ETERNAL

DAFTAR ISI

The Effect of *Padlet* in Collaborative Learning of *"Kurikulum Merdeka"* to Improve Students' Writing Ability in Recount Text

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Abstract. On the Learning Achievement (known as *"Capaian Pembelajaran")* of *"Kurikulum Merdeka"*, students are expected to be able to develop their skills in writing a variety of texts, including recount texts, as one of the competences that they are expected to master. In point of fact, the students face a wide variety of challenges when it comes to writing, including boredom, no relevant method, unenthusiastic, low confidence, old teaching media, and teaching monotonous. To give interesting media in teaching writing, the researchers use Padlet as learning media, because no teachers have used it yet, especially at this school. A quantitative methodology was used in the design of this research. Students in the tenth grade of TPFL 2 at SMK Negeri 7 Semarang were the focus of this particular piece of research. The Pre-Test, the Post-Test, and a questionnaire were the instruments that were utilized in this research. IBM SPSS 29 was used to perform the analysis, and it was also used to process the data. It is possible to draw the following conclusion from the findings: the implementation of Padlet media in the classroom may result in increased student participation and classroom collaboration. The students' writing abilities are significantly improved when they are taught writing through the use of Padlet on recount text which showed a mean score of 77.25 as the result of the pre-test and 90.17 as the result of the post-test. The results of this study have important implications for researchers, particularly those whose interests lie in the fields of education and language, as well as for English teachers as fundamental data for the enhancement of instructional media.

Keywords: collaborative, writing ability, recount text, Padlet

Introduction

Currently, Indonesia has implemented the New Paradigm Curriculum to address better education (Kemdikbudristek, 2021). Education does not only teach material or content but also skills and character. A curriculum is a set of plans and arrangements regarding the purpose, content, and learning materials as well as the method used as a guideline for organizing activities and learning to achieve certain educational goals. This set of plans and arrangements is known as a curriculum (Kemdikbudristek, 2021). A curriculum is a tool that can be used to achieve educational and pedagogical goals that are determined in a fluid and progressive manner. It implies that the curriculum is required to undergo continuous development and improvement in order to keep up with the rapid pace of technological and scientific advancement. Therefore, Indonesia implements a curriculum that liberates schools, teachers, and students to design their learning.

It is known as *"Kurikulum Merdeka." "Kurikulum Merdeka"* gives freedom to institutions to develop their curriculum flexibly according to the potential and characteristics of the school environment (Marisa, 2021). The "*Kurikulum Merdeka*" is an educational framework that organizes instruction by taking into account the myriad of individual qualities possessed by students. The learning process consists of independent study, mapping of competency standards, and a minimum amount of competency testing. (Kemdikbudristek: 2021). In order to ensure that educators have more room to develop teaching strategies and evaluations that are tailored to the characteristics and requirements of their student population.

In the "*Kurikulum Merdeka*", *"Profil Pelajar Pancasila"* plays a role as a guide in achieving educational goals, including learning and assessment. In the *"Profil Pelajar Pancasila"*, students are guided to develop six dimensions of skills (Kemdikbudristek: 2021). The six dimensions are (1) faith and piety toward Tuhan Yang Maha Esa and noble character; (2) global diversity; (3) cooperation or collaboration; (4) independence; (5) critical thinking; and (6) creative thinking. (Kemdikbudristek: 2021) states that these six dimensions can be studied across disciplines. Even in achieving the goals of the *"Profil Pelajar Pancasila"*, the school applies project-based learning that strengthens collaborative learning.

According to Johnsen and Roger, who were quoted in Haqqi (2017), one of the student-centered learning methods is called collaborative learning. An interactional theory, which views learning as a process of building meaning through social interaction, is at the foundation of the collaborative method. This theory was developed in the 1970s. Collaborative learning is a learning process that requires social interaction with small groups to build shared understanding and knowledge. Learners will interact with each other, collaborate, and exchange information to create meaningful learning experiences in each lesson. Collaboration and exchanging information can create student-centered learning, which can provide a meaningful learning experience in every lesson, both in literacy and numeracy (Marisa, 2021).

Teaching a language that is not a student's native tongue (first language), such as English, in a way that is engaging and entertaining is necessary to ensure that the material is readily assimilated by those who are learning it (Novianti, 2018). Students who study English as a second language develop productive

language skills such as speaking and writing English. In a similar manner, the learning outcomes of the "Kurikulum Merdeka" for English are broken up into three different components. There are elements that involve listening and speaking, elements that involve reading and watching, and elements that involve writing and presenting (Balitbang, 2021). The culmination of English language study is the development of writing skills. Therefore, it is necessary for students to develop their skills in writing and public speaking. The final product, also known as the output, is where writing and speaking most drastically diverge from one another. When we speak, we end up with a spoken text such as a monologue or a dialogue as our final product. In contrast, the final product of written work is a text that has been written down. Writing is one of the productive language skills that deals with conveying messages through the use of graphic symbols, as Spratt et al., explained in Wardhani et al., (2019), according to the information provided. They claim that writing is an activity that involves communicating an idea through the use of letters, words, phrases, and clauses to form a series of related sentences that can be essays or paragraphs.

As the duration of our work together increases, the importance of our written work will only increase (Bulqiyah et al., 2021). Because the act of writing permeates every aspect of our lives and cannot be avoided. For students, it is usual to write assignments that may range from one sentence to several paragraphs, from paragraphs to several pages, and to write answers on exams. The teachers always make an effort to make teaching writing as fun as possible and not put pressure on the students. However, teachers often find that students are less motivated in learning English, let alone learning speaking and writing. Students think that English is difficult and not easy to understand (Mumary Songbatumis, 2017). Especially when learning English is not given enough scaffolding or the teaching is too rigid.

This obstacle also causes students' boredom because feelings are left behind and learning methods are no longer relevant, so students become lazy and slow in responding. Because of these problems, sometimes the teacher must give an English lesson in collaborative learning or in small groups that integrates technology (Saha & Singh, 2016). Before beginning to instruct a class, the teacher needs to have a solid understanding of the students' individual qualities. It is common knowledge that today's students have a strong grasp of technology. They are current with the technology and are knowledgeable about it.

In this day and age, there is a strong connection between education and the use of various forms of technology (Zin et al., 2013). Padlet is one of the technologies that can be utilized for teaching, and in particular for teaching writing. Padlet can use for collaborative learning in writing. At the same time, students can work on assignments together without moving everywhere. But the students can move as they like to give a comfortable climate for themselves in a discussion. It is the modern collaborative learning that we can use to plan a student-centered classroom. According to Ahmed & Dakhiel (2019) a learner-centered classroom is defined as an environment in which students take an active role in the learning processes taking place in the classroom. This student's involvement can be broken down into two distinct categories. The first of these is involving students in the decision-making process regarding what should be learned, how it should be learned, and how it should be evaluated. The second step is to ensure that as much

of the work as possible is completed in class by the students rather than the instructor. This is a principle for language teaching methodology such as a focus on the learner. So, in collaborative learning that integrates technological media, it is very necessary to create student-centered learning, not just using conventional methods repeatedly.

Because in the discussion process with traditional teaching methods, sometimes we encounter students who are not conducive during group discussions (Fischer & Hänze, 2019). Some students were not very enthusiastic about working on group assignments because they only focused on being active. Due to a lack of coordination among themselves, these students have a tendency to be less active in groups after being given group assignment material. As a result, these students only expect one person to be responsible for the completion of group work. Besides that, the output of student group assignments collected on a piece of paper is often scattered and thrown away after the learning activities are finished. So, student portfolio assignment archives are not archived tidily, and when needed, they will be difficult to find. Therefore, Padlet is an alternative for coordinating groups to collaborate in a disciplined manner and facilitating archiving for teachers.

Riyanti (2019) said the cause of the problems is the way of teaching (the way the teacher taught), including monotonous learning, one-way learning, and not interactive. Based on the previous study and some problems with writing, the researchers try to use collaborative learning with technology to motivate students' writing abilities in a recount text. The writer will use integrated Padlet technology to make collaborative writing a recount of text and individual experience stories in learning so that learning can take place communicative, interactive, and collaborative.

Metilia and Fitrawati (2018) found that a previous study had already identified the causes of some of the difficulties in writing, such as a lack of ideas, a weakness in using correct grammar, and a lack of motivation to write as a result of uninteresting teaching media. Their findings are presented in this article. Saepuloh and Salsabila (2020) found that the utilization of Padlet in the classroom setting of English language learners has become increasingly common. Also, Wahyudi et al., (2022) discovered that many issues arise when writing, such as a lack of confidence, insufficient writing practice, and a fear of receiving negative feedback. A travel vlog video was used by the writer to help students improve their writing ability in recount texts.

The researchers would like to assist the English teacher in the teaching of writing by promoting these media and strategies using Padlet collaborative learning to the students of TPFL 2 in the tenth grade who are writing a recount text. This would be done on the basis of the problems that have been outlined above. The researchers came up with the following formulation for the problem statement: 1) To investigate the use of Padlet in writing collaboratively recount texts by students, and 2) To analyze the significant effect of students' ability in writing recount text between the students who are taught without and using Padlet. There are two objectives of this study: 1) To describe the implementation of Padlet for teaching learning process in writing recount texts. 2) To find out the significance effect (before and after) of using Padlet toward students' writing ability in writing recount text.

There were two reasons why the researchers chose this study. First, this school did not use Padlet as the learning media as far as the researchers observed. So, it was the opportunity for the researchers to conduct research by implementing Padlet in the teaching process. Second, after observation of the class with a paper Google Doc, the researchers noticed some difficulties that the students had in writing English. As a result, the researchers intend to use the Padlet application to give alternatives to solve the students' problems and improve their writing ability. So, the researchers used this method to give more explanation about the implementation of the Padlet application, especially in writing Recount Text for the tenth-grade students of TPFL 2 SMK Negeri 7 Semarang.

Literature Review
Teaching Media

The word "media" has its origins in Latin and is the plural form of the word "medium," which can mean either an intermediary or an introduction. The media serve as a go-between or a messenger between the message's originator and its intended recipient (Sirait et al., 2021). Students are better able to acquire knowledge, skills, or attitudes when conditions are created by the media, which can be understood in terms of the people, materials, or events that create those conditions. The media are the tools that are used to convey information to the people who need to know it. The term "learning media" is also synonymous with the concept of instruction (Sirait D. & Handayani, 2019). Teaching or learning media can be integrated with social media which gives interactive media for teaching.

According to Rulli (2017) social media has the following characteristics:

1. The communication that is being transmitted is not just for one person, but it could be for a large number of people all at once; for example, messages sent over the internet or via SMS.
2. There is no cost associated with having a message delivered, as it is not necessary to go through a Gatekeeper.
3. The speed with which the messages are transmitted is typically quicker than that of other media.
4. The amount of time spent interacting is determined by the person who receives the communication.

Thus, based on the definitions from several sources above, the media is a tool to bridge information providers (teachers) to recipients of information (students). The researchers uses Padlet as a collaboration medium and collects assignments that allow students to work simultaneously, thereby reducing injustice in group work and scattered archives. So that this media can simultaneously store student data or assignments without fear of being lost. There are a lot of teaching media in writing skills cases in this research.

Writing Ability

Writing is a form of communication that involves putting one's thoughts down on paper. According to Harmer in Wardhani et al., (2019) the production of language through writing is a means of expressing thoughts, emotions, and points of view. Writing is the act of physically committing words or ideas to some medium, whether it be hieroglyphics inked onto parchment or an email

communication typed into a computer. Writing can be traced back to ancient times and can take many forms. Writing, on the other hand, is the mental work of composing thoughts, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Harlena et al., 2019). Writing requires a lot of mental work. It implies that the writer needs to organize the sentences into something that is coherent and complete for us to successfully communicate, which is the ability to write.

Writing ability is one of the communication abilities that has functions to express thoughts and messages to people and the environment in written form. Writing ability is part of being able to communicate effectively (Wiratna & Hamdiah, 2020). Aside from that, students with higher intelligence are more likely to have memories and be able to describe things or occurrences. This description of the memory will be used to remember the memory in greater detail. Students and individuals in general are able to learn from concepts, understanding, and reason as a result of this process, which is called the cognitive process. This capacity also makes it possible for humans to recognize patterns, have ideas that they can comprehend, plan, and solve problems, and of course, have a language in which they can communicate these ideas. Leadership, social awareness, interpersonal comprehension, and social effectiveness made up the cognitive component of interpersonal intelligence (Shearer & Karanian, 2017). In other words, this person is concerned about events that affect others other than themselves (Ramirez, 2018). They have excellent listening skills, are simple to talk to, and are sensitive to a person's emotions. Then, self-control, management ability, and guiding function comprise the intrapersonal skill cognitive unit (Shearer & Karanian, 2017). Also, they are capable of self-awareness and may examine motives and emotions.

According to Jacobs in (Wardhani et al., 2019) there are five aspects of writing to assess students' writing ability such as. the content, organization, grammar/language use, vocabulary, and mechanics.

1. Content
   It is described as the part of a piece of writing that is obvious from the topic phrase and major theme.
2. Organization
   It tells about the text's coherence. It involves how the author structures the thoughts so that they flow naturally inside the paragraphs.
3. Grammar/Language Use
   It refers to the grammatical forms of the text. The use of grammatical form constructs a well-formed sentence.
4. Vocabulary
   It tells about the selection of appropriate words for the content. It can be identified by focusing on the word choices or diction used to deliver the ideas to the reader.
5. Mechanics

It deals with the language's graphic conventions. The paragraph of text can be identified by its spelling, punctuation, capitalization, and other features.

From that explanation, the researchers can conclude that writing ability is a natural activity to employ letters, words, or symbols that are written by hand or

typing to express ideas or information. It can be individual writing or collaborative writing.

Collaborative Learning

A situation known as collaborative learning or collaborative learning is one in which two or more individuals are learning something together or attempting to learn it together. According to Hernandez in Sutiyono (2021) collaborative writing is an effective method of writing that promotes cooperation, critical thinking, group learning, and active participation in the creation of a final product. "Successful collaborative writing allows students to learn from each other," says Harmer in Sutiyono (2021), which lends credence to the aforementioned statement. Learning through collaboration places an emphasis on the learning process that calls for the integration of collaborative activities involving intellectual, social, and emotional dynamics. These dynamics must come from both the students and the teachers. The active and constructive nature of learning is assumed by this theory. According to this theory, students are expected to take an active role in the learning process, and the environment is designed in such a way as to recognize and appreciate the initiatives taken by students.

Padlet

Padlet is well suited for supporting group work or collaborative learning (Yap, 2018). Padlet is a free online application that anyone can access without having to download it first. Padlet can be likened to online whiteboards where users can write, send photos, and videos, make comments, and assess student portfolios. In addition, Padlet provides many uses where two-way interactions between the teacher as a facilitator and students as active learning students can be formed and occur optimally because each student can give opinions and ideas about what they are looking for, what they want to know, and what they are looking for. Also, what he had learned after studying (Shuker, 2021).

The Padlet application has been found to conform to the requirements of an international educational application standards organization known as The International Society for Technology in Education (ISTE). This organization conducts surveys and feasibility studies on various educational mediums. These organizations categorize their requirements according to the different facets of education, such as eligibility for students, teachers, leaders, and trainers, as well as for computer information education (Lestari et al., 2019). The author makes an effort to use the application Padlet in the hopes of making education more engaging for students and boosting their enthusiasm to learn.

Web 2.0 application Padlet is a utility. The instruction of communication skills would make a contribution to the existing body of research, which attempted to gain an understanding of how students viewed Padlet as a tool for educational and pedagogical purposes (Shuker, 2021). It explores the difficulties that students encountered while using Padlet in an effort to gain a better understanding of its application in the context of teaching communication skills. Padlet is a web application that permits users to create virtual walls and is available for free. Anything that is founded on our creation can be written and uploaded by us. The functions of virtual walls include those of a whiteboard and a notice board, both of which allow for the "pinning up" of pictures and files as well as the writing of text.

The individuals who were responsible for creating the walls have complete authority over the content, design, and organization of the walls. They can also choose to make the walls public or private by easily adjusting the privacy setting in their account. The creators of the walls have the option of either inviting the viewers or establishing a password in order to restrict access to only a select group of viewers; however, it is recommended that public mode be used so that students can engage in collaborative learning more easily (Mehta et al., 2021). The people who create a wall have the ability to restrict what other users are able to do on the wall, such as viewing or writing on it. What is written or uploaded on a wall does not disappear unless the creator chooses to delete it. Other users are able to provide feedback in the form of comments and stars on the contributions made by others. Padlet walls, much like any other web utility, can be accessed whenever there is a connection to the internet that is as stable as it possibly can be.

There has been no study conducted in Indonesian schools that has been reported as sharing the effect of Padlet on students' learning at its most powerful when sharing ideas, creations, discoveries, or experiences in relation to the concept that is being taught in order to assist students in socially constructing new learning (Dianati et al., 2020; Kaya, 2015; Mehta et al., 2021). There is a limited amount of information regarding how the pupils understand its application in the course of the instruction of a particular topic. This research helps increase knowledge and comprehension of the function or effect of another Web 2.0 tool (in this case, Padlet) on teaching and learning, particularly with regard to Recount Text. As a result, this research lends credence to the argument that additional study is required in this field.

Recount Text

According to Fisher in Wahyudi (2022), it was assumed that a recount is a text that talks about experience or events, which can be founded on the author's personal or historical experiences. Anderson cited in Saepuloh (2020) text that recounts an event or occurrence that took place in the past in the correct chronological sequence is called a recount text. Its purpose is to provide information about the occasion to readers and audience members (Derewianka & Jones, 2013). In addition, they argued that the organizational structure of recount texts includes an orientation that provides background information, a record of events that recounts chronological steps, and a comment that expresses a reaction from the writer. These three components make up the recount text's organizational structure.

In addition, there are many different kinds of recount texts. According to Holandyah in Saepuloh (2020) recount texts can be either personal or factual or imaginative. In conclusion, a recount text is a text that tells the reader about a story that occurred in the past such as a personal experience, historical event, fantasy story, or biography. These types of stories are all examples of recount texts. The story begins with the orientation which tells the background of the story like time, place, characters, and others. Then, events are the main story in the recount text which tells about the sequence or steps of the story. In the last story, a recount text uses a reorientation as an optional structure, because it is the summarizing of the story and is not necessary.

Numerous research studies on learning media in the classroom have been carried out with the application Padlet. One of studies was carried out by O. Suwantarathip and Saovapa Wichadee (2014), and it looked at how technology can support learning in the network, from WhatsApp to email to Twitter to Google Classroom and so on. Not only is there the option of learning online today, but there is also a significant amount of technology that is used for traditional classroom learning in order to make recording easier and reduce background noise. According to the findings of Wahyudi et al., (2022) a previous study had already identified the use of media travel vlogs to improve student writing abilities, and the result of the research showed that the implementation was successful in improving the students' writing abilities. They analyzed the findings of the research using IBM SPSS Statistics 25 and a quasi-experimental design, with the two groups serving as the focus of the investigation. It suggests that making use of various media technologies is a fruitful approach to teaching English composition. In addition, Sirait et al., (2021) found that the use of interactive learning media like YouTube for English education has developed into a viable alternative to traditional forms of media in the modern age. In addition Wardhani et al., (2019) from the researchers conclude that using *Wattpad* on students' writing ability can enhance students' achievement and increase students' writing ability. From the previous study, the researchers wanted to investigate other media technologies (in the case of Padlet) to teach English writing. The researchers also wants to analyze the effectiveness of using the Padlet application to improve the student's writing ability and their learning motivation.

Method
Research Design
A mathematical approach is taken in this research methodology. Sugiyono (2016) says that quantitative research methods are used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, and data analysis is quantitative/statistical in nature with the aim of testing established hypotheses. When it comes to practical instruction, data collection strategies include pre-testing and post-testing, as well as survey questionnaires and observations. Beginning in October 2022 and continuing through December 2022, this study was conducted during Practical Teaching (PPL).

The subject of the Research
The students in the tenth grade at TPFL 2 SMK Negeri 7 Semarang volunteered to participate in the investigation. According to Sugiyono (2016), the characteristics and numbers possessed by the population are included in the sample. The sample is a portion of the population. One class consisting of a total of 36 individuals is serving as the population for this study.

Instrument of the Research
The researchers used pre-test, post-test, and questionnaire in this study. The pre-test was given in the first meeting before using the integrating technology of Padlet in a classroom. Then, the researchers used Padlet in the teaching-learning process and gave a post-test in the last section. Not only pre-test and post-test, but

the researchers also give a questionnaire in class to get the description data of the student's perception of using Padlet for the learning process.

Data Analysing Technique

In this particular investigation, the researchers performed the Normality test and the Paired T-test with the assistance of IBM SPSS Statistic Version 29 for Windows. A paired T-test is used to determine whether there is a significant difference in mean score between two samples that are connected to one another or not. In addition, the researchers utilized the Likert scale as a quantifying instrument for research instruments that contained predetermined variables. According to Sugiyono (2016) the Likert scale is employed in the process of assessing the opinions, viewpoints, and perspectives held by an individual or collection of individuals regarding social phenomena. When using a Likert scale, the responses to each question on the instrument have a level that ranges from very positive to very negative.

