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Performance-Based Assessment in Assessing the Students' Evaluating Skill: How is the implementation in English Learning?

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ABSTRACT

Performance-based assessment (PBA) enables teachers to determine learners' genuine language competency and promote critical thinking skills. The students applied their knowledge in practical ways during the teaching and learning process. Evaluating skill is one of the higher-order thinking abilities (HOTS) every individual should strive to master. Some research have indicated that this competence is under-evaluated. This study intends to elucidate the utilization of Performance-Based Assessment for evaluating students' skills in learning English. A qualitative research design was used to recruit an English teacher who met the study requirements and was teaching ninth-grade students at SMPN 2 Semarang. Information was collected through classroom observation, document analysis, and interviews. The study revealed that the teacher utilized probing questions in process-oriented assessment while applying performance-based assessment to evaluate students' skills in evaluating English acquisition. Challenging questions were asked during the learning activities to challenge students to think critically about their answers. The teacher led the pupils in a thorough discussion of the learning materials. The assessment questions were primarily open-ended WH questions designed to engage higher-order thinking skills.

Keywords: Performance-Based Skill, Evaluating Skill, English Learning

Introduction

Assessment's value in the teaching and learning process is enduring. An assessment must be undertaken regardless of the subjects. According to Wahyudi et al. (2019), assessment is crucial for teachers to evaluate the quality of the teaching and learning process and determine the necessary steps for improvement. An evaluation is conducted in English class to evaluate students' language acquisition and align with the English learning objectives. Tosuncuoglu (2018) states that assessing students can assist teachers in determining the number of students who have met the learning objectives of a foreign language, identifying those facing challenges in their learning process, and recognizing effective teaching techniques for foreign language classes. The teacher might decide whether to continue the foreign language-teaching program or switch to alternative teaching strategies. Assessment should be meaningful and applicable to students' real-life situations.

Choosing alternative assessment methods is more effective in evaluating pupils' language understanding compared to traditional methods like multiple choice. According to Farr et al. (1990), multiple-choice exams do not provide an in-depth comprehension of students' language proficiency. A typical assessment may not be beneficial for learners as it does not require them to apply information in real-life situations. Using a traditional pen-and-paper test may have a detrimental impact on students. Excessive stress might diminish students' motivation in language acquisition. Students typically prioritize rote memorization over grasping the underlying concepts. Engaging in authentic assessment is advantageous for teachers to obtain insights into students' learning outcomes (Mursyida et al., 2020; Nugraheni et al., 2022). Authentic assessment provides a more accurate portrayal of pupils' capabilities. Students immerse themselves in authentic scenarios and demonstrate increased productivity throughout instructional periods. A recommended alternate assessment method is performance-based assessment.

Performance-based assessment methods involve utilizing information, skills, and work habits by completing relevant and engaging activities for students (15 et al., 1996). These exams offer teachers insights into students' comprehension and application of knowledge. It surpasses mere recollection of information and transcends the mechanical process of learning rules. Performance-based assessment strategies assess students' ability to complete real-world activities utilizing their knowledge and abilities. The benefits include enhancing student participation in classroom activities and developing an understanding of future tasks. Furthermore, Brown & Abeywickrama (2004) stated that performance-based assessment provides pupils with higher-order thinking skills (HOTS). Students will retain information in long-term memory due to their strong conceptual grasp and ability to apply the content in many contexts effortlessly.

The research on performance-based assessment and higher-order thinking skills (HOTS) indicates that performance-based assessment has a substantial influence on English as a Foreign Language (EFL) learners. Students saw notable enhancements in their learning based on studies by Latipah & Purnawarman, (2019); Safitri et al. (2018); Sudakova et al. (2022); Yildirim & Orsdemir (2013). An analysis was conducted on students' and teachers' feedback regarding Performance-Based Assessment to provide a more comprehensive understanding of the topic (Baker, 1997). Enhancing students' Higher Order Thinking Skills (HOTS) can also help enhance their English proficiency, as stated by Yoke et al. (2015). Past research indicates that the incorporation of Higher Order Thinking Skills in English education and assessment has not been fully realized based on studies by Anasy (2016); Assaly & Smadi (2015); Atiullah et al. (2019); Febrina et al. (2019); Seif (2012); Sunggingwati & Nguyen (2013); Tangsakul et al. (2017). During various assessments like daily tests, final examinations, and national exams, students were not expected to demonstrate critical thinking skills in answering the questions. Teachers often utilize questions that do not require students to engage in critical thinking.

According to Anderson & Krathwohl (2001), evaluating refers to a cognitive process to make some judgments based on the standards and criteria. This critical thinking involves students to give some claims of the values of materials. As stated, that the claim or the judgement should be based on the standard. It is not a personal preference (Brookhart, 2010). Some stated that evaluating is not an easy activity. This skill belongs to the medium critical thinking. Students are supposed to know well the standard quality of a material to create the claims. Some prior studies presented that evaluating is a critical thinking skill which still has low focus. From the study which was conducted by Ahmad (2016) and R Permatasari (2012), it was conveyed that the percentage of availability of this skill in a National exam questions was less than 1 %. The LOTS questions took more dominant. Likewise, an English book investigated the reading comprehension, it covered only 3 out of 157 (1.9%) questions (Pratiwi, 2014).

This study aims to examine the utilization of performance-based evaluation to evaluate students' ability to appraise their acquisition of English. It could serve as a benchmark for English teachers to enhance their students' assessment abilities

Literature Review

Performance-Based Assessment technique

Performance-Based Assessment is an alternate method used to evaluate students' achievements by requiring them to showcase their talents in a real-world scenario. Retelling is a more precise way to test reading skills compared to multiple-choice questions because in real-life situations, students are required to summarize what they have read rather than answer multiple-choice questions. Performance assessment is significant and can offer students practical experience applicable in real-life situations. According to Darling-Hammond (2013), "performance-based assessment" is a method

used to evaluate students' ability to complete significant and engaging activities by utilizing their knowledge, abilities, and work ethic. Performance-Based Assessment method is categorized into three kinds. The first category is products. The second aspect pertains to performances, while the last one relates to process-oriented assessment (McTighe & Ferrara, 1998).

a. Products

A product is something created by students to demonstrate the practical application of knowledge. Student work provides a tangible demonstration of the application of information and abilities. Many teachers view product evaluation as authentic because it closely mirrors real-world tasks. To assess levels of proficiency or quality, teachers may assess written products (such as essays, research papers, lab reports), visual products (such as two- and three-dimensional models, displays, videotapes), aural products (such as an audiotape of an oral presentation), and other types of products. Product evaluation requires the selection or development of evaluation criteria. The criteria are embedded within a scoring rubric, rating scale, or checklist.

b. Performances

Through the use of performance assessments, teachers are able to witness firsthand how students apply the needed knowledge and abilities. Since they are designed to mimic the kinds of real-world performances that happen outside of school, performance assessments are among the most genuine forms of student assessments (Stringer, 2018). Where performance is the natural focus of instruction, such as in vocal and instrumental music, physical education, speech, and theatre, performances have been widely used to assess learning. However, teachers of other subjects may incorporate performances such as oral presentations, demonstrations, and debates into a variety of assessment strategies.

c. Process Focused Assessment

Process-oriented assessment provide data about the students' learning strategies and cognitive processes (Almalki, 2019). Instead of emphasizing tangible products or performances, this approach concentrates on providing insight into the cognitive processes that underlie the students' work. A wide range of process-focused assessments are regularly incorporated into the instructional process. For instance, teachers may elicit students' thought processes by asking them to "think out loud" as they solve a problem or make a decision, or by posing questions such as "How are these two things alike and different?" Teachers may require students to maintain a learning log to record their thought processes over time. Moreover, teachers can learn about students' thought processes by observing their classroom behavior. This "kid watching" technique is ideally suited for evaluating the development of attitudes or mental habits, such as persistence.

Process-focused assessments are decisive in that they give teachers diagnostic data and instructors feedback. By raising students' awareness of cognitive processes and beneficial strategies, they may also aid in the development of students' metacognition. Process-focused assessment techniques are frequently employed over time instead of

occasionally. As a result, they are rarely applied to standardized, important student evaluations.

Higher Order Thinking Skills (HOTS)

Nowadays developing students' critical thinking has been the task for teachers in teaching foreign language. Some strategies are constructed to obtain this aim. Several educators have defined critical thinking. Paul & Elder (1992) define critical thinking as people's capacity to take ownership of their own thinking and establish suitable criteria and standards to assess their own thoughts. Maiorana (1992) asserts that critical thinking focuses on attaining comprehension, assessing other viewpoints, and resolving issues.

Anderson and Krathwohl's taxonomy divide the cognitive realm into two dimensions. The first dimension consists of the Knowledge Dimension and Cognitive Process Dimension. Anderson and Krathwohl's two dimensions perspective for higher order thinking and classification of its operational verbs can be described in table 1.

Table 1 Bloom's Taxonomy of Dimensional Revision and Examples of Operational Verbs for Higher Order Thinking

Dimension	Dimensions of The Cognitive Process		
	C4	C5	C6
	<i>Analyse</i>	<i>Evaluate</i>	<i>Create</i>
Factual Knowledge	Make structure, classify	Compare, Correlate	Join
Conceptual Knowledge	Explain, analyse	Examine, interpret	Plan
Procedural Knowledge	Distinguish	Conclude, resume	Arranging, formulating
Metacognitive Knowledge	Create, find	Make, assess	Realizing

(Anderson and Krathwohl, 2001)

Methodology

This study utilized a qualitative research design to gather descriptive data. Data was acquired by purposive sampling to evaluate students' Higher Order Thinking Skills (HOTS) in English learning at SMPN 2 Semarang using Performance-Based Assessment. The individual was an English educator instructing ninth-grade pupils. Certain criteria must be met when choosing the subject of the study. The English teacher should have a minimum of 10 years of teaching experience, be qualified, and have participated in training or workshops on Higher Order Thinking Skills (HOTS) evaluation. The data were acquired by classroom observation, document analysis, and interviews. The activities were filtered and classified into evaluation skills and then analyzed.

Findings

The study focused on the English teacher's utilization of a Performance-Based Assessment method to evaluate students' ability to appraise. The study focused on observing the classroom assessment process, particularly the evaluation of activities, to understand this discovery. The teacher evaluated students' proficiency in implementing the Performance-Based Assessment technique during the third meeting, as indicated by the classroom observation.

Table 2
Observation Result on Evaluating Activities in 3rd Meeting

No	Teacher's activities	Teacher's instructions	Students' activities
1.	The teacher shares a video of tips procedure text.	a. "Watch the video carefully. Then try to give your opinion about the video."	The students watch the video.
2.	The teacher gives questions.	a. "So, what do you think about the video?" b. "Does the video informative and follow the procedure?"	The students give responses.

In this meeting the teacher showed a video of the procedure "How to sleep better tonight".



Figure 1
Content Display of the Procedure Text Video of Manual

During the video presentation, the students were asked to watch the video, paid attention in details the content and make some comments about it.

*"Watch the video carefully. Then try to **give your opinion** about the video."* (4.3.1.a)

From the text above, it is known that what the teacher tried to assess students was their evaluating skill. Students were supposed to make some judgments from the action verb “give your opinion”. The students were instructed to give comments about the quality of the video based on their point of view. They were supposed to make some criticizes about the content, whether the strengths or the weaknesses or both. Making judgments of something is part of the evaluation.

After having some time to think aloud of the video, randomly the teacher invited some students to share their evaluation results. Just a few of the students were invited to share their opinion. Here are some of the teacher’s questions to know the students’ evaluation process results.

“So, what do you think about the video?” (4.3.2.b)

“Does the video informative and follow the procedure?” (4.3.2.c)

From activities done in the third meeting, it has been presented that student did evaluation activity through process-focused assessment. They created some judgments about video content, or the validity of a video based on the knowledge of procedure text they have got during the meetings. To gain insight of students’ skills in that learning, the teacher further asked some questions related to the videos. At that moment, the teacher wanted to level up their students’ higher-order thinking skills, especially evaluating skills, so their English ability gets improved.

Analyzing the lesson plan was conducted to corroborate the results from the classroom observation. The study of the activities in the lesson plan confirms the prior findings. The following is the result of lesson plan analysis for evaluating skill.

