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The Meritorious Learning Rewards Promoted by Chat GPT in Academic Writing Classroom Contexts

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ABSTRACT

One of the most conspicuous and serious hindrances oftentimes confronted in these presently-situated academic writing learning dynamics is the constant presence of an emotionally-exhausting and anxiety-inducing learning environment in which EFL learners experience the absence of writing enjoyment. To better lessen this debilitating hurdle, second language educators are highly recommended to start activating the proper usage of artificial intelligence platforms in their regular academic writing learning enterprises. By carrying out this initiative, EFL learners will be mentally constructed upon facing the possible occurrence of taxing academic writing learning obstructions. This small-scale library investigation was initiated by the researcher to profoundly explore the potential meritorious learning rewards promoted by ChatGPT in modern academic writing classroom contexts. To achieve this major study objective, the researcher made use of a thematic analysis approach in analyzing the identical research results yielded

by 20 previously-published ChatGPT scientific journals. The main purpose of embedding this research methodology is to ascertain the relevancy, applicability, and robustness of impendent research outcomes. Two major reasons underlined worldwide second language educationalists to internalize the ChatGPT tool at the onset of variegated academic writing classroom settings namely the significant reduction of writing errors and the realization of proficient academic writers.

Keywords: Academic writing; ChatGPT; EFL learners; Library investigation; thematic analysis

Introduction

To be able to thoroughly master advanced academic writing skills, globalized second language learners are required to possess a more comprehensive understanding of various indispensable writing conventions, structures, and terminologies. Campbell (2019) emphasized that it is of crucial importance for EFL learners to infuse a more profound mindfulness on varied writing elements before unleashing high-quality academic writing products. By becoming more proficient in academic writing competencies, EFL learners will have broader opportunities to experience more gratifying academic success in their long academic journeys. This holistic learning outcome is not happening by the incident as competent academic writers exactly know how to deliver their particular ideas clearly to their targeted readers. The aforesaid belief is closely interlinked with Song and Song (2023) believing that with an incessant accompaniment of decent academic writing skills, EFL learners can progressively transform into more highly-achieving academicians who are capable of delineating various kinds of complex ideas successfully. In reverse, realizing qualified academic writers is not an easy mission. Worldwide second language writing learning instructors are oftentimes crammed with a wide variety of taxing writing challenges while attempting to address meaningful feedback for the betterment of their learners' writing performances. This unintended drawback occurs as a tangible result of restricted writing teaching-learning period constraints. The above-acknowledged writing learning obstacle is affirmed by Li and Chen (2023) who avowed that second-language educationalists have a lack of opportunities to impart a vast variety of constructive writing suggestions for the continual advancement of their learners' writing quality because of the limited writing learning time. As a result of this writing learning shortfall, second language learners frequently confront serious writing obstacles demotivating them to make an earlier departure from their existing writing dynamics. Zhang et al. (2021) advocated second language educators to insistently promote

supportive writing learning assistance to their learners by which they will become more confident in overcoming the presently-situated writing learning obstructions.

To better assist EFL teachers and learners in experiencing better-facilitated academic writing learning enterprises, the further utilization of artificial intelligence is undeniably essential to be continuously integrated in this ever-changing educational era. By definition, artificial intelligence is the apparent composure of computer-based technological platforms that are beneficial to mitigate a wide array of complex issues faced by humans. Zhai and Ma (2023) defined artificial intelligence as a tangible invention made by scientists to efficiently give more holistic responses, robust working empowerment, and supportive assistance for human beings who are aiming to settle unresolved hindrances. With the ceaseless existence of artificial intelligence, EFL learners can forge their desired academic writing proficiency levels to the fullest growth since they expand their writing perspectives based on the insightful writing provisions given by this technological tool and infuse a higher degree of writing learning desire. These advantageous values are parallel with Meunier et al. (2022) stating that it is pivotal for second language writing learning instructors to start equipping their learners with the proper internalization of artificial intelligence at the onset of regular writing activities where they can significantly broaden their writing insights and elevate their writing endeavor in a long-term manner.

One of the most renowned artificial intelligences that can be constantly incorporated to respond to these above-explicated writing hurdles is ChatGPT. In light of this technological platform, EFL learners can effortlessly discover the writing errors forming in their writing compositions. Anchoring on this useful writing learning support, EFL learners can revise their writing drafts accordingly since they have unearthed some specific writing shortages to be superseded by better wordings and expressions. This coveted writing learning value is in agreement with Chawla et al. (2022) confirming that with the mutual supervision of ChatGPT, EFL learners will not only produce more thoughtful writing ideas but also conduct more meaningful writing revisions in concord with their specifically chosen topics. This independent academic writing learning process is suggested to be concatenated with the presence of constructive feedback addressed by second language writing learning instructors. After spotting the particularly discovered writing mistakes with the help of ChatGPT, second language educators need to modify their writing learning instructions directly to locate all of these specific writing errors. By embodying this action, EFL learners will gradually transform into more effective writers in future writing learning events since they do not repeat the already-pinpointed writing deficiencies. The above-elucidated contention has lent further support to Al-Garaady and Mahyoob (2023) postulating that

EFL learners will have wider chances to progressively transfigure into more skilled, strategic, and efficient writers amidst the exposure to enriching writing feedback along with ChatGPT as they have entirely noticed unnecessary writing errors to not be iteratively repeated in their forthcoming writing learning processes. From the language teachers' side, the compatible usage of ChatGPT can potentially enable them to preserve their valuable writing teaching-learning periods by training their learners on how to become more mindful, thoughtful, and insightful writers. Simply speaking, ChatGPT allows more positive trajectories for second language writing learning instructors to provide eligible scoring systems to their learners' writing products. Instead of evaluating specific learners' writing products that may be time-consuming and energy-draining, ChatGPT offers an instantaneous solution to second language educators that some finalized writing compositions deserve a certain degree of scoring and all these produced scoring lists will be more objective as they have discerned an in-depth writing content being reviewed by this artificial intelligence. Mizumoto and Eguchi (2023) articulated that after being supported with ChatGPT, EFL educationalists and learners have gained a higher level of satisfaction concerning the particularly produced writing scores in which the whole quality of writing compositions are objectively reflected by its content, structure, and conventions.

In the recent 2 years, the massive publication of studies has been initiated to critically explore the significance of ChatGPT in varied ELT enterprises. However, none of these previously conducted studies has exhaustively investigated the meritorious learning merits brought about by ChatGPT in nowadays academic writing classroom circumstances. Thus, the researcher succinctly reviewed some particular research results produced by these ChatGPT studies. The first study conducted by Bin-Hady et al. (2023) revealed that the majority of Arabian EFL learners have terrifically escalated their target language skills to greater development after being exposed to ChatGPT wherein they obtained more supportive learning assistance in terms of suggested language expressions they should further utilize. Ivanovska (2023) highly recommended worldwide second language educationalists start prioritizing the continual usage of ChatGPT in their daily teaching-learning basis by which EFL learners will wholly notice a wide variety of mistakes having been made during their language learning progressions. Godwin-Jones (2022) highlighted that through the integration of teacher mediation and ChatGPT existence, EFL learners have become more judicious in orchestrating their specifically chosen learning strategies in harmony with their current learning situations, which enabled them to shift into more well-rounded knowledge seekers. Li and Chen (2023) unearthed that the predominant number of Chinese university EFL educators and learners gained a higher level of

satisfaction in the support of ChatGPT where more flexible, interactive, and efficient language learning exposure enabled them to experience more positively-sound classroom vicinities. Xiao and Zhi (2023) contended that during an insistent immersion of ChatGPT, Chinese EFL learners start turning into more self-reliant, critical, mature, and analytical academicians who are adept at resolving their currently-situated learning hindrances without depending too extensively on learning instructors or learning companions' help. This small-scale library study was initiated to compensate for the above-said prior investigation shortages by addressing suitable responses to this single research problem: What are the meritorious learning rewards that can be promoted by ChatGPT in academic writing classroom contexts?

Methodology

With the luminescence of a library analysis approach, the researcher ran this small-scale qualitative study to profoundly investigate the potential advantageous values brought about by ChatGPT in nowadays academic writing classroom contexts, Based on the lenses of qualitative research nature, the immersion of a library analysis method enabled the researchers to generate more trustworthy, relevant, and contextual research findings since repeated, critical, and comprehensive data analysis is a must-action to be carried out in this research cycle. Klassen et al. (2012) affirmed that with the constant enlightenment of a library analysis model, the researchers will have wider opportunities to yield more robust, relatable, and applicable research outcomes as an iterative and in-depth data overview is conducted during the data analysis stage. To ascertain the relevancy of approaching research results, the researcher specifically selected already-published ChatGPT studies from 2022 to 2024 year. The majority of these specifically-selected studies were quite novel as the ChatGPT platform was invented by the end of the 2022 year. Two major reasons propelled the researcher to initiate this library investigation. Firstly, the mutual concatenation between sophisticated technological tools and these ever-evolving educational revolutions is inescapable. Hence, the particularly generated research results disseminated by this library study were expectantly hoped to enlighten educational stakeholders' perspectives that the suitable incorporation of varied technological platforms can potentially kindle their regular teaching-learning processes in a better purpose. Secondly, some above-reviewed scientific works highlighted the serious second language learning impediments imparted by the improper use of ChatGPT. To that end, the approaching research results forming in this library research are more likely to embolden globalized EFL educationalists to start applying various kinds of artificial intelligence learning tools in their daily classroom contexts without feeling extremely

worried or anxious since they have fully comprehended how to maximize the utmost utilization of these technological learning platforms without disrupting learners' learning processes. For the data analysis processes, the researcher made use of a thematic analysis approach. A thematic analysis approach was specifically chosen to accordingly categorize the most identical research results into some major pertinent themes. By realizing this research step, the thematically categorized research outcomes will be presented comprehensibly to the targeted research stakeholders. In the last research stage, the researcher expounded the previously subdivided research themes in conformance with relatable theoretical frameworks and findings as a further attempt to yield reliable research results that will be beneficial for the continual development of ELT enterprises worldwide.

Findings and Discussions

In this part, the researcher attempted to impart comprehensive elaborations concerning two main research themes generated by the thematic analysis having been conducted before namely: (1) ChatGPT helped academic writers to significantly diminish their unnecessary writing errors and (2) ChatGPT shifted EFL learners into more excellent academic writers. To better sustain the robustness of these two specifically generated research themes, the researcher borrowed further support from some relatable research results and theories concerning the advantageous values promoted by ChatGPT in nowadays academic writing learning enterprises.

Theme 1: Chat GPT Helped Academic Writers to Significantly Diminish Their Unecessary Writing Errors

Theme 1	Authors
Chat GPT helped academic writers to significantly diminish their unnecessary writing errors	Al-Garaady and Mahyoob (2023); Ko et al. (2023); Han et al. (2023); Hwang et al. (2023); Ismail (2023); Raheem et al. (2023); Song and Song (2023); Man et al. (2023); Yan (2023); Yoon et al. (2023).

The significant reduction of writing errors can be potentially ensured when second language writing learning instructors and learners are willing to work hand-in-hand in maximizing the fullest benefits of this chatbot application in their daily writing classroom circumstances. One of the advantageous values obtained from ChatGPT is EFL learners obtain a wide variety of supportive, constructive, and positive feedback upon conducting their forthcoming academic writing revisions. Resultantly, they will be more successful in generating more qualified academic writing products that are free

from unnecessary writing drawbacks. This crucial standpoint is substantiated by the finding of Ko et al. (2023) who unveiled that the majority of Korean university EFL learners have gained a more significant awareness of their writing shortfalls to be revised after being introduced to the ChatGPT platform resulting in the terrific enhancement of their academic writing products quality. One of the salient ChatGPT features enabling EFL learners to progressively transfigure into more efficient and proficient academic writers is the trace of their writing errors history. By conscientiously pondering on all these previously conducted writing shortcomings, EFL learners can make a significant reduction of these unintended errors to not be iteratively repeated in the approaching academic writing tasks. In a similar vein, Han et al. (2023) strongly suggested globalized second language educators start prioritizing an incessant incorporation of the ChatGPT tool in their academic writing classroom learning vicinities wherein EFL learners can significantly mitigate their prior writing deficiencies to not be repeated in the prospective academic writing learning enterprises. After becoming more skillful at alleviating various kinds of writing errors in their academic writing compositions, the accurate utilization of ChatGPT is more likely to allow more enlightening academic writing learning activities for EFL learners to enjoy. This praiseworthy learning behaviour takes place since EFL learners have become more adept at organizing their intended thoughts with more well-organized paragraphs and internalizing a vast variety of useful language expressions in line with their existing academic writing task contexts. Hwang et al. (2023) theorized that with an incessant accompaniment of ChatGPT, EFL learners can accurately identify the proper language conventions, dictions, and elements to be further inserted in their impending academic writing drafts enabling them to turn into more strategic writers who can fine-tune their particular writing strategies in conformance with the presently-situated academic writing contexts.