Table 1. Linkert Scale

Statement	Rating
Strongly Agree	5
Agree	4
Netral	3
Disagree	2
Strongly Disagree	1

During the scoring process, the researchers evaluated and analyzed the data using a scoring rubric adapted from Brown in Fitri (2022) the following categories were used for the evaluation and analysis:

Table 2. Evaluation writing categories

Aspect	Score	Description
Content	1	The topic is not clear, and the details are not relating to the topic
	2	The topic is completely clear, but the details are not related to the topic
	3	The topic is complete and clear, but the details are almost related to the topic
	4	The topic is complete and clear, but the details are almost related to the topic
Vocabulary	1	Very poor knowledge of words, words form, are not under stable
	2	Limited range of confusing words and words form
	3	Few misuses of vocabulary and words form, and no change in the meaning
	4	Effective choice of words and words form
Mechanics	1	It is dominated by errors in spelling, punctuation, and capitalization

	2	It has frequent errors in spelling, punctuation, and capitalization
	3	It has occasional errors in spelling, punctuation, and capitalization
	4	It uses correct spelling, punctuation, and capitalization
Grammar	1	Frequent grammatical or agreement inaccuracies
	2	Numerous grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies
	4	Very view grammatical or agreement inaccuracies
Organization	1	Identification is not complete, and descriptions are arranged with misuse connections
	2	Identification is not complete, and descriptions are arranged with few misuse connections
	3	Identification is not complete, and descriptions are arranged with almost proper connections
	4	Identification is complete and descriptions are arranged with proper connections

Based on the description above, the classification of students' writing skills and the student's scores were classified in the table below adapted from Arikunto in Fitri (2022):

Table 3. The student's classification score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Findings and Discussion

The study was carried out at SMK Negeri 7 Semarang, and the participants were all students from TPFL 2's tenth school. In the first step of the process, the researchers administered a pre-test to a single class consisting of 36 students. The researchers followed that up by administering a post-test of the writing assignment along with the questionnaire during the final session. It is possible for a writing assignment to take the form of creative writing, an essay, a report, or another type of writing work. Grenville stated in Sadapotto and Bisse (2021) that each assignment contains a total of two hints hidden within it. There is also a limiting term, in addition to the task word. The word "task" is almost always a verb in the assignment, and it is this verb that informs you what you are supposed to be doing. It is possible that it will say something along the lines of "discuss," "describe," "write about," or "compare." Take, for instance: Describe your upbringing in writing. On the other hand, the assignment is made more specific due to the limiting term (or words) that are used. Take, for instance: *Write about the most embarrassing incident of your childhood.* The kind of task that is given by the

researchers is the task word which integrates with Padlet. The instruction is "Write about your experience" in the Padlet application.

1. The Implementation of Padlet in Teaching Learning Process at TPFL

During the lesson, the teacher introduces Padlet media, which is a free online application that anyone can access via the shared link. Padlets can be likened to digital whiteboards where users can write, send photos, and videos, make comments, and assess student portfolios. It is how the Padlet application looks like:
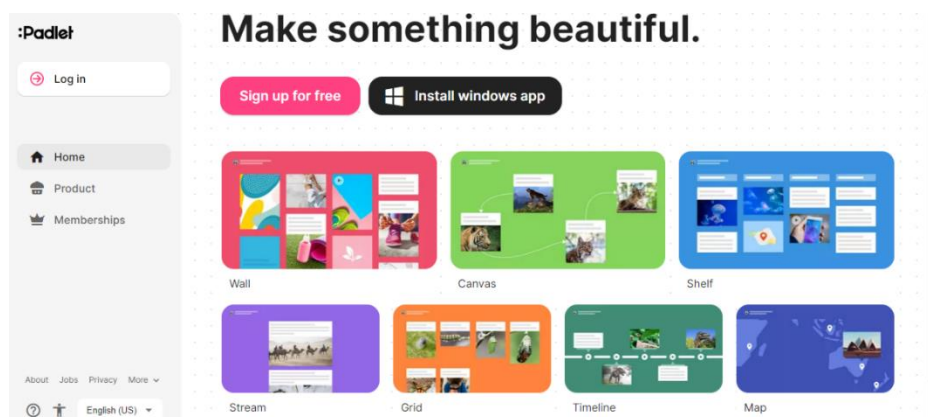
Figure 1. Display of Padlet design options

Padlet walls had to be prepared before students could access them. The teacher must have an account in Padlet, just using a Google account, and the Padlet wall is made. The teacher could choose a wall freely. To gain access to a wall, students are given a Padlet link or the address (URL) that the teacher made. Provided there was internet access, students could click on the URL which would bring the student to the Padlet website. It was the class design that had been made by the researchers.
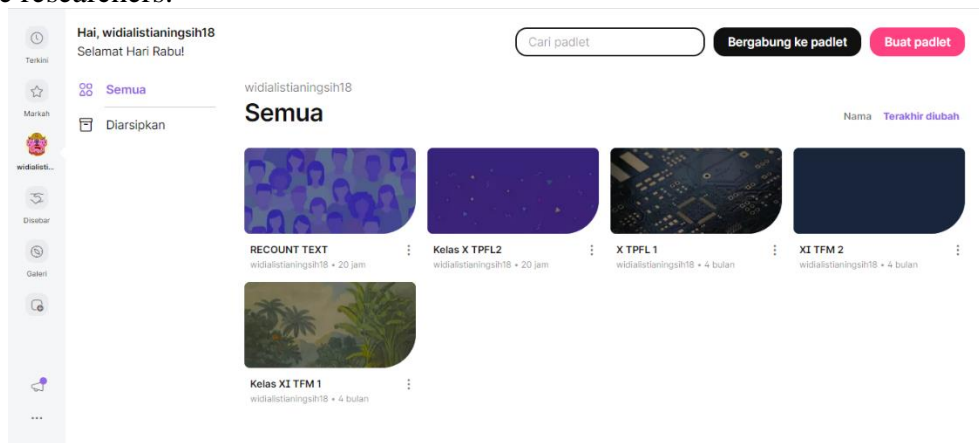
Figure 2. Padlet's Dashboard
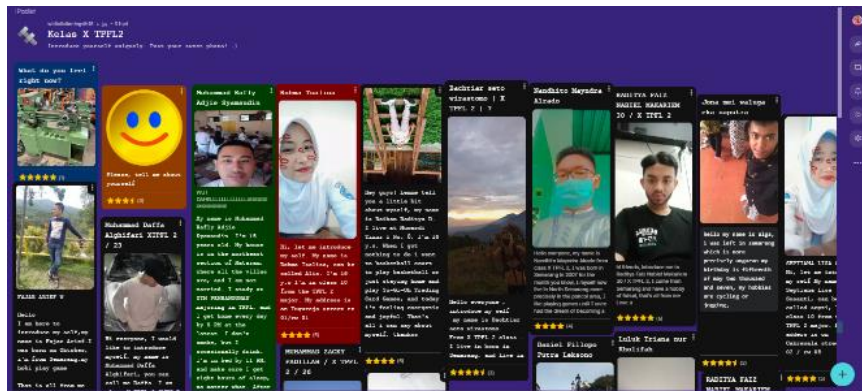
Figure 3. Introducing

The students were not provided a specific amount of time in which they had to respond to the supplemental activities that were posted on the Padlet wall. It was provided as an incentive for the students to finish the Padlet chores that they had started. However, the instructor would always instruct us to answer at that very instant as a group. The instructor would respond to the answers that were provided by her pupils by writing her opinions and awarding marks to the pupils based on the quality of their responses. It was also possible for their friends to award stars and make comments on each other's posts. They could study for peer assessment in a manner similar to the following example:
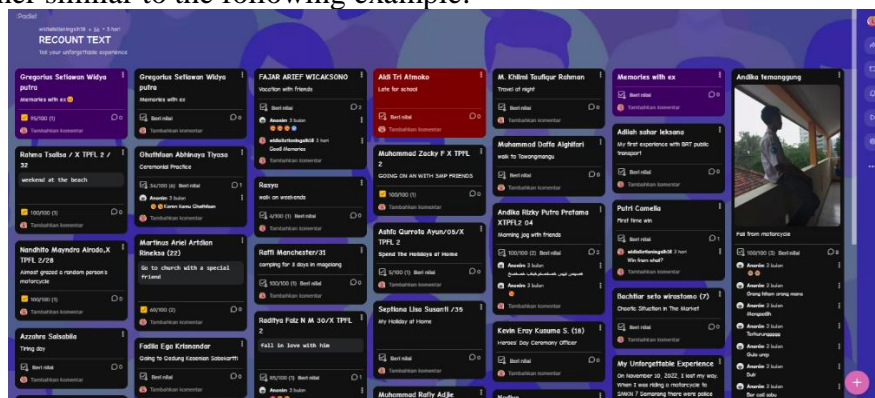
Figure 4. Opening Session in a Class Using Padlet

The teacher gives a starting question as an opening and introduction to Padlet. At the first sight, the students were very enthusiastic and wanted to know how to use Padlet. Therefore, the teacher provides an experiment as well as an introduction to exploring the Padlet application before being given assignments. The starter questions given were about themes or types of students' experiences in a phrase. This relates to the material being taught, namely Recount Text. Then the teacher also explained that students could provide comments and ratings on their friend's post uploads. They can even upload the photos or videos they want.

After exploring and trying to give comments, the teacher explains the material about Recount which is related to the theme they have written in Padlet. The teacher allows students to ask questions before the assignment. The teacher gives assignments to students to write down their personal experiences as a product of the Recount Text material. The results of student assignments are sent or uploaded in the Padlet, as shown in the following figure:
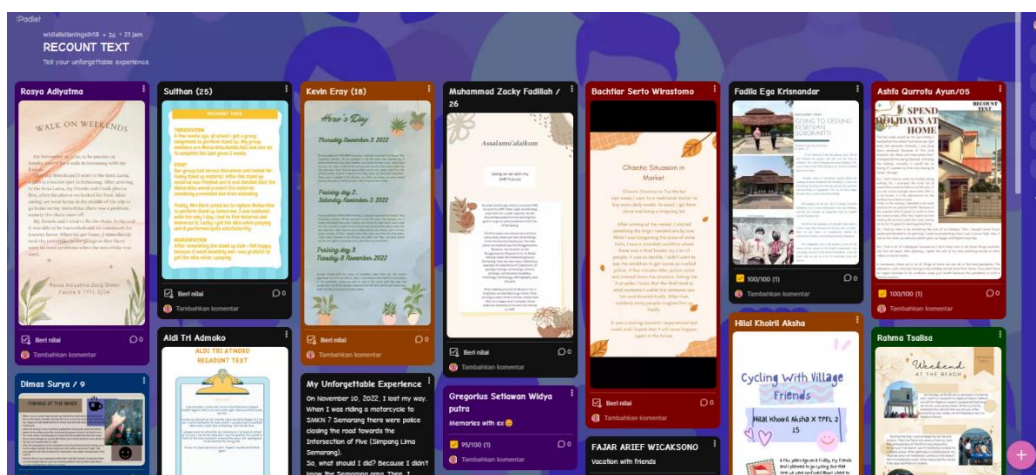
Figure 5. The Results of Student Assignments

Students creatively make recount text stories with Canva. This proves that students are very enthusiastic and have a passion for learning Recount Text. The learning outcomes achieved after implementing collaborative learning using Padlet are an increase in student learning motivation and the achievement of learning objectives. Students present the results of their assignments in the Padlet and provide feedback to other students. Other students may assess the Padlet post for their friends same as peer assessment.

1. **The Result of a Significant Difference in Students' Writing Ability Using Collaborative Learning with Padlet**

This study had the intention to develop students' writing skill. To find out whether collaborative learning using Padlet could develop the students' writing skill or not, the researchers compared the results of pre-test and post-test.

a. Pre-Test: The researchers did not give any treatment about the Recount Text. The researchers asked the students to tell their self-experience.

b. Post-Test: The researchers gave an explanation and treatment using Padlet. Here are the results of the students' pre-test and post-test:

Table 1. Students' Score Result

No	Students	Pre-Test Score	Post-Test Score
1	AS	75	85
2	AA	73	87
3	ATA	70	93
4	ARP	80	83
5	AQA	76	78
6	ASA	75	80
7	BS	76	90
8	DFP	78	93
9	DSS	76	90
10	FA	72	88
11	FAW	74	85
12	FAP	76	90
13	GAT	77	83
14	GSW	73	85
15	HKA	73	95
16	INH	78	86
17	JMW	70	78
18	KEK	80	90
19	LTN	75	95
20	MKT	74	85

21	MAA	70	88	29	RF	70	86
22	MDA	75	85	30	RM	72	78
23	MRA	70	94	31	RT	78	90
24	MSB	79	89	32	RRD	76	90
25	MZF	78	93	33	RAZ	75	95
26	MNM	80	92	34	RE	74	84
27	NM	76	83	35	SH	77	88
28	PCS	74	80	36	SSP	75	95

The mean of the Pre-Test is 77. It can be categorized as good but the minimum score to pass the lesson did not reach. The data showed that the highest score on Pre-Test is 80 and the lowest score is 70. Then, after explaining, the students got the Post-Test score, and the mean is 90. It can be categorized as very good. The highest score is 95 and the lowest score is 78.

After all the tests were implemented, the researchers investigated the data using the Normality test as a requirement to do Paired Sample T-test. This is the result of the Normality test; we focused on the Shapiro-Wilk table because the data sample is 36 samples less than 50 samples.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.111	36	.200*	.949	36	.099
PostTest	.107	36	.200*	.949	36	.097

From the Normality test table, we can conclude that the data is normally distributed. It showed by the value of Pre-Test Significance is 0.099 and Post-Test Significance is 0.097. Both significant values have a score more than 0.05 (>0.05). It means that the data was normally distributed.

The results of this analysis show that there is a comparison of students' learning motivation. There is an effective power in integrating Padlet for increasing students' writing ability in Recount Text. Also supported by Paired Sample T-test in the following table:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	77.25	36	4.884	.814
	POST-TEST	90.17	36	4.908	.818

In the course of this investigation, both the alternative hypothesis (H_a) and the null hypothesis (H_0) were put forward. The students who were taught using Padlet are not statistically different from the students who do not use Padlet,

according to the null hypothesis (H$_0$), which asserts that there is no significant difference in the recount text between the two groups of students. While the alternative hypothesis (H$_a$) asserts that there is not a significant difference in the students' writing recount text between the students who were taught using Padlet and the students who were taught without using Padlet, the null hypothesis (Nu) asserts that there is a significant difference in the students' writing recount text.

Paired Samples Test

		Paired Differences					t	f	Significance	
					95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	PRE-TEST - POST-TEST	-12.917	4.557	.759	-14.458	-11.375	-17.008	5	<, 001	<, 001

Based on the findings of the Paired Samples Statistics, the fact that the mean of the pre-test score (77) is lower than the mean of the post-test score (99) indicates that there was a disparity between the learning outcome score of the two tests. (Pre-Test and Post-Test). After that, based on the results of the Paired Samples Test, it was discovered that the One-Two-Sided p-value is less than 0.001 (also referred to as Sig. (2-tailed). Because 0.001 is lower than 0.05, we can say that (0.001 < 0.05). The number obtained for the Mean Paired Differences was -12.917. This number represents the deviation from the Pre-Test average that was found in the Post-Test (77.25 minus 90.17 equals -12.917). In addition, the t-value is -17.008, which indicates that the average score on the pre-test is lower than the average score on the post-test. This can be seen by comparing the two sets of results. In this particular scenario, the negative t-value could be interpreted as a positive number. (17.008). It is possible to draw the conclusion that there is a meaningful distinction between the Pre-Test and the Post-Test. Therefore, the application of Padlet as a medium for collaborative learning led to an increase in the student's capacity for written expression. Additionally, the conclusion that the hypothesis (H$_0$) is false, and the hypothesis alternative (H$_a$) is correct can be drawn from the evidence presented here.

The facilitation of the teaching and learning process can be achieved through the integration of instructional technology and media. Padlet's use in the classroom as one of the technological media has produced some noticeable results, both for the instructors and the pupils. The following data, which is presented in table 3, describes the effect that using Padlet has on the level of learning motivation displayed by students.

Table 2. Questionnaire result

Students' Perception on the effects of using Padlet
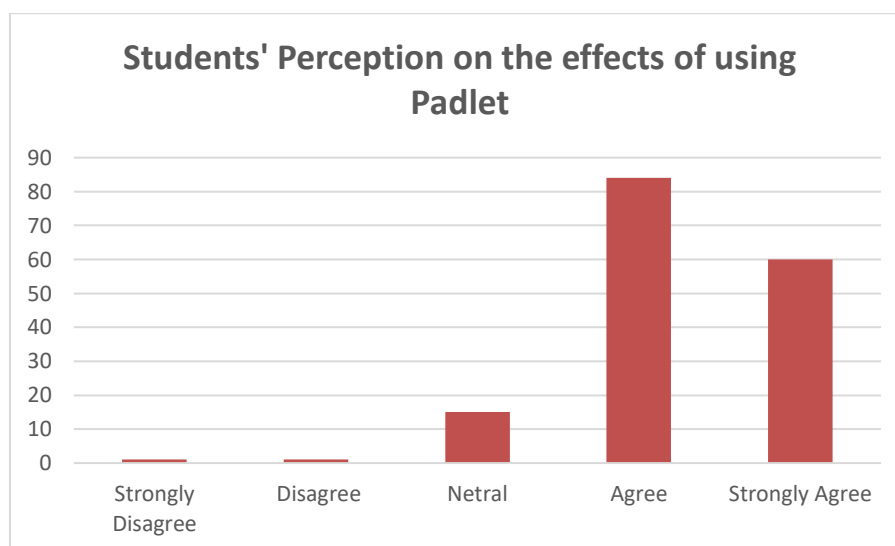
The statistics collected from the students were laid out in table 3, and the most common response was "Agree." It indicates that there is a high level of participation on the side of students in the English writing class that makes use of Padlet. Additionally, it was discovered that students have a greater number of opportunities to acquire and practice attentive writing. They are encouraged to finish the task by publishing their work on the wall at the same time. Both the students' motivation and participation in posting their writing demonstrate a high level of achievement. They are excited about posting their assignment because they are curious to have the novel experience of using Padlet as a learning tool in their writing exercise. As a result, they are very enthusiastic about posting their assignment. In addition, they have more opportunities to share their written products, which serves as a representation of their developing creative writing skills.

Based on the findings of the research, it is possible to conclude that the use of Padlet Media in collaborative learning can be regarded as an efficient medium to enhance students' writing abilities in the case of Recount Text. This is consistent with the findings of the prior research by (Wahyudi, et al., 2022). The purpose of this study was to investigate how using Travel Vlogs can enhance one's ability to write Recount Text. According to the findings of this study, the use of travel vlog recordings significantly improved students' ability to recall information from text. The investigation yielded positive findings, which were supported by SPSS data. The researchers found that the use of a travel vlog video in the process of writing a recount text resulted in a mean score of 77.44 on the exam, with a classification that found 41.7% of students to be in the grade of excellent and 58.3% to have increased the level of good. Another research done in the past by Wardhani et al., (2019) discovered that using Wattpad had a significant effect on the students' writing ability in the experimental group. The researchers integrated Wattpad video into the classroom presentation of the narrative text.

From the previous study's result, there is a difference in material and media in conducting the study. The first previous study had the same material as our

research but had different teaching media. The second previous study had different both materials and teaching media from our research. But our research had the same thing in improving writing ability.

Conclusion

The sample size for this study consisted of just one classroom. The results of the paired sample t-test in SPSS 29 indicate that the alternative hypothesis (Ha) should be accepted, while the null hypothesis (H0) should be dismissed. The results are based on the hypothesis that was tested. The findings of the data analysis and the subsequent conversation revealed that the use of Padlet in the context of collaborative learning has a discernible impact on the level of writing ability exhibited by the students. It is possible to draw the following conclusions: 1) The use of Padlet media has the potential to make the classroom more participatory and collaborative than it was in the past. 2) The application of Padlet in the context of teaching writing to students in the tenth grade of TPFL 2 at SMK Negeri 7 Semarang had a substantial impact on the students' overall writing ability. In light of the findings, the researchers disclose some recommendations that can be made in order to be helpful for academics, students, and other researchers. These recommendations are as follows: 1) In order to educate students effectively in this day and age, English teachers need to exercise their creative and innovative sides. In order to facilitate learning that is both participatory and collaborative, the educator ought to employ some method, technique, strategy, and medium in the course of the teaching-learning process. Padlet is one of the tools that can be used for collaborative learning, and it helps students become more interested in learning English. 2) It is essential for students to be aware that learning English is very important for their careers in the future. Learning English can be a lot of fun, and it's also a language that's very simple to comprehend. It is recommended as a result that teachers utilize Padlet as a medium for implementing collaborative learning in the "*Kurikulum Merdeka*" when instructing students in the art of writing, particularly when it comes to the composition of recount, report, procedure, or narrative text. Additionally, the instructor may consider incorporating Padlet media into other English writing instruction resources.

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Students' Perspective in Creating Comic Strip Recount Text by Using Canva: A Survey Study

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Abstract. In the 21st century the implementation of Technological Pedagogical Content Knowledge (TPACK) is a fundamental aspect in English Language Teaching (ELT). Canva is one of alternative free application that can be used by both students and teachers in English learning process. This study aimed to find out students' perspective in creating comic strip of recount text by using Canva. This study applied descriptive qualitative method. The subject of this study was eighth-B grade students of SMP Negeri 36 Semarang. The participants were given a questionnaire consisted of two indicators namely perceived excitement and perceived easy to use and usefulness. The first indicator concluded students happy in using Canva, learning recount text by creating comic strip in Canva is interesting, students motivated to study more about recount text when using Canva, the images, font, colours in Canva are very attractive, and students exited to use Canva outside of learning process. Then, the second indicator concluded that students can use Canva, creating comic strip of recount text by using Canva is easy, the comic strip template on Canva helps students to create products in learning recount text, Canva is one of the best alternatives in learning application and they want to explore Canva more. Moreover, to explore the detailed perspective, the researchers held interview. The data interview showed there are several reasons why they are happy in using Canva. It because this application can be accessed for free. They can also download and used it easily in their smartphone.

Keywords: Students' perspective; comic strip; Canva application; ELT.

Introduction

TPACK

TPACK is a framework related to the integration various technologies used in learning process (Kohler & Misra, 2006). In this era, the use of TPACK has an important role in education to increase teaching and learning processes more effective. It also can help teachers easier to design fun English Language Teaching (ELT). It is supported by the Regulation of the Minister of National Education (Permendiknas) number 16 in 2007 that, utilizing technology for the importance of learning must be owned by teachers. But, the use TPACK should be mastered not only by teachers but also the students. In this case, teacher not only bombarded the students with kinds of learning media integrated with ICT and TPACK, but teachers should direct the students to use directly. For example, create a poster, video, comic strip, etc.