Table 3
Rubric of Lesson Plan Analysis on Evaluating Skill

No	Higher-Order Thinking Skills	Availability		Meeting/Theme			If "Yes," which components of the lesson plan demonstrate the Higher Order Thinking Skills (HOTS) being referenced?
		Yes	No	First meeting /recipe	Second meeting /manual	Third meeting /tip	
1	Evaluating Skill	-	-	-	√	-	Activities of evaluating skill is reflected in the meeting 3. It was stated clearly in lesson plan. It says, “Guru meminta siswa Kembali mengamati video dan memberikan opini tentang informasi yang disajikan”

The result of lesson plan analysis on evaluating activities presented in the table 3 shows that what were found in the classroom observation is matched. From the lesson plan analysis, it is written that the teacher replayed the video and asked the students to take more detail attention. After that the students had to share in the class discussion their opinion about the whole related to materials taught.

The findings from the classroom observation and lesson plan analysis were validated by the teacher during an interview.

"..... Like what I did in the material of procedure text, I asked them to compare texts. I want them to find whether the text is correctly on the track of a procedure text." (Archived on Thursday, 15 October 2020)

Based on what is cited above, it shows that the evaluating activities were done through confirming activities. The students had to find information deeply about the video contain and further asked for some questions. Thus, it is confirmed that the evaluating skill assessment was done through process-oriented assessment.

However, in the process of assessing students' evaluating skill, the teacher did not provide a rubric assessment. Because this is a part of formative assessment the information of the students' skill was just seen based on the activities in the classroom that told the students' skill in general.

Discussion

Performance assessment can enhance pupils' higher-order cognitive abilities, such as evaluating capabilities. Teachers commonly assess students' understanding of the information covered in the teaching and learning process. The study revealed that the students' perceptions of the book were conveyed through the teacher's questions. The teacher's use of the Performance-Based Assessment approach involved asking probing questions. It is part of a process-focused assessment which was made throughout the process of teaching and learning. Probing questions are questions which are regarded as means for students to help them finding out the solution of problems. It is one of good techniques to build students with critical thinking (Magthwi, 2015). As argued by (Namasivayam et al., 2017) in their study, using strategy of questioning is greatly essential since it can foster students to activate their knowledge and critical thoughts in depth. Moreover, another study revealed that probing questioning stimulates students to be an active participants in classroom activities (Dharmayanti, 2020). Questions are given in higher order to stimulate students' thoughts in giving their perceptions or opinions logically with evidence. Sahin (2015) in his study, said that these kinds of questions have matches with the implementation of analysing and evaluating skill in Bloom's taxonomy.

Conclusion

As a component of the assessment procedure, teachers ought to place a significant emphasis on the development of students' higher-order thinking skills. It has been discovered through research that the availability of HOTS in textbooks, as well as in the teaching and learning process, is still quite low. The purpose of this study was to investigate how performance-based evaluation can be used to increase students' ability to evaluate success in English language acquisition. Based on the findings, it has been determined that the use of in-depth questions inside the process-oriented assessment might serve as an alternative assessment activity that could encourage students to engage in critical evaluation. The findings of the study provide an insight into how the Performance-Based Assessment approach is implemented and utilized to assess evaluating performance in HOTS level. Rather than detailing the activities that are done by the teacher in the Performance-Based Assessment technique, the data demonstrate how the technique is applied. As a result, it can serve as a reference for English teachers in high schools, allowing them to improve their students' ability to evaluate.

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Writing Assessment Literacy: Investigating EFL Teachers' Writing Assessment Practices in A Vocational School

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ABSTRACT

The study examines English Teachers' knowledge and attitudes concerning different assessment methods in SMK Ky Ageng Giri. Understanding assessment concepts helps teachers choose and create the best methods to assess students. How much SMK instructors Ky Ageng Giri knew about writing assessment and if they had formal training before instructing are two major research topics. Three SMK Ky Ageng Giri English teachers complete open-ended surveys and classroom observations. The poll found that most individuals had some formal training, but 33.3% had none. All teachers claimed they had no formal assessment writing training. More than half complained about creating evaluation projects to evaluate their students. The open-ended questionnaire answers match class practice and evaluation background. The study aims to evaluate the implementation of current

educational programs in classrooms and identify assessment writing concerns among English teachers to inspire Vocational School teachers to review their assessment processes.

Keywords: Assessment, Assessment Literacy, Writing Assessment Literacy, Writing Assessment

Introduction

Assessment's significance in the teaching and learning process has been acknowledged as a significant undertaking. Assessment is crucial in the classroom. As stated by Luthfiyyah et al. (2020) up to 25–50 percent of a teacher's time is spent monitoring and helping students and instructors enhance learning based on classroom evaluations. Furthermore, Fisch et al. (2021) mention in the assessment process, the teacher is crucial. Therefore, knowing assessment theory and having the expertise to provide fair grades is essential for improving and sustaining educational excellence. Moreover, Zulaiha et al. (2020) emphasized the importance of assessment in determining the quality of future assessments of teaching and learning. Understanding effective assessment procedures is crucial for teachers of the English language. Assessment literacy is a term typically used to describe fluency in the use of valid and reliable evaluation tools in the context of English language instruction and student performance. Moreover, the teacher needs proficiency with testing instruments (Prastikawati et al., 2020). In addition, the teacher must be assessment-literate.

Stiggins (1999) stated nearly thirty years ago that the time has come to encourage assessment literacy for all. Assessment literacy refers to a level of familiarity with and competence in the use of assessment in both learning and grading by various parties. Moreover, Valizadeh (2019) depicts the teachers who have mastered the art of assessment are well-versed in the following: what to assess, how to assess it, potential difficulties that may occur, and solutions to those problems. To be more specific, assessment literate educators are able to conceptualize, create, and administer tests that fairly and appropriately measure student progress toward learning outcomes (Larsari, 2021). Furthermore, assessment literacy also includes creating a valid assessment technique, communicating assessment results to students, parents, and the public, and understanding what constitutes an appropriate, inappropriate, and unethical assessment (Valizadeh, 2019). Finally, assessment literacy covers a wide range of topics, from theory to application, and has the ability to enhance both student learning and teacher efficacy (Firoozi et al., 2019). One aspect of assessment literacy in learning English is writing assessment literacy.

According to Coombe et al. (2020) teachers want dependable methods to assess their student's writing proficiency, and these assessments must be unbiased. Literacy is a crucial skill that can either benefit or hinder students' learning. Despite the importance of ensuring that teachers are knowledgeable about assessments, Soltanpour & Valizadeh (2019) stated that researchers and academics pushed hard to have

assessments be a part of teacher preparation. However, the extent to which this is true is not known. Experts agree that this is due to educators' insufficient familiarity with writing assessment literacy. According to Valizadeh (2019) findings from his interviews with numerous writing teachers. Several teachers felt inadequately prepared to evaluate their pupils' performance. Larsari (2021) shows that teachers' insufficient writing assessment literacy leads to feelings of discomfort and unpreparedness. Foreign language instructors sometimes neglect teaching writing in their courses due to inadequate training in writing instruction and thorough assessments of writing (Valizadeh, 2019). So, English teachers must know how to be assessment literate, especially in writing assessment literacy.

In Indonesia, there is currently little investigation into writing assessment literacy. Most of them investigated assessment literacy in general. Zulaiha et al. (2020) investigated twenty-two Indonesian EFL teachers from six public junior secondary schools by using surveyed and interviewed instruments. The result shows teachers have high assessment knowledge, but there are still several gaps in their application in the classroom, such as implementation and monitoring. This is impacted by school regulations, student absences or attitudes, as well as their parents' background. Moreover, Umam & Indah (2020) examined nineteen teachers in Bogor by using questionnaires and focus group discussion instruments. According to the data, teachers lack assessment literacy. As a result, teachers must remain updated by participating in ongoing professional development. Subsequently, Thirakunkovit (2019) examined 27 language instructors and 23 content teachers through semi-structured interviews, classroom observation checklists, and field notes. Findings indicate that only a small number of EAP teachers possessed assessment literacy. The subject of study, university degree, and assessment training courses were identified as statistically significant factors predicting EAP teachers' assessment literacy. Participants found discrepancies in the evaluation beliefs and actions of both groups of teachers due to various reasons. An analysis is conducted on the repercussions for EAP teachers and EAP teacher education programs. The previous studies examined the assessment of literacy in general. So, it is important to investigate literacy assessment in the context of writing.

In this study, the writer delves into analyzing the evaluation of English teachers' writing assessment, performance, beliefs, and the training requirements of Islamic teachers. This analysis is based on previous studies that focused on teachers in public schools, particularly English teachers at SMK Ky Ageng Giri Demak.

Assessment Literacy

Assessment literacy refers to the knowledge and skills that teachers should have. The most common technique for defining assessment literacy is to enumerate particular assessment-related knowledge, understanding, and abilities that an assessment-literate educator must have. Zulaiha et al. (2020) claim that teacher education preparation programs fall short of providing future educators with assessment abilities. Just 24% of teacher education program curricula reviewed by the Council were found to sufficiently

prepare teachers in how to assess learning and use student performance data to influence teaching. As a result, the majority of pre-service teachers may not be able to effectively utilize assessment data or understand how to use this data to prepare for teaching. Nurdiana (2022) advised that pre-service teachers be supplied with "various and rich course content throughout their preparation that would enable them to become assessment-literate and data-wise" in a report on teacher preparation programs. As a result, the authors' recommendation for greater course material quantity and quality, along with the Council's assessment of overall preparation program shortcomings, exacerbates the gap between knowledge and application.

Writing Assessment Literacy

Writing assessment literacy is the ability of teachers to evaluate and interpret the validity and reliability of written tests. According to Brown & Abeywickrama (2019), assessment of writing involves a wide range of skills and knowledge, such as the capacity to design, implement, score, and analyze writing exams. An in-depth familiarity with the ideas and procedures of writing assessment, including the many writing tasks, scoring rubrics or criteria, and standards or benchmarks used to evaluate written output, constitutes writing assessment literacy (Liu & Huang, 2020). This is also in line with Firoozi et al. (2019) that stated, understanding the benefits and drawbacks of various assessment techniques is also essential, including but not limited to holistic scoring, analytic scoring, and self-evaluation. English teachers in vocational high schools would greatly benefit from taking training to improve their knowledge of writing assessment, both for themselves and their students. Literacy in writing evaluation is defined as the ability to accurately evaluate a student's writing skills (Umam & Indah, 2020).

First, English teachers in technical high schools can improve the assessment of their students' writing and the quality of their feedback by increasing their assessment literacy. In doing so, they gain insight into their writing talents and weaknesses, which ultimately helps them improve as writers. Teachers who are well-versed in evaluation can better meet the linguistic needs of their pupils, including those who are enrolled in vocational high school and may have special requirements in this area according to the nature of their chosen careers. Furthermore, teachers who are literate in writing assessment are better equipped to create meaningful and trustworthy writing evaluations for their students. They have the ability to develop rubrics and criteria that are tailored to the unique educational goals of specialized high school programs. In this way, we can be sure that exams are giving pupils a fair chance to show off their writing skills.

According to Thirakunkovit (2019) writing assessment literacy refers to the range of expertise that teachers need to accurately evaluate and rank their students' work. List of important literacy assessments for writers: knowledge of writing standards, understanding of assessment types, rubric development, analyzing and interpreting

writing samples, feedback and grading, assessment bias awareness, data analysis. These writing assessment literacy skills help teachers analyze and manage students' writing growth, improving writing instruction and student accomplishment.

Methodology

The methodology of this research is qualitative design, specifically using open-ended questionnaire and observation for analyze the statement of the problem in this study. According to Tobi & Kampen (2018) qualitative research collects and analyzes non-numerical data in social sciences, humanities, and other subjects. It offers deep insights into people's experiences, viewpoints, and societal phenomena. Qualitative approaches allow researchers to comprehend human behavior and relationships by capturing their complexity and nuances.

The subjects of this study were teachers in SMK Ky Ageng Giri Demak. They are 3 teachers that investigate in this study. These subjects were chosen based on observations who revealed that these teachers had implemented writing assessment in their teaching and learning process.

In this study, the writers used open-ended questionnaire and observations for the instruments. This open-ended questionnaire and observations are used by the writers in collecting data on English teachers perform writing assessment in their classrooms. The teachers answer the items about their teaching and perform writing assessments in their classroom in more detail and depth because there are no limited answers for the respondent. Open-ended questionnaire adopted and adapted from Thirakunkovit (2019).

For collecting the data, Before the closed questionnaire was given, the writers explained the background of the study, the research objectives, the procedures, and the confidentiality of participants. The writers also explained each of the points in the closed questionnaire. After the participants understand, the open-ended questionnaire is given to them. After that, the writers joined the teaching and learning process to observe the practice of writing assessments and the beliefs of those three teachers. Then, the required data is written on the observation sheet. The writers analyze all the data from an open-ended questionnaire and observation to capture the English teachers writing assessment literacy.