It is worth pinpointing that through the precise utilization of ChatGPT, EFL learners will have broader opportunities to attain more satisfying academic writing learning achievements wherein they can apply varied sophisticated writing expressions, cohesion, and coherence. Resultantly, they will be more successful in conveying their specific thoughts, ideas, and conceptions to the targeted readers. The above-explained contentions are positively linked to Ismail (2023) averring that with the continuous endorsement of ChatGPT, EFL learners can broaden their existing understanding of indispensable academic writing features allowing them to yield more high-quality academic writing compositions arousing readers' reading interest. In a similar line of argumentation, the proper usage of ChatGPT is proved to degrade EFL learners' writing blocks while they feel perplexed during the ideation processes. This positive

writing learning outlook matters most to increase EFL learners' academic writing interest and motivation since they are highly desirous of fostering their designated academic writing proficiency growth by inculcating a higher level of intellectual curiosity towards their specifically elaborated writing topics. This aforementioned standpoint is harmonious with Raheem et al. (2023) asserting that it is becoming indispensably pivotal for worldwide second language educationalists to equip EFL learners with a more comprehensive understanding of rewarding academic writing elements through the use of ChatGPT by which they can attain various fresh, novel, and contextual ideas, which empower their entire academic writing dynamics.

Theme 2: Chat GPT Shifted EFL Learners into More Excellent Academic Writers

Theme 2	Authors
Chat GPT shifted EFL learners into more excellent academic writers	Haggag (2023); Han et al. (2023); Han and Kim (2023); Nguyen (2023); Hawanti and Munisa (2023); Huang (2023); Mahama et al. (2023); Mahyoob et al. (2023); Roe et al. (2023); Zadorozhnyy (2024).

ChatGPT can act as one of the major driving forces for EFL learners to gradually transform into more excellent academic writers. One of the salient beneficial advantages promoted by ChatGPT during nowadays academic writing learning processes is the robust cultivation of EFL learners' higher-order thinking skills. Amidst the integration of ChatGPT, EFL learners will not merely learn how to compose widely accepted academic writing compositions or minimize their unnecessary writing errors but also actualize a wide array of higher-order thinking skills in their academic writing tasks comprising of analytical, summarizing, and paraphrasing skills. Haggag (2023) mentioned that EFL learners have gained many kinds of valuable higher-order thinking competencies when being armed with the ChatGPT platform in which they start feeling more comfortable in elaborating their specific writing ideas with an enlightenment of advanced summarizing, paraphrasing, and analytical skills. It is worth stating that ChatGPT can potentially induce more emotionally supportive and positively sound academic writing learning enterprises wherein EFL learners can heed their personalized learning time to gain a more in-depth understanding of the specifically-discussed topics. When EFL learners have been successful in enriching their current perspectives on their particularly chosen writing topics, they can forge their targeted academic writing competencies based on their writing pace. The solid integration between academic writing learning enjoyment and conducive writing learning practices will bring about influential impacts for the further advancement of EFL learners' writing

proficiency levels as they have been more cognizant of their particular writing weaknesses to be fostered in the prospective writing events. The above-expounded conceptions align with Hawanti and Munisa (2023) Theorizing that with consistent supervision of ChatGPT, EFL learners are more liable to become more mindful academic writers by infusing a more robust academic writing learning motivation to thoroughly create the potential betterment for their future writing compositions. Moreover, EFL learners can fully shift into more well-rounded academic writers amidst the continual exposure of ChatGPT. Their current academic writing perspectives can become broader since ChatGPT features allow them to establish online collaborative group discussions with other learning community members. By insistently participating in these online collaborative discussion dynamics, EFL learners will potentially gain richer insights, experiences, and strategies disseminated by other academic writers. As a result of this beneficial academic writing learning trajectory, EFL learners gradually transform into highly-achieving academic writers. These above-explicated explications concur with Huang (2023) who highly advocated globalized second language educationalists to equip their learners with the proper incorporation of ChatGPT in which they will not solely improve their academic writing proficiency skills to greater development but also become more expertise in mastering a wide variety of subject-specific fields being discussed through mutual group discussions.

The appropriateness of ChatGPT is influential when it comes to EFL learners' persistent and life-long academic writing learning attributes. ChatGPT allows EFL learners to become more confident in confronting a vast range of formidable academic writing hindrances since they are supportively provided with decent exemplary of academic writing products. By habituating themselves to producing the desirable academic writing outcomes in line with these commendable academic writing compositions, EFL learners can dedicate their valuable time to incorporating newly-attained perspectives, knowledge, skills, and strategies in their daily academic writing assignments. This action should be actualized in EFL learners' regular academic writing learning settings as they will become more accustomed to academic writing-eligible systems being applied in their classes. Mahama et al. (2023) accentuated the critical importance for second language teachers to embark on their forthcoming academic writing learning journeys with the supervision of well-accepted academic writing products through the ChatGPT platform by which they can display more constructed and clearer academic writing guidelines for their learners to follow. In the end, the proper utilization of ChatGPT can pave more enlightening academic writing learning pathways for EFL learners to endure seamless writing ideation processes with the

gradual diminution of writing blocks. In ChatGPT, EFL learners will have wider opportunities to escalate their academic writing knowledge, skills, and experiences since they continually encounter relevant writing ideas, applicable writing styles, and novel terminologies that are worthwhile to be applied in the designated academic writing tasks. This learning merit can be one of the convincing avenues for EFL learners to become more seasoned academic writers as they transform into more independent initiators, planners, and decision-makers for their personalized writing learning activities. Mahyoob et al. (2023) propounded that ChatGPT played a new role in diverse wide-ranging academic writing classroom vicinities since it promoted a significant degree of academic writing learning benefits for EFL learners in terms of the renewed writing strategies invention, smooth writing ideation processes, and resilient writing motivation.

Conclusion and Recommendations

As a concluding remark, it is increasingly necessary for globalized second language educationalists to start prioritizing the further incorporation of ChatGPT in their daily academic writing learning basis. The thematically categorized research results unraveled that the ChatGPT platform could provide a robust foundation for EFL learners to significantly foster their designated academic writing proficiency skills. This holistic learning outcome took place since the ChatGPT tool provoked anxiety-free academic writing classroom learning environments where EFL learners will no longer experience a higher level of perturbation while composing their specifically-made academic writing products. All these impactful academic writing learning values were endorsed by supportive, constructive, and positive suggestions addressed by ChatGPT. Through these entire meaningful academic writing feedback, EFL learners instil a higher level of explicitness in delineating their targeted writing ideas resulting in the apparent realization of qualified academic writing products. In the long run, ChatGPT can play a new role as one of the efficient springboards for EFL learners to possess more thought-provoking curiosity by which they gain various precious perspectives, knowledge, skills, experiences, and strategies to be further embedded in their academic writing tasks. For the betterment of this present small-scale library study, prospective researchers are highly advised to conduct a more exhaustive investigation concerning the probable disadvantages of ChatGPT in modern academic writing learning enterprises. By embodying this suggested action, manifold research result perspectives and in-depth data interpretations would potentially enable globalized ELT stakeholders to possess a higher degree of readiness and confidence while dealing with unprecedented academic writing obstructions. Apart from this research shortfall, the

thematically-reviewed research results have paved more promising avenues and insurance for worldwide academic writing learning instructors and learners to capitalize on the ChatGPT tool in their daily-based academic writing classroom surroundings as long as the predetermined academic writing learning objectives shared a solid interconnectedness with second language learners' current learning situations, needs, and skills.

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Formative Assessment Implementation: Does it Enhance EFL Students' English Learning Motivation?

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ABSTRACT

This study aims to determine the implementation of formative assessment in English teaching to enhance student motivation. The research design of this study is a qualitative descriptive research design. The subjects in this research were 30 class X students at SMA Indonesia Semarang. The instruments used in this research were observation, interviews, and open and closed questionnaires adopted and adapted from Theodoridis & Kraemer (2020). The collected data was then analyzed using descriptive qualitative and closed questionnaires using SPSS 21. The research showed that before implementing formative assessments such as quizzes, discussions, and Google forms in learning English, students experienced various obstacles, including lack of vocabulary, understanding, self-confidence, etc. However, everything changes when this type of assessment is implemented where students show significant results as seen from students being able to understand the learning, increasing students' vocabulary in speaking English, making learning more interesting and not boring. From the above, it can be said that students are very motivated which shows a result of 82.1% in this research.

Introduction

Foreign language learning is indispensable in the education system, as in international literature, professional, and scientific knowledge (Muho & Taraj, 2022). A student's study habits are considered a complex motive. Because there are strategies used to increase student motivation when learning a foreign language. Assessment is one of the most powerful tools , (Borah; 2021). Assessment is all activities teachers and students carry out to obtain information to change the teaching and learning process (Ekua & Sekyi, 2016). Assessment can be divided into two: The first is summative assessment. A summative assessment is an assessment given at the end of learning in the form of a final test. The second is formative assessment. Formative assessment is an assessment that refers to all activities carried out by teachers and students, where this assessment functions to collect information as feedback to change the teaching (SAOUD Ammar, (2016),Syamsuddin, (2021) and learning activities in which they are involved Ferdinal & Isramirawati, (2021), Sanchez-Lopez et al.(2023). As explained above, formative assessment helps teachers interact with the teaching and learning process. For example, when teachers ask students to carry out self-assessments on their tests. Then the teacher checks and comments on the test results. This will help students to know their strengths and weaknesses. They will understand the material clearly and improve it (Prastikawati et al., 2020)

Formative assessment is designed to support the learning process by producing useful feedback for students in the learning process, thus leading to improved learning outcomes (Evans et al., 2014). Feedback is an important part of the formative assessment framework which involves collecting and providing information about actual student performance and understanding to benefit student learning (Morris et al.(2021), Ugwuanyi et al.(2021), Amaliah et al., (2022). Formative assessment is also integral to learning through student satisfaction, frustration, and motivation. This triggers future action in formative assessment practices through student motivation (Leenknecht et al., 2021). Student motivation is defined as the theory of self-determination. From this theory, motivation is determined by the level of self-support for an activity. Students carry out learning because of support from the individuals themselves which makes them feel motivated Leenknecht et al., (2021). For example, keeping learning notes and receiving teacher explanations can increase students' awareness of progress. The cycle of successful motivation occurs if students apply and reflect on learning goals. A student-focused approach to classroom assessment impacts academic efficacy, motivation, and desire to learn. Looking at theory, research, and practice regarding student-centered formative assessment approaches will produce a better understanding of the relationship between formative assessment, academic motivation, and independent learning (Mr.SAOUD Ammar, 2016).

Some previous studies have shown positive findings on formative assessment (Ferdinal & Isramirawati, 2021) They described the relationship between formative assessment practice and assessment references from students. In this study, they formed into two groups: the experimental and the control groups. The results of this study were from the experimental group and the control group, they preferred the traditional type as their assessment in the form

of a multiple-choice test. On the other hand, there is a new analysis from the experimental group regarding formative assessment preferences that they start to choose formative assessment mode for their preferences. In other words, they add new types to their assessment preferences such as self/peer assessment. In this research study, they found that students like more active roles in their assessment and take new steps to be great learners. In addition (Poliarush, 2021) They described the value of formative assessment within the educational process of professionally oriented English communication, as well as the effect of evaluation on students' willingness to learn English. They identified many forms of motivation in this study, which they discussed, as well as high and low levels of formative assessment, which they investigated, and finally, the link between motivation and assessment in learning English, which they investigated. The sort of formative assessment used in the study of English for professional communication is evaluated at both high and low levels. The degree of motivation of students will be assessed using low and high-level formative assessment circumstances, which will be compared subsequently. Given, in particular, specific educational situations when the formative assessment has a higher influence on student learning. The last (Muho & Taraj, 2022) They explored the impact of formative assessment on student's motivation to learn English adopted by Leahy, Lyon, Thompson, and Wiliam (2005). This study illustrates the relationship between formative assessment and learning motivation. This research was conducted on high school students from public and private schools belonging to three large high schools in Durres, Albania. The instrument of this research is a questionnaire. The findings of this research are that the strategic questions used by teachers during formative assessments, portfolios, self-assessments, and peer assessments have a positive effect on their motivation to learn English.

Seeing the importance of implementation of formative assessment in English teaching to enhance students learning motivation. In this study, the writer focuses on finding the implementation of formative assessment in English teaching to enhance students' learning motivation in SMA Institut Indonesia Semarang.

The main objective of this study was to identify the implementation of formative assessment in English Teaching to enhance the student's learning motivation. To achieve the research objective, this study answered the following research questions:

1. What are the formative assessments implemented by English teachers in SMA institute Indonesia Semarang?
2. What are the challenges faced by the students in learning English?
3. How is the student's motivation in English Learning when formative assessment is implemented?

Methodology

Qualitative descriptive research is purely data-derived in that codes are generated from the data during the study. Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, individual or focus group interviews. However, data collection may also include observations, and examination of records, reports, photographs, and documents (Holly, 2018). The researcher assumed that qualitative research design would

be an ideal methodology for this study. The methods for gathering data include interviews, open questionnaires, closed questionnaires, and observation. The information collected from interviews is turned into a transcript, a unique aspect of the qualitative technique. This study is objective, where this study researcher will be using classes of tenth-grade students to investigate the implementation of formative assessment in English Teaching to enhance the students' learning motivation at SMA Institut Indonesia Semarang.