Embedding technology that enables interactions is one strategy that may be utilized to increase, enrich, and have more meaningful interactive communication in big classroom environments. The use of TPACK in English Language Teaching (ELT) can increase the quality of their education and better aids their younger pupils in the process of learning the language (Mudra, 2020). This statement supported by Hernandez (2018), the using of technology can increase students' motivation.

Besides that, through the implementation of technology-enhanced learning, a lecturer is granted the ability to modify instructional activities to suit the preferences, tempo, and requirements of a particular student. On the other hand, it leads to a learning environment that is student-oriented, in which the students take ownership for their involvement in the learning activity and, as a consequence of that, their knowledge development. In a different study, the students and the lecturer hypothesized that the interactive technology-based learning environment morphed into a student-oriented, interactive space, and that students became responsible for the construction of the learning product. This learning product was created by the students, for the students, and thus contributed to the students' overall learning.

Moreover, this study has a potential to change language teaching, improve students' language competency, and promote creativity and digital literacy, especially by using Canva. The results will be helpful to educators because they will enable them to adopt the teaching strategies that complement students' preferences and skills, thus promoting a more dynamic and interesting learning environment.

Recount Text

Recount text is one of text that must be mastered by eight grade students at junior high school in 2013 and Merdeka curriculum. According to Anderson & Anderson, (1997), recount texts are used to describe past occurrences in oral or written form and can be personal, factual, or imaginative. Recount is a text that tells about past moment by sequence of event (Grace, 2007). By studying this text students can explain about their past events. They can explain about their vacation, interesting things, etc. Here the learning goal in studying recount text: student can compare the social function, text structure, and linguistic elements of several spoken and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the

context of its use. Next, student can capture the contextual meaning. Furthermore, Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and based on context.

The previous research showed there are many factors faced by students in writing recount text. The students have linguistics problems for instance grammatical, vocabularies, punctuation and paragraphing error (Setiani, R., Restika, M., & Susilowati, R., 2023). Meanwhile, the researchers are facing students of eighth-B grade students of SMP Negeri 36 Semarang hard to create their own recount text. The teacher also realized, some of students just copy the text from the internet without rewrite it. Some of them weren't interesting while creating their own recount text. Before the using of Canva, they only write down in a piece of paper

In order to achieve maximum learning targets in recount text, teachers must prepare an effective and systematic learning process by implementing Information and Communication Technology (ICT) based on Teaching English as a Foreign Language (TEFL) and TPACK. In this case, the teachers used Canva as a tool to help students in creating comic-strip recount text.

Canva

Canva is a free online website design. This website provides million templates, graphics, images, icon, filters, font, etc. The user can create any design they want. Then, the file can be downloaded anymore in PDF, PNG, PPT, RAR, video, etc. The user of this kind of platform also can have premium access by paying a licence. Canva also can be downloaded in smartphone easily.

Comic strip is a picture followed by caption or story. According to Budiman (2018) comic strip is a multimodal series of picture with text to represent a story. Comic strip can help students in writing a text. A series of picture can help students to arrange sentences. It also can be used by teacher in English Language Teaching (ELT). In this case, the researchers used it in teaching recount text. Canva also provide comic strip template that can be customized by the author. In this study, the researchers direct the students to create comic strip recount text.

A platform which was created in Sydney by Melanie Perkins, Cliff Obrecht, and Cameron Adam can be one of alternative application that can be used by both teacher and students. Teachers can use the Canva application to create interesting learning materials for students. In making learning materials the teacher can design the material as attractive as possible and the material must be arranged systematically to achieve student knowledge standards. The material provided by the teacher can also be called learning teaching materials, teaching materials are everything that is used by students in obtaining information and knowledge so that it can be used as a supplement in learning (Adipurnomo, (2006) in Septiana Wulandari.2016).

Teachers have positive perspective in the using of Canva in learning process. This statement supported by Charistiana, E., (2021), Canva fasilitated teacher to make learning media and easy to be distributed to the students. Moreover, both students and lectures have positive perspectives in integrating Canva in ELT. Canva easy to used and easy to accessed and improved the quality of learning process (Wijayanti, E., 2022). Canva also can develop the creativity of informatics students in creating digital design in job vacancy material (Fitria, T. N., 2022).

Based on the focused problem above, the writer proposed question: How are the students' perspectives in creating comic strip recount text by using Canva?

Method

This research design was carried out using a descriptive qualitative method. To explore this issue, the researchers needed to collect the data by designing a lesson plan for recount text by implementing ICT and TPACK. In this case, the researchers integrated and directed students to use the Canva application in the English learning process. Next, the researchers taught the students and asked them to arrange recount text by using a comic strip template on Canva.

The subject of this research was 34 students eighth B grade of SMPN 36 Semarang. Furthermore, in order to collect the data, the researchers proposed questionnaire by using list or scale. According to Wilkinson (2003, the respondents were asked some questions to choose responses from the pre-defined list or scale, which often ranges from very positive to negative responses. The questionnaire answered on a scale Strongly Agree (SA), Agree (A), Neutral (N), disagree (D) and strongly disagree (SD). In arranging questionnaire, the researchers proposed two indicators. The indicators adopted based on Davis (1989) and elaborated by the researchers. Here the detail of indicators:

Table 1 Indicator for Students' Perception

No.	Indicators	Number	Total
1	Perceived of excitement	1,2,3,4,5	5
2	Perceived easy to use and usefulness	6,7,8,9,10	5
	Total number		10

The two indicators above produced ten statements below, 5 statements for perceived of excitement, 5 statements for perceived easy to use and usefulness indicator. Then, the questionnaire designed by using Google form. The next step, the researchers shared the link to the students. The statements can be seen as follows.

Table 2 The Statements

No	Indicator	Statement
1.	Perceived of excitement	1. I am happy using Canva 2. Learning recount text by creating comic strip in Canva is interesting 3. I am motivated to study more about recount text when using Canva 4. The images, font, colours in Canva are very attractive 5. I am excited to use Canva outside of learning process
2	Perceived easy to use	6. I can use Canva 7. Creating comic strip of recount text by using Canva is easy

and usefulness	8. The comic strip template on Canva helps me create products in learning recount text
	9. Canva is one of the best alternatives in learning application
	10. I want to explore Canva more

Wijaya Raden (2013) stated that, there are many ways in calculating the result of questionnaire. The following below are the way to determine the items score.

Table 3 Determining Items Score

No.	Indicators	Score
1	SA	5
2	A	4
3	N	3
4	D	2
5	SD	1

After finding the item score, the researchers used formula T x PN. T means total options that have been choose by respondents. PN means questions score. After find the result, the next step determined the ideal score. In this case, the total of respondents is 34. 34 x 5=170. So, the ideal score is 170. Furthermore, the researchers classified the students' responses according to mean score. The students' mean score is divided into five levels, as follows:

Table 4 Interval Interpretations

Interval	Amount
Very Low	0%-19,99%
Low	20%-39,99%
Fair	40%_59,99%
High	60%-79,99%
Very High	80%-100%

Moreover, in finding the percentage, the researchers used this formula below:

$$\text{Percentage: } \frac{\text{Percentage in each statement}}{\text{Ideal score}} \times 100$$

Then to explore more about the students' perspective in creating comic-strip by using Canva application, the researchers propose an interview. The questions integrated with the two indicators before. Here the list of statements in detail.

Table 5 List of Question for Interview

No.	Indicators	Questions	Number	Total

1	Perceived of excitement	What are things make you happy in using Canva?	1	2
		What are things make you interesting in creating comic strip by using Canva?	2	
2.	Perceived easy to use and usefulness	What are things make Canva easy to use?	3	3
		Are there any difficulties in creating comic strip recount text by using Canva?	4	
		What are things you want to explore in Canva?	5	
	Total number			5

Findings and Discussion

This study obtained result about the students' perspective in creating comic-strip recount text by using Canva. The researchers collected two kinds of data. The first is about students perceived of excitement and the perceived easy to use and usefulness of creating comic strip by using Canva. The result of the questionnaire calculated with the formula to find the frequency, percentage, and the mean. Then, the data also elaborated with the result of interview.

The results of this research showed, the mean from indicator: perceived excitement calculated 91,60%, categorized very high-grade interval. Then, for the indicator: perceived easy to use and usefulness is in 89,64% classified into very high grading interval. The average of two indicators calculated 90,62% is in very high-grade interval. The detailed discussion can be seen below.

1. Students' perceived of Excitement in Creating Comic Strip Recount Text by Using Canva

From the data that was calculated, 34 students fulfilled the questionnaire. The researchers found the result for the first indicator in each question which is very high score. The mean itself the result presented 91,60% if it viewed from the interpretation of the interval. It can be interpreted the students exited in creating comic strip recount text by using Canva. The mean come from the percentage of statement number 1-5. The detailed of calculation can be seen below:

Table 6. The Frequency and Percentage of Grading Interval Perceived of Excitement

Students Perspective in Creating Comic Strip Recount Text by Using Canva
Perceived Excitement
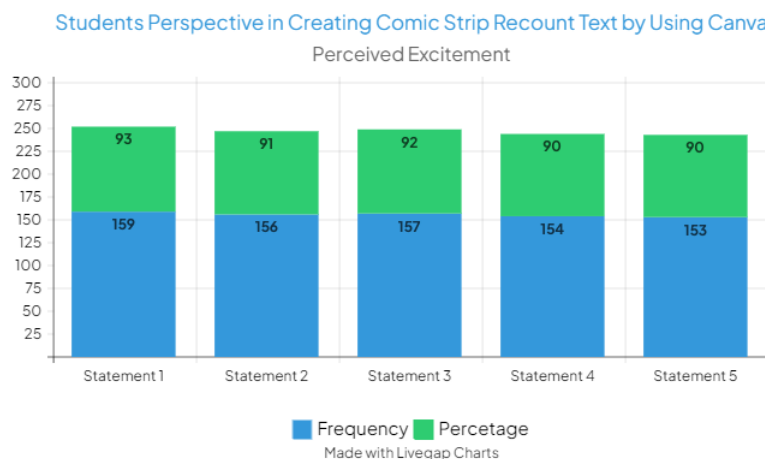
Furthermore, the followings are the result of questionnaire which were completed by the students.

Table 7 The Result of Questionnaire: Perceived of Excitement

No	Statements	SA	A	N	D	SD
1	Happy in using Canva	67,6%	32,4%	0%	0%	0%
2	Learning recount text by creating comic strip in Canva is interesting	58,8%	41,2%	0%	0%	0%
3	I am motivated to study more about recount text when using Canva	61,8%	38,2%	0%	0%	0%
4	The images, font, colours in Canva are very attractive	55,9%	41,2%	2,9%	0%	0%
5.	I am excited to use Canva outside of learning process	55,9%	41,2%	0%	2,9%	0%

Table 7 showed the students responses the questionnaire. As can be seen above, from the first statement, 0% responded to SD, D, and N. Then, 32,4% responded to A and 67,6% responded to SA. Based on the interview there are reasons why students feel happy in using Canva. This application provided million features, graphics, pictures, font, etc. The students can edit their photo on it. The other reason, it is free and they can download it in their mobile phone. Moreover, it can help them to create their project more attractive.

The second statement showed that 0% students responded to SD, D, and N. Then, 41,2% responded to A and 58,8% responded to SA. The student's reasons are they find new experience. Canva not only use to edit their picture but also can be used in learning process, especially in creating product of learning. In this case, they can create their comic strip recount text. Before using Canva, they just write on the piece of paper. After using this kind of application, they can create an interesting comic strip. Students found that creating comic strips recount text made learning more fun since they are aesthetically appealing. Students are drawn to

interesting format because it keeps their interest and helps the lesson material stick in their minds.

The third statement showed that 0% students responded to SD, D and N., 38,2% responded to A and 61,8% responded to SA. All the features provided by Canva, transformed the learning process from a traditional and passive approach to an interactive and dynamic one, encouraging students to explore and motivated them in studying recount text.

The fourth statement revealed 0% SD and D, 2,9% D, 41.2% A, and 55,9% A. Canva provided million kinds of images, font, colours attracted students. For the fifth statement, 0% responded to SD, 2,9% responded to D, 0% to N, 41,2% to A and 55,9% SA. The students declared, after the learning process the will use Canva to edit the picture or video that will be uploaded on their social media by their smartphone.

1.2. Perceived Easy to Use and Usefulness

Moreover, for the second indicators that were calculated, the researchers got the result for each statement as very high and high interval grading. The mean of the whole percentage presented 89.64% was in a very high grading interval. The result of the mean could be interpreted as Canva being easy to use and useful for creating a comic strip recount text. Students had very positive perspective about the second indicator. The detailed frequency and percentage can be seen below:

Table 8 Frequency and Percentage of Grading Interval
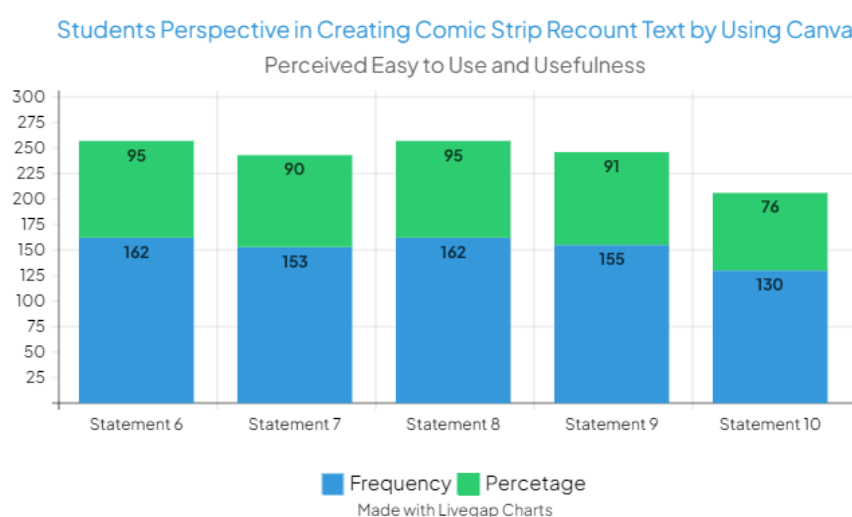
Moreover, the following are the result of questionnaire in detail.

Table 9 The Result of Questionnaire: Easy To Use and Usefulness

No	Statements	SA	A	N	D	SD
6	I can use Canva	76,5%	23,5%	0%	0%	0%
7	Creating comic strip of recount text by using Canva is easy	58,8%	32,4%	8,8%	0%	0%
8	The comic strip template on Canva helps me create products in learning recount text	76,5%	23,5%	0%	0%	0%

9	Canva is one of the best alternatives in learning application	67,6%	29,4%	2,9%	0%	0%
10.	I want to explore Canva	55,9%	41,2%	0%	2,9%	0%

The table 9 showed, for sixth statement 0% students responded to SD, D and N. 23,5% responded to A and 76,5% responded to SA. According to data interview, Canva is easy to use because student can use their smart-phone, there is also guidance from the teachers to use it. Students also argued that they just need to drag and drop the template easily.

Next, the seventh statement, 0% students responded to SD and D, 8,8% students responded to N, 32, 4% students responded to A and 58,5% responded to SA. According to the interview, the students feel easy to create comic strip recount text by using Canva. But there was also a problem; sometimes the connection was trouble, so they had to use their own internet connection.

Furthermore, for the eight-statement showed 0% students responded to SD, D and N. 23,5% responded to A and 76,5% responded SA. Ninth statements show that 0% students responded to SD and D. 24,4% responded to A and 67,6% responded to SA. For the last statement, 0% students responded to SD, 2,9% students responded to D, 0% students responded to N, 41.2% responded to and 55,9% responded SA. For students who responded to SD wants to explore more about Canva. They argued want to use Canva to edit their picture, video, quote, and poster in their smartphone.

Conclusion

This research concluded that the results of this research showed, the mean from indicator: perceived excitement calculated 91,60%, categorized into very high-grade interval. From the data that can be explained that students happy in using Canva, learning recount text by creating comic strip in Canva is interesting, students are motivated to study more about recount text when using Canva, the images, font, colours in Canva are very attractive, and students are excited to use Canva outside of learning process.

Moreover, for the indicator: perceived easy to use and usefulness is in 89,64% classified into very high grading interval. The average of two indicators calculated 90,62% categorized into very high-grade interval. The data showed student can use Canva, students feel easy in creating comic strip of recount text by using Canva, the comic strip template on Canva helps students to create products in learning recount text, Canva is one of the best alternatives in learning application, and students want to explore more about Canva.

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Visual Representation in Reading Text for Fourth Graders of Students Elementary School

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Abstract: The importance of learning English skills, namely reading aimed at improving English mastery, is very important for students. Though there are some students who have difficulty learning English in class. Therefore, I conducted research using classroom action research about the use of visual images to determine whether or not visuals can increase students' mastery of reading comprehension. This research was conducted in six steps: identifying, planning, collecting data, analyzing and interpreting data, reflecting and sharing, and taking action. The subject of the study is fourth graders at SDN Ngaliyan 05 Semarang. The results showed that their pre-test scores on average were 41, their post-test scores on average were 74. The finding shows that using visual images can help them learn reading comprehension.

Keywords: reading comprehension, visual images, teaching English to young learners

Introduction

The learning process revolves around reading. People can learn crucial knowledge that is not taught in the classroom by engaging in reading activities. According to cognitive psychology and schema theory, the reader is a vital interpretive component of the reading process and an active participant. As a result, readers in the cognitive model are seen as more than just information consumers who are made aware of a text's meaning by an active text. It is believed that reading involves a push-and-pull relationship between the reader and the text. This applies also to reading comprehension which is embodied, just like situational and verbal language understanding. From primary schools through universities, English is taught to students as a foreign language that must be acquired. As one of the academic disciplines that the national curriculum has developed and prescribed (Education & Advice, 2018).

Reading is one of the four skills in English besides listening, speaking, and writing. According to Mahayanti et al (2017:143), because students are anticipated to be able to get more knowledge, information, and pleasure through reading, teaching students to read is an essential ability. On this opportunity, I would like to do research on reading comprehension for fourth graders at SDN Ngaliyan 05 Semarang.

According to Niyazova (2020:66), the purpose of this study is to identify the methods English instructors use to teach reading and how they employ those methods. The purpose of this study is to learn what kinds of pre-reading strategies teachers employ and how they might be used to teach reading comprehension (Silvia Febrianti et al., 2022:12). In grade 4 of SDN Ngaliyan 05 there are some reading problems due to students' lack of interest in reading on the worksheets given by the teacher. Students prefer textbooks that contain visual images because they are more interested to learn. Glenberg, Mahayanti, Niyazova and Silvia Febrianti's study did not use CAR (class action research) and in this study I used CAR (class action research).

Theoretical Review

In this study, I use some relevant literatures namely:

1. TEYL

In order to explain the theory and practice of teaching English as a foreign language to young learners between the ages of 3 and 10, the program known as Teaching English to Young Learners (TEYL) was developed. The instructors' profiles are one of the crucial elements in teaching English to young learners since they must introduce a foreign language to them that is a second language (Desvianti, 2020). According to Copland & Garton, (2014:224), children can learn multiple languages at once, and they frequently do so in social and domestic settings. You will learn about methods for teaching English to youngsters that are not only efficient but also enjoyable and engaging through interesting videos and useful books.

Children have different learning styles and cultural preferences. They learn through physical activities that are ingrained in their daily lives; they have a limited attention span; and they study with the intention of achieving short-term objectives. According to Damar (2013:97), to assist aspiring teachers in acquiring the necessary abilities and knowledge for classes for young learners, the program Teaching English to Young Learners was established.

2. English Learning

One of the world's major languages, spoken by the majority of people, is English. English is widely spoken around the world as a second language. English language instruction is very unsuccessful in Indonesia. The students' formal study of English since elementary school level is still regarded as insufficient (Suryasa et al., 2017). Indonesian students learn English from an early age so that they can compete in the international arena regarding speaking English. A teacher can also be a factor in the development of English in a lesson. Furthermore, proficient teachers can make use of small-group instruction opportunities to give tailored and modulated education to precisely match the needs of individual students as well as give English language learners more opportunity to speak, hear, and read English (Richards-Tutor et al., 2016:146). Students must maintain discipline throughout the teaching and learning process, never give up, and put their all into whatever they are doing in order to learn the appropriate expressions for the context.

3. Teaching Reading

Reading is a basic skill in academic learning. Reading is the primary skill used in the teaching and learning process to assess a student's academic intelligence. The teacher might employ a variety of techniques when teaching reading. Using the right approach could help pupils understand what they read (Saputri et al., 2021). According to (Apsari, 2018) Whether a reading text is used to demonstrate certain

language features or to re-evaluate the essence of the implied messages, the teaching of reading is more than relevant to most, if not all, language teachers. The process of identifying, interpreting, and perceiving written or printed materials is known as this. Beginning in kindergarten, children begin to learn how to read. With the aid of visual aids, such as images of fruit, animals, and other objects, children may better understand the meaning of reading. Even more reading is assigned in primary school, when students must read it and respond to teacher-provided questions about its topic. In order to increase kids' interest in reading, teachers must devise tactics, such as providing illustrations or something similar.

4. Visual Image

Reading is a crucial ability in many contexts, but particularly in the educational setting. In the English education field, reading comprehension aids pupils in comprehending the content or assimilating new ideas from it. Regarding the value of reading, kids should pay attention to specific strategies for motivating them to advance their reading abilities and pique their interest (Ekaningsih & Nafisa, 2022:52).

An active image reader can encourage, monitor, coordinate, and maintain the thorough grasp of the image by combining existing and updated information with the proper application of methods (Apsari, 2018). According to (Dijkstra et al., 2017), By forming a mental image of an object that is not present in the visual field, visual imaging enables us to think and reason about it. Through visual images students can find out what the reading text is about and what objects are in it. Therefore, visual images can help students understand the text.