Findings

The open-ended questionnaire results on the implementation of English teachers' writing assessment practices in the classroom. In this phase, open-ended questionnaires were given to each teacher. Table 1 displays the results of the survey's questions about participants' current assessment procedures in the classroom, which complement the questions about participants' assessment knowledge. The answers to the seven questions here are left open-ended so that teachers can provide their own insights based on their own professional experiences.

Table 1. Adapted and Adopted Open-Ended Questionnaire from Thirakunkovit (2019) about Assessment Practices of the English Teachers

Questions	N
Do you employ a multiple-draft method while teaching students how to write?	1
<input type="checkbox"/> Yes	1
<input type="checkbox"/> Sometimes	1
<input type="checkbox"/> Never	0
<input type="checkbox"/>	
How do you evaluate students writing?	0
<input type="checkbox"/> Identify language faults in the text and instruct pupils to rectify them.	0
<input type="checkbox"/> Correct student language errors	0
<input type="checkbox"/> Use a coding strategy to mark faults for easy identification.	
<input type="checkbox"/> Mark an error in a sentence by placing a check in the margin	0
<input type="checkbox"/> Disregard errors unless they result in significant.	
<input type="checkbox"/> Provide feedback emphasizing recurring patterns.	
<input type="checkbox"/>	
Do you provide students with a rubric or a list of criteria when assigning a writing assignment?	2
<input type="checkbox"/> Yes, I present the assignment rubrics every time I give assignment.	1
<input type="checkbox"/> Yes, but not always.	0
<input type="checkbox"/> I rarely present the assignment rubrics.	
<input type="checkbox"/> I never present the assignment rubrics	
<input type="checkbox"/>	
Do you design your own rubrics for your writing tasks?	1
<input type="checkbox"/> I define the rubrics by myself.	1
<input type="checkbox"/> I adopt the rubrics.	0
<input type="checkbox"/> I do not define the rubrics	1
<input type="checkbox"/> I do not use rubrics.	0
<input type="checkbox"/>	
Do you employ any methods to guarantee that students understand your assignment criteria and writing rubrics?	1
<input type="checkbox"/> Yes, consistently	1
<input type="checkbox"/> Yes, sometimes	0
<input type="checkbox"/> Not sure.	1
<input type="checkbox"/> No applicable as I do not present rubrics/criteria for my students	0

<input type="checkbox"/>	
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Do you offer instruction to students on how to interpret the rubric?	1
<input type="checkbox"/> Yes, I have a particular method.	
<input type="checkbox"/> I offer a casual overview of the rubric being used, but I wouldn't classify it as training.	1 0
<input type="checkbox"/> I do not give any introduction	1
<input type="checkbox"/> I have no rubrics in my English class	0
<input type="checkbox"/>	0

How would you describe the effect of utilizing rubrics to grade writing assessments?	2
<input type="checkbox"/> In my opinion, rubrics serve as a valuable instrument for holding students to their standards and illuminating the reasoning behind their grade.	0 0
<input type="checkbox"/> Although I believe that rubrics might be useful for students, I am uncertain if they give them the attention they need..	1 0
<input type="checkbox"/> Despite students' best efforts, they may still fail to make use of the feedback provided by the rubrics to enhance their writing.	1
<input type="checkbox"/> In my opinion, rubrics are not very useful.	
<input type="checkbox"/> I do not use rubrics.	1
<input type="checkbox"/>	0

According to Table 1, all the participants used a multi-draft strategy for their own assignments, although not for every task that they were provided. When asked about the strategies that are used when dealing with language problems regarding student tasks, SA and MF use correction codes by circling and giving the correct form of the mistake through comments on the student answer sheet. On the other hand, YE prefer to ignore mistakes that are not considered to cause miscommunication.

When asked about the use of their heading, YE stated that they utilized the heading or list of criteria for each activity that they assigned to their students, but SA responded that they only did so for a few tasks by informally discussing the topic with their pupils alone. It is interesting to note that the response from MF was that she never provided training or instructions on how work would be graded. And then the question was asked to the teacher about whether they made their own assessment rubrics. YE in front of her responded that she was making all his own assessments and that she had accepted and adapted Brown's method, but that she had also broken it down and changed it to the capacity of his students. While this was going on, the SA commented

that he did not make very many headings because he just utilized a few of them for grading.

Based on the questions about the use of strategies to ensure the student's understanding of the criteria of the task or heading of his writing, YE responded that she uses the method on a consistent basis, but SA responded that he sometimes uses it but does not always reassure the students. It is dependent on how difficult the task that has been given to you is. It is interesting to note that MF does not employ any technique at all in order to provide students with an awareness of the parts of the assessment that will be examined. And next to the question that was asked of the teacher concerning whether they provide training to students related to the section, the YE and the SA answered that they have a specific approach to giving training to their students, whereas the MF stated that she does not use the section in her class.

When asked their perspectives on the use of rubrics for assessing writing assignments, teachers were given a set of questions to answer. YE agreed with the statement that rubrics are crucial in assisting students in understanding how their writing job is evaluated. On the other hand, SA mentioned that he had doubts about whether the students paid sufficient attention to the grading rubric that was utilized by the teacher to evaluate their work. Even MF thought that the relative headline did not add anything to the discussion.

The more detailed details of the data obtained from observations in the classroom to survey when the English teachers' writing assessments were implemented in teaching and learning are explained by the writers. The observation results on the implementation of English teachers' writing assessment literacy practices in the classroom. In this phase, observations were carried out to complete and support data related to English teachers' writing assessment practices in the classroom. During the learning process, the writers observed the application of writing assessment in the classroom. The observations obtained show that many teachers use various writing assessments in their teaching and learning processes. The details of the writing assessment practices used by teachers are presented in Table 2 below.

Table 2. Observation Form of Writing Assessment Practices by the Teachers

	Teacher 1		Teacher 2		Teacher 3	
	Availa ble	Unavai lable	Availa ble	Unavai lable	Availa ble	Unavai lable
1) Diagnostic assessment on the students' power writing ability.	√		√		√	
2) Writing task during the learning process.	√			√		√
3) Writing task at the end of the learning.	√		√		√	
4) Rubric of writing task.	√		√			√

Kind of writing tasks that implemented.	<ul style="list-style-type: none"> - Diagnostic Assessment - Taskin (Hand-) Writing Words and Sentences - Grammatical Transformation - Translate Texts
Teachers feedback in writing task/assignment.	<ul style="list-style-type: none"> - Link to Resource - Questioning - Say Back - Appreciation
Students respond during the writing task.	<ul style="list-style-type: none"> - Answer the teacher questions during teaching and learning process. - Asking the teacher about the materials that they did not understand yet.

Based on the observations presented in Table 2, the diagnostic assessment to increase the students' power writing ability was implemented by three teachers. Furthermore, YE implemented writing tasks during the teaching and learning process and at the end of the learning. But SA and MF just implemented a writing task at the end of the lesson. Furthermore, SA and MF implemented rubrics and described them to their students, but MF did not use a rubric in their writing assessment practices in the classroom. But here, the rubrics that used by the teacher just simple rubrics that adopted and adapted by Brown.

There were five types of writing assessments used by three teachers in their teaching and learning: diagnostic assessment, grammatical transformation task, asking the students to translate text, and task in (hand-)writing words and sentences. Supported by data in the form of percentages in the table above, the diagnostic assessment is used by all teachers. The second kind of assessment that is also widely used by YE and MF is the grammatical transformation task. Furthermore, three teachers also use other writing assessment types to evaluate their students' performance such as hand-writing tasks, and translating texts, which are rarely used by teachers for their writing assessment practices in their teaching and learning.

In addition, teachers' feedback on writing tasks is also carried out by the writers. In their teaching and learning, teachers receive four types of feedback. The writers found a kind of link for a resource, such as giving the students the correct answer by showing the materials. Furthermore, there was also questioning during the teaching and learning process by the teacher to make sure their students understood. Moreover, the writers also found praise and appreciation from the teachers for the students who could answer questions about the material. "Good job," "great," "good," "amazing," and so on are examples of compliments. This is also supported by the students' responses during the teaching and learning process. The writers found that the students were mostly active in the classroom with their responses to the teachers. The students' responses that were found by the writers included answering the teachers' questions and asking the teacher about the materials.

The writers concluded that YE, who utilizes rubrics in their teaching and learning and who explained more information to the students, demonstrated that the students had a better understanding of the writing work and were able to finish it in an ideal manner. This was the conclusion reached by the writers. But SA, who is utilizing rubrics in their teaching and learning but did not explain them in greater depth to the students, revealed that the students were more active and asking the teachers about the writing job that was given by the teacher. The rubrics are being used in teaching and learning. In addition, the teacher, who did not use rubrics in the process of teaching and learning, required the students to do the writing assignment in accordance with their own individual comprehension.

Furthermore, about the approach of the teachers in assessing students' writing, the writers found that the data in the observation session was not the same as the data in the open-ended questionnaire. Where the data was in the open-ended questionnaire, SA and MF said that they used correction codes by circling and giving the correct form of the error through comments on the student answer sheet. On the other hand, YE prefers to ignore mistakes that are not considered to cause miscommunication. But, in the observation session, the writers found that SA and MF prefer to ignore mistakes that are not considered to cause miscommunication. While YE uses correction codes by circling and giving the correct form of the error through comments on the student answer sheet.

Discussion

In practice writing assessment in the classroom. The writers found that all teachers have given writing assessments in their writing classes. There are teachers who are highly structured by encouraging and explaining the assessment rubric in detail that will be used in evaluating student writing. However, there are also teachers who do not use rubrics in evaluating student writing and do not even include writing assessment during teaching and learning. This may be due to the background education of the teacher. Furthermore, the authors found that most of teachers are already very determined in this regard when it comes to "providing feedback to students based on information from tests or assessments," which is an important component in the learning process in the classroom to develop writing skills and enhance student motivation (Schildkamp et al., 2020). Nevertheless, MF reported that she had never obtained either "basic" or "advanced" training. However, student's writing abilities can greatly benefit from the application of the strategy of self-evaluation and use rubrics in scoring (Al-Mwzaiji & Alzubi, 2022; Mahasneh, 2020; Meihami & Varmaghani, 2013; Rehm et al., 2021; Wambsganss et al., 2022). The assertion was supported by the opinions of more than half of the teachers. On the other hand, one of them have doubts regarding the comments they made about themselves. Most of them acknowledge that they are in need of extensive training in the implementation of self-assessment and create rubrics for students.

The study revealed that the teacher training experiences had a substantial impact on their assessment knowledge and practices. In this study, the writing assessment

knowledge and practice level of trained teachers was considerably greater than that of untrained teachers, consistent with previous research (Afshar & Ranjbar, 2021; Lam, 2015). One potential explanation could be that these training programs included the necessary information for the teachers' regular writing assessments. After completing the training programs, teachers will have several opportunities to apply their newly acquired knowledge, consequently improving their understanding and strengthening their writing assessment skills. This could also clarify why the writing assessment training programs had the most significant influence.

To conclude, English teachers in vocational high school must be assessment literate because it is crucial for them to clearly state and evaluate the result of writing process during their teaching and learning. This is also in line with (Crusan et al., 2016) that stated a high level of writing assessment literacy is essential for English teachers. This pertains to your familiarity with the processes, procedures, and methods necessary for accurately rating students writing abilities.

Conclusion

Some conclusions are presented during this study. In the English teachers' practices, writing assessment literacy in the classroom shows all teachers give writing assessments in their class. There are highly structured teachers using the assessment rubric and explaining it in detail to students about what is assessed in student writing tasks. However, there are also those who do not use an assessment section at all in evaluating student writing. With their writing assessment literacy being lacking, this results in their writing evaluation practice in the class also being standard. Seeing from the headings that use only simple headings, there are some teachers who do not include writing assessment in the classroom and only give writing evaluation at the end of the teaching activity, and this also affects the feedback of less active students in the classroom. Inadequate assessment literacy leads to unstandardized and unethical testing practices.

The writers would like to provide a few suggestions based on the results of this study. Future research should include more participants in the sample. The length of time a teacher has spent in the classroom is a relevant factor to consider when analyzing the impact of writing assessments on student learning. The findings from studies examining the effect of teachers' gender on writing assessment methods need to be refined through additional research.