The instruments used by researchers to answer the research problem above consist of four instruments including observation and interviews for answerers of the first research problem, followed by an open questionnaire consisting of seven questions regarding the second research problem, and finally, a close questionnaire consisting of fifteen questions. Questions related to research problem number three. Where the subjects in this research consisted of twenty-eight tenth-grade students at SMA Institut Indonesia Semarang

To achieve the research objective, a survey was also conducted to collect the data. The survey aimed to find out about the formative assessments implemented by English teachers in SMA Institut Indonesia Semarang, the challenges faced by students in learning English, and the student's motivation in English Learning when formative assessment is implemented. The methods of data analysis that the writer uses are content analysis and using application of SPSS 21.

Findings

The Formative Assessments implemented by English Teachers in SMA Institut Indonesia Semarang

The writer carried out observations by attending 4 meetings held by Mrs. Ida as an English teacher. Based on the results obtained, the author found several important things regarding the implementation of formative assessment by English teachers. Where Mrs. Ida uses several platform-based formative assessments:

1. Quizizz

    After all the learning materials have been explained, the use of Quizizz begins to be applied to students. By sharing the quizziz link with students, this activity is carried out at every English learning meeting. Where the processing time is thirty minutes with multiple-choice questions. Mrs. Ida uses the quizzes application to find out how much students understand the material being studied.
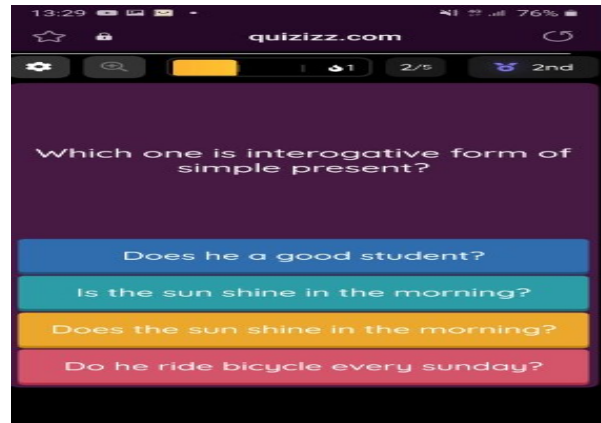
Figure 1. Quizzes

2. Classroom Discussion

When learning English, Mrs. Ida also often holds discussions. Mrs. Ida asked her students to form small groups by asking them to discuss the material that would be discussed that day during one hour of learning. After that, students were asked to present what they got from the results of their discussion. All the explanations that students give are included as daily assessments at the meeting on that day. Mrs. Ida does this with the aim that students can understand the initial concepts of the material being taught later.

Figure 2. Classroom Discussion

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3. Google Form

Figure 3. Google Form

Formative assessment using Google Form which is used as a test after all the learning material is given with a processing time of thirty minutes. The results from the Google form will then be included in the list of values. Do not forget that after carrying out the assessment using the Google Form, the English teacher, Mrs. Ida, gave feedback to the students regarding the Google Form questions so that the students knew where they were not correct in their work and did not forget to tell them about the material that would be discussed next. Assessment using Google Forms was carried out at one of the four meetings held by the writer. Mrs. Ida uses this Google form assessment at the end of all the material taught. Where this assessment is considered a daily test for students who do it. For Mrs. Ida, this assessment is considered a reflection of herself and the students. From this, Mrs. Ida can find out what needs to be improved and what students need in learning English.

Apart from observing the English teacher in the class, the writer also conducted a series of interviews with several students in the class regarding their responses regarding the use of formative assessment that their teacher implemented. Based on interview sessions with several students, similar findings were revealed. Where they reveal the implementation of formative assessments that are often used by their English teachers, namely formative assessments such as quizzes and discussions, while Google Forms are used as tests in their learning. This fact is supported by the excerpt of the interview below.

(S1): "Group work is, then presented and quizzes are also carried out at the end of the lesson. It is very interesting and makes me know how much I understand the material being studied and I am motivated because by using this assessment I know how much I understand the material being discussed"

(S2):" Formative assessments used by my English teacher include Google Forms, discussions, and Quizziz, By using assessments like this I feel helped because by using this I feel I understand the learning given better and with learning like this it doesn't feel boring and I feel motivated to study because I got a good score after doing this assessment. Plus, after carrying out this assessment, Mrs. Ida always provides feedback regarding the questions she gives "

(S3): "Group work and quizzes because they are always used at the end of English learning. It is very interesting and makes me know how much I understand the material being studied and, I am motivated because I can get a grade that is satisfactory for me."

The Challenges Faced by Students in Learning English

Starting with the first question about what they think about learning English. From this question, various responses emerged from students, such as:

S1: "Learning English is an important lesson for everyday life so that it doesn't become outdated, and when talking to foreigners or people from abroad you can use English."
S4: "Like, I like learning English but I still don't understand or don't understand when someone speaks in English."
S7: "In my opinion, maybe the lessons are just ordinary but I like learning English."
S9: "Learning English is very important for continuing school to higher education."

S13: "My opinion about learning English is that English is very important as it creates a link between individuals from various parts of the world to be able to communicate with each other."

S14: "I think learning English is fun, maybe for a moment you will be a little confused if you just learn new words."

In the second question, the writer asked whether they liked learning English in her questionnaire. Where they got various responses from students such as:

S4: I like it, but what I like most is English which is about the simple present because it is easy to understand

S11: Yes, I like sentences or ways of communicating in English

S14: I like English lessons because they are fun

S24: Yes, I like it but I doubt I can do it and it seems impossible

In the third question, the writer asks students to describe what they like when learning English. Their responses were quite varied as follows:

S5:" I like learning English in groups or discussions."

S7: "Various things such as I can broaden my knowledge and being able to speak English add to my satisfaction."

S11; "I like learning English because I can explore new vocabulary while solving puzzles."

S27: "What I like the most is when reading a text and the teacher will assess the accent, also when the teacher gives an English text."

Next, the fourth question discusses the role of schools in English learning outcomes. In this case, students gave almost the same responses as follows:

S5: "Yes because English is very important"

S11: "Yes, at school I study English with friends. Starting from difficult to easy"

S19: "Yes because the school also provides extra English"

S27: "Not really, I think my hobby of reading and my parents' encouragement play a very important role here."

Followed by the fifth question where students were asked to mention things that made them enthusiastic about learning English. These things are as follows:

S2: "Learn with games."

S4: "Because my dream is to be a flight attendant. That is my dream and if you want to become a flight attendant you have to be smart and master English."

S6: "The teacher is cool."

S11: "I am happy when learning to add several games such as quizzes, puzzles, word connects, etc."

S27: " When learning new vocabulary and also when learning verbs."

In the sixth question, students are asked to tell what obstacles they have in learning English, including the following:

S4: "I don't understand the language. Especially when people speak fast English. I don't know what to say."

S7: "Maybe because I understand quite a few words, maybe that's what makes it a little difficult for me."

S11: "Sometimes I'm confused when I find new vocabulary. And I'm also confused when asked by the teacher and told to answer in English."

S28: "Sometimes I don't understand the explanation, but I try to learn to understand it."

The last question of this questionnaire discusses how students overcome the obstacles they mentioned previously in learning English as follows:

S1: "Be more active in learning English."

S2: "Asking questions, repeating, and taking notes when studying English lessons."

S7: "I have tried to add vocabulary in English that I don't know yet."

S8: "Read the English dictionary more often."

S11: "Export more new vocabulary. You can read comics in English, watch films and cartoons, and try to speak English."

S27: "As much as possible I open social media and study its uses and functions."

Based on the respondents' answers above, it was found that the problems faced by students in learning English were that they had difficulty understanding English speech, lack of English vocabulary, lack of self-confidence, and lack of understanding of the lessons explained. To overcome this problem they use various methods, including asking the teacher who teaches again about which parts they don't understand, looking in the dictionary, using translate, opening the material again, watching films in English, and finally working together with friends.

The Student's Motivation in English Learning When Formative Assessment is Implemented.

The findings of this research show several important points of student motivation in learning English when formative assessment is implemented. Based on closed questionnaire data, students gave positive responses as seen in table 1.

Table 1. The result of the questionnaire on student motivation when formative assessment is implemented.

No	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
1	I like learning English.	3 (10,7)	20 (71,4)	3 (10,7)	2 (7,1)	0
2	Learning English is important because I will need it for my future career.	10 (35,7)	18 (64,3)	0	0	0
3	Being fluent in English makes me a knowledgeable and skilled person.	6 (21,4)	18 (64,3)	4 (14,3)	0	0
4	I learn English so I do not be left behind by my friends.	4 (14,3)	17 (60,7)	6 (21,4)	1 (3,6)	0
5	I am motivated to learn more when other people appreciate my English skills.	4 (14,3)	18 (64,3)	6 (21,4)	0	0

6	I always do my English homework.	7 (25,0)	18 (64,3)	3 (10,7)	0	0
7	I submit my English language task on time.	6 (21,4)	17 (60,7)	5 (17,9)	0	0
8	I always attend English learning classes.	13 (46,4)	14 (50,0)	1 (3.6)	0	0
9	I am involved in full English learning from the beginning to the end	6 (21.4)	12 (42,9)	9 (32,1)	1 (3,6)	0
10	Formative assessment in this form is convenient and flexible.	6(21,4)	13(46,4)	7(25,0)	2(7,1)	0
11	Formative assessment in this form helps students get immediate feedback.	4(14,3)	16(57,1)	6(21,4)	2(7,1)	0
12	The formative assessment in this form allows for self-paced multiple attempts.	4(14,3)	20(71,4)	3(10,7)	1(3,6)	0
13	I feel excited when this formative assessment is used for the first time	3(10,7)	15(53,6)	8(28,6)	2(7,1)	0
14	The formative assessment helped me further my understanding of the topic taught in the English lesson	3(10,7)	23(82,1)	2(7,1)	0	0
15	The formative assessment in this form motivates me to learn the subject better	4(14,3)	21(75,0)	3(10,7)	0	0

From Table 1, researchers found that 100% of respondents expressed some opinion regarding the impact of formative assessment on student motivation when learning English. Starting with the student's interest in learning English, which showed that 10.7% stated that they strongly agreed, then continued with 71.4% stating that they agreed. From this, researchers could find out that they liked learning English, followed by 10.7% expressing their doubts. Regarding interest in learning English, the remaining 7.1% stated that they disagreed with their lack of interest in learning English.

This is followed by how important it is to learn English to support their future. In this case, the students showed an interesting response, 35.7% stated that they strongly agreed and 64.3% agreed that if seen from this, they need to learn. English to support their future. Then continued with 21.4% stating that students believe that being fluent in English will

make them knowledgeable and skilled people. This is also supported by 64.3% stating their agreement with the statement above. The remaining 14.3% expressed their doubts about whether the statement above influenced their progress in learning.

Furthermore, 14.3% said they strongly agreed and 60.7% said they agreed that students study English so that they do not feel left behind by their other friends. Meanwhile, 21.4% of them expressed their doubts regarding the above statement while the remaining 3.6% expressed their disagreement regarding the above statement. Followed by the next statement where 14.3% said they strongly agreed and 64.3% said they agreed regarding students being motivated to study harder to get appreciation from someone they want regarding their English skills, the students said 21.4% expressed their doubts regarding this statement.

To support their learning, students do several things to improve their English scores. Among other things, by doing every English assignment given where 25% of the students stated that they strongly agreed 64.3% agreed regarding the statement above and the remaining 10.7 expressed their doubts about whether they should agree with this statement. Furthermore, 21.4% strongly agreed and 60.7% agreed that they should submit English assignments on time and the remaining 17.9% expressed doubts regarding this statement. Next, regarding the attendance of students when learning English, they stated that 46.4% strongly agreed and 50% agreed that they should attend English classes while the remaining 3.6% percent expressed their doubts regarding this matter, where there were factors that caused this doubt to arise. Furthermore, regarding student involvement in learning English from the beginning to the end of learning, several responses emerged from this statement from the students, starting with 21.4% of the students strongly agreeing and 42.9% agreeing with the above statement, while 32.1% expressed doubts. They regarding their involvement in learning English, and the remaining 3.6% disagreed with this statement.

Lastly regarding students' opinions regarding formative assessment when English learning is in progress. Starting with Formative assessment in this form, it is comfortable and flexible. From this statement, several responses were obtained from students where 21.4% stated that they strongly agreed 46.4% stated that they agreed when formative assessment in this form was applied, while 25% expressed doubts regarding its implementation. This type of formative assessment was used while the remaining 7.1% expressed their disagreement with the implementation of this type of formative assessment.

Furthermore, 14.3% stated that they strongly agreed and 57.1% stated that they agreed that this type of formative assessment helps students get immediate feedback while 10.7% expressed their doubts about whether this type of formative assessment helps them or vice versa while 7.1% expressed their disagreement with this statement. 10.7% said they strongly agreed 53.6 percent said they agreed that they felt interested when this type of assessment was first carried out in their learning, 28.6% said they were doubtful whether they felt interested or not and the remaining 7.1% disagreed that they are less interested in the use of this type of formative assessment. 10.7% strongly agreed and 82.1% agreed with the statement that formative assessment helps students understand

topics in English lessons, while 7.1% of students expressed their doubts regarding the above statement. Finally, 14.3% stated that they strongly agreed and 75% stated that they agreed that the use of this type of assessment motivates students to learn the material better, while 10.7% of them still felt unsure whether they felt motivated in using this type of formative assessment. In studying the material provided.