Method

This study used classroom action research (CAR). Classroom action research is designed to assist teachers and groups of teachers in overcoming difficulties and problems in practice and implementing innovations in a reflective manner (Feldman et al., 2013:4). According to Khasinah (2013), the following diagram displays a model of an action research cycle:
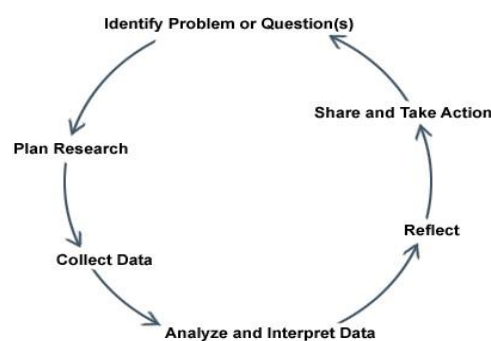
The First step in CA .... ler visual images can help students understand reading text. Then, I prepared some questions for the students before the reading class started.

Second is planning, I collected relevant theories to support the analysis for my study

The Third is data collection by doing observation, interview, and test.

a. Observation

Observation is a method for gathering data. Observation, according to Kardish et al., (2015), when observers interpret what they see in a way that confirms their

expectations or favoured hypotheses, they are said to be engaging in observation. According to (Randolph, 2018), In essence, the observation notebooks are brief, descriptive essays about daily observations. They are observations that are present-focused rather than reflections on the past. In this way, they serve as a tool for raising and sharpening our awareness of both the outside and inside of ourselves. As a result, the writer will observe the teaching and learning process in the classroom as it occurs between teachers and students.

b. Interview

An interview is data-gathering approach that involves interviewing a specific individual as a respondent. A face-to-face verbal exchange between two people, one of whom is the researcher or interviewer and the other is the respondent or interviewee, is generally referred to as an interview (Tsujioka & Hamano, 2021:22). Additionally, obtaining precise and valid measures from one or more respondents in the form of verbal responses requires a direct face-to-face effort. As a result, the author will conduct interviews with teachers at SD Negeri Ngaliyan 05 Semarang about the process of teaching and learning English, particularly in terms of reading material.

c. Test

A test is a tool or process used to determine or measure something in an environment according to predetermined methods and regulations. According to Adom et al., (2020:110), tests are created to gauge performance in terms of quality, aptitude, measurement, and evaluation. Understanding how to apply concepts in school or having the ability to assess whether a sample meets an acceptable standard. The first test (pre-test) is conducted using reading books and questions without the use of images in order to collect research data, the second test (post-test) is conducted using text and questions that are accompanied by visual images.

The **Fourth** is data analysis. There are 27 fourth graders who become the participant in this study. In data analysis, I received the pre-test and post-test result to analyse. The data that has been collected can be put into tables or graphs of scores. The **Fifth** is reflection. In this reflection phase, the students of elementary school prefer reading texts with pictures to non-picture texts because it is easier for them to understand the content of the reading or what the text is. The **Sixth** is share and act. The teacher, when they make reflection and found positive things, will apply them, and share them with their colleagues. Teacher reflection is a good activity to improve their teaching practices.

Findings and discussion

The students' scores can be seen in this respective table as follows:

Table 1. Pre-test and post-test result

Students	Pre test	Post test	Gain score
Student 1	20	60	40
Student 2	60	80	20
Student 3	40	100	60
Student 4	40	80	40
Student 5	60	80	40
Student 6	20	80	60
Student 7	20	60	40

Student 8	40	60	20
Student 9	60	80	80
Student 10	60	80	20
Student 11	80	100	20
Student 12	40	80	40
Student 13	60	80	20
Student 14	20	60	40
Student 15	40	80	40
Student 16	60	80	20
Student 17	80	100	20
Student 18	20	80	60
Student 19	40	80	40
Student 20	60	80	20
Student 21	20	60	40
Student 22	60	80	20
Student 23	0	40	40
Student 24	20	80	60
Student 25	40	80	40
Student 26	60	80	20
Student 27	0	20	20

The average score for pre-test is 41, which means that the students do not understand the content of the reading, while the average score for post-test is 71, which means that they already understand the contents of the reading through the visual image that I provide. There are 12 students who get scores below the average for the pre-test, while there are 15 students who get scores above the average.

There are 27 students who have difficulties doing the pre-test. This is because they have difficulties understanding what the text is about since there is no pictures or visual images in the reading texts.

Moreover, only two students got scores below the average for the post-test. This occurred because they did not pay attention to their teacher and they spent more time playing than learning in the class.

Conclusion

From the research that I conducted at SDN Ngaliyan 05 Semarang about the use visual images as pre-reading strategy to help students learn English through reading, I found out that the English teacher is not English graduate teacher. This condition affects the students' competence, as the teacher also did not have good English competence. From the students' scores. It can be explained that the average pre-test score is 41 and the average post-test score is 74. This can be concluded because students prefer learning to read using visual images rather than just text and questions, and the results of the post -test are higher than the pre-test. And the increase in student scores is 55%.

After conducting research, I found out that the students preferred pictorial text rather than reading text and asking questions, this can be seen from the score. The use of visual image in the reading texts can help fourth graders at SDN Ngaliyan 05 Semarang understand the reading text. Since children are more engaged

in pictures and teacher encourage pupils to participate more actively in their learning, the post test result was better. The students are more motivated to learn reading when there are some visual images in the reading texts, therefore, I gave them reading texts that have pictures in them.

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The Impact of Bilingual Class Program on Students' Speaking Ability

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Abstract. The implementation of a bilingual class program in schools is expected to improve students' ability to use English. This study examines how bilingual class affects students' English-speaking abilities.

This study's goal was to investigate how a bilingual program affected students' capacity to speak more fluently in class XI of Pondok Pesantren Darussalam Kepahiang, Bengkulu. In this research employs a posteriori approach. The survey population consisted of all Class XI students of Pesantren Darussalam Kepahiang. Random sampling was used by researchers to obtain research data. The total number of samples in this study is 35 students from Class XI. A Likert scale questionnaire and a photo-oral test were used as survey tools. To support the study, the researchers used questionnaires as a reference to assess the effectiveness of the bilingual program and oral tests to assess the students' language abilities. Researchers have used regression analysis to analyze existing data. According to results of the study, it was found that Bilingual program had an impact on the speaking ability of the students of Class XI of Pesantren Darussalam Kepahiang. After processing the data, a significant improvement was obtained. In the standard F-table, df = 33 has a significance of 5%, the result is 4.17, and the number of F characters is 113.451. This display that the calculated F value is greater than the F table. It means that students' English language skills improve with their application of a bilingual program at school.

Keywords: Impact; Bilingual; Speaking; Students

Introduction

The role of English skills is highly important in supporting and having a large influence on increasing educational quality, thus it must be paid attention to. One of them is the capacity to communicate in English. As we know, English has become an international language that is widely used in daily life, casual or non-formal communication around the world. English is employed not just as a

communication tool, but also as a medium to advance modern knowledge. The employment of one or more foreign languages for communication is now seen as a widespread phenomenon in many countries (Butvilofsky, 2020). Since internationalism developed through trade, travel, immigration, communication, and the media, the number of multilingual people worldwide has increased (Ee, 2019). Due to the world's rapid cultural, social, and economic development, one third of the population is bilingual (Akgül et al., 2019). Besides that, numerous nations, including Canada, Switzerland, and Belgium, have declared themselves to be bilingual or multilingual.

A bilingual learning program is a bilingual learning system designed to improve students' ability to use a foreign language. Implementing a bilingual study program has many benefits for students, including becoming experts in literacy and other scientific fields in both languages. Bilinguals exist in every country, every social class, and every age group in the world. Numerically, bilinguals make up the majority worldwide. They are thought to account for between half and two thirds of the global population. The value of bilingualism is beginning to be recognized in other parts of the world (Pransiska, 2017).

It is well known that every nation in the world uses English as one of the international languages for both formal and informal communication. The whole world now cannot be separated from the use of English in daily communication. Thus, those who cannot speak or read English are automatically left behind, and will miss the information. Early English instruction is advocated in Malaysia in order to better equip the next generation to compete on a global scale (Pransiska, 2017). English is encouraged to be included into the local curriculum in elementary and early education in Indonesia, where it is a required subject in high schools and higher education (Listiani, 2021). Support from the government for bilingualism benefits many facets of life (Sari, P, 2018). Speaking now no longer simplest performs an essential position in communication, however further aids in language growth and acquisition. When the target language is also the language used throughout the entire school curriculum, speaking is a way for questioning and learning. Your English skills will shine by demonstrating your English skills in various situations, such as communicating in daily life and meeting with native speaker. Speaking is a social activity that involves interaction, and it occurs in everyday contexts and is a form of communication (Parmawati, 2018).

The development of science and technology in Indonesia cannot be separated from the role of English. Each level of education in Indonesia has included English lessons. The weakness of students who study English in Indonesia is that they learn English grammar and theory but practice it very little, such as speaking ability. The purpose of students in Indonesia learning English is mostly to improve academic studies, not to become an expert. The Indonesian government, in the National Education System Law, once made the development of an international standard school. One of the educational institutions in Indonesia which is unique and different from other educational institutions is Pondok Pesantren or Islamic Boarding Schools. Pondok Pesantren were born from the beginning, they have grown and developed for a long time, even since other educational institutions in Indonesia were not yet known. Pondok Pesantren are generally seen as indigenous Indonesian educational institutions (Azra, 2000). Educational curriculum in the Pondok Pesantren environment in Indonesia is so unique because it brings together

the national curriculum and the Pesantren curriculum. Pondok Pesantren have always implemented a bilingual program, as well as with Pesantren Darussalam Kepahiang implement learning programs using two languages or Bilingual.

In addition, in Indonesia government regulations number 20 on the National Education System in 2003 discussed the escort who arranged the studying process thought that inside included the distributions of the allocations of studying time, which English teaching was held by two times a week or only approximately 180 minutes. Currently, English is included in the "Merdeka Belajar" Curriculum structure only as an elective subject for two hours (70 minutes) per week. As a result, mastery of English is still relatively low. According to EF's 2022 English Proficiency Index Report, with a score of 469 Indonesia is ranked 81st out of 111 countries or level B1 when referring to the Common European Framework of Reference for Languages (CEFR) framework. Seeing that fact, teachers were really penalized for not just improving their speaking abilities, but also their reading, writing, and listening abilities. It was nearly impossible to attain the desired result at the time.

There are several previous studies related to bilingualism class program. The three studies argue that the challenges of student in Billingual program cause problems for the students, many students have difficulty memorizing vocabulary because of the density of the hours of this subject (Na'imah et.all., 2022; Yuliani, 2022, Syafutri & Sujarwati, 2021). In addition, more diverse study was carried out by (Rohmah, 2019) the Implementation of Bilingual Method related on the students' speaking performance. Moreover, other studies (Ifari, 2021; Febriyani et al., 2020) have also found a significant The findings of this research is this study proves that students' positive perceptions of using bilingual-based materials as language teaching in English classes. To the knowledge of this research, after conducting a literature review of several previous studies, there has been no previous publication on research who conducted research related to the impact of implementing the bilingual program at Pondok Pesantren on improving students' speaking abilities to use English. Therefore, according on the reality stated above, researchers would like to do a study on the impact of bilingual programs on students of Pesantren Darussalam Kepahiang, Bengkulu Province who are capable of speaking. The study's heading is The Impact of Bilingual Class Program on Students' Speaking Ability, It consists of four classes from XI A to XI D, each class consisting of 35 students. In total, the purpose of the survey is 35 students out of 96 students in XI. The goal of the study is aimed to find out:

1. Whether the impact of bilingual class program improve the students' English skill or not.
2. Describe students' opinion about bilingual program.

Theoretical basis
1.Theories of bilingualism

Pondok Pesantren or Islamic Boarding School as part of the National Education system are expected to contribute to building Indonesia's educational goals by following developments in the globalization era. Pondok Pesantren are artifacts of civilization Indonesia which was built as a patterned religious educational institution traditional, unique and indigenous (Haedari et all, 2004, p.3). Pondok Pesantren have the potential to become a national education system

that is able to keep up with the times and compete globally by implementing bilingual programs in the learning process. Pesantren who receive structured, formal education follow the same teaching methods as those found in madrassas and public institutions. These pesantren is participating in the bilingual program while also studying general sciences. The challenge of students in the Bilingual program begins with applying two languages (Na'imah et.all., 2022). Implementations of bilingual method in learning teaching in students speaking performance motivate the students to study English and increasing their speaking performance, The student response showed that they are interesting in learning (Rohmah, 2019).

The Ministry of Religious Affairs and Ministry of Education are fusing the pesantren curriculum with the national curriculum. The number of learning tools has increased as well. They are no longer merely the yellow book, which follows Fiqh-Sufi principles, but have expanded to include lessons in science and philosophy as well.

Indonesian government strongly supports the development of pesantren. To enhance the legislation governing funding for pesantren implementation, Presidential Regulation Number 82 of 2021 was released. 8 It demonstrates that the government cares for pesantren, who will lead the country's successor and forge a better Indonesia. Education curriculum Pondok Pesantren in Indonesia has been regulated Pondok Pesantren is education organized by Islamic boarding schools and is within the Islamic boarding school environment by developing a curriculum in accordance with the peculiarities of Islamic boarding schools based on yellow books or Islamic education with mu'alimin education patterns, as stated in Regulation of the Minister of Religion of the Republic of Indonesia number 31 of 2020 (Kemenag, 2023).

There are several definitions of bilingualism, but the basics are the same. Bilingualism is the exercise of switching among languages the usage of the language of the speaker (Mackey, 2005). Bloomfield additionally says that being able to apply two languages equally well is what it is to be bilingual. Children's social skills are also developed as a result of bilingualism, allowing them to interact and work with a wider variety of cultures (Akgül et al., 2019; Chamorro & Janke, 2020; El-Dakhs & Altarriba, 2019). The conclusions of three investigations underline it. Children that are multilingual have greater self-confidence when conversing and engaging with tourists, according to research (Akgül et al., 2019). It suggested that learning multiple languages helped boost kids' self-confidence while interacting with others (El-Dakhs & Altarriba, 2019).

The benefit is related to bilinguals' capacity for precise purpose and emotion expression in both their first and second languages. In addition, the language barrier problem can be avoided (Chamorro & Janke, 2020). It enables effective teamwork and communication (Akgül et al, 2019). Due to having greater opportunity to connect with a variety of social and cultural groups, bilingual children have a friendlier disposition than monolingual youngsters (Akgül et al, 2019).

2. Speaking

Everyone should pay great attention to their speaking abilities as a communication tool. Speaking is the act of delivering information or verbally expressing one's emotions and thoughts (Oxford dictionary, 2017). Speaking is

significant because it serves as a vehicle for communication between listener and speaker in a group of two or more people. Speaking is a social activity that involves interaction, and it occurs in everyday contexts and is a form of communication (Parmawati, 2018).

A person can build a social life and communicate with others to satisfy social needs by speaking. Speaking is the ability that allows people to communicate with one another for specific goals; it is an oral ability used to express one's thoughts, feelings, and other concepts throughout normal activities (Bahrani et al, 2020). There are four point below has great influence in speaking skill, there are: Vocabulary, Grammar, Fluency, Speaking, Pronunciation (Harmer, 2007). Speech into two features. First, there are performance characteristics consisting of fluency and accuracy. Based on this perspective, the authors conclude that language assessment has at least three main components. That is: fluency, accuracy and comprehension. The details explanation is as follows:

3.Fluency

The capacity to grasp what you want to communicate without excessive hesitation or searching is known as fluency (Shibly, 2012). May speak a variety of expressions without getting uncomfortable. Fluency is the capacity for effortless, fluid, and expressive reading, speaking, and writing. The speaker can read, understand, and reply to language in texts in a clear, succinct manner while absorbing meaning and context.

4.Accuracy

Accuracy is a ability to apply in reality comprehensible pronunciation with inside the goal language, in particular grammatical and lexical accuracy (Brown, 2001). Accuracy is further done with the aid of using permitting college students to attention at the phonological grammar and discourse factors of the language. Accuracy is the capacity to shape accurate sentences with accurate grammar and vocabulary.

5.Comprehensibility

Comprehensibility is the state of being able to understand a given topic thoroughly with repeated rewording and redirection. Comprehension is a process to improve one's understanding (Bull, 2008). It's an exercise used to train students in understanding a language by making them relive the same experience over and over again. We use several applied techniques when testing speaking ability. Getting your students to say something in a speaking test requires learning listening techniques (Madsen, 1983). This can be accomplished through closed responses, directed responses, picture questions, reading aloud, guided role-plays, knowledge transfer through images or oral interviews, or paraphrasing tactics.

Method

This research used the post facto method. The aimed to investigate whether the impact of bilingual class implementation improves the students' English speaking skill ability in Pesantren Darussalam Kepahiang and to describe students' opinion about bilingual program. Ex post facto refers to going back on decisions made after the fact (Syamsudin et all., 2009, p.164). Ex post facto entails observing the results. Therefore, research doesn't need to administer the therapy again in order to see its impact on the dependent variable (Y) (Riduan, 2010, p.50). Ex Post

Facto design was employed in this study's statistical analysis. The following is a description of the research's design:

Independent Variabel   Dependent Variabel

| X | $\longrightarrow$ | Y |

This straightforward paradigm illustrates the relationship between one independent variable (X) and one dependent variable (Y) (Sugiono, 2011, p.4). This survey consists of two variables. In other words, the dependent variable is how well the student speaks after participating in the bilingual program. The confounding factor is the impact of the bilingual program. Data analysis coefficient correlations between independent (variable X) and dependent (variable Y) variables were used to get data analysis (regression) results using the computer program SPSS 18.0 for Windows.

The subjects of this investigation were the disciples of Pesantren Darussalam Kepahiang classes XI for the academic year 2022/2023. At classes XI Pesantren Darussalam Kepahiang consist of four classes, XI A to XI D. The aimed of the research is a total of 35 students out of 96 students in the XI class. In this study, the authors used probabilistic sampling techniques: the authors utilized two sample methods, each with its own benefits and downsides. They were simple random sampling and proportional stratified random sampling. Each of the 96 students in his population segment was part of one of 35 samples.

In this study, researchers used questionnaires to collect the data on the impact of a bilingual program on Pesantren Darussalam Kepahiang's improvement in speaking ability. After the records had been completed, the reseachers used tables for every questions. For study, the researchers asked 18 questions, and the researchers created 18 tables for each question. Each item question is measured against speaking ability in terms of fluency, accuracy and comprehension and is scored on a 6-point scale. If the students can answer each point accurately, correctly and fluently, so the score is 18. A questionnaire was the study's instrument and some pictures, and the students are given a speaking test. The survey tools include a questionnaire and an oral test to evaluate the oral ability of the students after attending the bilingual program. In addition, the researchers collected data using audio recorders. In this session, the researchers call student from the sample to answer the question or voice being tested, after that the researchers record the answer or voice from the students who are the sample.

Findings and discussion
Findings
1.Finding from the questionnaire
    According analysis of the questionnaire regarding the application of the bilingual program, from the questioner questions number one to number 18 given by the researchers, students seem to Strongly Agree with the Bilingual program implemented by Pondok Pesantren Modern Darussalam Kepahiang. The Bilingual program is felt to have a very significant impact to improve students' English skill.
2. Students' English ability (oral test) Individual Series Score Results.
    The speaking test results consist of 5 items in the image, based on the score for

each item, can refer to the table below. Comprehension, Fluency and Accuracy. Researchers obtained the following data from students at Pondok Pesantren Darussalam Kepahiang.

Table 1. The Percentage rate of students score in Speaking Test according to Accuracy.

Category Answer	All Frequency	Percent (%)
Excellent (25-30)	34	97 %
Great (19-24)	1	3 %
Good Enough (13 -18)	0	0
Poor (7 - 12)	0	0
Very Poor (1 - 6)	0	0
Total	35	100 %

In table above displays about the percentages of students' taking the test of speaking in accuracy category. In the Excellent category had 34 students (97%) and in the Great category had only 1 student (3%).

Table 2. The percentage rate of student score in Speaking Test according to Fluency.

Category Answer	Frequency	Percent (%)
Excellent (25-30)	27	77%
Great (19-24)	8	33%
Good Enough (13 – 18)	0	0
Poor (7 – 12)	0	0
Very Poor (1 – 6)	0	0
Total	35	100 %

Based on table above displays of percentages of students' taking the test of speaking in fluent category. In the Excellent category had 27 students (83%) and in the Great category had only 8 students (33%).

Table 3. The percentage rate of students in Speaking Test according to Comprehensibility.

Category Answer	Frequency	Percent (%)
Excellent (25-30)	29	83%
Great (19-24)	6	17%
Good Enough (13 – 18)	0	0
Poor (7 – 12)	0	0
Very Poor (1 – 6)	0	0
Total	35	100 %

Based on table above displays of percentages of students' taking the test of speaking in each Comprehensibility categories. In the Excellent category had 29 students (83%) and in the Great category had only 6 students (17%). From this case shows the students have a high level of comprehension to speak their thoughts according to the image's instruments.

3.Scores for the Impact of Bilingual programs on improving Students' Speaking Ability.

Based on table below displays that an analysis of the impact of Bilingualism on the improvement of students' speaking Ability: Independent Variable (IV), Mean Score (MS), Standard Deviation (SD), Low Score (LS), High Score (HS), Number (N).

Table 4.

Independent Variable (IV).	Mean Score (MS).	Standard Deviation	Low Score's	High Score's (HS).	Number (N)
Applied of Bilingual Program	78.9143.	5.11268.	70.00.	90.00.	35.

According to the data above, describe the Mean Score (MS) for the bilingual program is 78.9143, Standard Deviation (SD) is 5.11268, Low score (LS)

is 70.00, and High Score (HS) is 90. 00..

4.Scores of Speaking Ability of Students participating in Program of Bilingual

Table 5.

Dependent Variable (DV).	Mean Score (MS).	Standard Deviation (SD).	Low Score (LS).	ScoreHigh Score (HS).	N.
English Speaking Ability of students participating in Bilingual programs	80.9714.	4.71846.	71.00.	89.00.	35.