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Boosting Students' Reading Comprehension Using REAP Method

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ABSTRACT

This research highlights the vital role of English reading skills in students' literacy and comprehension. Implementing the REAP technique enhances reading comprehension by fostering interactive study-reading methods. Addressing issues like lack of interest, it offers a promising approach to enhance English education at SMA Institut Indonesia Semarang, as evidenced by its effectiveness in improving 11th-grade students' reading abilities. This quasi pre-experimental research employs a one-group pretest-posttest design, chosen for its convenience in obtaining internal samples. Class XI-3 was selected based on teacher recommendations. With 31 students, the study adopts a quantitative approach, focusing on reading comprehension tests administered before and after classroom instruction using multiple-choice questions as the assessment instrument. The pre-test, revealing a range of scores from 44 to 76 with a mean of 64.12, highlights initial reading struggles. Post-treatment, the post-test exhibits diverse scores, averaging 76.38, indicating improvement. The REAP method effectively enhances comprehension, as evidenced by the significant score increase from pre-test (64.12) to post-test (76.38), validating its efficacy. The research findings reveal a notable improvement in students' reading comprehension abilities following the implementation of the REAP Method, despite initial

unsatisfactory grades. The approach effectively enhances students' understanding and analytical skills, demonstrating its high effectiveness as a reading comprehension strategy. Overall, the significant difference between pre-test and post-test scores underscores the success of the REAP Method in advancing students' reading comprehension abilities, affirming its efficacy as a teaching approach.

Keywords: REAP Method, Reading Comprehension, Reading Ability

Introduction

English education in Indonesia starts from elementary to high school that covering key skills including reading, writing, listening, and speaking. Among these, reading is consistently assessed in exams, although it's not always favored by some students. Alderson (2000) defines reading as an interaction between the reader and the text. Reading, according to Alderson, has two components: the process and the product. The process refers to the steps the reader takes to get meaning, whereas the end refers to the information received from reading.

Reading comprehension is very important to learn, requiring engagement with text and synthesis of knowledge and experience. Reading is an active activity for students for understanding and analyze texts. Reading is not just about decoding words, but also about critical thinking and connecting with previous knowledge. Students have various reading goals, including understanding lessons, seeking information, and reading for pleasure and personal development. According to Knight (2006), reading is a crucial ability in students' daily lives since it allows students to receive information that may be utilized to enhance their knowledge. Many readings include one message or as many messages as the author deems important. The letter includes critical information for students to use in their assignment or project.

Another reason for reading's importance is that it is one of the most important components that must be checked in daily exams, semester tests, state final exams, or national exams (UN). To pass the exam, a student must correctly answer the exam reading. In truth, students who practice reading perform better in school and on final English exams. Even though reading has been taught since elementary school, according to the author's experience teaching English to primary school children, many elementary school kids still struggle to grasp the material provided. It's due to a variety of variables. For starters, a lack of vocabulary is a significant difficulty that students face. Reading language includes vocabulary. Students with a restricted vocabulary will struggle to locate messages in the text since they do not know the terminology.

The reader's viewpoint and the impact of social interactions are vital in the process of deriving meaning from text (Ruddell, 2005). Therefore, mastering reading is essential for students to actively engage in educational activities and lifelong learning. Success in learning and knowledge acquisition hinges on strong reading skills, requiring motivation and training. While some students may have established methods

for understanding reading material, others, particularly newcomers to English classes, may need guidance. Introducing effective techniques like the REAP method can enhance reading comprehension and improve interest in learning.

According to Flippo (2000), REAP is a sophisticated study-reading method that involves the common practice of note-taking from textbooks and, when feasible, creating text annotations, especially when combined with highlighting. According to Arianggi (2014), the REAP method is an annotation strategy that improves reading and writing skills. Commenting has several advantages, including the capacity to increase attention and enhance reading. In other words, youngsters can take notes while also reading. The REAP technique involves annotating text with short notes, summarizing key ideas, listing concepts, noting examples, and making predictions. It can foster a new approach to reading, enhancing comprehension through guided practice. In this research at SMA Institut Indonesia Semarang aims to assess its effectiveness in improving reading comprehension skills.

Based on the researcher's experience, there are several reasons why students tend to be reluctant to learn to read in English. Proficiency in English reading plays a key role in improving students' literacy and understanding. One of these reasons is a lack of interest in the reading material, which can decrease reading motivation. Lengthy reading materials can also be a hindrance if perceived as too difficult. A less engaging or interactive teaching approach also contributes because monotonous methods can make students bored. Additionally, clear learning objectives are still insufficient, and students may not see the connection between reading and everyday life. Therefore, the researcher hopes this study can provide a better understanding of students' English reading abilities by applying the REAP method. It is expected to enhance students' ability to understand texts and contribute to the development of more effective learning strategies at SMA Institut Semarang, Indonesia.

REAP Method in English Teaching

The REAP technique is a teaching strategy that combines the phases of Read, Encode, Annotate, and Ponder to improve students' reading comprehension. These processes include reading the book carefully, extracting important information, taking notes or making comments, and reflecting on the material to facilitate a deeper comprehension. Through a planned and effective approach, the teaching method attempts to increase students' reading abilities and comprehension. According to Arianggi (2014), the REAP approach is an annotation technique that enhances reading and writing abilities. Commenting has various advantages, including the ability to raise attention while reading and stimulate reading. In other words, children can take notes on their reading text as well as focus on reading.

Read, Encode, Annotate, Ponder (REAP) strategies, according to Manzo (1975), are intended to supplement thinking, the emphasized muscles for active reading. The reader's purpose is to explain the material in their own terms and to debate it with others. Thus, the REAP approach which needs active interaction with print media might

promote students' reading maturity and independence. The REAP technique consists of four stages:

R – Reading to discover the author's ideas.

E – Encoding the author's ideas into one's own language.

A – Annotating those ideas in writing for oneself or for sharing with others.

P – Pondering the significance of the annotation

During the reading stage, students read to determine the author's message and take note of the title and author. As they go to encoding, students must translate what they read into their own terms. Students in the annotate stage examine the primary concepts and the author's message by drafting a statement that summarizes the key points. Annotations are short descriptions of a text that clarify and criticize it. Annotating a message can be done by writing it in notes or in a journal. At this stage, the student should focus on key words and text quotes. Students must connect with the material at a deeper level as they progress through the pondering portion of this assignment by reading and synthesizing.

This study used and applied REAP method to improve students' reading skills. Specifically, it:

1. Determine the effectiveness of the REAP method in improving the reading skills of grade 11 students at SMA Institut Indonesia before receiving learning.
2. Determine the effectiveness of the REAP method in improving the reading skills of grade 11 students at Institut Indonesia High School after receiving learning.
3. Look for and find differences in students' levels of understanding before and after receiving learning using the REAP method.

Methodology

This research uses quantitative methods using a quasi pre-experimental design research design with one group pretest and posttest design. The processes for conducting a one-group pretest-posttest design, in which one group is evaluated before and after treatment. This research uses the REAP method to determine its effectiveness in improving students' reading skills.

This study only included eleventh grade students from SMA Institut Indonesia Semarang's class XI-3. From the population, the researcher chose only one class with 31 students. The selection of class XI-3 was influenced by recommendations from teachers familiar with the class dynamics. Teachers' perspectives were important in supporting the decision to choose class XI-3 for the study.

Multiple-choice questions were used as the study instrument. The total number of questions is 25. Each item has four possible responses those who respond properly earn score 1; those who answer incorrectly earn score 0. The score is calculated by multiplying the right answer by five points. The grid of the reading comprehension ability exam has been changed to reflect the basic curriculum standards of the merdeka curriculum.

In this research the teaching and learning process in the classroom is divided into three steps. First, the researcher gives a pre-test to students to determine their comprehension ability before teaching the REAP technique. The second step is to give treatment to students by applying the REAP technique in learning to read report text and finding the main idea individually and in groups consisting of 5 students.

During the treatment, students are given a report text and understand the text through several processes. The first process in the REAP technique is to read; the researcher asks students to read carefully and understand the text. The second process is to encode; students write difficult vocabulary and look for the main idea of the text they have read. The next process is to annotate; students must write a summary of the text using their own words. The last process is to ponder; students have to get into groups, make considerations by discussing to find the generic structure of the text, and then make a new summary or conclusion from the results of the discussion.

The data is collected through data analysis. This quantitative analysis employs statistical calculations to test the hypothesis. The data obtained from the reading test involves the result of the students' assignments. To analyze the data from the results of the students in this research, some formulas are applied, and the researcher uses formulas as follows:

Calculating the Students' score

$$n = \frac{\text{Student's score}}{\text{Score max}} \times 100$$

Where :

n = final students' score

Classifying the Students' Score

No	Classification	Score
1	A (Excellent)	90-100
2	B (Good)	80-89
3	C (Adequate)	70-79
4	D (Inadequate)	60-69
5	E (Failed)	<60

(Brown, 2004: 287&292)

This study uses data analysis techniques in the form of t-test or t-test techniques. The purpose of the t-test analysis technique is to examine the differences between the experimental group treated with the REAP technique and the control group treated without the REAP technique in the learning process of reading comprehension.

Using SPSS Statistic

SPSS 23.0 computer software was used by the researcher to determine whether there was a statistically significant difference between the pre-test and post-test findings. The t-test analysis technique was used to test whether there was a difference in the increase in student scores between the pre-test and post-test. After processing score, the analysis revealed that the T-test value was more significant than the T-table value.

Findings

According to the findings the study conclude that:

Result of the Try out Test

After applying the Pearson Product Moment method, it is uncovered that 25 items among the 30 in the test are valid, and the remaining five are considered invalid. The score is found invalid because the computed r-count value (correlation of the score for each item) is less than the acceptable r-table value, considering it inappropriate for research purposes.

Reability of Test

Cronbach's Alpha	N of Items
.880	30

The SPSS program was used by the researchers to measure the reliability of the instrument test. The results of the calculation show that r11 (the total number of reliability tests) is 0.880. The product-moment r-table is then tested using a significance level of 5% and a sample size of 31 (N31), obtaining an r-table of 0.355. A reliability score of 0.880 is higher than the r-table, suggesting that the researcher's measure is reliable

the Student's Reading Comprehension Before being Taught by Using REAP Method

Before beginning the REAP Method, students complete a pre-test to determine their reading abilities. The pre-test consists of 25 multiple-choice questions.

Students' Code	Score	Category
X-1	68	D
X-2	60	D
X-3	52	E
X-4	72	C
X-5	44	E
X-6	56	E

X-7	68	D
X-8	56	E
X-9	72	C
X-10	76	C
X-11	56	E
X-12	76	C
X-13	68	D
X-14	56	E
X-15	52	E
X-16	64	D
X-17	64	D
X-18	68	D
X-19	72	C
X-20	76	C
X-21	52	E
X-22	68	D
X-23	64	D
X-24	60	D
X-25	52	E
X-26	72	C
X-27	68	D
X-28	68	D
X-29	68	D
X-30	64	D
X-31	76	C
Mean	64.12	

The table reveals that a significant number of students score at both extremes in the pre-test, ranging from 44 to 76, with a mean of 64.12. This suggests that, despite receiving instruction on reading ability, some students continue to struggle with a comprehensive understanding of the subject.

the Student's Reading Comprehension After being Taught by Using REAP Method

Following the pre-test and treatment, the researchers conducted a post-test with 25 multiple-choice questions same to the pre-test to assess the students' reading ability.

Students' Code	Score	Category
X-1	80	B
X-2	76	C
X-3	80	B

X-4	84	B
X-5	52	E
X-6	72	C
X-7	80	B
X-8	72	C
X-9	80	B
X-10	92	A
X-11	72	C
X-12	88	B
X-13	68	D
X-14	68	D
X-15	68	D
X-16	68	D
X-17	78	C
X-18	76	C
X-19	80	B
X-20	84	B
X-21	70	C
X-22	80	B
X-23	80	B
X-24	78	C
X-25	72	C
X-26	80	B
X-27	72	C
X-28	76	C
X-29	78	C
X-30	76	C
X-31	88	B
Mean	76.38	

After conducting the post-test, it was observed that students achieved diverse scores, with the lowest being 52 and the highest reaching 92, yielding an average score of 76.38. From the results of the table above shows that REAP method's effectiveness in facilitating students' learning and comprehension of reading skills, making it more convenient for them to answer post-test questions presented by researchers. Overall, the results were quite effective since the scores increased when the post-test test was taken after using REAP method.

the Significant Differences Between Students' Reading Ability Before and After being Taught Using the REAP Method.