Discussion

All the findings found in this study have been summarized well where the English teacher at the SMA Institut Indonesia Semarang, namely Mrs. Ida, in her learning uses several formative studies in her class. In her class, the types of formative assessments she provides include quizzes, classroom discussions, and Google forms. The reason why she uses this type of formative assessment is because it is easy to apply, free to use, and known to students.

As stated above, the first type of formative assessment used by English teachers is quizizz. Quizizz is a fun multiplayer game platform or classroom activity application for quiz games where students control their speed in class activities. Quizizz games provide the speed of students' answers to appear. On each student's screen, they can answer questions at their own pace and review their questions. answer at the end (Basuki & Hidayati, 2019). As is known above, apart from being useful for students, this application is also useful for teachers where by using this application teachers can find out the ranking of students directly after carrying out Quizizz which functions as a record for teachers regarding how much they understand in learning English and the results of Quizizz It is saved to be used as evaluation material for students.

Using Quizizz has a positive impact on English language learning. It can be seen from the students' responses that they feel interested when participating in English learning in class and feel helped when understanding the ongoing English learning material. From this interest, motivation arises within them. This motivation makes them compete to get high grades and rankings when learning English is in progress. Further they added that they wanted something more interesting and fun so they wouldn't feel bored and stressed quickly.

The second type of formative assessment applied by English teachers is classroom discussion. Classroom discussion is a classroom environment feature that differentiates the extent to which students are encouraged to express their opinions and discuss different points of view, guided by their teacher (Carrasco et al., 2020). As explained above, students carry out this activity before moving on to the core material to be studied, where the teacher wants students to know in advance what topics of discussion will be studied at the next meeting so that they do not feel confused when English learning is taking place.

The last type of formative assessment implemented by English teachers in the classroom is the use of Google Forms. Google Forms is one platform that provides online form-creation services, which has functions in the world of education, such as giving tests or exercises, collecting other people's opinions, collecting student or teacher data, and as a questionnaire to someone which is done through a website (Khoerul ummah, 2022)

In this research, the writer found that the use of Google Forms in the classroom in English learning as a test grade was carried out at the end of the lesson, where in this case the English teacher was sure that all the material discussed had been completed and saw the

readiness of the students who were ready too. When a test is carried out, the results will be saved and later used as evaluation material by the English teacher.

After knowing what types of formative assessments are used by English teachers at SMA Institut Indonesia Semarang, the discussion continued with what were the challenges for students in class when English learning was taking place. The writer discovered the fact that they have the desire and interest to be able to master English language learning. The reason why they want to do that is because these students think that learning English can help them when they continue their studies to a higher level and will prepare them to achieve their dreams later. This cannot be separated from the role of schools in helping them achieve what they want. Students' interest when learning English is taking place is when the English teacher provides a game that makes them interested and competes to get the additional value promised by the teacher.

Apart from that, they also help each other in learning English. It can be seen that they created a study group that made them feel helped when they faced a problem when learning English. Returning to the core of the problem regarding the challenges they face when learning English is ongoing, including the following, they stated difficulties in understanding the language when someone speaks it too fast, then the lack of English vocabulary that they know, and a lack of confidence when speaking English in front of the class.

To deal with the problems they face when learning English, they do several things, including asking the teacher again to repeat what has just been discussed, reading an English dictionary, writing notes that can help in understanding English lessons, and reading language books. English such as comics and novels in English, watching English-based films, trying to pronounce English words and sentences, and using various websites that can help you learn English.

From the explanation above regarding the problems faced by students in learning English. The writer can state that the problems above can be categorized under student conditions. This is reinforced by findings from Sakkir et al.(2023) which state that the problems faced by students in learning English are divided into several categories, including student conditions, school conditions, learning process, material conditions, and technology Implementation.

Conclusion

According to the findings, English teachers in SMA Institut Indonesia Semarang used three types of formative assessment in teaching and learning English, such as quizzes, discussions, and Google forms. Meanwhile, the problems faced by students in learning English include a lack of self-confidence, lack of English vocabulary, lack of understanding of the material studied, lack of understanding of English pronunciation, etc. Lastly, students' motivation in learning English when formative assessment is implemented produces satisfactory results where students look more interested in learning, easily understand the lessons taught, have high self-confidence, increase their vocabulary, and very motivated as shown by 82.1% of tenth-grade students at Institut Indonesia Semarang High School have high motivation. Further research needs to elaborate the effectiveness of each formative assessment to improve some English skills.

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Discourse Analysis: Language Issues in Indigenous Language Learning in Indonesia

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ABSTRACT

This article examines the complexities of language issues in the context of Indigenous language learning in Indonesia, a nation with over 700 living languages. Indigenous languages are at risk of extinction due to socio-political and economic factors. The research examines the role of language policies, educational practices, and community engagement in preserving and revitalizing Indigenous languages. It highlights the challenges Indigenous communities face in accessing quality language learning resources and the impact of globalization on language transmission. The discourse surrounding Indigenous language learning in Indonesia reveals the importance of these languages in cultural identity and heritage. In Indonesia, many Indigenous languages are classified as endangered, and there is an urgent need to address the barriers to effective language learning. The Indonesian government's language policy has historically prioritized the national language, Bahasa Indonesia, often marginalizing Indigenous languages. This policy environment creates significant challenges for Indigenous language learners, who may find themselves without adequate resources or support. Schools in many regions do not offer Indigenous language programs; when they do, the curriculum often lacks cultural

relevance. Discourse analysis reveals that Indigenous communities often possess rich linguistic resources and knowledge that can contribute to language teaching. Collaborative efforts between educators, community leaders, and linguists can create a more inclusive language learning environment. Initiatives such as language nests, immersion programs, and local storytelling can enhance the learning experience by making it culturally relevant and engaging. By fostering a discourse that values and promotes linguistic diversity, Indonesia can work towards preserving and revitalizing Indigenous languages.

Keywords: Indigenous Languages, Language Learning, Indonesia Language Policy, Linguistic Diversity

Introduction

Indonesia, an archipelagic nation with over 17,000 islands known for its rich embroidery of cultures and languages with over 700 indigenous languages spoken across its diverse regions. Each language encapsulates the unique cultural heritage, worldview and identity of its speakers, making the study of indigenous languages not only a linguistic endeavor but also a crucial aspect of cultural preservation and social cohesion. However, the landscape of language learning and usage in Indonesia is fraught with challenges, particularly when it comes to the educational policies and practices surrounding these indigenous languages. Indigenous languages in Indonesia can be broadly classified into several language families, including Austronesian, Papuan, and others (Warami, 2020). These languages reflect the distinct historical and sociolinguistic contexts of their regions. Many indigenous languages face significant threats from globalization, urbanization, and the dominance of the national language Bahasa Indonesia. The official language of the nation is often prioritized in educational settings and government communications, leading to a gradual decline in the use of indigenous languages among younger generations. This phenomenon raises critical questions regarding the future of these languages and the cultural identities they represent.

Education plays a crucial role in the preservation and revitalization of indigenous languages. However, the current educational framework in Indonesia often prioritizes Bahasa Indonesia and English, relegating indigenous languages to the sidelines. This marginalization is exacerbated by a lack of qualified teachers, inadequate teaching materials and limited government support for indigenous language programs. Research indicates that when indigenous languages are incorporated into the curriculum, students tend to perform better academically and develop a stronger sense of identity and belonging (Fong et al., 2021; Raskauskas et al., 2015; Reyhner, 2010). Bilingual education models that embrace both the national language and the indigenous language have shown promise in fostering positive educational outcomes(McCarty, 2021; Mora et al., 2019). The preservation and promotion of Indigenous languages in Indonesia is crucial due to their cultural significance and the broader global significance of linguistic diversity. With over 700 languages spoken across the archipelago, Indonesia represents the profound interconnection between language, identity

and community. As globalization intensifies, Indigenous languages face unprecedented threats, making their preservation and promotion more critical than ever.

According to (House, 2023), Indigenous languages are repositories of knowledge and cultural heritage, embodying unique worldviews, traditional practices, and historical narratives specific to the communities that speak them. They transmit cultural norms and values across generations, ensuring the continuity of rich traditions and collective memory. When Indigenous languages are lost, it often signals the erosion of unique cultural practices, rituals and ways of life, leading to a homogenization of cultures where dominant languages overshadow and replace Indigenous tongues (Siregar & Yahaya, 2023). Preserving these languages is not just about maintaining communication; it is about safeguarding the distinct identities and heritage of communities. Promoting Indigenous languages also serves as a tool for empowerment, as language is intrinsically linked to power dynamics within society. In Indonesia, where national language policies often priorities Bahasa Indonesia, speakers of Indigenous languages may find themselves marginalized(Huszka et al., 2024; Mitchell et al., 2022). By promoting Indigenous languages, communities can gain a stronger voice in political, social, and educational spheres, foster self-determination, and allow Indigenous groups to assert their rights and place in the national narrative.

A significant challenge to indigenous language learning in Indonesia is the lack of institutional support, as educational systems prioritize Bahasa Indonesia and English, relegating indigenous languages to informal settings (Dharmaputra, 2018). This leads to a shortage of qualified teachers and resources, depriving students of the opportunity to engage with their linguistic heritage in formal education. Societal pressures may also cause families to deprioritize indigenous languages at home, contributing to a cycle of language loss across generations (Olthuis et al., 2013). Addressing these challenges requires a community-centered approach, involving initiatives like language nests, immersion programs, and the use of local traditions for language transmission.

Language revitalization programs integrated into formal education are essential to foster pride and ownership of indigenous languages among younger generations (Perry, 2024). Bilingual education, where students learn both the national and indigenous languages, can enhance language retention and cognitive development. Bilingual individuals tend to show improved problem-solving and critical-thinking abilities, making this approach effective in promoting both linguistic and educational benefits. Community engagement and educational reforms that prioritize indigenous languages can help reverse the trend of language loss.

Research highlights the positive impact of incorporating indigenous languages in education, with students experiencing a stronger sense of identity and belonging (Lie, 2017). In contrast, students often feel pressured to conform to the national language, leading to a decline in their native language use (McCarty & Nicholas, 2014). When educational programs integrate indigenous languages and cultural content, students show increased engagement and pride in their linguistic heritage, countering the mainstream educational tendency to view indigenous languages as barriers to modern development.

Indigenous Language Context in Indonesia

The preservation and revitalization of Indigenous languages in Indonesia face significant challenges due to globalization, urbanization, and the dominance of Bahasa Indonesia. Many Indigenous languages are endangered, with migration to urban centers contributing to a generational gap in language transmission (Septiyana, 2018; Siregar & Yahaya, 2023). Studies show that children educated in their indigenous languages benefit from improved cognitive development and cultural awareness (Raskauskas et al., 2015). However, the scarcity of educational resources and emphasis on Bahasa Indonesia in schools limits the effectiveness of indigenous language education. Indigenous languages hold immense cultural value, serving as vessels for oral histories, traditions, and ecological knowledge, essential for preserving cultural heritage (Chiswick & Miller, 2014).

The use of Indigenous languages in family and community settings fosters cultural continuity and a sense of identity among younger generations (Akintayo et al., 2024; Wexler, 2014). Proficiency in Indigenous languages is linked to stronger self-identity and resilience, especially in the face of external pressures (Toombs et al., 2016). However, as these languages decline, the associated cultural practices also fade, particularly in urban areas where assimilation occurs rapidly (McCarty & Nicholas, 2014). Efforts to revitalize Indigenous languages, such as integrating cultural content into language instruction, have shown promise (Boyle et al., 2015). Nonetheless, languages like Javanese, Balinese, and Dayak face critical challenges, exacerbated by limited resources and modernization pressures.

Urbanization and globalization have led to a shift away from Indigenous languages, particularly among youth prioritizing Bahasa Indonesia and global languages (Cohn & Ravindranath, 2014; Dharmaputra, 2018). About 20% of Indonesia's languages are endangered, with urban migration accelerating this decline (Moseley, 2012). The lack of institutional support for Indigenous language programs hampers efforts to maintain and transmit these languages. While digital tools offer new opportunities for learning and connecting with Indigenous languages, they are not accessible to all communities, furthering the challenges of revitalization efforts. The implications of urbanization for Indigenous language learning are profound, contributing to disinterest and disengagement from native languages in the face of socio-economic pressures.

Language Policy and Education

Indigenous language education in Indonesia faces challenges despite constitutional recognition, including insufficient support, lack of qualified teachers, and outdated materials (Solikhah & Budiharso, n.d.; Ward & Braudt, 2015). The curriculum often prioritizes Bahasa Indonesia, limiting time for indigenous language instruction. Indonesia's language policies inadequately recognize indigenous linguistic rights, leading to language endangerment, despite international frameworks like the UNDRIP promoting indigenous language revitalization (Abduh & Rosmaladewi, 2019). Scarcity of resources, formal curriculum, and trained educators further hampers effective indigenous language education (Disbray, 2016; McCarty & Nicholas, 2014; Trinick & Heaton, 2021). Teachers often lack professional development, reinforcing the marginalization of indigenous languages in favor of Bahasa Indonesia. In urban areas, Bahasa Indonesia is viewed as more valuable for socio-economic

mobility, while rural areas show stronger appreciation for indigenous languages as cultural heritage (Huszka et al., 2024; Saad, 2020). Comprehensive language policies that prioritize indigenous languages are essential for their revitalization.

