is more because in a trial it is not uncommon Nessie Judge has been silenced more than once as the following example (1) shows.

(1) *Bintang … dua sih karena … what?*

Meanwhile, the filled pause in Nessie Judge's speech amounted to 45 silences. It is not uncommon for Nessie Judge to take a moment of silence to fill that smile with something that is not part of the main message. This is in line with Kurniawati, (2018) silence is a verbal or non-verbal disturbance that is not the main part of the message spoken by the speaker. Of the 45 silences that occurred, Nessie Judge filled it with sounds, words, and phrases that were not part of the main message to be conveyed. The sound used by Nessie Judge to fill a smile with 24 sounds and 9 sounds. Nessie Judge uses four words to fill a smile, such as an eh word that

occurs as much as one smile, a six-smile word, a three-smiles word, and a yes word. As for the phrase used by Nessie Judge to fill a smile, the amount of a smile is a phrase.

Reasons That Cause Pause

Generally, everyone will strive to keep the layout smooth from beginning to end, with no exception to a content creator. But ideals do not always happen. There are several reasons why Nessie Judge has had a smile in delivering her content. Here is Ural.

a. Forgetting

The most common reason Nessie Judge is pause is forgetting. Sometimes Nessie Judge cannot remember the word to be taught so she silences for a moment to remember the forgotten word or look at the script that is already available. Here is his example.

(2) *Ada sasaeng fans yang nyewa mobil yang persis sama mobil idol … BTS ya waktu itu, BTS atau apa dan mereka berharap itu idol-idol¬-nya masuk ke mobil itu karena mereka mau kidnap.*
(3) *Menurut aku yang bisa kalian skip dari REEBUT-REEBUT hari ini adalah si cebokery ini.*

In the example (2) Nessie Judge will be silent for a moment when he will mention where the idol group is. This is because Nessie Judge forgot the group of idols that would be taught and silenced for a moment while looking at his team and trying to remember the group's name. As for the example (3) Nessie Judge was silent because he could not remember the name of the object that had been discussed. The difference is, in the example (3) Nessie Judge filled a silence with the word that the man took the item intended to be shown to the audience.

b. Attracted attention

Sometimes someone is silent to attract the attention of the speaker. This was also done by Nessie Judge in his presentation. Sometimes Nessie Judge deliberately makes a pause so that the audience is interested in the topic to be presented as in the following speech.

(4) *Komen di bawah … as always ide-ide buat NERROR-NERROR selanjutnya.*
(5) *Apalagi kalau bukan … tokopedia.*

The pause on the speech occurred because Nessie Judge wanted to attract the attention of the audience. At the hearing (4) when Nessie Judge silently displayed her email address. This is done so that the audience is interested in sending ideas through existing emails. The silence Nessie Judge performs when she wants to attract attention is done while moving her hand, head, or enlarging the video.

However, there are times when Nessie Judge makes a silence while making another move. In the 5th speech, Nessie Judge tried to draw attention to the audience about the topics to be discussed by tapping the table. In addition to hitting the table, when a smile occurs, a tokopedia is displayed on the screen.

c. Find the Right Word.

Pause can also occur when someone is looking for the right word to be preached. This is often reflected in the smile that occurs when Nessie Judge is describing things, determining the usefulness of things, calculating the price of goods, and giving judgments on things that are the subject of discussion. Here is an example of a smile for this reason.

(6) *Aku bilang ini kayaknya … 147.000?*
(7) *Jadi ini aku kasihin əm satu setengah.*

In the example (6) Nessie Judge paused for a moment to find the right word taught. This was done because Nessie Judge was calculating the price of the items being the subject of discussion. In addition, when a smile occurs there is a mathematical formula that appears in the video of Nessie Judge that shows Nessie Judge thinking about the price of the item. In addition to a moment of silence, Nessie Judge also filled her smile with sounds that were not part of the main sentence. The filling of silence with sound /əm/ in the example (7) occurs when Nessie Judge is looking for the right word to give the appropriate assessment.

d. Give Time to Understand.

The varied topics are not uncommon for Nessie Judge to silence for a moment to give the audience time to understand her story. Sometimes Nessie Judge's subjects are quite difficult and heavy. As in the example (8) in which Nessie Judge presented the results of research on the causes of child deaths. According to research, the leading cause of child death in the United States is firearms. This is why most of the U.S. population is opposed to the rule of freedom of gun ownership by civilians.