Mean	N	Std. Deviation	Std. Error Mean
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Pair 1	PRE TEST	64.1290	31	8.60907	1.54624
	POST TEST	76.3871	31	7.64930	1.37386

Based on the data presented, the average pre-test score was 64.12, indicating students' initial reading abilities before the implementation, this is cause to the introduction of the REAP method. Following a thorough explanation of the REAP method, students were assessed through a post-test, yielding an average score of 76.38, suggesting an improvement in reading abilities after instruction with the REAP method.

		N	Correlation	Sig
Pair 1	PRE TEST & POST TEST	31	.781	.000

Moreover the table's findings during the learning process indicate that a hypothesis below 0.05 is accepted, while exceeding > 0.05 leads to rejection. This criterion links the researcher's pre-test and post-test. Upon SPSS data analysis, a correlation of 0.00 was found between the pre-test and post-test results. As the correlation is below 0.05, the researchers accept it.

		Pair Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-12.25806	5.45874	.98042	-14.26035	-10.25578	-12.503	30	.000

Finally it is implied that the learning process results, as shown in the paired sample correlation table, are classified according to the hypothesis accepted if less than 0.05, rejected if more than >0.05, and accepted in 0.00. According to the SPSS data analysis, the REAP approach is helpful in improving students reading comprehension. The paired-sample test (paired sample statistics table) shows that this method improves students reading comprehension. With a mean difference of 64.12 between the pre-test and the post-test of 76.38, this indicates that students' scores increased after using the REAP method to improve reading abilities.

Discussion

Based on the statement of the problem, this study examines three issues. First students' reading comprehension before taught using the REAP method. Second students' reading comprehension after taught the REAP method. And third, the research focuses on identifying significant differences in students' reading comprehension ability before and after being taught by the REAP method.

Some examples of previous research such as Rahmawati (2015) A quasi experimental design with non-equivalent groups is utilized with the result that the interval score increase (11.59) from pretest to posttest was more substantial in the experimental group than in the control group (6.37), affirming the effectiveness of the strategy. This conclusion was further supported by the moderate effect size value (Δ) of 0.98. In their research, Andi Suwarni & Nurhani (2017) the implementation of the REAP approach as a treatment in the experimental class was the focus of this study. Students' pre-test score was 34.58, whereas their post-test mean score was 66.05. This shows that the post-test had a higher mean score than the pre-test. Data analysis indicated an average reading test score of 65.44 for eleventh-grade students, supporting the use of the REAP approach to increase reading comprehension. Research from Arifah & Jufri (2019) the main aim of this research is to explain the instructional strategy for teaching reading in junior high school through the use of the REAP technique in descriptive texts. Furthermore, the use of this strategy has been shown to improve critical thinking, attention, and motivation throughout the reading process. A quantitative technique was used in the study.

Applying the REAP Method for reading comprehension helps students improve their understanding of reading material, so they can optimize their reading time and achieve improved grades. The application of the REAP method in learning has a positive impact in the form of increasing understanding and enriching students' systematic thinking experience in a comprehensive manner. The REAP method is effective in overcoming learning barriers and improving students' reading comprehension abilities. Based on the research results, the REAP method is proven to be a fairly efficient approach to reading comprehension for students. Overall, the findings of this research have a significant impact in the learning context.

Conclusion

Conclusions and suggestions resulting from previous chapters in this research, along with data analysis, are being presented in this section. These conclusions and recommendations have the potential to support the development of students' understanding of the reading material they encounter. The research results show that the majority of students have unsatisfactory initial grades before implementing the REAP Method. This is caused by low reading comprehension abilities during the pre-test. As a result, they get unsatisfactory test results.

Moreover, students' reading comprehension abilities have experienced quite significant changes before and after implementing the REAP Method, as measured through the pre-test and post-test. Even though the majority of students still got scores

below the maximum score on the pre-test, learning using the REAP method has produced quite a real difference in the post-test results. This approach has proven to be very effective in improving students' reading comprehension abilities.

Finally, the findings of this research conclude that the REAP method has high effectiveness as a reading comprehension strategy for students. The overall research results show a significant impact from implementing the REAP Method. Students are able to apply the REAP Method effectively to understand and analyze reading material related to certain problems. When looking at the average pre-test and post-test scores of class, these findings indicate that the use of the REAP method in teaching reading was successful in improving students' reading comprehension skills with a significant difference between the pre-test and post-test results. Overall, the REAP Method is proven to be an effective approach for advancing students' reading comprehension abilities.

Suggestion

Based on the findings of this study, the researcher would like to provide several suggestions. Researchers hope that the results and recommendations from this research can provide significant benefits for teachers, students and other researchers. For future researchers, it is advisable to observe the ongoing impact of implementing the REAP Method over a longer period of time, with the goal of identifying whether this change in teaching approach can be sustained and provide lasting benefits. In addition, it is recommended to conduct comparative research between the effectiveness of the REAP Method and other learning approaches to understand the relative advantages and disadvantages of each method. It is hoped that these suggestions can provide valuable guidance for future researchers in designing more holistic research and provide a more substantial contribution to our understanding of English language teaching using the REAP Method.

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Teaching Strategies Strengthening EFL Learners' Self-Confidence in Speaking Learning Dynamics

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ABSTRACT

Studies on effective speaking teaching strategies have caught mushrooming attention in these last two decades. This is not happening by incidental matters as globalized educationalists are still having arduous moments in devising more suitable, enjoyable, and relatable speaking learning strategies that can maximize EFL learners' self-confidence. According to previous researchers, self-confidence is one of the propelling factors enabling EFL learners to gain more advanced communication proficiency levels since they possess a higher level of preparedness in confronting a wide variety of challenging speaking learning enterprises. This small-scale library study employed a thematic analysis approach while analyzing a certain number of identical research results produced by prior 25 speaking investigations published worldwide. By utilizing this research method, the researcher can potentially yield more relevant, contextual, and comprehensible research outcomes due to an iterative data analysis conducted before initiating more specific research theme groupings. Based on the thematically categorized research results, second language educators can progressively inculcate robust speaking self-confidence among EFL learners upon the activation of more authentic and enjoyable speaking learning activities. More comprehensive delineations regarding these two speaking learning methodologies can be discerned in the ensuing parts of this research paper.

Keywords: speaking teaching strategies, self-confidence, EFL learners, library study, thematic analysis.

Introduction

Worldwide EFL learners are oftentimes judged and evaluated based on their existing speaking competencies. It can be also said that second language learners will be considered proficient target language academicians when they are adept at conveying their particular ideas, thoughts, and ideas through the means of meaningful communication enterprises to other interlocutors. Agustina (2019) theorizes that with the constant accompaniment of decent speaking proficiency levels, globalized EFL learners are more likely to attain more fruitful target language learning outcomes as they are skilled at interplaying their communication trajectories with a wide variety of efficient expressions, fillers, and strategies. For this reason, all modern educational institutions in this modernization age insistently require second language learners to possess a good command of speaking competencies from their early school ages. This demanding requirement takes place as second language learners expectantly hope to establish robust global communication connectivity with other native speakers in their prospective workplaces. When EFL learners succeed in mastering a higher level of English speaking skills, they will have broader opportunities to achieve more gratifying life achievements throughout their entire careers later as professional workforces. All of the above-elucidated conceptions are closely interlinked with Kumar et al. (2022) who strongly encouraged all second language educators to facilitate their learners' incessant speaking competencies growth by which they can progressively transform into more ingenious target language users in their school institutions and future working sites.

By nature, EFL learners should always be more persistent in advancing their speaking skills to the utmost growth. Meaning to say, EFL learners need to cultivate a higher degree of speaking learning motivation at the commencement of their regular speaking learning activities. The above-mentioned contention is supported by Mahmood (2023) believing that with an incessant companionship of long-term speaking learning motivation, EFL learners are more liable to continue varied challenging speaking learning enterprises residing within their daily speaking classroom vicinities. It is equally interesting to assert that a higher level of speaking learning desire cannot merely thrive through internal but also external factors such as friendlier communication environments, the use of authentic speaking learning materials, and supportive speaking learning appraisals imparted by language educationalists. All these meritorious speaking learning outcomes are in agreement with Rosmayanti et al. (2023) who highly recommend second language teachers all around the globe to start

prioritizing the constant utilization of positively sound and better-facilitated speaking learning activities for EFL learners to participate in which they have become more confident in uttering their specific arguments and perspectives to other learning community members. Alluding to EFL learners' speaking self-confidence, second language learners frequently experience a higher level of restlessness upon approaching their fellow learning companions to converse. Manifold factors are prompting this reluctant speaking learning behavior such as lack of speaking learning proficiency, being afraid of making unintended speaking mistakes, and not having enough courage to share their standpoints. Purwandari (2022) mentions three major factors avert EFL learners from participating proactively in their speaking learning daily basis; possessing underdeveloped speaking competencies, infusing uncontrolled speaking anxiety, and feeling not confident enough to disseminate their viewpoints to other learning counterparts.

Concerning all these aforementioned speaking learning obstructions, it is worth suggesting that globalized second language educators start incorporating stress-free and comfy speaking learning surroundings wherein EFL learners can vocalize their particular notions freely without feeling agitated whenever they make any kinds of speaking mistakes. This suggestion is tightly interwoven with Akbari and Sahibzada (2020) stating that it is of key importance for worldwide second language learning instructors to thoroughly ensure that their learners continuously engage in a vast variety of enjoyable, meaningful, and relaxing speaking learning dynamics during their academic journeys to transfigure into more mature, proficient, and confident target language speakers. The last variable having been mentioned before is the utmost limelight for EFL learners to gain more holistic speaking learning rewards after accomplishing a certain number of speaking activities. Self-confidence acts as one of the flawless patrons for EFL learners to become successful target language speakers. By continually flourishing robust self-confidence development, EFL learners can deliver the intended messages or information clearly to their targeted interlocutors. As a result, their communication enterprises can be labeled as successful ones since the desired information has been comprehensively addressed to the designated interlocutors. This commendable speaking learning outcome aligns with Pulford et al. (2018) theorizing that the fullest self-confidence can potentially act as one of the major driving forces for EFL learners to consistently showcase more outstanding speaking performances by which they successfully impart their desirable aspirations to other communication companions.

Through the presence of robust self-confidence, EFL learners are more prone to take more active parts in their daily speaking learning activities. What is interesting

from this belief is EFL learners ceaselessly inculcate a higher level of inquisitiveness to discover various beneficial strategies, resources, and tips that are advantageous in elevating their current speaking learning proficiency levels. Resultantly, self-confident speakers always thirst to practice their present speaking competencies to the utmost development without being told to by the language learning instructors. All these admirable speaking learning characteristics accord with Karsudianto (2020) averring that in the constant enlightenment of prolific self-confidence growth, EFL learners gradually shift into more life-long knowledge discoverers and persistent speakers in their daily speaking learning dynamics as they hold a higher level of certainty that by employing intensive speaking skills practice, their self-confidence and communication proficiency can be magnified to the fullest potential.

Five previous worldwide studies are delving more exhaustively into the essential role of self-confidence to reinforce EFL learners' self-confidence in these ever-changing speaking learning dynamics. The first study was conducted by Aprianoto (2023) uncovering that the majority of Indonesian EFL learners were highly desirous of finishing various types of speaking tasks promptly after being equipped with robust self-confidence growth wherein they could overcome various kinds of speaking obstacles hindering their conducive speaking learning processes. Limeranto and Bram (2022) unveiled that with incessant enlightenment of strong self-confidence, Indonesian EFL learners progressively shifted into more proficient target language speakers possessing a decent mastery of vocabulary levels, laudable pronunciation skills, and expansive knowledge of specifically assigned speaking topics. Mbato (2020) highly advocated second language educationalists in Indonesia's EFL teaching-learning contexts start immersing their learners in multiple speaking activities by which they learn extensively how to resolve various speaking learning barriers distracting their ongoing speaking learning enterprises. Pham et al. (2021) unfolded that Thailand university EFL learners have progressively turned into more well-rounded academicians after being armed with a higher level of self-confidence in which they could present their particularly-assigned speaking topics seamlessly to the targeted audience. In the last study, Waluyo and Rofiah (2021) strongly encouraged globalized second language educators to ascertain a sustainable development of their learners' self-confidence at the outset of speaking learning dynamics to enable them to become more astute speakers who are capable of presenting their designated presentations meaningfully to a varied audience. According to Crostwhaite et al. (2016), there are plenty of speaking teaching strategies harnessed to strengthen EFL learners' speaking self-confidence namely role-play, differentiated learning, technological-based learning, and learner-centered learning techniques. However, to

the best of the researcher's knowledge, the significance of all these aforementioned speaking learning strategies was not yet known whether they can serve as efficient means to strengthen EFL learners' self-confidence in modern speaking learning dynamics. Thus, the major purpose of this present small-scale qualitative study is to offer some meaningful options for globalized second language stakeholders to incorporate one of these speaking learning strategies in their speaking learning routines for the best purpose of actualizing more emotionally supportive speaking learning pathways to all second language learners. To meet the above-said study objective, the researcher attempted to give sensible responses to the following scientific inquiry: what are the potential speaking teaching strategies that can be instilled by second language educators to strengthen EFL learners' speaking self-confidence?