This research analyses language issues in indigenous language learning in Indonesia, focusing on the challenges faced by learners and educators in the context of Indigenous language acquisition. The study investigates sociocultural factors that influence attitudes towards indigenous languages among different communities, evaluates educational policies and proposes strategies for improvement to enhance the effectiveness of Indigenous language education in Indonesia. The research questions include:

1. What are the primary challenges encountered by learners in acquiring indigenous languages in Indonesia?
2. In what ways do existing educational policies facilitate or hinder indigenous language learning?
3. What strategies can be implemented to improve the outcomes of indigenous language education?

Research Method

This article explores the complexities of indigenous language learning in Indonesia through discourse analysis. The research methodology involves a systematic literature review which identifies, evaluates and synthesizes relevant academic literature on indigenous language learning in Indonesia. The review uses databases like JSTOR, Google Scholar and local Indonesian academic repositories to ensure comprehensiveness. Rigorous inclusion and exclusion criteria are applied to filter studies that focus specifically on indigenous language learning within Indonesia. The synthesis identifies recurring themes, contradictions and gaps in the existing literature. This process is crucial for understanding the broader discourse surrounding indigenous language learning, as it highlights the challenges faced by learners and educators as well as the sociocultural significance of language preservation and revitalization. The research employs techniques to examine the narratives presented in the literature, focusing on how language issues are constructed and represented. The uniqueness of this research discourse lies in its multifaceted approach to investigating language issues in indigenous language learning. It encompasses a broader sociocultural perspective, considering the historical, political, and economic contexts of language education in Indonesia. The research also prioritizes the voices of indigenous communities, prioritizing local narratives and experiences to deconstruct dominant discourses that often marginalize indigenous languages and cultures.

Finding

Discourse Analysis on Language Learning Environments

Discourse analysis is a crucial tool in understanding the dynamics of language learning environments, particularly those focusing on Indigenous languages. It sheds light on the intricacies of teacher-student interactions and their implications for language preservation and

cultural identity. In Indigenous language classrooms, teacher-student interactions shape language acquisition by blending traditional pedagogical practices with culturally relevant strategies (Demmert, 2011). Proficient educators foster a more inclusive atmosphere that encourages active participation from students, especially in Indigenous contexts where language is not just a tool of communication but a vessel of culture and identity (Quiñonez, 2020). Culturally responsive pedagogy is a significant theme in Indigenous language classrooms as teachers incorporate elements of local culture and traditions into their instruction to create a more relatable and meaningful learning experience (Kowaluk, 2016). This approach not only enhances language acquisition but also bolsters students' self-esteem and pride in their Indigenous identity. Teacher language practices revealed that the use of Indigenous languages in the classroom can significantly influence student engagement. When teachers employ Indigenous languages as the medium of instruction, it promotes a more immersive learning environment. However, educators face challenges in balancing the use of Indigenous languages with the national language, Bahasa Indonesia (Fitriati & Rata, 2020). There are instances where teachers strategically code-switch between languages, adapting their communication to suit the proficiency levels of their students.

Despite the Indonesian government's efforts to promote local languages through educational policies, grassroots implementation often falls short. Many schools lack textbooks and teaching aids that reflect the Indigenous languages of their communities, forcing educators to rely heavily on materials primarily in Bahasa Indonesia (Zein et al., 2020). The quality of existing instructional materials varies significantly with some outdated or not aligned with contemporary pedagogical practices. The lack of standardized curricula in Indigenous languages further complicates the situation, leading to inconsistencies in language instruction across different regions. This fragmented learning experience can impact students' language proficiency and cultural identity. Innovative assessment techniques that priorities real-world application and cultural relevance are necessary to create a more equitable evaluation system. Community-led language revitalization initiatives are characterized by a strong sense of ownership among community members, involving active participation from local elders and language speakers. This ownership ensures that revitalization efforts reflect the community's values, needs and aspirations.

Intergenerational transmission is another critical finding in language revitalization. The participation of elders and fluent speakers in language classes fosters an environment where younger generations can learn not just the language but also the cultural context in which it is used. Programs that encourage this intergenerational exchange are more successful in sustaining language use, creating a sense of belonging and continuity between generations. However, discourse analysis also highlights the challenges posed by language stigma and marginalization. Many indigenous languages in Indonesia face negative perceptions, often viewed as inferior or less valuable compared to the national language, Bahasa Indonesia (Dharmaputra, 2018). Community-led efforts must address these prejudices directly, advocating for the value of linguistic diversity and promoting pride in indigenous languages as vital components of national identity (Chaika et al., 2024).

Challenges in Indigenous Language Learning

Indigenous language learning in Indonesia faces challenges such as limited access to resources, urbanization, cultural displacement, the digital divide, and inadequate community support. Limited resources hinder language exposure and proficiency, while urban migration prioritizes dominant languages over indigenous ones, eroding linguistic diversity. Cultural displacement also leads to identity crises, weakening motivation to learn indigenous languages. The digital divide, linked to socioeconomic status, limits rural students' access to language-learning technologies, further exacerbating learning gaps. Community support is often stronger in affluent areas, offering more opportunities for language engagement (Sparrow et al., 2020). Data shows that only 40% of rural schools have adequate learning materials compared to 85% in urban areas, and just 30% of rural teachers are trained in indigenous language instruction, versus 75% in urban settings. Additionally, only 25% of rural students have internet access, compared to 70% of urban students. To address these disparities, targeted policies should focus on infrastructure, teacher training, and community engagement to support indigenous language education and preserve linguistic diversity.

Pedagogical Approaches in Indigenous Language Instruction

The preservation and revitalization of indigenous languages in Indonesia are crucial for maintaining cultural identity and heritage. Current pedagogical approaches in indigenous language instruction are influenced by sociocultural, political and educational factors (Silburn, 2011). Traditional pedagogy and oral traditions are essential in integrating indigenous languages into the learning experience (da Silva et al., 2023). Educators who use storytelling, songs and traditional rituals not only teach the language but also impart cultural values and knowledge, fostering a deep connection between the language and the identity of the learners. Teacher training and development are essential for the effectiveness of pedagogical approaches in indigenous language instruction.

Community-Based Learning

Community-based learning (CBL) integrates local knowledge and cultural contexts into education, enhancing linguistic competence and fostering cultural identity through social interactions (Baker, 2019). Research shows that students in CBL programs demonstrate better indigenous language proficiency than those in traditional classrooms (Tulloch et al., 2017). CBL also helps preserve endangered languages by involving communities in language revitalization (Watanabe, 2018; Wiltshire et al., 2022). However, challenges like the need for trained educators and logistical issues remain (Trager, 2021). Successful programs in Indonesia, such as "Sister Schools" and "Cultural Integration in Education," have improved student comprehension through native language instruction (Allen et al., 2018). Continued collaboration between communities, educators, and policymakers is essential to overcoming challenges and sustaining indigenous languages in education.

Technology Integration

The integration of technology into indigenous language learning in Indonesia offers both opportunities and challenges. Digital platforms and applications enhance accessibility and engagement, allowing learners to interact with their language in contexts reflecting daily life, thereby promoting cultural pride (Jafari, 2023; Oh & Reeves, 2014). Social media fosters

community and encourages informal use of indigenous languages. However, the digital divide, particularly in rural areas, limits access to these technological resources, necessitating policy interventions to ensure equitable access. Digital tools, such as mobile apps with multimedia elements like videos and games, have proven effective in creating engaging learning experiences (Kessler, 2018; Shadiev & Yang, 2020). These tools foster a sense of community and motivate active participation, bridging gaps in resources for small indigenous communities. Online forums and social media groups further enhance practical language skills and cultural pride. Moreover, culturally relevant digital tools, like storytelling platforms, allow youth to express their narratives in indigenous languages, reinforcing both linguistic skills and cultural identity. By integrating local content, educators can offer a linguistically enriching and culturally immersive experience.

Intergenerational Learning

Intergenerational learning is a crucial process for the preservation and revitalization of indigenous languages in Indonesia, where over 700 languages are at risk of extinction. The sociolinguistic landscape in Indonesia is complex with the promotion of Bahasa Indonesia as the lingua franca following independence in 1945 leading to a gradual decline in the use of many indigenous languages. This shift has been exacerbated by urbanization, migration and globalization, making Indigenous languages often perceived as less valuable in modern contexts. Intergenerational learning is crucial for the survival of Indigenous languages, as elders, who are typically the last fluent speakers of these languages, serve as repositories of cultural knowledge and linguistic heritage (Olthuis et al., 2013). However, the transmission of language and culture from elders to younger generations is increasingly strained with younger individuals viewing these languages as more beneficial for educational and professional advancement.

Family and community involvement play a crucial role in language preservation, as they are the initial environment where children are introduced to their native languages (Lo Bianco, 2010). Studies show that children exposed to indigenous languages at home are more likely to retain them as they grow older, as it is deeply embedded in familial relationships and cultural practices (Maplethorpe, 2023). In many indigenous communities in Indonesia, family gatherings, storytelling sessions and traditional ceremonies serve as platforms for language use, reinforcing language skills and imparting cultural values and historical knowledge (Sakti et al., 2024). The emotional bonds formed during these contexts contribute to a child's identity and commitment to preserving their linguistic heritage. Community involvement beyond the family unit is also critical in fostering an environment conducive to indigenous language learning. Community gatherings, cultural festivals and local initiatives aimed at language revitalization are instrumental in promoting the use of indigenous languages. These events encourage intergenerational dialogue, reinforcing language skills while fostering respect for tradition. Research indicates that actively promoting their languages through organized events sees a revitalization of linguistic practices (Costa, 2017; Farfán & Cru, 2021). Community-led language courses, workshops and literacy programs serve not only to educate but also to galvanize community members around their linguistic heritage.

Conclusion

The analysis of indigenous language learning in Indonesia highlights several challenges, including the impact of globalization and urbanization, which has led to the erosion of linguistic diversity as younger generations gravitate towards dominant languages like Bahasa Indonesia and English. Limited educational resources and trained educators, as well as sociolinguistic dynamics among ethnic groups, further marginalize indigenous languages, reinforcing power imbalances. The preservation of these languages is critical to maintaining cultural heritage, and revitalization efforts can strengthen social cohesion and pride. To address this, educators should integrate indigenous languages into the national curriculum, promote bilingual education, and receive training in culturally responsive methods. Community involvement, parental engagement, and the use of technology are essential in these efforts. A comprehensive national policy should priorities funding, teacher training, and resource development, while fostering interdepartmental collaboration to ensure effective indigenous language education and revitalization.

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EDUCALINGUA

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Vlog Portfolio as a Technique of Speaking Assessment in Islamic Boarding School

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ABSTRACT

English holds great significance in Indonesia, particularly within Islamic boarding schools (Pesantren). Despite its introduction in primary schools, surveys reveal that the majority of graduates face common communication issues, such as inadequate speaking abilities and a dearth of interaction skills. Communicating in English for a second language speaker is a difficult task due to a variety of reasons associated with the fear of speaking English, such as language anxiety, restricted vocabulary, and a lack of exposure to the language, as argued by the researcher. This paper aims to offer an elaboration of vlog portfolio as a technique in teaching and assessing speaking in Islamic boarding schools. Close-Reading method was used to gain further data and understanding due to the issue. In conclusion, A vlog portfolio can be an alternate strategy for students in promoting their progress of speaking performance.

Keywords: Vlog Portfolio, Speaking Skills, Islamic Boarding School

Introduction

Teaching English becomes a crucial issue when it is taught as a foreign language. Teaching English as a foreign language is a demanding task when it comes to the places where English serves limited exposure (Intakhab & Khan, 2004). English is taught and used

as a foreign language in Indonesia. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence; therefore, the government has recommended that English become a compulsory subject in secondary schools. Furthermore, Lie (2007) also argues that "the maintenance of English as a foreign language has been steady as it is officially taught throughout the secondary schools" (p. 2). Lie (2007) also stated that there has been a tendency in several big cities in Indonesia to teach English starting from the lower grades of primary schools and even from kindergarten. However, these aims have never been satisfactorily achieved. Although English is officially taught throughout secondary schools, competence and proficiency in this foreign language among high schools are generally low. The education industry has realized the importance of the role of English language in Indonesia as having been applied by Islamic boarding schools (Pesantren). Islamic boarding schools drill students tougher rather than public schools Hidayat (2007). Various efforts were made by the institutions to create graduates who are fluent in foreign languages. One of them is the application of language regulations, various kinds of activities, and some teaching strategies are applied in the classroom to boost students' language skills, especially speaking. Some studies proved that applying English in Islamic boarding school significantly improves students speaking skill. As a study which has been conducted by Fahrudin (2017), the result showed that English use in daily for students of Islamic boarding school contributed their English-speaking performance and self-confidence. Furthermore, the investigation of Nurcholilah (2018) due to the implementation of English day in Pesantren improved santris' (students who study in Islamic boarding school) speaking ability for 63.08%.