(8) *Nah menurut riset yang dilakukan oleh University of Michigan kekerasan dengan senjata api itu menempati urutan pertama penyebab kematian anak … di Amerika Serikat.*

e. Take a Breath

Pause that occurs because someone is breathing quite naturally. As stated by Al-Ghazali & Alrefaee, (2018) that generally one will be silent for a moment to breathe. In addition, there is a limitation of the capacity of the lungs when having to do two tasks at once, namely speaking and breathing that keeps a person quiet for a moment to take a breath (Kurniawati, 2018). This was also done by Nessie Judge because he delivered the content in a short time. Especially if it is long enough, for example. (9). The silence that caused Nessie Judge to take a breath can be seen from a video that shows the speaker taking a breath in the middle of his speech.

(9) *Kalau misalkan kalian suka videonya klik like-nya, follow aku di Instagram dan Twitter gampang banget Nessie Judge aja dan subscribe ke channel ini juga nyalain notification-nya biar kalian tau kalau misalkan aku upload video baru karena aku enggak sabar … buat ketemu kalian lagi.*

f. Starting the Exhibition

The pause can also occur when Nessie Judge begins her narrative. This may be because Nessie Judge is not fully prepared for the whole speech to be delivered. Here is his example.

(10) *Kejadian mengerikan ini kalau misalkan kalian nggak tau itu tercatat menjadi salah satu kejadian … kecelakaan nuklir terparah sepanjang sejarah.*

Nessie Judge wanted to talk about the Chernobyl nuclear reactor accident, which is recorded as the worst nuclear accident in history. However, Nessie Judge continued to report the incident so that he would remain silent for a moment to justify his verdict. In communicating its content, a smile that occurs because of that reason is quite rare.

g. Be Careful in the Upper

A rather difficult topic made Nessie Judge have to be careful in the upheaval. Especially if the topic raised is sensitive and uncertain of the truth. As in the example (11) below, Nessie Judge remained silent for a moment as he delivered most of the public opinion about why the U.S. government legalized firearms in his country.

(11) *So banyak sekali orang yang diuntungkan juga … dengan adanya … kepemilikan guns semasif itu.*

Conclusion

Pause is one of the inconsistencies of speech that anyone can experience, no exception to the creator of content. From the results obtained, there are two forms of smiles Nessie Judge experienced: silent silence and filled silence. The silence was even greater when Nessie Judge delivered her contents. The reasons why Nessie Judge smiled are quite different. The reasons include: forgetting, attracting attention, finding the right words, giving time to understand speech, taking a breath, continuously starting speech and being careful in ascending.

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Experience Realized in Edweek.org by a Black Student: An Appraisal Analysis of the Attitudinal Perspective

Rezza Fatwassani [*]
Universitas Negeri Semarang, Indonesia,
rezza_fatwa@studens.unnes.ac.id

*Corresponding Author's Email:
rezza_fatwa@students.unnes.ac.id

ABSTRACT

The purpose of this research is to describe the message expressed by a black American student as contained in the Edweek portal which was published in 2020. Specifically, the research tried to identifying the language choice of the published text. The research focused on the attitudinal perspective of the appraisal system. The identification including the aspect of affect, judgment, and appreciation. As the data collection, a text about Almaw's experience "This is My Everything" was chosen for further analysis. The research showed that the positive attitudinal lexis was equaled with the negative one. When the data were calculated in detail, the percentage of affect was 34%, judgment 58%, and appreciation 8%. The presence of equal data showed that there were mixed feelings expressed by a student when she shared her experience of racial abuse.
Keywords: Appraisal, attitude, affect, judgment, appreciation

Introduction

Dealing with the attitudinal investigation, an appraisal provides a strategic system to investigate the content of a text. Based on Halliday's domain of interpersonal meanings, Martin developed appraisal theory to evaluate the attitude contained within the text. As Martin & Jordan (1987) mentioned that a text may contain interpersonal meaning which represents a person's feelings as a realization of expression upon one thing. The feeling itself can be identified using appraisal theory. In appraisal, attitude is connected to social interaction among

human beings. Attitude is realized by how a person shares his/her feelings about an object or person to the readers or listeners (Nurdiyani, 2019; Ross & Caldwell, 2020;).