This table above shows that the Mean Score (MS) English Speaking Ability level of students participating in Bilingual programs is 80.9714. Standard Deviation (SD) is 4.71846, Low Score (LS) is 71.00., High Score (HS) is 89.0. To analyze the data (regression) researchers used the SPSS 18.0 computer program. Data analysis obtained from the correlation coefficient data among the independent variable (X) and the dependent variable (Y) which can be shown based on under table.

Table 6.

Independent's Variable (IV).	Dependent's Variable (DV).	Correlation's	Coefficient Correlation (CC).
X	Y	Rxy	0.880

To test the truth of the hypothesis in chapter 2, the researchers compared the "r" levels observed in the calculation process or the comparison between "r" and "r" levels. Included in the value of "r".

To explain the score of "r", we can look at the Pearson Product Moment table in Chapter 3. The r score in the table is shown as 0.70-0.90 the categories correlation is high, and the data analysis results shows that the r score is 0.880. This case illustrates the impact of Bilingual programs on speaking ability students at Pondok Pesantren Darussalam Kepahiang.

Discussion

Based on the finding, for speaking test (oral test), the authors used pictures of some subjects, such as science and mathematics, and used tape recordings to store student responses (samples). Based on the above test results, it can be demonstrated that the bilingual program has impacted the improvement of speaking ability of Pondok Pesantren Darussalam Kepahiang Class XI students. Table 5 shows that the mean score of the questionnaire (the applied bilingual program) was 90 points high and 70 points low from all samples. The results in Table 5 also mean that the Pesantren Pancasila student agreed to use the bilingual program to improve her speaking skills. According to Table 6, students who participated in the bilingual program (speaking test) had an average English proficiency score of 89 high and 71 low score.

The researchers assigned several scores based on the students' accuracy, fluency, and comprehensibility in speaking. The author received varying scores for the accuracy items from the students, including a high score of 30 and a low score of 24. In the Excellent category had 34 students (97%) and in the Great category had only 1 student (3%). Because the writer can see whether she or he provided the best answer from the questions and students can grasp the purposes of the questions, the writer gave a high score, such as 30. Likes accuracy items for the fluency score. The writer received a range of scores, from a high of 30 to a low of 24. The Excellent category had 27 students (83%) and in the Great category had only 8 students (33%) because she or he answers the questions very slowly. The writer received various marks for the comprehension items, favoring Accuracy and Fluency elements. High score was 30 and low score was 23 for the comprehension items. for a good grade, In the Excellent category had 29 students (83%) and in the Great category had only 6 students (17%). Based on data analysis results, researchers found that Pondok Pesantren Darussalam Kepahiang's class XI bilingual impact improvement program worked well in improving English. These findings support by several related studies. The bilingual class program has a positive impact and benefits for students in the teaching and learning process in class, making students understand English better (Puasa et al, 2017). Pesantren Darussalam Kepahiang's students improve their speaking ability through a bilingual program so that they gain confidence, enjoy practicing their speaking skills, and feel comfortable expressing their opinions and arguments on any topic or issue without pressure or intimidation. Because of that, the program of Bilingual is effective in improving students' speaking ability. The students' positive perceptions of using bilingual-based materials as language teaching in English classes (Ifari, 2021).

Conclusion

Based on the research result above, the researchers found that the program of Bilingual had a positive impact on improving speaking ability of students' at Pondok Pesantren Modern Darussalam Kepahiang. Researchers have suggested to the head of Pesantren Darussalam Kepahiang that it should continue to do so, and the bilingual program needs to be improved to reach its goals. Research on the Analysis Speaking Ability Students Impact of Bilingual Class Program conducted by this researcher is limited to one school, it is suggested for further researchers to be able to conduct deeper research by looking at various other aspect or to compare

the implementation of bilingual programs with other schools with the same program.

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An Analysis of the Students' Competence in Writing Abstract

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Abstract. Writing plays an essential role in the development of students' ability to disseminate their ideas or research findings. Students need to write research reports as one of the requirements to achieve a bachelor degree. It means that writing enables students to write academic papers from which they report their findings to the examiners' board. Students are expected to know some techniques of writing that help them write a good research report. One of the important elements of writing research is an abstract that enables students to describe the whole content of the research in brief. It is necessary to investigate students' competence in writing a good abstract because not only does it function as a summary of research consisting of an introduction, method, finding, and conclusion, but it also functions as a key to arouse the readers' attention. The objective of the research is to describe the students' competence in writing an intelligible research abstract. Data was collected through the 27 students' abstracts of the research report at the English Language Education Department of the Universitas Muhammadiyah Malang. The results of the research indicate that the student's competence in writing a research abstract was good. The students' competence in writing their ideas in the abstract was good, and their ability to write a good topic sentence was good. The findings were strengthened by the computation of five aspects of writing proficiency that showed 25.8 for content value, 16.7 for organization, 16.6 for vocabulary, 17.1 for language use, and 3.8 for mechanics value.

Keywords: analysis, students, competence, writing, abstract

 Introduction

Writing plays an important role in the dissemination of research findings that benefit many people (Wahab et al., 2023). Writing ability involves the competence to organize graphics such as letters, vocabulary, and sentences applied in written communication that enable readers to know information (Prasasti et al., 2022). It can be categorized into productive ability in language learning (Fattahi & Nushi, 2021). Writing ability is an important competence in the 21st century (Leggette et al., 2013). It can be regarded as an essential skill (Saleh & Muhayyang, 2021) because it is used extensively in university and in the workplace. It enables students to express their ideas and to communicate (Purba et al., 2021) well with lecturers, managers, colleagues, and with many other people. In a university, most academic communication is done in writing such as proposals, memos, reports, applications, questionnaires, and e-mails. Moreover, The activity of writing research report articles is not the same as regular writing.(Suryani et al., 2014). The academic life requires writing skills, and the ability to write helps students develop their written communication. Therefore, students who know how to write well are able to describe their ideas effectively.

Writing skills enable students to develop their ability to write research abstract. Students need to write an abstract to publish their research findings in academic journals. An informative abstract consists of five aspects: 1) introduction that explains the research; 2) purposes which describe the main objectives of the research; 3) method which covers the procedures of doing research. This point tells about the procedure of doing an investigation and explains the instruments to collect data; 4) product or result that describes research findings after analysing obtained data; 5) conclusion covering a summary of the results of the research data analysis. (Putra, 2023).

The Improvement of Writing Skills

Students need to improve their writing skills that enable them to explain their opinion through effective written communication (Kencana & Fauzia, 2022). Writing requires students to describe their ideas into intelligible sentences. However, many students thought that writing is a difficult ability in language learning (Fitriani et al., 2021). As a result, students need to enhance their competence in writing texts to express their ideas (Argondizzo et al., 2020). Writing plays a decisive role in classroom activities. Students need to learn the writing process to improve their writing skills (Hussain, 2017). Students who are good at writing have many strategies to write their ideas. Moreover, writing skills help students to disseminate their research findings. Therefore, students are expected to know how to write their ideas or research findings in such a way that can be beneficial to others.

Students need to promote their writing ability because it is required to write a research report. Writing is a basic ability that requires a good knowledge and enables students to organize their ideas. Writing is considered a critical thinking process, and it supports active learning. Writing activity involves knowledge of language use, vocabulary, grammar, mechanics etc. (Aguion et al., 2021). In other words, university students will achieve a bachelor degree if they undertake research and write their findings. They have to know some techniques to write a good research report. For doing so, it is not as easy as it sounds because not only does it need techniques, but

also ideas and experiences. Many students fail to write good research finding not because they know nothing about the techniques of writing but because they are lack of both ideas and experience. Writing activities allow students to develop new ideas that people benefit from them. They are able to enrich students' experience in writing a good research report. For this reason, students are expected to promote their writing competence. Students' writing skills can be developed through the use of intercultural-based textbooks (Amalia et al., 2021).

The Role of Abstract in Writing

Students should know that the abstract is the important parts of a research report. An abstract plays a decisive role in writing a research article. It consists of summary of research findings that give readers brief information about the research. An informative abstract portrays in brief what research is about and its findings. Abstracts are a concise resume of the investigation report containing between 250 and 300 words. It contains research problems, objectives, methods, results, and conclusions written in paragraph form. It helps readers understand the outline of the scientific writing easily. It is an important part of research that students write when they finish writing their research. Students need to develop composition skills to write thesis abstracts that encompass cohesion and coherence (Otta et al., 2022). A successful abstract helps readers to get complete information quickly about research findings without wasting time. As a result, students have to learn how to write a good abstract because. It enhances students' skills as writers to describe their ideas briefly from which the readers get new information easily.

Writing an intelligible abstract is essential for students because it helps them to disseminate their ideas to other people. However, many students find it difficult. Even many errors are often found in the students' writing in the form of standard words, affixations, and effective sentences (Bustomi & Afriani, 2020). Consequently, they ignore it as an important component of research findings. This happens, because students write their abstract after they finish writing their research report.

English is increasingly being used in language education. Among the types of academic writing, abstracts are an important communication tool for students to disseminate their research results. Abstracts can be categorized into writing needed to publish scientific work (Dudnik & Putilovskaya, 2020). Students' knowledge of writing abstracts helps them improve their writing skills. However, some students find it difficult (Kanoksilapatham, 2013). An abstract is very important for students to know because it consists of the main ideas of research findings. It also becomes a guideline for readers who want to read and understand the result of a research.

An Abstract has become an important part of the research (Ghasempour & Farnia, 2017), and it is a useful tool for obtaining information through the activity of writing scientific papers. It can be defined as a concise and accurate document prepared by the author for publication in a scientific journal. Currently, many research articles are equipped with informative abstracts. Previous studies of the abstract cover many fields of studies like linguistic. Accordingly, students are expected to know how to write an informative abstract for their research report. Knowing the strategy to write an effective abstract helps students succeed in communicating their research findings to the readers. As an important part of the research, an abstract is able to attract the

readers' interest to read the whole text. An effective abstract is able to arouse the readers' curiosity and allow them to feel enthusiastic in reading the whole text.

An abstract can be defined as an essential part of a research report informing what researchers have already done, and it concisely consists of objectives, research methodology, findings, and conclusions. Abstract is a summary of a descriptive research report, and its purpose is to provide readers with brief research findings. It is a short document. An interesting abstract contains characteristics such as accurate, independent, concise, specific, non-evaluative, coherent, and easy to read . It consists of five parts, namely, background, objectives, methods (Kuhi & Soltani, 2021), results, and conclusions. Thus, it can be seen that an abstract as part of a scientific work has a structure that contains five elements.

As mentioned above, previous studies analysed writing skills and writing an abstract. Many authors described the strategy to improve students' writing skills and explained some elements of an abstract that students should know. They stated that students were expected to promote their writing ability and improved their knowledge about an abstract. However, they did not mention how to analyse of the students' ability to write an abstract. Therefore, to investigate the students' ability to write an informative abstract is essential. It is because studies on analysis of the students' skills at writing research abstract are still lacking.

This research has been undertaken based on three problems namely, (1) how is the students' ability to write a research abstract? (2) How is the students' competence in writing the components of ESL composition that consists of five elements, such as, content, organization, vocabulary, language use, and mechanics?

The research is designed, first, to describe the students' competence in writing an informative abstract based on their research report. Second, to reveal the students' competence in writing the components of ESL composition that contains five parts of the writing.

Method

The research used descriptive method which includes collecting and analyzing data. The study was conducted at the English Department of University of Muhammadiyah Malang, East Java. The study involved quantitative method to identify the students' ability to write a thesis abstract. The population of the research was students of English Department who took thesis examination at the University of Muhammadiyah Malang. The sample of this research was 27 students, and most of them were in their last year of study. It is selected by using purposive sampling technique

The study used a documentation test as the instrument. Data of this study was in the form of students' thesis abstract which consisted of not more than 300 words. Data collected were analyzed through the rubric of ESL composition guideline by (Hartfiel et al., 1985). This rubric has five categories of assessment of different writing quality with a 100 scale. They are mechanics (5 points), language use (25 scores), vocabulary (20 scores), organization (20 scores), and content (30 scores). Each component has a different way of scoring with a description attached to each category. The scoring rubric is very important to assess the students' composition, and its main objective is for performance evaluation (Setyowati et al., 2020).

To ensure the validity, the researcher involved two raters to assess students' thesis abstracts, and the total scores were divided by two as a mean score. The program

of SPSS was applied to calculate collected data. The results of data calculations are presented in the form of a pie chart. The calculation process is intended to describe the students' ability to write abstract thesis. The findings obtained were used to draw the conclusion of the study.

Findings and Discussion

In this study, researcher examined the students' ability to write an informative thesis abstract. This study applied the Harfiel's *Profile of ESL Composition* (1985) to analyze the students' thesis abstract. The guideline consisted of five aspects of writing namely, a) content, which its scores ranged from 13 to 30; b) organization, the scores ranged from 7 to 20; c) vocabulary, the scores ranged from 7 to 20; d) language usage, the scores ranged from 5 to 25; and e) mechanics, which its scores ranged from 2 to 5. Students' score of the five compositions indicates their level. Each aspect of composition has different scores. Table 1 shows the scores and levels the five compositions.

Table 1 The Scores and Levels of The ESL Compositions Profile.

Aspects of Composition	Score	Level
Content	30 - 27	Excellent
	26 - 22	Good
	21 - 17	Fair
	16 - 13	Poor
Organization	20 - 18	Excellent
	17 - 14	Good
	13 - 10	Fair
	9 - 7	Poor
Vocabulary	20 - 18	Excellent
	17 - 14	Good
	13 - 10	Fair
	9 - 7	Poor
Language Use	25 - 22	Excellent
	21 - 18	Good
	17 - 11	Fair
	10 - 5	Poor
Mechanics	5	Excellent
	4	Good
	3	Fair
	2	Poor

Source: Learning ESL Composition by Hartfiel et al.

As mentioned before, this study investigated 27 students' thesis abstracts. To know their writing abstract ability, the researcher computed the total means of the two raters and divided it by two. Furthermore, the computation result determined the students' skills at writing an informative abstract. After finding the mean, the researcher categorized the result of computation into the categories of the writing ability level of the ESL composition rubric developed by Harfiel et al. (1985). Based on the result of the computation of the aspect of content, the total score 463. Because the sample of the study consists of 27 students' abstracts, the average (697/27) is 25.8.

Then, it can be decided that the students' ability to write an informative abstract on the aspect of content is good.

The result of the computation of the organization aspect shows that the total mean is 453. Because the sample of the study consists of 27 students' abstracts, the average (453/27) is equal to 16.777. Then, it can be inferred that the ability of students to write an abstract on the aspect of organization is good.

The result of computation based on the aspect of vocabulary shows that the total mean is 449. The sample of the research is 27 students' abstracts, and the average (449/27) is 16.629. Therefore, it can be inferred that the ability of students to write an abstract on the aspect of vocabulary can be categorized as good.

Moreover, the computation of the aspect of language use shows that the total mean is 463. The total sample is 27 students' abstracts, and the average (463/27) is 17.148. Therefore, it can be said that the ability of students to write an abstract on the aspect of language use is fair.

The computation of the aspect of mechanics indicates that the total mean is 103.5. The total sample is 27 students' abstracts, and the average (103.5/27) is 3.833. Consequently, it can be concluded that the students' ability to write an abstract on the aspects of mechanics is fair.

The total score of the students' ability to write the five ESL Composition can be seen in table 2 below.

Table 2 Students' scores of the computation

ASPECTS	MEAN	AVERAGE	LEVEL
Content	697	697/27 = 25.8	good
Organization	453	453/27 = 16.7	good
Vocabulary	449	449/27 = 16.6	good
Language Use	463	463/27 = 17.1	fair
Mechanics	103.5	103.5/27 = 3.8	fair

On the basis of the computation result, it is concluded that the students' competence in writing an informative abstract is good. It can be supported that from the five components of composition namely, content, organization, vocabulary, language use, and mechanics, they are good categories, except the aspects of language use and mechanics are fair. Figure 1 shows the result of the five compositions analysis.

Figure 1. Students' score of writing abstract ability
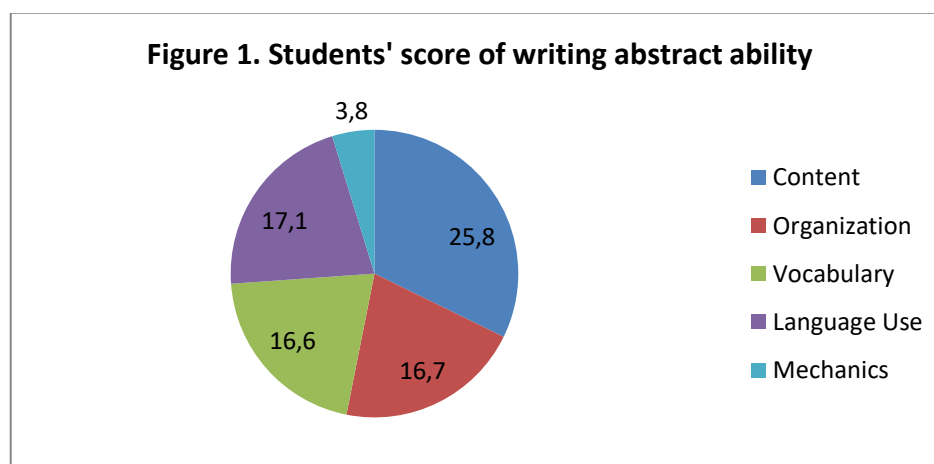
Based on the figure 1 above, it can be described that the students' ability to write an informative abstract on the aspects of language use as well as mechanics is fair. However, their writing on the aspects of content, organization, and vocabulary can be categorized as good. For this reason, the students' ability to write an abstract can be inferred as good.

On the basis of the research results, the investigation answers the research questions namely, how the students' ability to write a research abstract is, and how the students' competence in writing the five components of ESL composition, such as, content, organization, vocabulary, language use, and mechanics is? The data obtained consists of 27 students' abstracts, and it supports the findings.

The result of this research is consistent with the study of Putra (2023) and Prasasti et al., (2022). In their research, students' abstracts contain five aspects. They are introduction, objective, method, product, and summary. Then, students' writing ability can be promoted by using Instagram in teaching and learning activities, and it enables students to promote their ideas and produce explanatory texts. Even though the research is consistent with the studies of Putra (2023) and Prasasti et al., (2022), it is slightly different from their studies. The research analyses the students' ability to write an informative thesis abstract that involves five ESL composition profiles by Hartifiel et al., (1985). They are content, organization, vocabulary, language use, and mechanics.

The novelty of the research is that this study uses the five ESL composition profiles by Hartifiel et al., (1985) to analyse students' thesis abstracts. In the process of analysis, the abstract is regarded as a document that is scored based on the five elements of the ESL composition profile such as content, organization, vocabulary, language use, and mechanics. The result of the computation of the five elements shows the students' skills in writing abstract.

As mentioned above, the score of the students' ability to write an abstract on the aspect of content is that the student's ability to write their ideas in an abstract is good. This fact can be bolstered by the result of content aspect computation that totals 25.8. It means that their ability to write their ideas in an abstract is good. In this study, the researcher takes the aspect of content as the basis of analysis of the students' competence in writing their ideas in an intelligible abstract because the aspect of content is the fundamental instrument to recognize the students' ability to describe their opinion. It can be explained that if the students have much information or ideas, they can construct their ideas on a piece of paper i.e., abstracts. On the other hand, they can express nothing when they have no ideas or have less information. On the basis of the analysis, it is inferred that the ability of students to write their ideas on an abstract is good.

Based on the computation of the students' ability to write an abstract on the aspect of organization, the students' ability to write a good topic sentence in an abstract is good. This fact can be proved that the result of organization aspect computation is 16.7. According to the Harfiel's ESL Composition Profile (1985), score of 16 on the aspect of organization can be categorized from good to average. It means that their ability to write a good topic sentence in an abstract is good. In this research, the researcher takes the aspect of organization as the reason of analysis of the students' competence in writing a topic sentence because it is the fundamental tool to describe

the students' ability to organize their ideas. It can be illustrated that if the students master the technique of formulating a topic sentence, they can start their topic sentence with an interesting statement on a paragraph of abstracts. In contrast, they can start writing a topic sentence with a boring statement in a paragraph of abstract when they know less technique of writing. Therefore, the students' ability to write a topic sentence in an abstract is good.

Then, the abstract acts as a time-saver by informing the readers what the abstract is about, and it enables readers to know if the text needs further reading. Therefore, abstract has become media to master and manage news because it is the first part of a research report to be read. A research abstract is an important part of academic research because it attracts readers' attention. It plays a decisive role in reading research report because it helps readers to select information contained in the text of the article. Through the abstract, the readers obtain a comprehensive information about the article.

Conclusion

Based on the findings, it can be concluded that the students' ability to write an informative abstract can be categorized into good. This category is strengthened by the data analysis. From the five components of composition namely, content, organization, vocabulary, language use, and mechanics, only the components of language use and mechanics are in the category of fair. On the other hand, the rest aspects are in the category of good. Moreover, the students' ability to write their ideas in an abstract is good. This is supported by the result of the computation on the aspect of content that is 25.8. In this research, the aspect of content can be considered the basis of analysis of the students' skills at writing their ideas in an abstract because it is the fundamental instrument to know the students' ability to elucidate their ideas. Furthermore, the students' competence in writing a purposeful topic sentence is good. This category relies on the calculation of the data from which the value of the aspect of organization is 16.7. According to the Harfiel's *ESL Composition Profile* (1985), the score of 16 on the aspect of organization is categorized from good to average. Accordingly, it can be stated that the students' competence in writing a good composition on an abstract is good.

Based on the conclusion above, it can be recommended that writing instructors need to promote their students' motivation in writing skills. For doing so, they have to improve their teaching technique in order that they are capable of increasing their students' motivation from which they are able to enhance their students' writing achievement. They have also to select the materials which should be suitable for the level of the students. Suitable materials enable students to improve their writing ability. Furthermore, other researchers can improve this study to make it more significant because the data of this study is limited that is 27 students' abstracts. It is suggested that researchers increase the data by engaging many students' abstract to analyse.