The rapid progress of technology affects the students' learning strategies in the current period. This phenomenon is also shifting the way students acquire English in Islamic boarding schools. The widespread use of smartphones and tablet computers with internet connectivity has enabled every individual to communicate via mobile gadgets, normalizing interactions in the vast linguistically compelling realms of the internet and social network. Moreover, great numbers of innovations in the field of Information Communication Technology (ICT) have given rise to many social media applications. Among the most preferred social networking sites of the internet are Facebook, Twitter, YouTube, MySpace, Whatsapp and others Abdelraheem & Ahmed (2018). Virtual platforms have become one of the most notable phenomena that have afforded seamless mass communication. Inadvertently, the use of e-portfolios has also become mote increasingly apparent among digital natives today Lim (2013). In the recent years, the use of digital media and technology has become increasingly popular in education, offering new opportunities to engage students and enhance their skills. The youths especially, have been taking part in global communication addressing myriad topics ranging from societal to global issues by video blogging (vlogging) their ideas and opinions. The concept of vlogging, which involves creating and sharing video blogs online, has gained significant traction among young people, including students. Unlike other media tools, video blog uniquely paves the opportunities for network and conversation between the video blogger (vlogger) or the author and the

viewers. Viewers can comment on vlogs and vloggers can comment on each other's profiles which lead to interactions Theses & Warmbrodt, 2007).

The power of social networking is great due to the notion that over 1 billion people are now online worldwide. They often referred to as 'netizens' or the 'digital natives. Now, people are more open to share their lives across the Internet than ever before Malita & Martin (2010).

Although English has been given since early education level, surveys still show that commons problem in communication among graduates include poor speaking skill and lack of interaction skills Alias et al. (2013; Shahariah Saleh & Murtaza (2018). Scholars suggested that communicating in English for a second language speaker be a challenging feat due to many factors attributed with to the fear of speaking English such as language anxiety, limited vocabulary, and lack of exposure to communicate in the language Darmi & Albion (2013; Slater & Barker (2002); Tanveer (2008) and Hassan & Selamat (2002) argued that learners do not receive enough support for their learning especially in nurturing listening and speaking to improve communication in the second language (L2), hence there is minimal exposure to practice with a meaningful communicative context. In order to reduce this problem, both educators and scholars need to explore the alternative approaches to improve teaching and learning especially for communication skills in EFL classrooms. Many studies have investigated the potentials of using Web 4.0 tools such as blogs and social media to enhance language learning, Gromik (2015); Hussain et al. (2018); Sukri et al. (2018); Currently, studies on how 21st century learning tools could be utilised to maximise learning outcomes is mostly on teaching writing skills e.g., Ab & Abu Bakar (2009); Yunus et al. (2013) that outnumber speaking skills. This paper aims to offer an elaboration of vlog portfolio as a technique in teaching and assessing speaking in Islamic boarding schools.

The Notion of Speaking

Speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency. The researcher recognizes that there is a difference between knowledge of language and skills. Sumardi et al. (2021) states that there is a fundamental difference between knowledge and skills. Both can be understood and memorized, but only skills can be imitated and practiced. He clarifies that skills can be seen in two basic ways. Firstly, it is a motor receptive skill or passive skill which involves perceiving, recalling, and articulating in the correct order sounds and structured by the language. Secondly, interacting skills involve making decisions about communication, such as what to say, how to say, or whether to develop them. Interaction skills are involved in making decisions about how to communicate. On the other hand, Herrera Gómez & Cortés (2013) mentioned that an oral activity with an interactive process which involves several skills: using grammatical word classes, producing correct English pronunciation, producing fluent speech, and using an adequate number of words can be defined as speaking. He believes that this activity is aimed at:

1. Express oneself intelligibility
2. Convey intended meaning accurately in sufficient vocabulary
3. Use appropriate language in every context.

4.   Interact or communicate with others fluently

He also rates oral into four areas: interactive communication for fluent effect on the listener, vocabulary resources, appropriateness in pragmatic or register competence, and intelligibility for pronunciation. It means that speaking demands intelligibility, appropriateness, fluency, and accuracy. Based on the overviewed definitions, it can be concluded that speaking is a complex cognitive skill with many features inside of it. Other opinion defines that speaking as delivering or sending a message means that uses verbal language, accuracy, and understanding the meaning of both speakers will decide the success of communication (Nuraini, 2016). English speaking is not an easy skill because speakers should know a lot of significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Students should have enough English speaking ability to communicate with other people easily and effectively. Students can express their feelings, ideas; say stories; request; talk, discuss, and show the various functions of language. (Leong & Ahmadi, 2017). In English as a Foreign Language (EFL) contexts, improving communication skill is a challenge for students to get a good English speaking proficiency. Speaking is a most difficult skill for most learners who learn it as a foreign language due to their low proficiency (Al Hosni, 2014; Alharbi, 2015; Alonso Alonso, 2014; Zhang, 2009) of some following features like contractions, vowel reductions and elision; the use of slang and idioms; stress, rhythm and intonation; and the need to interact with at least one other speaker.

Teaching Speaking

During the last forty, fifty years, the notion of language proficiency has shifted from focus on language as a linguistic system towards language as a means of communication. At the same time, the teaching of languages has moved from teaching language as a grammatical system to teaching language as communication (communicative language teaching, CLT). Pedagogical developments were made possible by theoretical insights in the 1980s, when Canale and Swain's model of communication competence has presented (Canale & Swain, 1980). In addition to the linguistic component, grammatical competence, the model contained sociolinguistic and strategic competences. In more recent models of communicative competence, strategic competence has an important role as an executive, metacognitive or metalinguistic component in message creation, monitoring and repair. The most recent model of communicative competence is The Common European Framework of Reference for Languages: Learning, Teaching and Assessment (Council of Europe, 2001), which was recently complemented by an update with new descriptors: The Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors. Council of Europe (2018) In the Common European Framework of Reference (Council of Europe, 2001), communicative language competence consists of linguistic, sociolinguistic and pragmatic competences. Linguistic competence comprises the language user's knowledge and skills of language as a system, sociolinguistic competence refers to its variations, comprising "rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic

codification of certain fundamental rituals in the functioning of a community" (Council of Europe, 2001), and communication between participants from different cultures. Pragmatic competence refers to ´the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody" (Council of Europe, 2001). The Common European Framework has adopted an action-oriented approach to language use, in which language learners as 'social agents' carries out tasks defined as ´actions performed by one or more individuals strategically using their own specific competences to achieve a given result." (Council of Europe, 2001) This approach to language learning, teaching and assessment is a general one (Council of Europe, 2001) and so is the approach to language teaching methodology, which ´has to be comprehensive, presenting all options in an explicit and transparent way and avoiding advocacy or dogmatism." (Council of Europe, 2001). The present discussion focuses on how speaking proficiency is defined in the Common European Framework (Council of Europe, 2001) and its Companion Volume (Council of Europe, 2018) and how speaking can be taught in the foreign language classrooms to enable learners to become competent speakers of the language/s studied. The discussion does not attempt to be comprehensive, but instead it purports to illustrate and suggest instructional approaches and pedagogical applications that have been shown to promote the learning of spoken skills.

Authentic Assessment for Speaking Skill

Zaim et al. (2020) stated that an authentic assessment is a procedure in which teachers acquire information about their students' progress and learning accomplishment using a variety of ways. This type of evaluation can describe, prove, or demonstrate precisely what learning objectives have been completely overcome and attained. The assessment is no longer merely assessing the achievement of learning objectives. However, it is an attempt to obtain a variety of information regularly, a continuous and thorough process, and students' learning outcomes.

When it comes to evaluating students' speaking skills, authentic assessment emerges as the most accurate and effective method. This approach focuses on measuring the learners' ability to effectively communicate in the target language through oral means. Unlike traditional forms of assessment that may rely solely on written exams or multiple-choice questions, authentic assessment provides a more comprehensive evaluation by assessing students' performance in real-life situations.

By using authentic assessment, students' learning achievements are demonstrated through their practical application of knowledge, skills, and attitudes in context-specific scenarios. This method goes beyond assessing mere memorization of vocabulary or grammar rules. Instead, it emphasizes the students' ability to actively engage in meaningful conversations, express their ideas coherently, and comprehend and respond appropriately to different communication situations.

Authentic assessment allows students to showcase their language proficiency by completing tasks that mirror real-world language use. These tasks may include participating in discussions, delivering presentations, engaging in role-plays or simulations, or even engaging in authentic communication with native speakers or other learners.

By employing authentic assessment, educators can gain a more accurate understanding of students' true language abilities, as it provides a holistic view of their communicative competence. This method not only evaluates the students' command of vocabulary and grammar but also takes into account their fluency, pronunciation, intonation, and ability to use appropriate language functions and discourse strategies.

Furthermore, authentic assessment promotes a learner-centered approach, encouraging students to actively apply what they have learned in a practical and meaningful way. It helps develop their confidence in using the language and prepares them for real-life communication situations they may encounter beyond the classroom.

Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitations in choosing words.

Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

Task

Task deals with finishing the command given during the speaking test. Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended

purposes (Luoma, 2003). To ensure speaking skill assessment is trustworthy, there are factors that should come into consideration (Hughes, 2003; Luoma, 2003):

1. Practicality

    The first principle of making language assessment is practicality. Before deciding a test, we need to analyze how practical the test is to be used considering the time constraint of running and interpreting the scoring of the test, budget limitation, and facilities.

2. Validity

    Consistently accurate measurement must be provided to assign a valid test. It has to measure what should be measured by excluding all irrelevant variables to be tested. When speaking skill is tested, making essay is not a valid test as it fails to provide information of the test takers speech production. In result, it may not bring about the real test takers' ability.

    In accordance to types of speaking, test designer should decide what kind of speaking types would be tested as it will influence the design of assessment. Using interview test for imitative speaking may lead to invalidity of assessment.

3. Reliability

    The need of consistent scoring measurement is very important to make a test reliable. In addition, clear rubric and scoring criteria is also a must. Sometimes a reliable test may not be a valid test. However, a test designer should struggle to keep a reliable test as valid as possible.

    As a need of reliable scoring system is unavoidable in speaking test, before conducting speaking test, test takers must prepare a standard scoring system. The items on it should represent all aspects of what are to be assessed from the students. The weight of the score must be printed clearly on the form as well to make sure each student's ability is well presented. During the test, the standard scoring system will be used to record students' work. Without a good scoring system, it is hardly possible to have a reliable result of the test.

4. Authenticity

    It refers to a contextual language or language in use. Students are asked to represent something related to their values. In that case, the language produced is authentic.

One goal of language testing is its backwash effect. It tells both teacher and learners of the effect of the learning and teaching (Hughes, 2003). As it is important, therefore, this issue should also be explored in designing a test

Methodology

This research paper explains the potential benefits of vlog portfolio in promoting speaking skills, especially for students who stay in Islamic boarding school. Close-Reading method is used to gain further data and deep understanding through review to related literatures of vlog, portfolio, speaking skills, and students in Islamic boarding schools. As it is stated Greenham (2018) that through Close-Reading, the deep and intensive understanding will be obtained within long texts.

Findings

Vlog Portfolio as Technology Involvement of Current Teaching Speaking in Islamic Boarding School

Studies have shown evidence that social network can provide people with many affordances when used in educational settings (Abdelraheem & Ahmed, 2018; Ferdig et al., 2016). Scholars have investigated how convenient personalized and collaborative learning with mobile social network applications are besides increasing students' motivation (Alvarez et al., 2011). However, there is a dearth of studies on the use of social media as a learning tool to teach speaking in the Indonesian context.

Verbert et al. (2016) argued that although it is possible to attend different courses and seminars on public speaking, opportunities to practice and receive feedback from tutors or peers under realistic conditions are limited. The study conducted by Gorkaltseva et al. (2015) also argued that oral fluency was severely hindered because of the learners' low motivation for verbal interaction, which is due to learners' lack of pragmatic competence and lack of linguistic competence. In a similar vein, Gromik (2015) and Chen (2005) found that EFL learners do not have adequate opportunity to use the target language during class time.

Therefore, through vlog portfolio which is task-based project in teaching speaking, students will not be bounded by the time and space of classroom activities session. Speaking activities will be done under the teacher's guidance and technology flexibility. Feedback is given through live or delayed interaction from the teacher so students will keep drilled even they learn it autonomously.

Discussion

Some studies have investigated about this issue such as Shuib et al. (2020) who focused on building students' speaking skill through vlog portfolio in the context of English as Second Language (ESL) classroom. It resulted that vlog portfolio contributed students in gaining their motivation to speak and drilling themselves to practice speaking independently. By developing creativity and self-expression, vlog provide a platform for students to showcase their creativity and express their individuality. By creating vlog,

students can explore different topics, experiment with storytelling techniques, and develop their own unique voice. Another research which was conducted by Fidan & Debbağ (2018) showed that video blog (vlog) activities activated creativities of pre-service teachers in constructing strategies to deliver materials or topic and supervise the students' oral performance by seeing the processes and progress of vlog project. Those above studies have obviously stated that vlog portfolio significantly improve the speaking skill of students. However, none of existed studies investigated vlog portfolio in the context of English as Foreign Language (EFL) and is concerning to students of Islamic boarding school.