Appraisal theory is divided into three sub-systems or categories, namely attitude, engagement, and graduation. The term of attitude refers to a person's emotions, which include emotional reactions, behavioral judgments, and object assessments (Pasaribu & Dewi, 2021). On the other hand, engagement is concern to the involvement of interpretative sources with the attitude on a written text or person's interaction (Gales, 2011; Oteíza, 2017). Meanwhile, graduation is addressed on how attitude is applied. As the role to interpret people's feelings, the appraisal can be related to the power of a text and makes the text meaningful. Consequently, the ideas of the document, including information taken from online media, should be felt and understood by people.

The effective use of appraisal devices should always be understood by an online media writer so that he or she can negotiate his or her definitions realized with the readers on the media forum (Fitriati et al., 2018). On the other hand, as a reader, he/she should devise him/herself with sufficient understanding and working knowledge of the evaluation framework used in the types of media forum that is being read to come to the required understanding and interpretation of the meanings negotiated through the text by the writer. It demonstrates that it will be very relevant to use Assessment when creating a text in writing. This research, therefore, explored how the vocabulary that is essential to the publication text functions to communicate knowledge with the readers.

This study is aimed at finding out the conveyed messages in the Edweek portal which were published in 2020. Edweek (Education Week) is an American-based news portal that provides education news, analysis, and opinion. In this case, Edweek raises an issue on race and racism in school. Previously, ten black high school students from across the country in the U.S.A. joined a virtual discussion to talk about their experiences discussing race in the classroom. The focus of this research is published text produced to inform the result of the discussion. To specify, a text concerned with Almaw's experience "This is My Everything" was chosen for further analysis.

Methodology

This was a qualitative study. It was an appropriate method to investigate how a student expresses her feelings on the raising issue about race in America through discussion. As presented in the introduction, the racial abuse in America inviting protest from various elements. In specific, the researcher put interest in analyzing a text of one representative student who joins the class discussion.

The data analysis followed Martin and White's Appraisal Framework (2015), This framework was derived from Systemic Functional Linguistics in order to make a better organization and investigation of interpersonal meanings construction in texts. The selected text "This Is My Everyday Thing" was used as the data. It was taken from edweek.org, a news portal that provides education news, analysis, and opinion. Furthermore, the data was coded using the attitude system's criteria. Finally, data analysis was used to decipher the text's

meaning. Due to space and time limitations, this research concentrated only on the attitude system, which encompasses the affects, judgments, and appreciation.

Findings

Data were tabulated following their related analysis. The distribution of attitude within the text is presented as below.

Table 1 Distribution of Attitude within the Texts

Attitudinal	Subcategory	Characteristic of subcategory		Total	
		(+)	(-)		
Affect	realis: satisfaction	1		4	34%
	insecurity: disquiet		1		
	security: trust	1			
	irrealis: inclination: desire	1			
Judgment	social sanction: propriety	2	4	7	58%
	social esteem: normality		1		
Appreciation	Reaction	1		1	8%

Affect

It can be seen from Table 1 that in general, the number of positive attitudes is higher than that of negative attitudes. The higher positive effect reflects the presence of proper attitude or feelings exhibited by the student (Nurhadi, 2017; Devira & Westin, 2021). Samples showing positive and negative affect will be revealed herewith. The affect is written in bold according to how it is tabulated.

Feeling satisfied was expressed in a phrase of text. It was expressed in the text that Almaw as a representative student argued that the racism issue has become a hot topic of discussion in the world for a long time. She satisfies with having a chance to speak up. This satisfy expression is represented in the below phrase.

> S2 : race should continue to be discussed in class long after the protests have simmered down, said Helena Almaw, 17 and a senior at DSST: Green Valley Ranch High School in Denver.

The data showed the presence of positive affect. It is categorized as a realis phrase which is included in the satisfaction subcategory. In the text, Almaw argued that the issue of race has simmered down which represents her satisfaction. It means that she finally has a moment to share her experience when facing racial abuse at school. This expressed word was realized based on the fact that occurred in the U.SA.

In another sentence, it found that the writer aimed to deliver Almaw's feeling on what she dealt with by stating an utterance as what she said. The bold phrase represents a negative characteristic of affect that shows an un-expectation. Below is the tabulated sentence.

S5 : You know, this is not something I have to deal with one day or one week— this is my everyday thing.

The phrase expressed in S5 showed that Almaw has already faced racial bullying from a long time ago, and she feels it like an everyday thing. This coded phrase is categorized into the aspect of insecurity which included to a disquiet subcategory. From the phrase, we can get the point that Almaw has to face racial abuse like facing it every day. The writer wants to share with the reader that she did not expect it.