Methodology

The researcher commenced this small-scale qualitative investigation with the supervision of a library analysis approach. In the light of a library analysis approach, the researcher could potentially generate more relevant, contextual, and trustworthy research results intended for the betterment of the research fields being investigated. This meritorious study reward took place as the researcher conducted a repeated, conscientious, and comprehensive data analysis regarding the particularly yielded research results derived from prior scientific works. This general notion is confirmed by Klassen et al. (2012) articulated that with the proper immersion of a library analysis methodology, the researchers will have broader chances to produce more accurate, robust, and relatable research findings designated for the prospective advancement of specifically investigated research areas since they are insistently demanded to run an iterative data analysis processes toward all the already-published literary works to ascertain the intelligibility, relevancy, and accuracy of each single generated data. To fulfill the main nature of this present small-scale library investigation, the researcher selected 25 speaking teaching strategies studies ranging from 2015 to 2023 year. The last ten years of scientific studies are the topmost priority to bring about more freshly generated research findings that are in line with nowadays speaking learning needs, dynamics, and materials. These 25 speaking teaching strategies studies were derived from various reputable journal article platforms locally and globally such as Research Gate, Taylor & Francis, Lectura, EduLite, and Cordova. The concatenation between local and global journal platforms was stipulated before the researcher embarked on this small-scale library study to bring about more thoughtful and insightful research results for globalized second language educators. To a lesser extent, there were two probable beneficial values attained by ELT stakeholders after the accomplishment of this study. Firstly, globalized second language educationalists can progressively turn

into more resourceful speaking learning facilitators after discerning the approaching research results yielded by this study. This advantageous merit can potentially happen since worldwide second language educators will have more variegated speaking teaching strategies in their pedagogical kits, particularly when the previously applied speaking teaching methodologies did not run well. Secondly, second language teachers will be more successful in promoting better-facilitated speaking learning circumstances to EFL learners. This coveted speaking learning outcome is more likely to occur as speaking learning instructors no longer rely heavily on conventional but also modern speaking teaching approaches to be further implemented in their daily-based speaking learning vicinities. In the data analysis processes, the researcher also incorporated a thematic analysis. With the support of a thematic analysis, the researcher could produce more comprehensible research results for the designated research stakeholders. This meritorious methodology value is not happening by the incident as in the thematic analysis, the researcher clustered all the already-deciphered findings into some major-specific themes. To better actualize the main core of this analytical research methodology, the researcher synchronously applied an open-coding approach upon commencing the data subdivision processes. An open-coding approach played a crucial role in ascertaining the credibility of each thematically-categorized research result since the researcher subsumed all the identical research findings into some particular themes intended to minimize data confusion and bias that may usually co-occur in qualitative research types.

Findings and Discussions

After conducting an in-depth thematic analysis with the assistance of an open-coding approach, the researcher eventually deduced two major specific themes as follows: (1) Authentic speaking learning activities can corroborate EFL learners' speaking self-confidence and (2) pleasurable speaking learning dynamics can cultivate a higher level of self-confidence among EFL learners. More exhaustive and comprehensive research results depictions can be observed in the subsequent lines.

Theme 1: Authentic Speaking Learning Activities Can Corroborate EFL Learners' Speaking Self-Confidence

Theme 1	Researchers
Authentic speaking learning activities can corroborate EFL learners' speaking self-confidence	Afzalimir and Safa (2021); Aprianoto (2023); Listyani and Kristie (2018); Ibrahim and Shahabani (2020); Limeranto and Bram (2022); Mahdi (2015); Miranda and Wahyudin (2023); Muin and Aswati (2019); Safar (2018); Rahayuningsih (2022); Shofwani et al. (2019); Su (2021).

It is interesting to briefly note that second language educators all around the globe need to bring about authentic speaking learning activities to substantiate EFL learners' speaking self-confidence. One of the tangible examples of authentic speaking learning dynamics is a collaborative learning activity. Amidst the constant implementation of collaborative learning activities, globalized EFL learners can progressively transform into more confident target language speakers. This rewarding speaking learning outcome takes place since collaborative learning activity allows rewarding communication learning trajectories for EFL learners to acquire richer speaking skills, strategies, and experiences through mutual collaborative networking with other capable learning companions. The above-acknowledged contention is consistent with Aprianoto (2023) avowing that with an incessant deployment of collaborative learning activities, EFL learners will learn extensively on how to become more fluent, confident, and competent target language communicators by which they establish mutual knowledge interchange with other entrusted learning community members. Furthermore, small-group discussion activities are arguably phrased as beneficial speaking learning pathways for EFL learners to develop their speaking self-confidence to the fullest potential. The major driving force for this advantageous value to happen is all group members are highly desirous of addressing supportive speaking learning assistance to others until they master the desired communication proficiency areas. Listyani and Kristie (2018) strongly advocated worldwide second language educationalists to start equipping EFL learners with the proper incorporation of small-group discussion activities in which they learn a lot to enrich other learning members' understanding by disseminating a wide variety of useful speaking knowledge, skills, and tips. Another authentic speaking learning activity that second language educators can further utilize to fully maximize EFL learners' self-confidence in their daily communication enterprises is the employment of public speaking. Although it seems to be one of the daunting and most eluding activities, public speaking activities can potentially grant varied meritorious values for the significant advancement of EFL learners' speaking self-confidence. EFL learners who have participated in public speaking activities tend to display more robust self-confidence as they are aware of how to present their specifically assigned speaking topics interestingly, logically, and clearly

to the targeted audience. This advantageous learning benefit is subsequently confirmed by Ibrahim and Shahabani (2020) averring that after being immersed in insistent public speaking activities, EFL learners are prone to speak confidently in front of other classroom learning members since they are cognizant of how to explicate their particular standpoints intelligibly and critically.

In a similar vein, a socio-affective strategy can concurrently act as one of the decent patrons for EFL learners to transfigure into more confident second language users. One of the explicable reasons relating to this viewpoint is EFL learners can stipulate a vast range of strategies, solutions, and resources working best with their currently situated speaking learning dynamics. Simply speaking, a socio-affective strategy aimed to turn EFL learners into more seasoned decision-makers and ingenious problem-solvers where they can resolve their particular communication obstructions meaningfully and independently. Muin and Aswati (2019) have likewise emphasized on the crucial importance of cultivating a socio-affective strategy at the commencement of modern-speaking learning enterprises where EFL learners are more capable of determining the most applicable solutions, strategies, and sources matching with their present communication dynamic conditions. Lastly, an autonomy-supportive teaching methodology is also responsible for constructing a higher level of speaking self-confidence among EFL learners. As called by its name, an autonomy-supportive teaching approach commissions EFL learners to become more proactive and self-reliant knowledge seekers by discovering various kinds of information or knowledge relatable to their current speaking learning contexts. By habituating EFL learners to this transformative learning behavior, they will become more accustomed to becoming more inquisitive academicians who always thirst to quench their curiosity whenever they encounter something novel or perplexing in their daily speaking classroom circumstances. The above-explained contention affirms the previous research result from Rahayuningsih (2022) highly prompting second language-speaking learning instructors to start making the utmost prioritization of an autonomy-supportive teaching method before embarking on the real-time speaking learning processes in which EFL learners will progressively shift into life-long knowledge discoverers and persistent academicians.

Theme 2: Pleasurable Speaking Learning Dynamics Can Cultivate a Higher Level of Self-Confidence among EFL Learners

Theme 2	Researchers
Pleasurable speaking learning dynamics can cultivate a higher level of self-confidence among EFL learners	Abdullah et al. (2021); Arianto et al. (2023); Gabejan (2021); Hayaramae and Worasurt (2020); Karsudianto (2020); Kumar et al. (2022); Muqorrobin et al. (2022); Pham et al. (2021); Rokhman et al. (2020); Rosmayanti et al. (2023); Sugianto (2020); Tifani et al. (2019); Utomo and Bastiar (2020).

It is evident in this theme that second language educationalists should promote favorable speaking learning dynamics that are believed to trigger the terrific escalation of self-confidence among EFL learners. One of the valuable speaking learning strategies to be applied to release this coveted communication learning objective is the flipped classroom approach. Through the flipped classroom approach, EFL learners are more likely to feel more comfortable, safer, and courageous in addressing their specific opinions to other learning counterparts. These admirable speaking learning characteristics are well-resided since EFL learners can record their voices without being seen by others. As a result, they have a higher degree of willingness to talk more since there are scant peer distractions commonly presented in physical classroom surroundings and minimum foreign language anxiety as they no longer expound their arguments in the presence of other learning community members. All these explications are in harmony with Abdullah et al. (2021) who believe that in the continual enlightenment of flipped classroom learning models, passive EFL learners are progressively transforming into more proactive speaking learning participants since they do not have to physically encounter their teachers and classmates like they used to deal with before during taking part in onsite speaking classroom environments. In some speaking learning occasions, it has been a public secret that EFL learners decide to make an earlier departure from their existing speaking learning activities due to the incompatible speaking learning topics addressed by their instructors. Thus, differentiated instruction strategy plays a major key role in diminishing this demotivating speaking learning behavior as second language teachers conscientiously design a wide array of daily communication lessons in line with their learners' particular speaking learning needs, interests, and preferences. When EFL learners' speaking learning aspirations are fully fulfilled, they will be more motivated to ceaselessly take part in various speaking activities. Due to the installment of this robust speaking learning intention, EFL learners are more likely to attain more gratifying speaking learning rewards. Arianto et al. (2023) confirm that a differentiated instruction strategy is important in the long-term processes of ingraining a stronger sense of EFL

learners' speaking self-confidence and assuring more fruitful speaking learning outcomes attainment by which language learners experience a higher degree of speaking learning enjoyment owing to the harmonization of their speaking learning needs, preferences, and interests. In a similar vein, it is vitally essential for EFL learning instructors all around the globe to make use of role-play activities in their habitual classroom situations to outstandingly elevate EFL learners' self-confidence. With the continuous accompaniment of role-play activities, EFL learners can become more open-minded academicians as they are constantly mingling with other learning companions instilling distinctive perspectives with them. While participating in role-play activities, EFL learners will be more skilled at resolving various taxing speaking learning hindrances together as one solid group. As a result of this action, EFL learners can successfully reach their designated speaking learning objectives. An identical research result is synchronously acquired by Hayaramae and Worasurt (2020) unveiling that Thailand EFL learners have gradually turned into more easy-going, collaborative, and helpful learning companions for other struggling learning community members after having been exposed to role-play activities wherein they are adept at overcoming varied speaking learning conflicts, issues, and barriers.

It is worth revealing that mingling games also play another pivotal role in developing EFL learners' speaking self-confidence to the fullest potential. This meritorious speaking learning benefit can potentially occur since EFL learners are strongly encouraged to practice their existing speaking competencies to more advanced levels after discerning other outstanding communication performances showcased by other capable learning companions. With the limelight of mingling games, EFL learners feel less pressurized and stressed compared to joining other formal speaking learning activities as they are deliberately allowed to not feel embarrassed while making various kinds of mistakes during the practices. The aforesaid conception concurs with Karsudianto (2020) who highly recommended globalized EFL learning instructors apply mingling games in their daily classroom basis where EFL learners insistently undergo more positively-sound and anxiety-free communication enterprises since they do not feel unrighteous while performing any kind of speaking learning drawbacks. In the end, the continual utilization of technological-based learning platforms is equally crucial to be internalized in modern-speaking learning activities. One of which is through the use of Instagram. This renowned social media can play a major driving force for EFL learners to ascertain more prolific cultivation of their speaking self-confidence. To make it truly happen, second language educators can intentionally ask EFL learners to post their most likable pictures in their daily posts and encourage other learning counterparts to give likes as

well as comments to their reels. By embodying this action, EFL learners' personal speaking learning interests are more likely to significantly increase since they explicate all the opinions, thoughts, and perceptions that are harmonious with their current life events. This critical viewpoint strengthened the prior finding of Utomo and Bastiar (2020) unfolding that the majority of EFL learners feel extremely motivated to produce extensive utterances in their daily-based speaking learning activities after being enabled to give detailed explanations concerning already-posted pictures displayed in their Instagram.