Islamic boarding school or Pesantren as educational institution which covers overall period of students' activities plays important role in constructing the skillful graduates who will be the part of global society. Thus, most of Pesantrens now apply English and Arabic as the medium to communicate among students and also teachers. The students can incorporate Islamic values and teachings into the vlogs. This allows students to express their faith, share their perspectives on Islamic principles, and explore topics related to their religious and cultural identity in the vlog. Involving technology to drill santris in speaking English will engage their motivation to speak since they get new way to learn, develop creativity and self-expression by exploring different topics, encourage critical thinking skills as the evaluate different perspectives, promote self-reflection and self-assessment by reviewing their own videos, identifying areas for improvement, and reflecting on their progress over time, develop a growth mindset and take ownership of their learning journey, and they have flexible time and place to do it. This is going to assist much students because the solid timetable they have in Pesantren will be impossible to practice only during the class session. So, vlog portfolio allows santris to do the project by practicing independently after school periods and submit the video to the teacher periodically. They will get feedback from the teacher which can be as input to improve the upcoming vlog activities.

The Notion of Speaking Future Research and Implications for Application

The Procedure of Vlog Portfolio

According to Srikaew et al. (2015), the speaking portfolio procedure included of seven steps, which include planning, preparation for students, evidence collecting, progress monitoring, improvement of performance, reflection and displaying the works. Students should be provided with age-appropriate, hands-on assignments for assessment.

Figure 1. Procedure of Vlog Portfolio

1. Planning: Teachers need to plan and design the overall structure and requirements of the Vlog Portfolio. This includes determining the learning objectives, the specific topics or tasks, the guideline how do the vlog portfolio, and the assessment criteria. The planning phase ensures alignment with the curriculum and sets clear expectations for students.

2. Preparation for Students: The students are actively involved in designing, preparing the contents, setting the place, time, and situation of their vlogs. This means they have the responsibility to plan, create, and curate the material they will present in their vlogs.

3. Evidence Collecting: Students have done the task of making their vlogs and following the guidelines provided and then they submit their vlogs to the teacher.

4. Progress Monitoring: Throughout the Vlog Portfolio project, teachers monitor students' progress to provide timely support and guidance. Teachers may give feedback sessions to assess students' understanding of the task, offer suggestions for improvement. The feedback is used to improve content that has been made in previous vlog.

5. Improvement of Performance: As students work on their vlogs, they receive feedback from teachers to help them enhance their performance. Teachers may provide constructive criticism, highlight areas for improvement, and offer strategies or resources for further development. This iterative process encourages students to refine their vlogging skills and incorporate feedback to produce higher-quality vlogs.

6. Reflection: Reflection is an essential component of the Vlog Portfolio. The results of the last video will be reflected upon, and the final outcome will be displayed or posted.

7. Displaying the Works: The final step involves showcasing the completed vlogs. Teachers may organize a presentation session where students have the opportunity to share their vlogs.

Conclusion

A Vlog Portfolio can serve as an alternative technique to promote teaching and assessment intensively, going beyond the confines of traditional classroom activities. The students are given the opportunity to create vlogs on specific topics or tasks related to their learning objectives. They can research, plan, and record their vlogs independently, allowing them to take ownership of their learning process. This autonomy fosters a sense of responsibility and self-direction among students, as they actively participate in the creation of their educational content.

Moreover, the Vlog Portfolio approach stimulates students' creativity. They can experiment with different storytelling techniques, visual aids, and editing styles to make their vlogs engaging and informative. This creative aspect of vlogging encourages students to think critically, problem-solve, and express their ideas in unique ways.

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EFL Students' Perception Towards Kahoot! as A Gamification Tool in English Learning

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ABSTRACT

Technology in education forces teachers to modify their teaching strategies by implementing gamification as a tool in teaching and learning process. Kahoot is a popular gamification tool in English learning. Using a qualitative research design, this study aimed to determine the EFL students' perception of the gamification tool in an English learning environment. Thirty-six (36) students of 10th grade from a public senior high school in Semarang, Central Java, Indonesia. The participants were asked to complete a closed-ended questionnaire using Google Forms to gain information about their perceptions of the educational environment. The findings revealed that the students generally have a positive perception of Kahoot! as a gamification tool in the English learning process. The interactive and competitive nature of the quizzes increases students' motivation and engagement in the learning process, which can enhance students' engagement and motivation in the classroom. The students generally perceive Kahoot! as an effective, fun, and effective educational environment that enhances students' learning experience and creates a vibrant and engaging classroom environment. By combining motivation, collaboration, competition, fun, interest, excitement, and an energetic environment, Kahoot! can enhance the English learning experience, promote interaction and collaboration, and offer customizable features.
Keywords: English language teaching, Kahoot, gamification tool, students' perception

Introduction

Over the past few decades, technology has significantly transformed various aspects of our lives. It has permeated various sectors and industries, transforming how we live, work, and interact, including education (Dellos, 2015). Technology in education has become even more prominent and integral to the learning process. According to (Lofti et al., 2021). Onyema et al. (2020), the COVID-19 pandemic impacted every element of human life, including education. The most severe impacts occurred in education (Firdaus et al., 2022). The shift towards online and blended learning during the pandemic accelerated the adoption and innovation of educational technologies.

The growth of technology in many fields makes teachers and other academic practitioners have had to modify and construct teaching and learning procedures to help students develop the abilities they need for life in the twenty-first century. Teaching and learning activities are no longer restricted to traditional classroom settings due to the daily growth in mobile phone usage (Mahbubah & Anam, 2022). Furthermore, students in the twenty-first century prefer learning fun, enjoyable, practical, and relevant information. Student involvement can be raised by providing fun and enjoyable learning opportunities. Students are more likely to actively participate in the learning process when they are engaged, which improves learning outcomes and knowledge retention. They prefer to use their gadget in the teaching and learning process, which is modern and straightforward. Moreover, students need more participation and motivation in teaching and learning if the teacher still uses conventional teaching methodologies. Because of that, most schools now generally use technology to facilitate the teaching and learning process (Lofti et al., 2021).

Education must continually adapt to technological advancements to raise the standard of instruction, particularly regarding changes in how information and communication technology is used. The function of academics as one of the agents responsible for carrying out educational objectives must be connected to efforts to improve educational quality. The learning process, both inside and outside of the classroom, supports it. Schools must thus carry out and practice innovations and breakthroughs based on science and technology that include lecturers to assist the learning process.

Kaur & Naderajan (2019) also explain that integrating technology into our educational system created the development of several innovative educational tools and models that may improve efficiency, effectiveness, and students' engagement in the teaching and learning process. Therefore, most educators started integrating technology into their lessons, for example, by implementing educational gamification as a tool for teaching and learning to help students become more engaged and motivated in the teaching and learning process. It has also allowed teachers to foster students' critical thinking and problem-solving skills (Wang & Tahir, 2020)

Gamification is the application of game mechanics and principles to situations that are not game-related. Utilizing the human propensity for competition is typically connected to supporting students' learning processes. Furthermore, gamification should be used as a complementary tool to traditional teaching methods, and it is essential to adapt teachers' approaches to suit the needs of the students and the subject matter that will be taught.

Teachers can improve the learning experience for students by incorporating gamification as technology into English lessons. This will raise student engagement, improve language competency, and foster a good attitude toward language study.

Numerous gamification techniques and tools can be employed in teaching and learning, and Kahoot! is just one example. According to Cameron & Bizo (2019), Kahoot! is a well-known real-time multiplayer online quiz tool that enables teachers and students to anonymously and quickly assess student learning. Kahoot enables educators to design games-based tests, polls, and other activities where participants compete with one another. After the Kahoot! session, the top participants to each question are revealed, and the overall winner(s) are presented. The winners will be shown on the scoreboard after the game. The incredible thing about Kahoot! is that teachers can export and keep the results, including their descriptive analysis data, for later use.

Gamification in Language Learning

Since it describes a creative and engaging learning activity, the term "gamification" is employed in learning through games that can be utilized to enhance English (Redjeki & Muhajir, 2021). Gamification refers to integrating game mechanics and components into the learning process. It makes language learning more engaging, dynamic, and enjoyable for students. Gamification attempts to inspire learners, increase their involvement, and foster a sense of accomplishment as they advance in their language-learning journey by including components like points, badges, leaderboards, levels, and incentives (Jain & Dutta, 2019; Li & Chu, 2021; Rapp et al., 2019). Challenges and leaderboards are introduced through gamification, encouraging healthy competitiveness among students. In language-related tasks, students can compete with one another, which encourages them to perform well and maintain interest. However, it is essential to balance entertaining and instructive material to ensure that language learning goals are successfully fulfilled.

Gamification is the application of game elements and mechanics in non-game contexts, such as education, to enhance engagement, motivation, and learning outcomes. In contrast to other improvements in educational technology, gamification increases participation, engagement, and competition (Dani, 2019). Gamification of education has the potential to boost learning, improve specific skills, and promote student engagement (Smirdele et al., 2020).

By incorporating gamification elements, language learning becomes more interactive, enjoyable, and motivating. According to Rincon-Flores & Santos-Guevara, (2021), gamification helps to create a positive learning environment that encourages consistent practice, active participation, and a sense of progress, ultimately leading to improved language proficiency. However, it is crucial to make sure that gamification functions as an additional tool to the more prominent language learning program. The core elements of language training, such as grammar, vocabulary, and language rules, should not be replaced by gamification, despite the fact that it can foster an environment that is stimulating and entertaining.

Effective gamification integration needs thoughtful preparation and attention to specified learning goals. To guarantee that students meet their language learning objectives while having fun, educators must establish a balance between fun and educational content. The

gamification approach is likely to develop as technology advances, providing even more innovative and efficient ways to support English language learning for students worldwide.

Kahoot!

Kahoot! is widely used in classrooms as an interactive and engaging tool for formative assessment, content review, student feedback, and classroom discussions. It can be adapted for various subjects, grade levels, and learning objectives. Kahoot's game-based approach promotes active learning, student participation, and knowledge retention enjoyably and interactively (Asniza et al., 2021; Donkin & Rasmussen, 2021). Kahoot! is a game-based response system in a classroom played by the whole class at the very time or live time (Kaur & Naderajan, 2019).

Teachers can create their own Kahoot! games by designing quizzes, surveys, or discussions. They can add multiple-choice questions, images, videos, and time limits to make the game more engaging. Teachers can also include points, timers, and leaderboards to foster competition and motivation. Once a Kahoot! is created, teachers can launch the game and share a unique PIN with students. Students can then access Kahoot! game by visiting Kahoot! website or using Kahoot! app on their devices. During the game, students see the questions and answer options on their screens and select their answers within a given time limit. Kahoot! emphasizes competition and engagement. Students earn points based on the accuracy and speed of their responses. After each question, the game displays a leaderboard showing the top performers, which can create a sense of excitement and friendly competition among students.

Pointing to the benefits and advantages of Kahoot! as the tool in English teaching and learning today, this study emphasizes on a main research question: "How is the EFL students' perception towards Kahoot! as a gamification tool in English learning?"

Sub Heading 1

The reference list should be arranged alphabetically following the guidelines of the Publication Manual of the American Psychological Association (7th ed.). For example:

When paraphrasing a source that is not your own, be sure to represent the author's information or opinions accurately and in your own words. Even when paraphrasing an author's work, you still must provide a citation to that work. When directly quoting an author's work, provide citation marks at the beginning till the end of the citation, and the year of publication is necessary to be noted beside the name of the author, and the page number is optional. For example:
Giving meaning to specific symbols, such as sounds and marks, is considered to be the origin of written language.

Sub Heading 2

If the article has more than one subheading level, the Sub heading level 2 is bold and italic, while level 3 is normal and italic.

Methodology

This study aims to know the EFL students' perception of Kahoot! as a gamification tool in English learning. A qualitative research design was used in this study. This study presents information, facts, and circumstances as they are. According to Creswell (2013), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a human social problem.

In this study, thirty-six (36) students of 10th grade from a public senior high school in Semarang in the 2022/2023 academic year served as the sample. The study was conducted in the second semester of the 2022/2023 academic year. In this study, the researchers used a convenience sampling technique. The class was selected by looking at the same characteristics related to this study. The students were asked to fill out the closed-ended questionnaire to gain information about their perceptions toward Kahoot! as a gamification tool in English learning—the questionnaire was adapted from Bicen & Kocakoyun (2018) and Basuki & Hidayati (2019).

The researchers used a questionnaire to gather about the students' perception towards Kahoot! as a gamification tool in English learning. There were 10 question items to which the participants responded the questionnaire by choosing one of the five scales from the Likert Scale. Those are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). After the data was collected, it was presented in table and percentage to examine the level of agreement. Furthermore, the data result was then described.

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. In this section, the researchers conducted ten items of questionnaire distributed to thirty-six participants from a public senior high school in Semarang to determine the EFL students' perception towards Kahoot! as a gamification tool in English learning. The result of the questionnaire is presented in Table 1 and Table 2.