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The Survey of Nursing Students' Dependence on Using Google Translate in English Class

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Abstract. Google Translate (GT) is without a doubt well-liked among students learning English in an EFL context due to the numerous conveniences it provides. Recently, a unique phenomenon was found among nursing students of Pelita Harapan University where they appeared to rely on GT in order to complete English assignments. To figure out how reliant these students toward GT and the reasons behind it, this study was conducted. The method utilized was mixed-method sequential explanatory design, with questionnaire and semi-structured interview serving as instruments. While the respondents of this study encompassed 176 second-year nursing students. The results showed that 35 students (20%) were in the highly dependent category, 47 students (27%) were in dependent category, 66 students (37%) were in independent category, and 28 students (16%) were in independent category. This suggests that more than half of the respondents are fairly autonomous in completing out their activities, while the rest are dependent on GT. Further research examining the impact of GT on nursing students' English achievement is needed to better understand the phenomenon.

Keywords: English learning, nursing students, google translate

Introduction

Technology has brought about tremendous innovations in translation, as a tool of interlingual communication. Nowadays, free online translation tools are widely available for language instructors and students, including potent Machine Translation (MT) websites and apps, which significantly speed p the process of language learning. Yanti & Meka (2019) perceived Machine translation (MT) as computer software used to translate a passage between languages automatically. In language learning, MT can assist students to deal with linguistic disparities, obtain information, and access new knowledge in another language.

Several online MT services are currently accessible, including Google Translate (GT), Bing Translator, and Babel Fish. Of all MT services, GT is ranked at the top of the list of the most popular ones. GT is developed by Google to be able to translate text, documents, and webpages from various languages. The fact that GT has more than 200 billion words and offers users the widest variety of words and expressions makes it popular (Sukkhwan, 2014). It also has managed to foster

connections, attracting more than 500 million users globally, and as of February 2020, it was accessible in 108 languages (Caswell, 2020).

The emergence of GT undeniably has facilitated English learning process in many ways. With its ease of use, accessibility, and conformity in translating words from other languages, it is not surprising that students from a wide range of disciplines feel comfortable using GT (Alhaisoni & Alhaysony, 2017). Additionally, GT is thought to be helpful for students to comprehend some parts of materials, complete the tasks, communicate in English, and interpret teacher's evaluation. Overusing it, however, might be detrimental for pupils. As mentioned by Kusmayadi (2014), the translation procedure in GT is quite quick, so when students rely on it excessively, they will not gain much knowledge. It could also lead to some drawbacks, such as diminished confidence and nervousness while communicating in English.

Researchers currently discovered a unique phenomenon among English-learning nursing students at Pelita Harapan University, Indonesia, where these students appeared to be reliant on GT. According to preliminary data, 87% of the 15 students of ETP 2021 confessed that they always use GT to translate texts or utterances if they are unsure about the translation in English. This finding is in line with what researchers found during reading sessions that these students keep searching for the meaning of unfamiliar words they encountered on GT. Even though they had been taught about using context clues to infer the meaning of unknown terms in text, they continued to use GT to swiftly translate the words. They were even stuck with GT during impromptu writing sessions and oral presentations. Based on the researchers' observation, 4 out of 7 groups in one class could not get away from GT when presenting a poster about respiratory system. Instead of attempting to create their own English sentences, they chose to open GT to type every sentence they were about to say and read the translation aloud.

Given this context, a study is necessary to examine the causes of GT usage and the degree of dependence among nursing students. The results of this study will provide lecturers with an overview of how reliant nursing students are on GT as well as the causes of the students' addiction to utilizing it in English classes. It can also be utilized to sketch out methods to lessen students' addiction to GT. The problems formulated are hence:

1. How degree of reliance does nursing students have on GT?
2. What drives the use of GT by the nursing students?

Similar research was done by Putri (2021) with students majoring in English education at three institutions in Semarang. The study's findings demonstrate that many students rely heavily on GT, as evidenced by the percentage scores attained by the three colleges. The explanation is that GT is simple, useful, and timesaving. It also offers several cutting-edge capabilities like quick camera translation, handwriting translation, and offline translation. In keeping with this, Nas (2022) investigates the level of reliance on GT among English majors at a university in Sumatra. The analyses' findings indicate that the students' level of reliance is fairly high. With a percentage of 70.83%, the biology category ranked highest among the three analysed categories. As a result of their underdeveloped brain activity, which is tied to the biological side, the pupils depend on GT. Considering that there has not been much research on this topic, it is thought that studies involving nursing students in the context of ESP can offer a fresh viewpoint.

Dependence

Dependence is a collection of symptoms that manifest in one's cognitive process, psychological state, or behaviour especially when the person feels they need something repeatedly even though it may be problematic for them (American addition centers, 2021; Santrock. J. W., 2003). In terms of media dependency as in GT, the more a person's reliance on media to satisfy their requirements, the more significant that media is to that person (Khalifa & Khalifa, 2020). To put it in another way, the person's dependency on the media increases as it more fully meets their informational needs. Meanwhile, social institutions rely on the bigger scope as the party with the power of frequently dictating one's media preference or dependence. There are hence three parties involved in media dependence, which are the media itself, the audience, and the social system that supports it. Effects of media dependency go through three stages. The first is the cognitive effect, which happens whenever there is a change in what the general public knows, comprehends, or perceives. The second category is affective impacts, which include feelings, assessments, arousal of the emotions, and attitudes. The latter is a behavioural consequence that shows itself as actions, or regular behaviours (Nawi, et al., 2020)

Google Translate

Google Translate (GT), developed by Google, is a free multilingual machine translation tool that enables users to translate anything from a single word to files with various formats. Due to the range of translation services available, GT has been widely and popularly utilized by language learners in academic settings for many years (Winiharti, et al., 2021).

With GT, learners could use the photo recognition capability in GT to save time, particularly when trying to comprehend some English expressions. In doing that, learners merely need to take a photo of some text or words and let the tool do the rest. Learners could also easily ascertain a text's meaning with only a single click.

Even while GT has several advantages, there are also some disadvantages. The inaccurate translation of a longer sentence or text is GT's most frequently reported downside (Nguyen et al., 2021). This tool typically provides a word-by-word translation when translating a larger utterance. To put it another way, the length of the text has a significant impact on the quality of the translation produced by GT, with a shorter text producing better results. Clifford et al. (as cited in Case, 2015) added that GT may lead to the students' dependence during the language learning process. It also causes students to overlook alternate words that are typically included in printed dictionaries.

Translation

Translation is the process of changing a written text from the source language into one that is as close to the target language as feasible. This process calls for the translator to have a thorough comprehension of the text's syntactic, semantic, stylistic, and pragmatic elements (Azazzi, 2020). According to Larson (as cited in Silalahi, 2016), there are three main steps in the translation process. A translator must first determine what the message means in the source language. Following the translation, it is necessary to determine the meaning that is relevant to what was delivered. Ultimately, a translator must use the translation equivalent to rephrase or re-express the meaning in the target language. There are three translation qualities to keep in mind while translating: clarity, accuracy, and naturalness. Along with clarity, the translator must take accuracy and naturalness into account. According to Safei & Salija (2018) grammatical and lexical naturalness are both factors in natural usage. It

is crucial that the translation be written in everyday language with common grammar, idioms, and words appropriate for that type of circumstance. Accuracy, on the other hand, involves analysing proper lexicon, grammar, and cultural context of the source language to figure out what it means, then re-create the exact meaning on the target language.

Method

This research employs mixed-method sequential explanatory design. According to Creswell (2018), mixed-method design emphasizes the gathering, examination, and blending of quantitative and qualitative data in a single study or set of studies. Its main argument is that combining quantitative and qualitative methods yields a greater grasp of study issues than using each methodology separately. This study included 315 second-year nursing students at Pelita Harapan University, Tangerang, who had completed the English for Nurses course. Both the samples for qualitative and quantitative data were drawn using convenience sampling technique. In determining the number of samples, researchers utilized Slovin's formula (e=0.05), resulted in 176 respondents.

The first instrument on this study was 5-point Likert scale questionnaire adopted from Putri (2021). Containing 25 statements, the questionnaire was distributed to collect quantitative data on students' level of reliance on Google Translate. In order to effectively communicate vast volumes of quantitative findings, descriptive statistics were employed by calculating the Mean (Mi), Median (Me), and Standard Deviation (SD). The results from Mi and SD analyses were used to classify the level of dependence, with the following categories:

Table 1. Nursing Students' Dependence Classification Score

No	Categories	Score (x)
1	Strongly dependent	$X > Mi + SDi$
2	Dependent	$Mi < X \leq Mi + Sdi$
3	Independent	$Mi - SDi < X \leq Mi$
4	Strongly independent	$X \leq Mi - SDi$

(Putri, 2021)

This research also drew on information about nursing students' reasons of overusing GT in English class, gathered through semi-structured interviews. The researcher believed that in-depth understanding necessary to back up the quantitative data could be obtained through interviews with 10 willing respondents. In addition, the interview data underwent qualitative analysis, including transcription, coding, theme generation, and interpretation, to better understand the causes of the dependency. The data was then incorporated to broaden the conclusions.

Findings and Discussion
Nursing Students' Level of Dependence on Google Translate

This section describes the level of nursing students' dependence on GT, regarded from their responses in the questionnaire. The findings showed a range from a low of 39 to a high of 93, with a mean of 71.15 and a standard deviation of 11.00. Results were broken down into four groups, which are strongly dependent, dependent,

independent, and strongly dependent. The table below displays the data-driven distribution of dependency frequencies in further depth.

Table 2. Nursing Students' Level of Dependence on GT

Categories	Frequency	Percentage
Strongly dependent	35	20%
Dependent	47	27%
Independent	66	37%
Strongly independent	28	16%
Total	**176**	**100%**

The survey found that 35 second-year nursing students (20%) rely heavily on GT in completing English-related assignments. In the meanwhile, a total of 47 pupils (27%) were categorized as being dependent on GT. Some pupils, however, are autonomous enough to study English without GT. Based on the data analysis, 66 students (37%) fall into the independent category, and another 28 students (16%) fall into the extremely independent category.

Thus, there is a very fine line between students who rely on GT and those who rely less on GT to complete their assignments. About 47% of the population, or 82 students, fell into the dependent and highly dependent categories. Meanwhile, 94 pupils (53%) belong to independent and very independent categories. It indicates that more than half of the population is still confident in their ability to successfully complete English assignments by themselves. This finding differs from what Maulida (2017) found that 90% of English language education students at STKIP PGRI Banjarmasin rely on GT to translate English materials. The participants further acknowledged that GT has taken over practically all translation-related tasks, from simply translating vocabulary to text, relegating the dictionary to a secondary role.

In addition, of all the statements in the questionnaire, the highest score is in the statement that students use GT because it makes translation easier and faster. This is in line with what Ramdhani (2021) assert that many Indonesian students rely on GT due to its usefulness in translating their local language into English. Some also agree that GT helps them improving their English language comprehension and pronunciation.

The Reasons behind Nursing Students' Dependence on Google Translate

The researcher discovered at least four reasons why the nursing students relied extensively on their English learning process with GT based on the findings of interviews with ten respondents.

a. Negative Emotions

The first reason is related to negative emotions such as embarrassment and anxiety. When nursing students are required to present in English in front of the class, they frequently feel shy and unprepared, leading them to rely heavily on GT to surmount these emotions. As stated by the interviewee:

[1] *I was shy to speak English in front of the class, Ms. I'm afraid to say the wrong thing, so I use Google Translate.*

[2] *When I was presenting in front of the class, I felt so afraid, Ms. I am afraid that my friends will laugh at me if my utterances are grammatically incorrect. With Google Translate, at least it's a bit easier. There's no way the grammar is wrong, right?*

[3] *I am afraid of being laughed at by my friends, Ms.*

It would appear from these statements that most pupils are apprehensive since using English in a classroom setting is a daunting prospect. Most of the time, they worry about making blunders during communication and about being mocked by their classmates. Concern about making mistakes and being judged negatively by classmates or teachers is highlighted by Haidara (2016) who claim that these factors contribute to the high levels of anxiety that plague students learning spoken English. In addition to dread, anxiety is a negative feeling that emerges among nursing students. The pupils' worry of having to speak English in public diverted them from their focus, leaving them unsure of what to say. They use GT to get around this issue.

[4] *To be honest, Ms. When speaking English in front of many people, my brain immediately freezes… So I'm confused, what English is this? After checking Google Translate, I remembered.*

[5] *I'm nervous, Ms. So I'm confused about what to say, even though I already understand English before.*

Indeed, anxiety has a negative impact on a language learner in a number of ways, including their ability to learn, retain, and utilize the target language. It may hinder the performance of language learners as well as comprehension of the new language. As explicated by Dewi and Wilany (2022), anxiety is widely regarded as the most fundamental impediment students' ability to speak English successfully that might result from the worry of being erroneously assessed when making a mistake. Anxiety and fear impair cognitive capacities and language intake through disturbing concentration, and attention, as well as academic achievement.

To cope with this anxiety, students choose to employ GT, especially when they must speak English in public. This also suggests that GT imparts a sense of security to them and that they believe GT can help them overcome negative emotions. In line with this, Sukkhwan (2014) in his study involving 125 English education students at Songkhla Rajabbat University found that GT can boost students' confidence in many ways. Since GT offered more up-to-date technical terms, phrases, and collocations than a dictionary, students felt more confident when reading and writing English essays. The students further elaborated that semanticity of English terms has made it exceedingly difficult for them to select the most appropriate meanings for the given contexts, and GT had greatly aided their quest for meaning. The same result was gained by Gumartifa et al. (2022) with English students at the University of Muhamadyah Palembang where fifty percent of students believed they lacked confidence when they did not use Google Translate to double-check the correct meaning or target language. These data suggest that, at a certain point, GT may override the negative feelings that happen with learning English, to the point that many students rely on it.

b. Linguistic Issues

The second reason nursing students rely so heavily on GT is because they faced linguistic issues. Two interviewees acknowledged that they struggled to express themselves in either spoken or written English due to a lack of knowledge of the appropriate syntax and vocabulary. According to the interviewee's own words:

[1] *I'm having trouble coming up with the right words, Ms. Also, the way English and Indonesian words are put together is different, right? It took me a long time to figure out how to say it in English. So let me quickly use Google Translate.*

[2] *I have trouble picking the right tense when I'm talking, so I just look it up on Google Translate.*

[3] *I don't know how to say it correctly in English, given that there are many rules of English that we have to pay attention to.*

The preceding statements imply how linguistic issues could arise during English-speaking education. Students may have great difficulty choosing the appropriate vocabulary to convey certain viewpoints. Typically, learners think first in their mother tongue and then translate it into English in order to express themselves; in such cases, they lack the necessary vocabulary to translate. Lack of vocabulary knowledge is a fairly prevalent issue, particularly in the EFL environment. As stated by Khan et al. (2018), one of the major problems preventing pupils from communicating is a lack of vocabulary. Most students grasp the new vocabulary items during the lecture, but they tend to forget newly taught terms within a short amount of time. Perhaps this is due to a lack of opportunities to employ these terms in their daily conversation.

Additionally, the respondents emphasize the grammatical deficiency in their speech, in which they struggle to use correct tenses and prepositions. The underlying cause is most probable that the mother tongue influences the target language learning through a process known as transfer. The process of L1 transfer has been identified as a cognitive neuroscience process. Its complication stems from the fact that L2 acquisition is a layered cognitive process in which the development of a new language system is mapped to the establishment of L1 internalized rules. Thus, the transfer is notified when there are grammatical errors (Putriani, 2020).

To deal with these linguistic issues, the students employ GT for both expression and sentence translation. They believe that GT can be used to surmount linguistic issues such as a lack of appropriate vocabulary, difficulties in initiating speech, and the inability to link sentences. Laiche & Nemouchi (2021) have once conducted research on the effects of GT on pupil proficiency, and it appears that students' abilities have enhanced marginally after routinely using GT. Students produced more distinctive words, fewer misspellings, a better organization of ideas, and longer sentences. Thus, it is possible to conclude that GT can be a beneficial tool for assisting students in developing English proficiency, particularly in improving grammar mastery and expanding vocabulary.

c. Practicality of Google Translate

Thirdly, GT is popular among nursing students because of its ease of use. They acknowledged that they have discovered the benefits of this machine and are using it increasingly regularly in and out of the classroom, since it delivers rapid and rather accurate dual translation services in a range of languages. As mentioned by the interviewee:

[1] *Google Translate is more practical than searching manually in a dictionary, Ms. In the dictionary, even the online version, we have to search for each word. While Google Translate can directly translate 1 sentence directly, so it saves time.*
[2] *It is faster, Ms. Just a few seconds, the translation immediately came out.*
[3] *We need to study quickly so we don't run out of time, and Google translate can support that. It is fast and pretty accurate too.*
[4] *It helps me finish my tasks quickly.*

These assertions imply that nursing students choose GT due to its quickness and comfort. It also saves time because no English dictionary is required. When students put in the terms they want to translate, GT provides results quickly. Furthermore, the fact that it is an app sets aside the use of physical dictionary. It is equipped with

numerous useful features that significantly minimize the load of translation on pupils. In addition to translating words, the students believe that GT can translate phrases and even sentences well. Gestanti et al. (2023) argue that with its simplicity and open access as well as compatibility in translating words from many languages in just one click, it is no wonder that students are comfortable with this tool. In certain phases of learning activities, such as having a conversation, comprehending the lecturers' feedback, and understanding the materials, GT does facilitate the students.

d. Students' Perfectionism

The last factor that contributes to students' addiction to GT is their desire to receive faultless grades on their work. When asked why they did not rely on their own abilities to complete the assignments, some students responded that they lacked confidence in their ability to earn the expected grades. The following are the results of the interviews:

[1] *I want to get good grades in this English class, Ms. If I only rely on myself, I'm afraid the grade will not be optimal.*
[2] *Let it be good, Ms.*
[3] *Because google translate makes me sure that what I am working on is correct. If I do it by myself, I am afraid that it is not right and that I will get bad grades.*
[4] *Google Translate is like a thesaurus, it can help me find synonyms for English words. So, if I write an essay or talk in English, I look cool with those sophisticated words.*

This provides an impression that the nursing students utilize GT as a tool to assist them achieving the faultless grades they desire when they are unsure, they can accomplish it on their own. Furthermore, they came to see that their need for perfection was driving them to become more dependent on GT as a result of their unwillingness to risk making errors.

Previously, Görsev & Mustafa (2021) had mentioned that students' perfectionism may impact language acquisition. Since they desire to speak the target language with the fluency, accuracy, and native-like ease of a native speaker, perfectionist pupils would rather keep their mouths shut than risk the disapproval of their peers by expressing their ideas in language they are not yet comfortable with. This is comparable to what the researcher discovered in their initial observation, where students were extremely cautious and reluctant to communicate spontaneously. They appear to be better prepared and prefer planned speaking activities, such as role-plays, presentations, and speeches, where they can prepare notes beforehand. If asked to explain a concept on the spot or address queries during a presentation, they will rely heavily on GT to do so. Even though the instructor had requested that they compose their own sentences, they continued to use GT. Regarding this, Ghorbandordinejad & Afshar (2021) argues that perfectionism negatively correlates with language acquisition. Perfectionist students may find it challenging to maximize incoming language input because they are inherently fearful of making errors and lack confidence in their abilities.

Conclusion

In conclusion, the majority of students concur that MT accelerates and simplifies the translation process. In this study, however, more than half of the nursing student population (53%) was highly independent in completing English assignments. They continue to utilize GT, but not to the extent of extreme dependence. In contrast, 47%

of other pupils are deemed dependent on GT in completing English assignments. This is a good sign that GT is not necessary for all of the responders. Others who fill out the survey are self-reliant and prefer not to rely on others.

Multiple factors contribute to the dependency of pupils with GT. The first reason is related to negative emotions such as nervousness, panic, and embarrassment, which arise when they are asked to speak or write in English spontaneously. The second concern is linguistic issues such as a lack of vocabulary and grammatical skills. This issue prevents nursing students from expressing themselves. As a result, they utilize GT as a solution to their language challenges. The third reason relates to the GT's utility. Several students stated during the interview that they enjoy GT since it can produce a very accurate translation in a relatively rapid period, therefore decreasing the processing time. It is quite simple to use, since students just need to input the words or sentences, they want to translate. The last reason is associated with student perfectionism. Some students desire a faultless grade on an assignment but lack the confidence to complete it without GT's assistance. To determine whether GT has a positive or negative impact on the process of learning English in the context of nursing, additional research examining the effect of GT on the English academic achievement of nursing students is required.

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EFL Teacher's Problems and Solutions in Teaching English at a Rural Junior High School

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Abstract. English is considered a foreign language in Indonesia and must be learned by everyone, especially students. The purpose of teaching English in schools is to improve students' communication skills and prepare them for the current era of globalization. However, at SMPN 3 Satap Ngoro, which is a remote school, English teacher face problems in teaching that affect students, the teacher and the environment. In addition, the lack of teacher training results in the quality of teachers at SMPN 3 Satap Ngoro school becoming a problem that greatly affects students' English learning. The purpose of this study is to clarify the problems faced by teacher especially English teacher and to find solutions to the problems faced by teacher in English learning. This case study consists of interviews and observations and is supported by documentation. The researchers found that English teacher at SMPN 3 Satap Ngoro face problems in teaching English because the students are still very dependent on their environment using their local language, namely Madura so that English teacher must understand and understand Madura. The low interest of students in learning English can be overcome by using games or learning outside the classroom that makes them comfortable and happy. In addition, the lack of English learning facilities can be overcome by using the reference handbook that teacher have. Then, the lack of teacher training can also be overcome by substituting for teacher who do not have teaching hours. This research will help English teacher improve their English teaching skills especially at SMPN 3 Satap Ngoro as a rural school.
Keyword: *Teacher Problems, Teacher Solutions, Teaching English, Rural School*

Introduction

Teaching English as a Foreign Language (EFL) to students in faraway schools is a difficult task for today's teacher. Language of concern: Students in rural areas, especially in mountainous areas, have lower language proficiency than those in urban areas (Dewi et al., 2019). Learning English for rural students is not the same as learning English for technologically advanced urban students. This is because students in this remote area often exhibit severe delays in the development of phonemes, vocabulary and sentence structure (Susilo Adi et al., 2017). Rural students cannot fully interpret the data in linguistic form. This can affect reading comprehension as vocabulary is depleted by sounds that cannot be processed (Musyoka et al., 2015).