Conclusion and Recommendations

Taken together, it can be eventually concluded that the significant escalation of worldwide EFL learners' speaking self-confidence is not an improbable mission to be further actualized in the impending communication enterprises. The precise and constant intermission of authentic and enjoyable speaking learning vicinities can truly make this longing aspiration happen in our habitual speaking classroom environments. Authentic speaking learning strategies such as collaborative learning, small-group discussion, public speaking, socio-affective, and autonomy-supportive teaching can potentially allow globalized EFL learners to experience better-quality communication exposure as they acquire various beneficial speaking learning knowledge, skills, strategies, and experiences through employing modeling, coaching, and teamwork dynamics. On a similar note, enjoyable speaking learning activities like flipped classrooms, differentiated instruction, role-play, mingling games, and Instagram function to cultivate EFL learners' vibrant speaking learning motivation through various relaxing and stress-free communication trajectories. To better ascertain all these valuable speaking learning outcomes to matter most in the forthcoming communication dynamics, second language educationalists along with educational stakeholders are urgently advised to make a joint endeavor to redefine, refine, and rejuvenate the already-existed speaking learning curriculum accommodating all these ten main speaking learning strategies. By actualizing this suggestion, EFL learners will no longer perceive speaking as a tedious and laborious activity, yet they start to believe it as the stepping stone to success in their academic lives and prospective vocation. Although this small-scale library study can be one of the promising references for ELT stakeholders who are keen on searching for sophisticated, fun, and relevant speaking teaching methodologies in this modern age, the researcher thinks that it will be necessarily important to acknowledge a certain number of shortcomings intended for the significant betterment of the approaching investigations. Since this small-scale library study generally explored various numbers of useful speaking teaching strategies appropriate for modern speaking learning contexts, it is worth advising future

researchers to conduct a more exhaustive library investigation exploring one of these beneficial speaking teaching approaches. By doing so, EFL educators will notice particular advantageous benefits promoted by one of these speaking teaching methodologies about the particularly-situated second language communication exposure they are currently facing. As the results of library studies are ever-changing over time due to the degree of educational transformations recurring within ELT enterprises, it is of foremost importance for the prospective researchers to initiate demographic studies delving more profoundly into EFL teachers' and learners' perspectives on the frequently-harnessed speaking teaching strategies in their actual speaking learning surroundings. This initiative should be further executed to generate more generalizable research results applicable to various kinds of speaking learning modes.

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Listening and Speaking Pedagogical Approaches towards the Development of Innovative Macro Skills among English Teachers in Binakayan National High School: A Narrative Study

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ABSTRACT

A child becomes able to speak after getting enough exposure to the language through listening. This only proves that listening and speaking are the most important skills to be developed first among all skills. But, despite this truth of importance, for many years, these two skills do not receive any priority in language teaching and testing. Hence, this study aims to analyze the listening and speaking pedagogical approaches of Binakayan National High School English teachers, their impact to their profession as language teachers through their response to the challenges, and their contribution for the development of innovative macro skills. This research is a narrative study using a purposive sampling with pre-set criteria for the prospect respondents. Data gathering was done through interviews, self-made questionnaires which underwent content validation, and focus group discussion as research instruments. In data analysis, transcribing/inductive coding and thematic analysis were utilized in getting the emerging ideas of the study. The study's findings and results state that Binakayan National High School English teachers apply listening and speaking pedagogical approaches in their instructional plan through task-based and interactive teaching and learning approaches, they respond to challenges of these approaches gracefully which lead them become

more dedicated to their profession as language teachers, and enumerating the pedagogical approaches they apply in their English classroom, still they need more technical assistance on the development of strategies and techniques towards innovative macro skills.

Keywords: pedagogical approaches, teaching listening and speaking, macro skills, innovative techniques and strategies

Introduction

As stated in Executive Order No. 210 on establishing the policy to strengthen the use of the English language as a medium of instruction in the educational system, there is a need to develop the aptitude, competence, and proficiency of the learners in the English language to maintain and improve their competitive edge in emerging and fast-growing local and international industries (Maulina et al., 2022). Hence, enhancing listening and speaking among learners and teachers as essential parts of macro skills needs to be given full attention to achieve the goal of this EO.

Among the four language skills (reading, writing, listening, and speaking), listening and speaking are considered the primary ones (Tran & Duong, 2020; Xu, 2020). A child becomes able to speak after getting enough exposure to the language through listening (Zimmerman et al., 2009). This is being supported by some research studies which have shown that congenitally, deaf children are unable to acquire language though they are given enough exposure. This only proves that listening and speaking are the most important skills to be developed first among all.

Listening is an activity of paying attention to and trying to get meaning from something heard. A communication process wouldn't be successful without the involvement of an excellent listening skill (Carolino & Queroda, 2018; Mulyadi et al., 2021). Therefore, listening skill is very essential to be taught properly to learners. Listening skill should be taught explicitly to learners at school; instead of leaving it to be developed as part of a pupil's general education training (Barrot, 2019; Goh, 2013). Learners spend almost all their classroom time listening, so it should be developed properly. Without it, learning wouldn't be possible.

On the other hand, speaking requires investment of knowledge, determination, and strength to be fully achieved. To have productive discussions in all learning areas, both learners and teachers need to be able to express ideas clearly, concisely, and confidently. Having excellent communication skills leads to better social relationships. Moreover, according to a Soviet psychologist Lev Semyonovich Vygotsky, by giving our students practice talking with others, we give them frames for thinking on their own.

Therefore, speaking skills require learners to take turns, speak confidently, stay on topic, and speak with clarity. Learners are more likely to master speaking and listening skills when they can actively engage in learning them (Agustin & Ayu, 2021).

Interactive activities give them a clear picture of these skills and an immediate opportunity to both practice them and receive feedback.

With this, listening and speaking do really correlate to each other, and they play an important and primary role in developing innovative macro skills. Despite this truth of importance, for many years, these two skills of listening and speaking did not receive any priority in language teaching and testing. Hinz et al. (2022) reiterated in the article *Testing Oral Proficiency: Difficulties and Methods* that speaking is probably the most difficult to teach and test due to its complexity which may involve a combination of skills that may have no correlation to each other, and which do not blend themselves well to objective testing.

Due to the ruthless attack of COVID-19 everything in the educational system had changed. With distance learning being implemented as part of the LCP or Learning Continuity Plan, learners just stayed at home and tried their best to achieve learning of whatever modules and learning materials given to them by the teachers through reading and writing. Again, in this learning modality, listening and speaking skills were set aside and ignored.

In addition, competencies to be delivered in the teaching and learning process amidst the virus attack were restudied and reconstructed for the MELCs or Most Essential Learning Competencies to be crafted and be utilized during the time of this crisis when learners are not allowed to come to school and attend classes. MELCs are competencies necessary to develop a learner's practical and lifelong learning and skills at the middle of the most uncomfortable time of his life such as pandemic, epidemic, etc. for the attainment of a successful and prosperous life. The said MELCs if will be evaluated well, will only come out that it just added salt to the sad reality which is setting aside the importance of teaching and testing speaking and listening.

Scrutinizing the MELCs of English 10 which should be tackled within the school year, out of twenty-five learning competencies (seven for the first quarter, nine for the second quarter, four for the third quarter, and five for the fourth quarter), only two of them from the first quarter learning competencies are listening and three competencies specifically from the second quarter are for speaking and the rest are writing, viewing, and reading. These number figures only prove that listening and speaking are really given less importance in the Philippine academic curriculum. This visible yet ignored curriculum dearth may just lead to Filipinos who do not know how to speak confidently and listen attentively.

This study aims to analyze the listening and speaking pedagogical approaches of Binakayan National High School English teachers, their impact on their profession as language teachers based on how they respond to their challenges, and their contribution for the development of innovative macro skills. Specifically, this study seeks answers to the following questions:

1. How do English teachers in Binakayan NHS apply listening and speaking pedagogical approaches in their instructional planning?

2. How do the English teachers in Binakayan NHS respond to the challenges in terms of listening and speaking pedagogical approaches toward the development of innovative macro skills?
3. What proposed innovative strategy or technique can be developed to improve the listening and Speaking Pedagogical Approaches among English teachers in Binakayan NHS?

Theoretical Framework

Pedagogical Approach as defined in the article Pedagogical Strategies and Practices published by Montclair State University, is from the word pedagogy which refers to the methodology and process of how educators approach teaching using a specific curriculum with specific goals in mind. Hence, in every strategy that an educator does in his instructional plan, a goal of attaining learners' learning and mastery is present (Ismail & Aziz, 2020; Mavlonov, 2022). In teaching listening and speaking as one of the macro skills, some pedagogical approaches which have great impact in developing excellent innovative macro skills were short-lived, while others stood the test of time (Cheung, 2010). These approaches are the humanistic approach, which is based on the principle that an individual holistically not just the mind needs to be engaged in learning, and the task-based learning approach which helps learners explore the world of learning through authentic tasks in real-life situations. Here is the conceptual framework to present the concepts underlying this study.

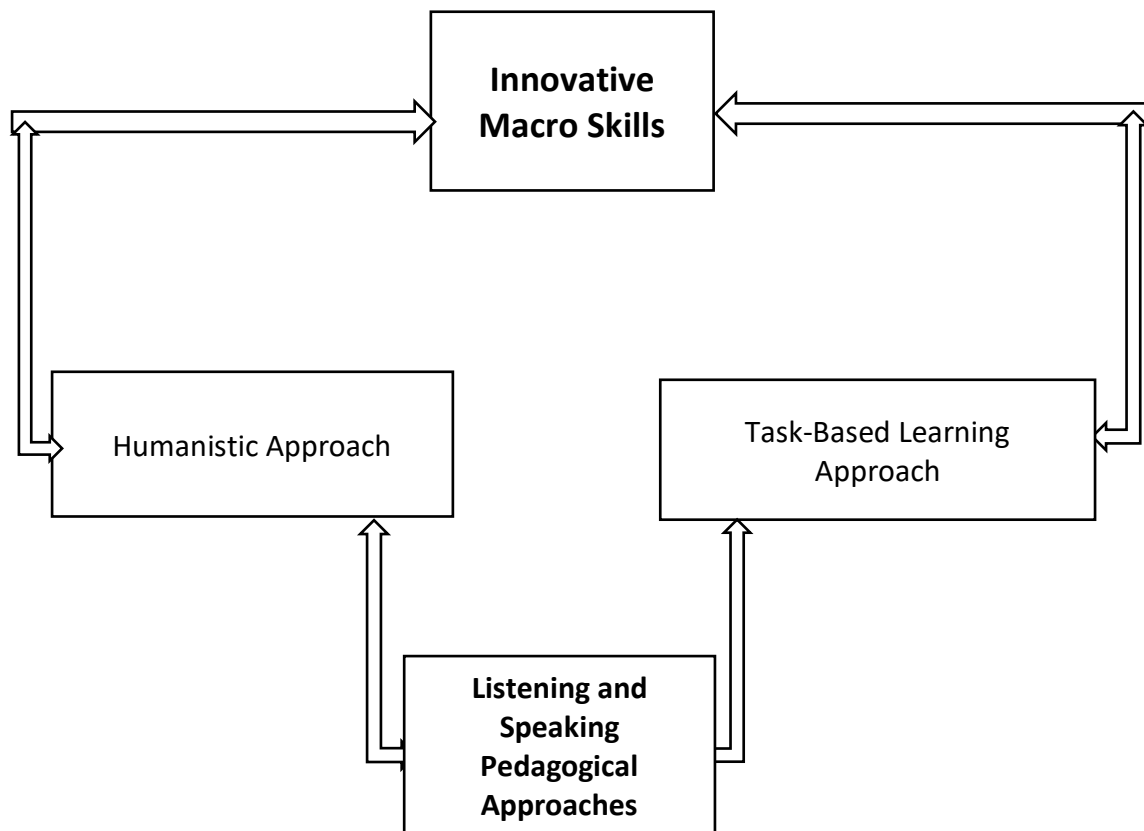


Figure 1 Conceptual Framework

Methodology

This study is a narrative research study in which narration was employed as research design using a purposive sampling with pre-set criteria for respondents as follows; the respondent must be teaching English in Binakayan National High School in any grade level, must be a permanent plantilla holder, and must be at least three years in service. Data gathering was done through interviews, self-made questionnaires which underwent content validation of a research enthusiast and focus group discussion as research instruments. In data analysis, transcribing/coding, specifically inductive coding and thematic analysis were utilized in getting the emerging ideas and new concepts from the responses of the respondents. The researcher informed and asked permission from the office of the principal so as the respondents, to conduct the study through a letter. Questionnaires were disseminated after the approval of the school head.