Furthermore, the next sentence presents the continuity of Almaw's opinion. She expects every student to feel safe talking about race as expressed below.

S6 : School should be the place where students feel safe talking about race, Almaw said.

If we look at the word feel safe, we can say that it included into the affect of security that shows positive criteria of trust characteristic. But if we look at the whole sentence, it shows a sentence that expresses an expectation that has not been realized. It means that there is a possibility that positive criteria can be negative if we look at the intrinsic meaning of the whole text.

Almaw expects to continue as expressed in the S8 data. She expects for a better value obtained from a discussion about race and diversity. Below is the sentence that represents her expectation.

S8 : She wishes positive aspects of race and diversity were discussed, too.

The above sentence represents the speaker's feeling of expectation. The word "wishes" is categorized as the positive affect of desire. The writer wants to inform the reader that Almaw expects for more positive aspect she gets from the discussion. It is a representative feeling that someone has a dream of a good thing.

Judgment

Judgment entails making positive or negative judgments on human behavior in context of societal standards system (Alwohaibi & Alyousef, 2023). As confirmed in the findings, judgment has the most number expressed in the text. Most of it is negative judgment. Social sanction of propriety and social esteem of normality were two judgment categories found in the texts. Moral values between good and bad, right or wrong are categorized into the evaluation of social sanction (Mayo & Taboada, 2017). Meanwhile, social esteem refers to social conventions or norms adopted by the community.

In this finding, judgment is marked with underlined words or phrases. The data showed that judgment is dominated by the social sanction of propriety rather than and social esteem

of normality. We can say that negative judgment outnumbers the attitude value than the positive one (Prastikawati, 2021; Rohimajaya & Hamer, 2022). The majority of findings were negative social sanctions of propriety. Below are the representative words or phrases of judgment.

S2 : race should continue to be discussed in class long after the protests have simmered down, said Helena Almaw, 17 and a senior at DSST: Green Valley Ranch High School in Denver.

S3 : Race shouldn't, in my opinion, just be talked about when there's a huge problem that has come up in our society," she said.

S6 : School should be the place where students feel safe talking about race, Almaw said,
S7 : and it shouldn't always be about injustices or inequities.

S9 : "It shouldn't have to be us seeing a person getting killed for us to talk about it," she said.

S10 : And that should start early on, Almaw said.

Social sanction of propriety was represented by the domination of the word "should" and "shouldn't". Word "shouldn't" indicate a negative category that means how far the discussion about race, justice, and victims (in S3, S7, and S9) should be the approach. Meanwhile, the word "should" represent the solution as the positive ethic expressed by Almaw. The word "just" in the S3 also coded as judgment, means that it was "a stressing" expression for talking about racism issues. What Almaw wants to say that even if the race and racism issue has decreased, we should keep concerned with it.

S4 : More people are coming out and talking about racial injustice and the injustices that are in our country but only for a small amount of time, and then it blows over.

Another data obtained from S4, indicated a negative category of social esteem of normality. Racial injustice and the injustices represent Almaw's feeling that it still occurs in this world.

Appreciation

Appreciation relates to an evaluation of objects, including the attitude or phenomena that can be evaluated with feeling (Li, 2016; Tupala, 2019). Compared with affect and judgment, appreciation stays in the last position. This shows that the writer uses affect and judgment than evaluating objects. The only data coded that related to appreciation is located in the first sentence as below. The appreciation is written in the underlying according to how it is tabulated.

S1 : While many teachers have held class conversations on race after high-profile incidents such as the police killing of George Floyd, …

Sample S1 is an example of the clause which realizes the reaction category (+). The clause exposes the writer's utterance that shows the reason for raising and writing the issue of racism in American schools.

Conclusion

The study revealed that there was an equal presence of positive and negative attitude vocabulary. Upon doing a comprehensive analysis of the data, it was determined that the percentages for affect, judgment, and appreciation were 34%, 58%, and 8% respectively. The presence of equitably distributed data indicated the existence of divergent sentiments voiced by a student as she recounted her encounter with racial mistreatment. Further, the research shows that the number of judgments is outnumbered the number of affect and appreciation. Appreciation has the least percentage than others. However, the equal amount between positive and negative attitudinal lexis indicates that there are mixed feelings expressed by a student when she shares her experience on racial abuse.

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