In urban areas, teaching and learning English is gaining renewed attention. However, with multiple alibis, teaching English in rural Indonesia presents significant challenges in terms of access and quality. Luschei & Zubaidah (2012) they stated that most of Indonesia's learning problems are located in a geographically vast country and are found in many remote areas. Furthermore, Mumary (2017) stated that points out that rural schools have limited access and resources to support education.

Municipal schools have adequate quality teacher, they can learn and teach. According to Febriana et al. (2018), most English teacher in rural schools are not qualified to teach English. For example, let's say a physics teacher was teaching an English class. The challenges of teaching English come not only from teacher and institutions, but also from students and the social environment. Febriana et al. (2018) found that students still had problems with the Indonesian language. Teacher who do not speak the local language seem to need extra effort to teach English. Sulistiyo (2016) also notes that rural communities do not value formal education. Parents do not encourage their sons to study hard. Therefore, due to factors such as geography, quality of teacher, resources, facilities and social issues, English language learning can differ from the quality of instruction students receive in both urban and rural areas.

English is taught in almost all schools in Indonesia, even in rural areas. A rustic sight Schools play an important role in national education. At first glance, rural barriers appear to relate to educators, trainees and institutions. Infrastructure concerns are about time constraints and equipment. Some rural areas are growing rapidly, while others are still struggling. This is due to the lack of rural infrastructure such as buildings, structures and computer equipment (Endriyati et al., 2019). English classes become more and more difficult when children learn English in a rural school environment. It is closely related to deprived resources and learning environments.

Rural schools do not offer as many opportunities to learn English as urban schools. As a result, students are unaware of the benefits of English in their daily lives, and their motivation to learn English is declining. Even after years of learning, most students either don't know how to approach foreign language learning, avoid or don't respond appropriately. Few disciples have successfully adopted a set of tactics and thus become masters of the language. Teacher need to help students learn English as a foreign language effectively and find ways to achieve educational autonomy (Akbari, 2015). Therefore, teacher must be able to know students' language skills such as reading, writing, listening, and speaking in order to teach them. Teacher also needs to support technical students and encourage them to learn English diligently. The purpose of school English classes is to strengthen students' communication skills in response to the age of globalization. The aim of learning English is to enable students to use the language flexibly. Rural and urban school teacher face unique challenges. This challenge includes students, teacher, and institutions.

According to Endriyati et al. (2019), teacher in rural and urban schools face a variety of problems. These problems is relevant for students, teacher, and institutions. Examples of problems students face include vocabulary, student concentration, parental support, discipline, boredom, and speaking ability. The problems for teacher is mastering teacher training, teaching methods, and how to use IT in the classroom learning process. Facilities issues are facilities and time constraints that cause some rural areas to have a thriving economy, while others remain in poor condition. Affected by urbanization, the lack of rural facilities such as school buildings and IT equipment in urban schools is a good thing.

Retnawati et al. (2018) describe teacher's knowledge of higher-order thinking skills, particularly the difficulty of teaching in rural areas. School boards often have trouble recruiting village teacher. An immediately recognizable problem in rural schools is the low number of qualified teachers. Many teachers in Indonesia find it difficult to teach in rural areas where education standards are very low and children have difficulty coordinating both their behavior and understanding. We know that in Indonesia it is very difficult for EFL teacher to study in rural areas. As such, it is more difficult for teacher to use educational applications to deliver materials, requires a lot of energy, and even has difficulty accessing internet networks. Limited range. Only learn to walk on books.

Ngoro is one of the rural areas in the southern Mojokerto region with a mountain secondary school called Satap. Ngoro is the highest school in the mountainous region bordering Mojokerto and Pasuruan. This school is on the outskirts of town. Access to this school is still many forests and takes about 70 minutes from the city. In the background, there are many children who want to graduate from junior high school get a job, and get married, and their parents often get the fruits and vegetables of their farming.

Most of the students and teacher are interested in this school and so are the people who live in this area. The majority of the people living in the Ngoro region are Madurese, so the language spoken in schools every day is predominantly Madurese. At school, especially in English classes, many students still have learning disabilities. 85% of his students in grades 7-9, or 72 of him, still have learning difficulties. They find English so difficult that many of them are indifferent and refuse to attend English classes.This is very influential and problematic for young English teacher in this country. This is the most important thing to overcome to improve teaching at SMPN 3 Satap Ngoro, especially learning English.

As a result of this pre-liminary study, the research is motivated to learn more about the problems and solutions rural by teacher in teaching English as foreigners language, more like in rural areas. The Researchers examined challenges and solutions that can be faced by rural teacher in teaching English. Therefore, the researchers are conducted the study entitled "An EFL Teacher's Problems And Solutions in Teaching English at a Rural Junior High School"

Method

This research used qualitative method. This study uses a case study research design. Case study is exploration of a single entity or phenomenon (a case) that is limited by time, activity, and collection by detailed information by using various data collection of detailed information by using various data collection procedures during that time. In qualitative research, case studies are one of the commonly used methods. The research conducted at Junior high school of Ngoro Mojokerto, namely SMPN 3 Satap Ngoro. The subject of this study was an English teacher at SMPN 3 Satap Ngoro. The reason was that SMPN 3 Satap Ngoro has only one English teacher who has been interviewed and confirmed to have willingness to provide relevant data for this study. The research data is collected by interview and observations. The interview was conducted with English teacher at SMPN 3 Satap Ngoro by asking questions prepared by the researchers regarding the problems and solutions faced by the English teacher. The researcher went to the school to conduct an interview with the English teacher. The researcher gave 15 questions related to the article, the interview was

conducted for two meetings. The observation was conducted in eight classes for three meetings. Data analysis used the theory of (Miles et al., 2014). There are three main components to data analysis. They are data reduction, data display and conclusion.

Findings and Discussion

Findings

1. **EFL Teacher's Problems In Teaching English At A Rural Junior High School**
   a. **The problems in Environmental influences**
      1) The problem in school environment

This habit of using Madura language has an influence on the school environment. When they talk with friends or teacher they use Madura. This situation also carried over into the classroom during English lessons. English teacher finds it difficult to invite them to learn English because even though they are lured using basic English, English teacher must still translate into their language first. This is the difficulty experienced by the English teacher that the teacher is not a native Madura who only knows a little Madura. So that when the teacher teaches English will only be able to translate into Indonesian, even though children in Indonesian still do not really understand and when the English teacher will translate into Madura will find it difficult. The explanation above is in accordance with the statement of teacher which can be seen below:

"Lingkungan SDM nya yakni orang tua, dan masyarakat sekitar di sini tuh rata-rata menggunakan bahasa Madura atau bahasa daerah di sini, bahasa Indonesia saja itu anak-anak sangat kurang apalagi bahasa Inggris sangat kesulitan dan memang 96% orang-orang sini menggunakan bahasa Madura sehingga saya kesulitan dalam mengajar bahasa inggris anak anak untuk menerjemahkan ke bahasa mereka "

This is supported by the researchers observations that in SMPN 3 Satap Ngoro environment researchers founds many people around the school who communicated in the Madura language. They rarely use Indonesian in their daily communication and also in their family environment so this becomes a problem for English teacher when teaching children when translating into Madura.

      2) The problem in home environment

The role of parents at home determines the quality of children's education. Parents' concern for their children's education determines learning outcomes, especially in English. Unfortunately, this is not the case in the rural school SMPN 3 Satap Ngoro because of the low support from parents for their children to follow education, especially in learning English. Not only that, parents also do not let their children go to school. Instead, they want their children to work rather than go to school. So that even when they go to school they are prohibited. But this is what is experienced by the English teacher of SMPN 3 Satap Ngoro that when the teacher teaches English, very few children are present even they often take turns who are not present. Actually, this does not only happen in English lessons but other lessons as well. In addition, many parents of

SMPN 3 Satap Ngoro still have the idea that why should their children study English if it does not guarantee them a good job. Especially for girls who are still considered that they do not need a higher education if their job will only be limited to being a housewife. The explanation above is in accordance with the statement of Ms. Vera which can be seen below:

"Peran orang tua kalo menurut saya sangat rendah soalnya untuk berangkat sekolah saja kadang dilarang di sini ya karena di rumah itu disuruh bantu orangtua seperti ke kebun mencari makanan untuk peternakan mereka dan itu yang paling fatal banget dukungan orang tua itu sangat minim"

The explanation above is supported by the researchers observations that is carried out that their parents forbide their children to go to school. It is because their parents do not understand about the important role of education nowadays especially learning English.

b. The problem in low students interest in English

English as a foreign language in Indonesia is a problem in learning it, especially at SMPN 3 Satap Ngoro. This is evidenced by the fact that at SMPN 3 Satap Ngoro school, when the teacher teaches, many students are ignorant, do not care, and even look for reasons to leave the class so as not to attend English lessons. Like the reason for permission to go to the bathroom, after the researchers followed it turned out that the student was playing in the next class, some went to the canteen, and some even smoked with their peers behind the bathroom. In addition, interactions in the classroom also affect students' moods, when students try to say English vocabulary their classmates laugh at them so that these students become afraid to try and finally do not want to learn English. They think that learning English is difficult because they have no willingness to learn especially when the writing and pronunciation in English are different. So, they are not interested in learning English. The explanation above is in accordance with the statement of teacher which can be seen below:

"Selama saya mengajar 10 tahun ini, siswa disini itu kurang tertarik untuk mempelajari bahasa Inggris kesulitannya itu mereka kesusahan untuk mengucapkannya dan tidak hanya pengucapannya saja dari segi writing, reading, dalam kelas juga mereka susah sekali untuk focus dan menganggap bahasa inggris itu sulit untuk penguasaan bahasa Indonesia yang bahasa resmi di negara kita aja kurang, mereka tidak terlalu peduli lagi untuk bahasa asing. Selain itu, Mereka tidak tertarik untuk sekolah ya karena dari dukungan orang tua kurang itu dan juga lingkungannya yang mayoritas disini tidak sekolah dan disuruh bekerja"

The researcher knows that students at SMPN 3 Satap Ngoro think that learning English is not important, it is just a subject that is sometimes taught at school. Many students at SMPN 3 Satap Ngoro do not continue their education at a higher level, with the highest level of education being junior high school. In fact, many female students are engaged even though they are still in junior high school and after graduating they immediately get married. This is also the case for male students who, after graduating, prefer to work in the area where they live. This is due to the lack of knowledge about English which causes a lack of interest in learning English.

c. **The problem in lack of English learning facilities**

One of the problems that the English teacher experienced is about the lack of facilities in teaching English. The lack of facilities owned by SMPN 3 Satap Ngoro school, English learning is hampered. Facilities that do not support English learning cause students to be uninterested in learning such as dictionaries, books, media projectors, and libraries that have few books on education so that the lecture method by English teacher is the most reliable thing. This causes English teacher to struggle and work hard to create manual learning methods that are suitable for the situation of students at SMPN 3 Satap Ngoro in delivering learning materials in class. The explanation above is in accordance with the statement of teacher which can be seen:

"Fasilitas di sekolah SMPN 3 Satap Ngoro ini juga banyak kurangnya, terutama buku bahasa inggris. Disekolahan ini kekurangan buku pelajaran bahasa inggris sehingga saya merasa kesulitan. Proyektor sebenarnya punya tetapi rusak jadi terkadang meminjam di sekolah SD. Ini yang membuat saya sulit untuk mengajarkan bahasa inggris kepada mereka. Di perpustakaan pun hanya ada sedikit buku"

Based on the observations in the school SMPN 3 Satap Ngoro has many short comings in learning facilities, especially English. Such as dictionaries and projectors so that English learning is hampered and English teacher find their own ways to keep English learning in SMPN 3 Satap Ngoro running and can be understood by students.

d. **The problem in teacher's lack training**

The lack of teacher training at SMPN 3 Satap Ngoro means that the quality of English teacher at SMPN 3 Satap Ngoro is also inadequate. Teacher training is very important to hone English language skills about teaching techniques and methods in classroom teaching. However, this is not the case for English teachers at SMPN 3 Satap Ngoro who cannot attend training due to constraints on class teaching hours and no substitute teacher. In fact, the training is very necessary for English teachers to add insight into becoming professional teacher about teaching technology, teaching methods that are suitable for students. When English teacher do not attend the training, they will lack methods and skills in teaching English. This can be proven by the results of the statement:

"Pelatihan-pelatihan ataupun workshop seperti itu sih sering ada memang undangan seperti itu tapi untuk mengikutinya kadang kita terkendala untuk jam mengajar disini tidak ada guru pengganti yang mengajar dikelas. Jadi, kadang mengikuti kadang tidak. Saya sendiri terkadang juga merasa kurang sempurna dalam mengajar bahasa inggris. Ketika ada pelatihan yang sebenarnya bagus untuk melatih kemampuan bahasa inggris saya, tetapi terkendala dalam menghadirinya"

There are very few teachers in rural junior high schools so they teach more than one subject. Therefore, when teacher attend the training, classes become empty and the quality of English teacher at SMPN 3 Satap Ngoro is not as good as the quality of teacher in urban areas. But not only that, schools that are far from settlements or cities also have an impact on learning. This training can actually be carried out online. But besides that, to difficult road access, internet access is also difficult so that if there is training or workshops carried out online, English teacher can follow and cannot when they are at school because even though the school has installed wifi, sometimes it is wrong and not connected, but it is still often connected.

2. **Teacher's Solutions in Teaching English at a Rural Junior High School**
   a. **The solutions in environmental influences**
      1) The solutions in school environment

   In the environment of SMPN 3 Satap Ngoro all the surrounding communities use Madura and this has become a habit of the community so that children do not understand English. The English teacher solution in overcoming students' habit of using Madura is that the teacher must learn Madura to understand what they say. If the teacher has mastered the Madura language, the teacher can convey the meaning of the material taught using Madura and then translate it into Indonesian and English. The method is a bilingual method, namely the teacher uses three languages, namely Madura, Indonesian, and English in the English teaching and learning process. The teacher must also train students to respond to the material taught using English little by little. The explanation above is in accordance with the statement of Ms. Vera which can be seen:

   ```
   "Mereka tidak paham writing, reading apalagi listening jadi
   saya upayakan untuk bilingual setelah saya pakai bahasa inggris
   saya translate kan pakai bahasa Indonesia kalau perlu ke
   bahasanya mereka, contohnya kadang saya kan ngerti sedikit
   untuk bahasa maduranya misal kalau bahasa Indonesia ini bahasa
   maduranya apa nak. Jadi mau tidak mau saya juga harus belajar
   bahasa Madura"
   ```

   The researcher concludes that inevitably the English teacher of SMPN 3 Satap Ngoro must be able to understand Madura because of their daily habits of using Madura and carried over to the school environment so that the teacher is also involved must also be able to understand their language, namely Madura, to convey English learning material so that they understand because Indonesian language is not enough to even understand their understanding.

      2) The solutions in home environment

   In the home environment, parents play an important role in learning English. In SMPN 3 Satap Ngoro school, parental support in learning English is very low, this does not only happen in English learning but other learning as well. So that English teacher try to approach student guardians by holding invitations to socialize parents to school to oblige their children to go to school. This is a solution for English teacher in overcoming home environment problems. But in reality, only a few parents care about learning English at SMPN 3 Satap Ngoro because it has become a regional culture of Madura about the importance of working rather than going to school. The explanation above is in accordance with the statement of teacher which can be seen:

   ```
   "Kalo solusi untuk masalah tersebut itu pendekatan dengan wali
   murid dan upaya upaya tersebut udah dilakukan dari sekolah kami
   dan sering melakukan interaksi dengan paguyuban wali muridnya,
   namun karena sudah menjadi culture daerah pedesaan jadi ya
   begitu masih tetap saja orang tua menyuruh anaknya bekerja
   daripada sekolah"
   ```

   In dealing with home environment problems because parents are less supportive of English language learning, there are several

parties involved in English language learning such as the village head who motivates and supports parents to require their children to go to school and informs them about the importance of children's education, especially English language learning.

b. **The solutions in low students' interest in English**

Low student interest is something that English teacher should pay attention to in learning English. The solution in dealing with the problem of low student interest in English is that English teacher use interesting and fun English teaching methods such as games, and also learning outside the classroom which makes them feel happy and comfortable. English teacher uses this method so that students become comfortable and cool to learn English so that their assumption that English is difficult is lost. This can be proven by the results of the statement:

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"Salah satunya dengan metode mengajar nya, jadi anak anak bisa
have fun kalau banyak menggunakan media yang membuat mereka
tertarik dan membuat mereka sangat senang. Contohnya seperti
game ataupun pembelajaran pembelajaran di luar kelas, ataupun
ke situs situs yang di dekat sekolah yang bersejarah itu bisa
buat pembelajaran yang menarik buat refresh otaknya mereka.
Saya biasanya menggunakan flashcard sebagai salah satu media
ynag menarik bagi mereka".
```

Therefore, in order for learning to be effective and preferred by students, the English teacher of SMPN 3 Satap Ngoro uses games that are usually used, namely flashcards by studying in groups or learning outside the classroom which is preferred by students of SMPN 3 Satap Ngoro. Most students of SMPN 3 Satap Ngoro are bored of learning in a monotonous classroom and still like to play like elementary school students.

c. **The solutions in lack of English learning facilities**

In overcoming the problem of the lack of English learning facilities, SMPN 3 Satap Ngoro teacher find alternative ways by learning or changing learning methods outside the classroom, which can be called directing students to learn outside by discussing together. English teachers are also more creative in learning by increasing practice such as group discussions. With limited English learning facilities, how to learn by playing for the continuity of education, especially in learning English, with that students will understand better and understand the situation so that they are more enthusiastic about learning English. This can be proven by the results of the statement:

```
"Dengan kurangnya fasilitas pembelajaran bahasa inggris saya
bekerja keras mencari cara tersendiri yaitu dengan menggunakan
buku pegangan dan menyampaikan materi yang ada dibuku tersebut
kepada siswa melalui metode ceramah. Selain itu saya mengajak
anak anak untuk belajar di luar kelas  dan memberi contoh secara
real pembelajaran bahasa inggris dengan menggunakan fasilitas
alam yang ada disekitar mereka".
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From the explanation above, the researcher can conclude that to overcome the problem of the lack of English learning facilities, the teacher use handbooks to teach students, the teacher also use natural media around in English learning so that students can understand the

material the teacher conveys by directly seeing or practicing in real terms.