Table 1 Demographic Information of the Participants

Participants	Years in Service	School Rendering Service	Subject Being Taught/Grade Level	Permanent Plantilla Holder/Position
Participant 1	13	Binakayan NHS	English 10	Yes/Master Teacher 1
Participant 2	9	Binakayan NHS	English 8	Yes/ Teacher III
Participant 3	10	Binakayan NHS	English 7	Yes/Teacher II
Participant 4	10	Binakayan NHS	English 9	Yes/Teacher I
Participant 5	13	Binakayan NHS	English 7	Yes/Teacher I

In this narrative study, the researcher set criteria for the chosen participants. All the information shown in the table fits the said criteria. Long history of discussion and debate on the correlation between teacher knowledge and quality instruction are still in discussion. Thus, there are only few empirical research testing this hypothesis. According to König et al. (2017) some studies on this relationship are still on review and thus, far is beginning to show that teachers' general pedagogical knowledge is relevant to understanding quality teaching as understood by its impact on student learning outcomes.

Findings

The findings section reports the results of your study based on the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence, clear and concise, without bias or interpretation. You can use table(s) and figure(s) (graphic, photo) to support

your presentation and description. Please pay attention to how to attach the table and figure below.

Table 2 Result of analysis

Response	Coding	Sub-themes	Theme
SOP 1	SOP 2		Pedagogical Approaches
<p>Participant 1 said that she applies listening and speaking pedagogical approaches in all parts of the instructional plan from activity to assessment. These are manifested in her various strategies such as peer teaching, collaborative tasks, utilization of audio-visual materials, art of questioning, and others.</p>	<p>Participant 1 (Initial coding and Line by Line coding (In vivo coding)) “In all parts of the instructional plan from activities to assessment through various strategies like; peer teaching, collaborative tasks, utilization of audio-visual materials, and art of questioning”</p>	<p>Application of teaching and listening and speaking strategies promoting collaboration among learners with the utilization of authentic materials such as audio-visual materials together with the excellent command of art of questioning.</p>	<p>collaborative / interactive approach - authentic materials utilization approach -Learner-centered approach</p>
<p>Participant 2 stated that she usually incorporates questions or topics that are relatable to the level of interest of the learners.</p>	<p>Participant 2 (Initial coding and Line by Line coding (Descriptive coding)) “interest” .</p>	<p>Delivery of topics and activities that cater the learners’ interest, capability/ability, and needs.</p>	
<p>Participant 3 gave emphasis that in her instructional planning she thinks of appropriate activities that will require active listening and speaking among all learners.</p>	<p>Participant 3 (Initial coding and Line by Line coding (In vivo coding)) “Appropriate</p>	<p>Involvement of learners to an active listening and speaking</p>	

	<p>activities that will activity. require learners' active listening and speaking".</p>
<p>Participant 4 she always made sure that in her instructional planning, activities which cater the learners' listening and speaking skills are present. Activities must be updated or "in" so they can follow and understand the instructions and/or lessons.</p>	<p>Participant 4 (Initial coding and Line by Line coding (Descriptive coding)) "capability/ability". "Needs."</p>
<p>Participant 5 said that she applies pedagogical approaches in her instructional planning first by setting objectives which clearly defines the goals and directions related to the listening and speaking skills that I want my students to achieve. This could include improving their comprehension of spoken language, developing their ability to express ideas orally, enhancing pronunciation and intonation, etc. Second, by using authentic materials such as audio recordings, videos, and songs that reflect real-life language use. These materials expose learners to different accents, speech rates, and topics, helping them develop their listening skills in diverse contexts. Third, through speaking practice. Wherein, I made sure that the students were given ample opportunities to practice speaking in a supportive environment. Encourage pair or group work to promote interaction and collaboration. Activities like role-</p>	<p>Participant 5 (Initial coding and Line by Line coding (Process coding)) "Setting clear objectives directing to the achievement of the listening and speaking skill of the learners. This improves the learners' comprehension of the spoken language, develops their ability to express ideas orally, and enhances pronunciation, intonation, etc." "Using authentic materials on real-life language usage like audio recordings, videos, and songs. These expose learners to different accents, speech rates, and topics</p>

plays, debates, presentations, and discussions, help students develop fluency, accuracy, and confidence in their speaking abilities.

which help them develop listening skill in diverse context".

"Giving learners ample opportunities to practice speaking in a supportive environment."

"Encouraging learner to pair or group work to promote interaction and collaboration".

"Involving learners to activities such as role-play, debates, presentations, and discussions to develop their fluency, accuracy, and confidence".

SOP 2	SOP 2		
Participant 1 said that she is trying to enrich her knowledge and skills in listening and speaking through engaging in research activities, professional readings, attending seminars, etc.	Participant (Initial coding and Line by Line coding (Process coding)) "Enriching her knowledge through engaging in research activities, professional readings, and attending seminars, etc.	1 Self-Enrichment through research, professional readings, seminars, and teaching and learning trends.	Challenges Responses and Impact Towards Innovative Macro Skills
Participant 2 stated that it is vital to be updated with the trends that can arouse curiosity and get the attention of the learners.	Participant (Initial coding and Line by Line coding (Descriptive coding)) "Learner-centered"	2 Adjustment and Adaptation towards learners' life-long and true learning.	
Participant 3 answered that she	Participant	3 Implementati	

<p>maximizes the use of technology. She mixes visuals with listening materials, then present timely and relevant scenarios that will encourage learners to share their thought orally</p>	<p>(Initial coding and Line by Line coding (Descriptive coding) “combination”</p>	<p>on of combined strategies and utilization of learning materials for learners’ active participation and engagement.</p>
<p>Participant 4 reiterated the importance of improving oneself by reading and updating lessons and activities so she can meet her learners needs and enhance their strength.</p>	<p>Participant 4 (Initial coding and Line by Line coding (Descriptive coding) “self</p>	
<p>Participant 5 answered that with the challenges in achieving innovative macro skills such as technological limitations, time constraints, and learners’ motivation and participation, it is just right to use other strategies such as using audio recordings, written materials, or customizing exercises to the available resources, incorporating quick activities, encouraging students to practice outside the classroom by giving them homework and encouraging to self-study, designing activities that are relevant, meaningful, and interactive, incorporating topics and themes that resonate with students’ interests, and encouraging them to share their own experiences ad opinions.</p>	<p>Participant 5 (Initial coding and Line by Line coding (Process coding) “Using audio recordings and written materials, customizing exercises, incorporating quick activities, encouraging students to do constant practice and self-study, designing activities that are relevant, meaningful, and interactive, discussing topics catering who the students are.</p>	
<p>SOP 3</p>	<p>SOP 3</p>	
<p>Participant 1 suggested to develop teacher-made-audio-visual resources.</p>	<p>Participant 1 (Initial coding and Line by Line coding</p>	<p>Development of teacher-made and Proposed Innovative</p>

	<p>(Descriptive coding) “Materials”</p>	<p>technology-based learning resources.</p>	<p>Strategies and Techniques -Teacher-made and technology-based learning resources -Tasks close monitoring strategies - Professional Development Seminars and Trainings for Teachers - Integrated Language Skills Technique</p>
<p>Participant 2 said that she cannot think of any macro skills innovative strategy/technique right now, but she emphasized that she has the strong will to let herself learn something on this matter to improve her learners’ skills.</p>	<p>Participant 2 (Initial coding and Line by Line coding (Values coding)) “the teacher has the eagerness and willingness to learn and adjust”</p>	<p>Implementation of tasks close monitoring strategies. Development of seminars and trainings for teachers’ eagerness</p>	

		and willingness to adjust on the learners' demands.
Participant 3 suggested the gamification strategy	Participant 3 (Initial coding and Line by Line coding (Descriptive coding) "Materials"	Development of the integrated language skills approach catering all macro skills through the utilization of authentic materials, real-world tasks, active listening strategies, and collaborative learning.
Participant 4 stated to make activities that allow the students to listen (whether it's a song or news report) and take down important details. Check their notes to see if they managed to take note the needed details. Let them share in class.	Participant 4 (Initial coding and Line by Line coding (Descriptive coding) "Monitoring"	
Participant 5 enumerated strategies these are the integrated language skills approach in which all the macro skills, not only listening and speaking were employed in the activity, next is the authentic materials and real-world tasks which encourages teachers to incorporate authentic materials such as podcasts,	Participant 5 (Initial coding and Line by Line coding (Descriptive coding) "strategies"	

interviews, TED Talks, news articles, and videos in their lessons, followed with the active listening strategies which includes note-taking, summarizing, predicting, asking questions, and making connections, another is collaborative learning, pronunciation and intonation practice, technology integration, and finally is ongoing professional development for teachers. According to her, by implementing these proposed strategies, Binakayan NHS can foster a more engaging and effective learning environment for English language learners that prepares them for real-life communication in English.

Based on the data presented in table 2, Binakayan National High School English teachers already apply various learner-focused listening and speaking pedagogical approaches such as collaborative/interactive approach, authentic materials utilization approach and learner-centered approach which are all task-based approaches. These three approaches mainly aim to teach these two macro skills based on who the learners (Rahman & Akhter, 2017). Moreover, as shown on the responses of the respondents on how they respond to the challenges brought by the application of these pedagogical approaches towards the development of innovative macro skills, it is implicitly stated that these challenges made them more resourceful, creative, flexible, and dedicated to their profession as language teachers by doing self-examination for enhancement, adjustment, and adaptation to the dynamic and innovative world of teaching and learning macro skills. Furthermore, hybridity of humanistic and task-based strategies and instructional materials in the teaching process are also applied just to meet the demands of the upcoming 22nd century learners (Dincer & Yeşilyurt, 2013; Renukadevi, 2014; Susanti et al., 2024)

Furthermore, the respondents have proposed innovative strategies and techniques that can be developed to improve the listening and speaking Pedagogical Approaches among English teachers in Binakayan NHS. The said proposed strategies and techniques are as follows; teacher-made and technology-based learning resources, tasks close monitoring strategies, professional development seminars and training for teachers, integrated language skills technique.

Too add, As shown in table 2, BNHS English teachers apply three pedagogical approaches anchored on TBLT or Task-Based Language Teaching and these are

collaborative/interactive approach, authentic materials utilization approach, and learner-centered approach. These three approaches mainly aim to teach these two macro skills based on who the learners are as (Bsharat & Barahmeh, 2020) emphasized in the third edition of his book *Teaching and Testing Literature to Adolescents*. Then, Binakayan NHS English teachers gracefully responded to the challenges laid upon them by the application of various pedagogical approaches to achieve innovative macro skills which also made them more resourceful, creative, flexible, and dedicated to their profession as language teachers. This happened by doing self-examination for enhancement, adjustment, and adaptation to the dynamic and innovative world of teaching and learning macro skills. Furthermore, hybridity of humanistic and task-based strategies and instructional materials in the teaching process are also applied just to meet the demands of the upcoming 22nd century learners. Last, the respondents have proposed innovative strategies and techniques that can be developed to improve the listening and speaking Pedagogical Approaches among English teachers in Binakayan NHS. The said proposed strategies and techniques are as follows; first, teacher-made and technology-based learning resources, these aim to maximize the presence of technology and interest of the learners. Second, tasks close monitoring strategies, these refer to constant and close monitoring of all task-based activities given to the learners. Third, professional development seminars and training for teachers, these are very essential for teachers to be updated with the latest educational trends for them not to be left behind by their learners. Finally, integrated language skills technique, catering all macro skills through the utilization of authentic materials, real-world tasks, active listening strategies, and collaborative/interactive learning

Conclusion

Based on the findings of the study, the following conclusions were derived. First, Binakayan National High School English teachers apply listening and speaking pedagogical approaches in their instructional planning through task-based approaches such as collaborative approach, authentic materials utilization approach, and learner-centered approach. Second, Binakayan NHS English teachers respond to the challenges of the application of different pedagogical approaches in listening and speaking through doing self-examination for enhancement, adjustment, and adaptation to the dynamic and innovative world of teaching and learning macro skills. Furthermore, hybridity or combination of humanistic and task-based strategies and instructional materials in the teaching process are also applied just to meet the demands of the learners. The way they respond makes them more creative, flexible, resourceful, and dedicated to their profession as language teachers. The last, the proposed innovative strategies or techniques to improve listening and speaking pedagogical approaches among English teachers of Binakayan NHS are teacher-made and technology-based learning resources, tasks close monitoring strategies, professional development seminars and training for teachers, and integrated language skills technique.

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