Table 1: Students' Perception on Gamification Methods

No	Statement	Strongly Agree (SA) (%)	Agree (A) (%)	Neutral (N) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)
1	A gamification method increases my interest in the lesson.	50%	44,4%	2,8%	2,8%	0%
2	The use of a learning method blended with a gamification method	47,2%	50%	2,8%	0%	0%

No	Statement	Strongly Agree (SA) (%)	Agree (A) (%)	Neutral (N) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)
	helped me to understand the lesson better.					
3	Being placed in competition with other students in the classroom via a gamification method increases my motivation.	47,2%	44,4%	5,6%	2,8%	0%
4	The gamification method enables me to learn difficult topics while having fun.	44,4%	50%	5,6%	0%	0%
5	The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in.	44,4%	55,6%	0%	0%	0%

Table 1 shows that the students' perception of gamification methods in the learning process is categorized as good because most participants strongly agree and agree. In the first statement in Table 1, strongly agree was chosen by 50% of the participants. 44,4% of those agreed that a gamification method increases students' interest in the lesson. 2,8% chose neutral, and 2,8% chose to disagree. None of the participants who choose strongly disagree. It can be concluded that most of the participants agree that a gamification method can increase their interest in the lesson. They feel interested in the lesson because the gamification method encourages an interactive learning experience.

The second statement results revealed that there were 97,2% in total of the participants chose strongly agree and agree. It indicates that the majority of the participants agreed with the statement, and only 2,8% gave a neutral response to the statement. From the percentage, the researcher can conclude that there is a positive perception of the participants related to the second statement. Gamification frequently involves repeated efforts or iteration to overcome obstacles or advance through levels. Students can reflect on their strategies, learn from their mistakes, and make changes as a result of this iterative learning process. Students can better comprehend the lesson content and enhance their problem-solving abilities by being encouraged to try things out and make mistakes in a secure atmosphere.

The third statement stated that competing with other students in the classroom via a gamification method increases students' motivation. The overall number of the agreement

was 91,6%. Meanwhile, the overall number of disagreements was only 2,8%. It is inferred that the gamification method can increase students' motivation because of the competitive vibes in the classroom. The competitive atmosphere encouraged a variety of positive emotions, such as excitement, a desire to participate in class, and an eagerness and readiness to attend class. The competition was observed as a powerful motivator that encouraged students to perform and demonstrate their desire to top the leaderboard and be the best in their class. Many students were motivated to prepare and pay attention to the subject because they wanted to win. Additionally, it appears to have served as an icebreaker for many students, motivating them to socialize with their classmates.

The fourth statement talks about the gamification method enables students to learn complex topics while having fun. 50% of those chose to agree, and 44,4% of others strongly agreed. At the same time, none of the participants choose to disagree or strongly disagree. By using these techniques, gamification improves the fun, interaction, and enjoyment of learning challenging material. When immersed in an enjoyable and dynamic learning environment, students are more inclined to devote their time and effort to studying complex ideas.

The fifth statement stated that the gamification method allows students to see their achievement status and improve themselves in areas they are weak. The result showed that 44,4% chose strongly agree, 55,6% agree, and none were neutral, disagree, or strongly disagree with this fifth statement. Gamification techniques give students a clear picture of their accomplishments and enable them to identify their areas for development. Gamification helps students address their areas of weakness, inspires them to set goals for development, and eventually improves their comprehension and performance by providing targeted feedback, adaptive learning, practice opportunities, goal-setting, and peer comparison.

Table 2 Students' Perception on Kahoot! in English Learning

No	Statement	Strongly Agree (SA) (%)	Agree (A) (%)	Neutral (N) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)
1	I find Kahoot! exciting, interesting, motivating, and fun.	44,4%	55,6%	0%	0%	0%
2	Kahoot! create an energetic classroom atmosphere.	44,4%	50%	5,6%	0%	0%
3	Kahoot! does not give any chance to cheat.	52,8%	41,6%	5,6%	0%	0%
4	I like the collaboration & competitiveness in Kahoot! sessions.	44,4%	44,4%	8,3%	2,8%	0%
5	I feel Kahoot! familiar and simple to do.	50%	41,6%	5,6%	2,8%	0%

Table 2 shows a positive result of students' perception of Kahoot! in English learning. The first statement asked whether the students found Kahoot! exciting, interesting, motivating, and fun. 44,4% of participants chose strongly agree, and 55,6% chose to agree. It proves students can find excitement, interest, motivation, and fun in Kahoot! It is because of Kahoot! transforms traditional quizzes into an interactive and enjoyable activities, making the learning process more engaging and memorable.

The second statement in this section talks about Kahoot! create an energetic classroom atmosphere. The questionnaire results revealed that 44,4% chose strongly agree, 50% chose to agree, and 5,6% chose neutral. Kahoot! can create an energetic classroom atmosphere. Kahoot! is a useful tool for fostering an energetic classroom environment because of the active involvement, competition, captivating images and sound effects, real-time feedback, social interaction, quick pace, and overall enjoyment. It turns the learning process into a fun and engaging activity that captures students' interest and stokes their passion for the subject.

The third statement stated that Kahoot! does not give any chance to cheat, revealed that the overall number of the agreement was 94,4%. Meanwhile, only 5,6% who neutral. It is inferred that Kahoot! does not give any chance to cheat. The design of Kahoot! aims to create a fair and engaging environment that discourages cheating and promotes honest participation. Kahoot! is designed to minimize opportunities for cheating during quizzes and games. It is because of Kahoot! quizzes are time-limited, so students only have a limited time to respond to each question. This function prevents students from asking for help from others during the test.

The fourth statement stated that the students like the collaboration & competitiveness in Kahoot! sessions. The result showed that 44,4% chose strongly agree, 44,4% agree, 8,3% chose neutral, and only 2,8% chose to disagree with this fourth statement. The collaboration and competitiveness in Kahoot sessions promote social interaction, teamwork, friendly competition, a sense of achievement, increased engagement, and a fun learning environment. These factors contribute to why students often appreciate and enjoy the collaborative and competitive aspects of Kahoot.

The fifth statement results revealed that there were 91,6% in total of participants who chose strongly agree and agree. It indicates that the majority of the participants agreed with the statement. Moreover, only 5,6% of the participants responded neutrally, and 2,8% disagreed with the statement. From the percentage, the researcher can conclude that there is a positive perception of the participants related to the fifth statement. Students believe Kahoot to be simple and familiar because of its user-friendly layout, familiarity with online quizzes, low learning curve, wide acceptance, consistency in gameplay, mobile device compatibility, and clear directions.

Based on Table 1 and Table 2, the researchers conclude that most participants strongly agree and agree with the statements. It shows that the total percentage of agreement is up to 85%, which shows that the participants agreed with the statements. The findings revealed that the students positively perceived Kahoot as a gamification tool in English learning. As a result, the researchers could conclude that Kahoot! as a gamification tool can be used in English learning because the questionnaire results show a positive perception.

Discussion

After calculating the questionnaire responses, it was reported that most students agreed that Kahoot! is good to be used as a gamification tool in English learning. It also indicates that Kahoot! is fun, exciting, motivating, and interesting and also builds a competitive, collaborative, and energetic atmosphere in the classroom. Moreover, Kahoot! is simple to use and can prevent students to do cheating. These findings align with research by Fuster-Guilló et al. (2019) and Tetep and Arista (2022), which found that Kahoot! can increase students' motivation and excitement in English learning. Students are more motivated because of Kahoot's gamification features, instant feedback, social engagement, competitive atmosphere, tailored learning experiences, variety of information, and encouraging feedback. Kahoot inspires students to actively participate, strive for achievement, and cultivate a love of learning by fostering an entertaining and engaging learning environment.

Moreover, Zhang and Yu (2021) and Hadijah et al. (2020) showed that using Kahoot! as a gamification tool can create fun, engaging motivation, and make the students focus on English learning. Not only for academic goals but also for psychological ones, Kahoot! is useful. Students exhibit curiosity when they are focused on the course material and actively defend their attention. The researcher noticed that the participants' eagerness to learn more is evident in their efforts to remain focused throughout the course. It was determined that Kahoot! is a fantastic tool for encouraging classroom engagement during and after the Kahoot! session, which has a significant impact on students' capacity to recall the material that has been studied.

Thus, motivation is essential for encouraging students to engage in learning activities related to their attempts to advance their knowledge and skills and accomplish the learning process's initial objectives. Activities related to learning can be impacted by motivation. Highly motivated students will concentrate on the learning process and complete the learning exercises successfully. The learning objectives can be met in several ways, including teachers creating motivating environments and highly motivated students.

Furthermore, Donkin & Rasmussen (2021) stated that Kahoot! develop energetic, interactive, collaborative, and competitive learning. Kahoot! excels at developing an energetic, interactive, collaborative, and competitive learning environment. By incorporating these elements, Kahoot! encourages active participation, teamwork, critical thinking, and a passion for learning among students. With Kahoot! students have numerous opportunities to interact with their peers, the instructor, and the course materials. Kahoot! Students are more encouraged to compete with their friends to find the appropriate answers by playing this game, which fosters healthy competition. Students prefer to 'play,' while others express their excitement to obtain the best marks and achieve the highest in the class. The Kahoot! quiz ends with a friendly competition among the students, where the names of the top three finishers receive a higher ranking.

The responses of the participants in answering the questionnaires. The majority of them said that Kahoot! had assisted them in developing an exciting learning experience, one that is characterized by enjoyable learning activities backed by a welcoming classroom environment. At the same time, research by Novrianti (2021) found that Kahoot! can

minimize cheating. Although Kahoot! did not completely eliminate cheating, it did assist in lowering the proportion of students who did so during the test. The chance that a student will cheat other students was reduced because of Kahoot!'s timing feature. Therefore, previous theories and findings in prior studies are proven.

The majority of the students also agree that Kahoot! captured their interest throughout the entire course. Refer to the results to see how the students tried to comprehend and research why they were right or wrong when reviewing their responses to see if they were correct or incorrect. Based on this circumstance, the students were able to develop a more profound comprehension that firmly supports their capacity for memory and active participation in learning activities.

Using the Kahoot gaming platform, students can cultivate positive attitudes and demonstrate a better degree of enthusiasm toward language acquisition, which is the primary objective of this study, according to the data collected and analyzed. Due to their integration of the Kahoot game into their learning, almost all participants have an entirely positive attitude about language acquisition. Their actions and reactions in the classroom underwent a great deal of change. After playing the Kahoot game, the participants also demonstrated a high level of interest in learning languages. According to the participants, Kahoot! made the learning environment in the classroom more engaging. The use of the Kahoot game in the English classroom can therefore be inferred to generate positive attitudes and high levels of motivation among students.

Overall, students perceive Kahoot as a fun and effective gamification tool that enhances their motivation in English learning. By leveraging Kahoot's features, educators can create an engaging and interactive learning environment that promotes active participation, collaboration, and a sense of achievement among students.

Conclusion

Based on the findings of this study, students generally have a positive perception of Kahoot as a gamification tool in English learning. Kahoot quizzes' interactive and competitive nature tends to increase students' motivation and engagement in the learning process. By incorporating gamification elements such as points, leaderboards, and instant feedback, Kahoot creates a dynamic and enjoyable learning environment that appeals to students. Kahoot! can be an effective gamification tool in English learning. One of the key advantages of using Kahoot in English learning is its ability to create an engaging and enjoyable learning environment. The platform incorporates competition, immediate feedback, and a time-based format, which can increase student motivation and participation. By turning English learning into a game, students are more likely to be actively involved and develop a positive attitude toward language learning. Kahoot also provides opportunities for interactive and collaborative learning.

Since Kahoot! is a game-based platform that gives students a sensation of competing in real-time, it fosters creativity in teachers and improves students' learning experiences. Additionally, because feedback is provided right away, students may monitor their learning progress. Kahoot! is an improvement and adaptation of information and communication

technologies in games and education. Students enjoy using Kahoot! because it is simple to develop and provides an engaging learning environment. To improve the learning of the students, it is highly beneficial and efficient. According to the findings, almost all of the students believed Kahoot! was a valuable tool in English learning, and they like and feel competitive when they participate in Kahoot! activities.

Additionally, Kahoot allows for real-time feedback, enabling teachers to assess students' progress and address misconceptions immediately. Further, teachers must ensure that the use of Kahoot aligns with their pedagogical approach and the needs of their students. In summary, Kahoot can be an effective gamification tool in English learning, as it enhances engagement, promotes interaction and collaboration, and offers customizable features. When used appropriately, Kahoot can contribute to creating a dynamic and effective language learning environment. By combining motivation, collaboration, competition, fun, interest, excitement, and energy, Kahoot can enhance the English learning experience and create a vibrant and engaging classroom environment. By leveraging the exciting and motivating features of Kahoot, students can actively participate in collaborative and competitive English language learning activities. The interactive format, immediate feedback, variety of content, and social engagement make Kahoot a valuable tool for enhancing English language skills enjoyably and effectively.

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References and citations should be well-balanced, current, relevant, and in **alphabetical order**. Although every field is different, you should cite references that are not more than ten years old. The studies you cite should be strongly related to your research question. Please use APA 7th Edition style citation and use the Reference Manager app (EndNote, **Mendeley**, Zotero, or other). Please use a consistent format for references-see examples:

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