d. The solutions in teacher's lack training

If English teacher are constrained by attending training, then the solution for English teacher so that training is not empty and continues to be followed is to take a gap at that time so that they can attend and leave assignments to other teacher or teacher who have free hours. Because training is very important to hone the ability of English teacher in improving a method or way of learning English. This can be proven by the results of the statement below:

```
"Kalau tidak bisa mengikuti ya biasanya perwakilan oleh guru
yang jam nya kosong bisa menghadiri biar tetap terlaksana dengan
baik pelatihan atau workshop tersebut ataupun kadang saya
sendiri yang menghadiri dan saya memberikan tugas dan menitipkan
ke guru yang masuk atau jadwalnya mengajar jadi guru tersebut
menghandle 2 kelas. Kalau mengikuti itu sangat perlu sekali
untuk pendidikan anak apalagi disekolahan terpencil seperti ini
karena pelatihan tersebut itu ada semacam metode mengajar cara-
cara mengajar atau media media saat ini yang menyenangkan itu
bisa kita sharing ke teman-teman sejawat di sekolah dan kita
aplikasikan ke anak-anak".
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When the English teacher is absent from attending training, it can be replaced with another teacher who does not have class hours, and when the English teacher takes the time to be present, the English teacher gives assignments to English classes through teacher who has free hours.

Discussion

1. EFL Teacher's Problems In Teaching English At A Rural Junior High School

a. The problem in environmental influences

1) The problem in school environment

The English teacher faced the problem of teaching English to children who are dependent on the environment. Mukmina et al.(2021) stated that the school environment influences learning outcomes. When the school environment deteriorates, student learning outcomes also decline. On average, 96% of the human resources in SMPN 3 Satap Ngoro use Madura so Indonesian is rarely used to teach their children. The habit of using Madura from this environment affects children's English learning. The English teacher was difficult to be able to understand Madura because they are not from the original Madura tribe and they do not understand if it is translated into Indonesian only, because their Indonesian is lacking and they do not really understand to reach their understanding so that English teacher find it difficult to learn Madura. This is supporting by Hanafi (2019) stated that an important factor affecting student learning is the habit of learning habits in the surrounding environment that will bring to the school environment and even to the classroom and the role of the teacher in the learning process that can understand the habits of students.

2) The problem in home environmental

In the teaching and learning process, parental support is very important because it has a strong influence on students. But the parents

of SMPN 3 Satap Ngoro students are so ignorant of educational issues, especially English, that their children are prohibited from going to school, and want their children to work rather than go to school. Parental education and attention also affect the attitude of children in school learning. According to Slameto (2015) the home environment including learning will be influenced by how parents educate, member relationships, home atmosphere, family economy, parental attention and cultural background. The parents of SMPN 3 Satap Ngoro do not support their children to go to school because base on their experience, the parents was not school. When the parents of SMPN 3 Satap Ngoro was child, their parents also do not care about their school. that's why when they are as a parent right now, they still apply the way their parent to educate in their children right now. It is supported by Malik & Sumarno (2016), states that many parents do not take their children's education seriously, so many neglect their responsibility to send their children to school. They have a mindset that their children also join their rack in education. so, they do not care about their children's education. They want their children go to work or look for animals' food. It makes students as their children are also lazy to school, do not want to study, and lack the incentive of study because they do not get a support from their parents.

b. The problem in low students' interest in English

Learning English is difficult because they are from the Madura accent which when combined with English is very different, especially in terms of writing and pronunciation in English it is different so they are even more uninterested in learning it. This is supported by Susanthi (2021) an impediment to learning English also occurs in the environment itself because each region has its own distinct language structure, it affects students in learning English because they are used to their own native language. Furthermore, many junior high school students in rural areas do not value English as a subject because of their family background and limited understanding of what they know. The students also ignore to study English because they think that they are enough to speak Madura. It is because they think that they will stay in their Madura environment only. They do not think that they want to move in other districs or environment. Their mindset is they will work, then marriage in their Madura environment as long as life. So, they do not have a motivation to be smart and mastering English. In line with Husna & Murtini (2019) they stated that students with low motivation will find it difficult to learn English, whereas students with high motivation will easily achieve their learning goals. Harlina & Yusuf (2020) that poor English teaching greatly affects students' low interest in learning. They are not very interested in learning English because they believe that it is a difficult subject and many of them are not willing to learn English optimally.

c. The problem in lack of English learning facilities

The lack of facilities owned by SMPN 3 Satap Ngoro school hinders English learning. Facilities that do not support English learning

cause students to be uninterested in learning such as dictionaries, books, projector media, and libraries that have few books on education so that the lecture method by English teacher is the most reliable thing. This explanation is accordance with Hasibuan et al. (2013) learning facilities that are lacking result in learning being hampered. The lack of facilities also effected the English teacher. The teacher will struggle and work hard to create a method in teaching and learning. As supported by Hardiana et al. (2023) the teacher also has to be creative in looking for manual learning methods that were in accordance with the situation of students at SMPN 3 Satap Ngoro in delivering learning materials in the class.

d. **The problem in teacher's lack training**

In the teaching and learning process, English teacher must be able to attend training to achieve good and effective learning outcomes. Based on interviews and observations, the researchers knows that training is carried out to hone English language skills and become a professional teacher in delivering classroom learning. It is accordance with Setiawati (2019) stated that professional teacher is qualified and competent teacher who want to achieve learning outcomes, and influence the teaching and learning process of students, and then lead to superior student learning outcomes. Lack of teacher training impacts the teacher capability in teaching the subject they taught. In line with Mufidah et al. (2021) teacher training program has a positive impact on teacher performance. Training is an initiative to develop human resources in an organization. The following training positively transforms the teacher's experience in terms of knowledge, skills and capabilities. The teacher does not improve their capability in teaching and learning methods.

2. **Teacher's Solutions In Teaching English At A Rural Junior High School**
   a. **The solutions in environmental influences**
   1) The solutions in school environment

The English teacher who does not from local environment. While the English teacher explained the material using Indonesian language, the most students did not understand well. It is because their mother tongue is Madura language and seldom to use Indonesian language in their daily conversation. So, the teacher had to master Madura language and explain the material using Madura language. It is supported by Effendi & Mu'in (2018), they stated that teacher and students are required to actually use the Indonesian language at school. However, some teachers prefer to use the local language. In the classroom, the teachers often use the local language to explain, either consciously or unconsciously. Teacher also have to train students to respond to the material taught using English little by little, so the English teacher's solution inevitably has to learn their language in learning English because SMPN 3 Satap Ngoro students can understand the English material taught by the teacher if the use of the language is mixed with the local language, namely Madurese. This bilingual method is used in any school but in SMPN 3 Satap Ngoro it is more about the Madurese

language because if the Indonesian language alone is not enough to be understood so the English teacher must learn Madurese.

2) The solutions in home environment

English teacher and the school official of SMPN 3 Satap Ngoro have often invited the students' parents to socialize about the importance of learning English for their children, but these efforts are sometimes underestimated by their parents. The strategy does not change the parents' mindset. The parents still ignore their children's education. The parents also still ask their children to go work then study at school. Mauliya et al. (2020), said that Family and school priorities also contribute to students' low motivation. The parents' support is very important in students' spirit actually. It is supported by Anam & Afroni (2020) they argues that the role of parents is very important to help and form high spirits. So, the parent's support and motivation are needed for students. Moreover, to support the success of the family, the child has a heavy task, especially motivating his learning. Because with great motivation from parents, children will be motivated in their studies and thus their children will be motivated to learn.

b. **The solutions in low students' interest in English**

English teacher usually also uses flashcard games as learning media. Setiawan (2022) stated that flashcard media is very useful. Teacher do not require special skills in using this media, this media does not even require electricity so it is very suitable for use in rural schools. When doing this game just arrange the pictures as you wish and make sure they are not upside down. As an English teacher said in an interview, learning outside the classroom or by playing games will make learning fun for students of SMPN 3 Satap Ngoro. This is supported by Brown (2007) show that student learning interest is also focused on the physical learning environment. Students' sight, hearing and comfort are greatly influenced by what they see, hear and feel when they enter the classroom.

c. **The solutions in lack of English learning facilities**

The teacher change learning methods with outdoors which directs students to learn in nature outside by discussing together. It is accordance with Husamah (2013) states that learning resources outside the classroom will further enrich children's insights and knowledge because they learn not limited by the four walls of the classroom, besides that the truth is more accurate, because children can experience directly and can optimize the potential of their five senses to learn. English teacher must also be more creative in taking other ways of learning English by increasing practice such as group discussions with the lack of English learning facilities at SMPN 3 Satap Ngoro, English teacher use learning by playing for the continuity of English learning. By using that method, students of SMPN 3 Satap Ngoro more understand the situation so that they are more enthusiastic in learning English. Husamah (2013) stated that various objects that can be used as discussion practices found in the surrounding environment for us to make media and learning resources for students at school. Lebuan (2017), the surrounding environment

can be used by teachers as one of the learning facilities that is an asset for student learning success.

d. The solutions in teacher's lack training

The English teacher also said that this training was very important because it contained the delivery of learning methods and this was very much needed at SMPN 3 Satap Ngoro school. This is supported by Maher & Prescott (2017) shows that professional learning (teacher training) is an important component of a teacher professional life. It has been described as the process of developing the skills and competencies necessary to achieve good educational outcomes for students. According to Kamarudin (2021) through training held by the government, it is hoped that English teacher can master technology, be proficient in their profession, master the language, especially English as an international language used by almost all people in the world language, especially English as an international language used by almost everyone in the world, is sufficient capital to form educators who have a high and proud level of competence. The lack of teacher training in teaching English can be overcome by finding substitute teacher to teach in class so that English teacher can attend the training because the training is very important to increase English language skills and also methods that can be applied at SMPN 3 Satap Ngoro. Asra et al. (2018) stated that teacher training, teaching experience and teaching principles have a significant impact on teacher performance when implemented with an understanding of the curriculum while teaching.

Conclusion

English teaching problems experienced by the English teacher at SMPN 3 Satap Ngoro Mojokerto include are the influence of the environment the school environment and the home environment. The school environment factor is due to the lack of familiarity of students with English because students still often use Madurese and local languages so it is difficult to accept new things in their environment. As for the home environment, the lack of parental support for school, the students being lazy and unmotivated to learn because they are told to help their parents with their work and they are not allowed to go to school. Students' low interest in learning English. The low interest of students in learning English at SMPN 3 Satap Ngoro students find in their difficulties to pronounce English vocabulary and they think that English will not be used in their daily environment so they are not interested in learning it. The lack of English learning facilities at SMPN 3 Satap Ngoro has hampered English language learning so that English teacher must find other alternatives so that English language learning runs well. The lack of teacher training the shortage of the teacher and the hard-to-reach network make it difficult for English teacher at SMPN 3 Satap Ngoro to attend training and workshops. This is because there is no substitute teacher to teach the class which results in English learning becoming empty.

The English teacher's solution at SMPN 3 Satap Ngoro English teacher should be able to learn and understand Madurese as the local language of the students. English teachers also use the bilingual method for students where teacher use three languages to students, namely English, Indonesian, and Madura so that they understand the material being taught. English teacher of SMPN 3 Satap Ngoro held a socialization to

the guardians of students and even the local government also participated in the socialization efforts to the guardians of students to require their children to go to school, especially in learning English. English teacher uses flashcard game media or outdoor learning that is fun or that makes them happy so that they are also not bored with monotonous classroom learning. The lack of English learning facilities English teacher uses handbooks as a reference for teaching students at SMPN 3 Satap Ngoro. The lack of teacher training English teacher delegate teacher training to teacher who have free hours. When an English teacher attends a training session, also assign English lessons to other teacher.

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Students-Centered Engagement on English Teaching Using Project-Based Learning Model

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Abstract. This research aims to investigate student engagement in Student-Centered Learning (SCL) activities. The writer focuses on four dimensions of engagement (cognitive engagement, behavioral engagement, emotional engagement, and social engagement). A review of related literature suggests that those four dimensions matter in conducting English learning studies. In addition, student engagement plays a vital role in the teaching and learning process. A qualitative descriptive research had used to observe 35 students. The research utilized a semi-structured interview with four students to give a brief explanation. The data analysis of this research presents four dimensions of engagement in the implementation of Project Based Learning (*PjBL*) as one of SCL in an English Language research. The result show that they engaged actively with the *PjBL* model. SCL's approach took part in their desire to adhere to learning activities. Furthermore, teachers as a facilitator make the learning process run dynamically. Accordingly, the findings of this research support the premise that student engagement optimizes learning and maximizes the learning outcome.
Keywords: *Student Engagement, Student-Centered Learning, Project-Based Learning.*

Introduction

Student engagement is a psychological aspect that needs to be considered by teachers at school. Student engagement is one of the aspects that has influenced success in learning. Even though the student follows learning from the beginning until the end of the lesson, the teacher still struggles to lead students willing to participate and be active during the learning process. Therefore, teachers can find strategies to increase student engagement in a lesson. People may think that Student Engagement is similar to motivation in the learning activity. But actually, the two things are different. Student engagement represents the behavior, mood,

and thoughts of students' connection in learning activities while motivation is the energy or willingness to do something (Bond et al., 2020). It becomes important when teachers want to apply learning based on the 21st-century educational paradigm. The learning paradigm emphasizes the development of 4C skills (Communication, Collaboration, Critical Thinking and Problem-Solving, and Creativity and Innovation)(Bytyqi, 2021).

According to the previous research, Student-Centered Learning (SCL) is one of the approaches that can improve the 4C skills. Some learning models, such as Cooperative Learning and Project Based Learning (*PjBL*), are often familiar when teachers want to implement SCL in the classroom. *PjBL* is a learning model that focuses on giving assignments to students as a step to make them experience an exploratory process in building understanding based on the context of the student environment. During practice, *PjBL* requires students to seek information and build understanding independently of the material (Nurcahya & Sugesti, 2020). Students should be actively involvedin completing their assignments because it can increase their ability to think critically, creatively, and innovatively.

PjBL implementation has three stages of learning: Planning, Implementation, and Reporting. There are five schemes in the Planning Stage. It begins with choosing project topics, pre-communicative activities, asking essential questions, designing project plans, and creating project timelines. And then implementation, which is the process of finishing the project. And the last one is Reporting. There are those which consist of assessing and evaluating the project results and also the learning activity. But before running the learning activity, the teacher may obtain an agreement with the student to make sure that the learning activity could run effectively (Lazarides et al., 2020).

Along with implementing SCL, the teacher monitors student learning progress by providing reinforcement and feedback based on their performance. Teachers must recognize Student characteristics and their learning needs to provide appropriate treatment. The significance of teachers' self-efficacy in classroom management is crucial for both positive and negative aspects of their reported classroom management behaviour (Lazarides et al., 2020). Usually, teachers carry out diagnostic tests to get the student's needs. Moreover, the teacher must make students actively engaged during the learning process (Bytyqi, 2021).

This research focuses on the student engagement in writing advertisement text using Project-Based Learning as the model to teach as well as how the teacher rules to deal with the situation. Writing activities contain a learning process to make a communication model into a written form. Besides the independent construction, students are free to utilize their smartphone or other digital tools. The use of digital technology is the school policy to facilitate students in improving their 21st-century skills. The integration of technology has massively increased in the past two decades. Moreover, there are many up-to-date platforms that are suitable with the Educational background. Students can use those online platforms to make their creative written project more attractive.

Many scholars have researched how to increase student engagement in English learning, Meanwhile, the social dimension had not included in that research. Some experts stated that knowledge acquired from the modeling process and interaction outcome. It means that the social aspect has a prominent part of learning. In this article, the researcher includes the social dimension of student

engagement in the project-based learning model. Several previous research showed how *PjBL* could improve student engagement in teaching writing (Bytyqi, 2021);(Lu, 2021);(Nurcahya & Sugesti, 2020);(Zen et al., 2022);(Argawati & Suryani, 2020). Therefore, the writer formulated engagement indicators from one of the expert opinions, which stated that four aspects must be considered, including behavioral, cognitive, affective, and social engagement (Philp & Duchesne, 2016). Several expert sources have various specifications regarding the sections included in the student engagement indicator (Fraysier et al., 2020). Eventually, this paper presents how students were involved in Student-Centered learning activities to give rapid information on the importance of student engagement in English Teaching.

Research Method

The study utilized a descriptive qualitative research design, which focuses on understanding qualitative phenomena related to quality or kind. Qualitative research plays a crucial role in the behavioral sciences, especially in comprehending the underlying causes of human behavior. In this research, classroom observation and interviews were conducted in a tenth-grade class at SMA Negeri 14 Semarang during the 2022/2023 academic year. The researcher used field note and list of question for the interview. The research aimed to comprehensively describe student engagement and the teaching and learning model employed to address how students engage with the Student-Centered Learning activities in writing Advertisement Text.

During the classroom sessions, the researcher observed the Student Engagement and the teaching and learning activities, where the teacher employed guided instruction and teaching methods to cater to the student's needs in writing Advertisement text. Additionally, interviews were conducted to obtain specific insights into how the teacher maintains the students' engagement in the learning process. The research involved 38 participants consisting of 35 students and three English teacher (one main teacher and two assistants).

Data Analysis

According to (Miles, M. B., & Huberman, 1994), the data analysis involved *data reduction, data display, and conclusion drawing*. Data analysis entails systematically finding and organizing data obtained from notes, interviews, and collected materials with the aim of presenting it effectively. It consists of summarizing, selecting and focusing on important data that emerge from observational guide, field notes and transcriptions. The following is a detail of the steps in analyzing data:

1. Data Reduction

Data reduction refers to the process of identifying information by choosing, and focusing on significant data extracted from the observation, field notes, and transcriptions. In this case, the writer will reduce the data to streamline and minimize the amount of data necessary for analysis.

2. Data Display

Data display involves presenting the reduced findings to aid the writer in comprehending the data. This presentation takes the form of description of the collected and identified data. The data display was done in the form of narration,

flowchart, chart, etc. The data display presents and describe student engagement in the implementation of Project-Based Learning Model.

   3. Conclusion Drawing

The conclusion drawing or verification is the last step from data that have been analyzed. The conclusion is in the form of a description of student engagement with the English Language writing using Project-Based Learning model. Here is the figure of the detail steps on analyzing data.
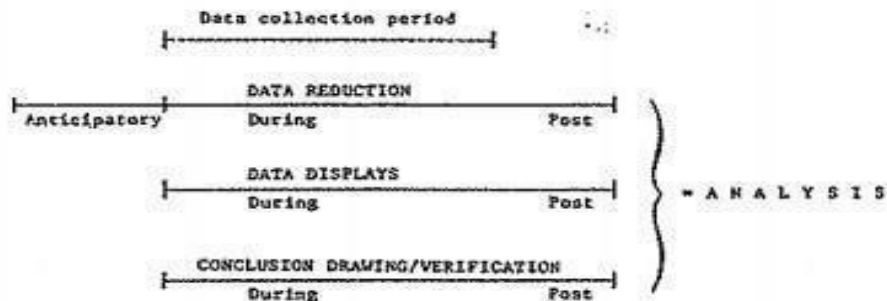

Figure 1. Steps of Data Analysis

Findings and Discussion

      The data of this research were obtained from observation and interview related to student's engagement in the English languAge learning activities using *PjBL* Model. Those findings are explained in following:

1. **The Implementation of PjBL in a Language Learning Activity**

      Based on the observational research, the learning sequence was obtained with six stages of activities. Those activities are; **choosing the topic.** The teacher started Project-Based Learning (*PjBL*) in language learning with determining the topic according to Basic Competence (KD). Continued with stimulating students through pictures, videos, and stories related to the discussion. And then, determined the topic that relates to students' real life. In this teaching stage, the teacher presented the example of advertisements, pictures, and videos taken from students' daily life. **Pre-communicative Activities.** At this stage, the teacher explained linguistic elements and new vocabulary related to the learning material. And then, **Ask Essential Questions.** The next step was asking the essential question. The teacher gives some questions based on the previous video/picture to stimulate student focus and determination during the learning process. **Designing Project Plan.** At this stage, the teacher played as a facilitator and ensures students have a clear direction in responding to their task. Students carried out an inquiry process that started with determining the project. Then arranged activities to complete the project and work on it in groups. **Creating Project Timeline.** This stage aims to train students in time management, self-management, and teamwork. The form is in the form of notes containing activities, the person in charge, and deadlines. Because of the limit of time, the learning was continued to the next meeting.

In this second meeting, the learning began with **finishing the project.** This stage is the core of the whole project creation. The goal was to develop the ability to process data and information, solve problems, and increase self-confidence, cooperation, and communication skills between group members and all those involved in the project. The steps started from carried out inquiry activities to finishing the project. The next stage is **assessing the project results.** Assessing the project results aims to ensure that all students were actively engaged and have a valuable role in completing the project. The teacher also conducted a formative assessment to measure the project process and the results in the rubric. **Evaluating the Project.** In the last activity, the teacher gave feedbacks on the project result as a reflection on their learning activities. This stage aims to make students share their obstacles during their learning process.

2. The Student Engagement in the Student-Centered Learning Activity

According to the project-based learning model, the activity consists of planning, implementation, and reporting. The breakdown of activities begins with the first meeting was planning, which consists of determining the topic, setting up pre-communicative activities, presenting essential questions, designing the project plan, and creating a project timeline. Then, the second meeting was implementation and reporting, which consists of; completing the project, assessing project results, and evaluating the project.

The findings are obtained from observation toward student's engagement in a language learning process that has been held using the principle of engagement by (Philp & Duchesne, 2016) regarding the classroom model and some social context theories of education related to the discussion. In this current research, the topic discus about student engagement in writing activity using *PjB* Model. However, there are four dimensions which heighten the learning outcomes. Here is the following interpretation of those components in accordance with the research data:

a. Cognitive Engagement

From the observation result, the learning activity has implemented a Student-Centered strategy by implementing Project-based Learning in teaching writing. During selecting the topic, there were two students who were absent from learning. It means 6% student cognitively disengaged in the first meeting. Besides, almost all of students were engage with the learning where 37% of them they were highly engaged with the learning. Students who were cognitively engaged with the learning process willing to identify visual objects presented by the teacher, such as pictures, videos, and stories. The objective is to choose a subject that connects to students' real-life experiences. For instance, when teaching writing, the teacher presented advertisements, pictures, and videos drawn from students' everyday lives.

They also gave responses to the teacher's explanation as long as the pre-communicative activity. When the teacher gave some types of advertisement, the students were able to distinguish between the commercial and non-commercials by asking the difference between the two. Furthermore, the teacher tried to encourage students how important the

advertisement is in the company. The teacher asked an essential question of what should students do to boost their sales or what is your marketing strategy. However, the students already know that they should make an interesting and eye-catching advertisement product.

The next step is designing the project. In this part the writer found that cognitive engagement occurs when the student has courage to decide the project types in group and brainstorm the concept from a dealing process. Moreover, the student also arranged the project timeline which consists of activities, person in charge, and deadline.
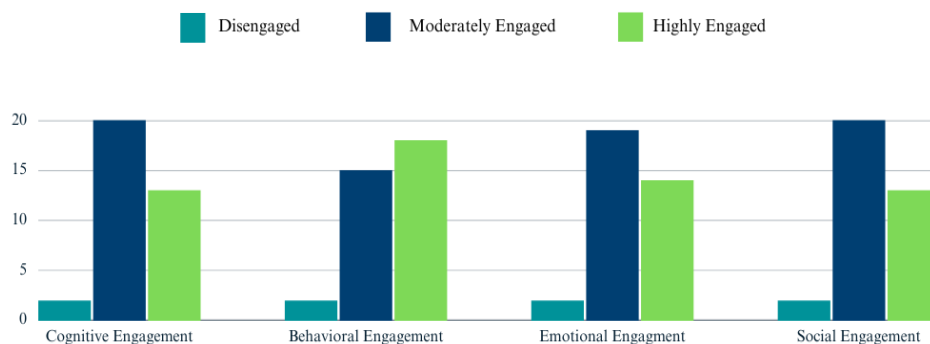

Figure 2 Student Engagement in the First Meeting

Second meeting. In this stage, the student should complete their project. Generally, the writer found that most of them participate in the process of creating advertisement products. Only a few students seem to be passive. They claimed that there is a sequence and procedure that cannot be messed up and they had handled each part with full responsibility.

Assistant teachers got to monitor students' performance by giving scaffolding and feedback on their work. They also have a responsibility to keep the good atmosphere. The role is quite similar to the main teacher. To unify voices and focus attention, sometimes the main teacher takes the role of instructing learning needs. Yet, all teachers were a facilitator responsible for monitoring the student work in their learning process. The writer saw it as a dynamic learning where the student revealed their challenge and wanted feedback to gain information about something they did not know to the teacher.

b. Behavior Engagement

The writer got a resume that students engaged behaviorally with the learning activities. They had joined the class from the beginning until the end of the learning process. They also contribute to each activity, such as arranging the student's seats, acting behave, and helping each other to do the project. In the beginning, the teacher gave instructions to the student and made a contract they dealt with during the learning process. In this phase, the student is involved in arranging the contract. Hence, it may help the teacher

to plant awareness that makes students more respectful and participate in learning actively. However, the teacher still found that few students acted passively. Therefore, teachers fostered in giving reinforcement and motivation to make them involved in the learning activity. At least they were willing to do some minor project to keep their-selves connected with the learning.

The writer saw around 94% have behaviorally engaged in the first learning. In group work, some students were in charge when writing the project concept through brainstorming. Students were willing to design their project using an online platform, while the rest were willing to explore the reference of the advertisement example on social media or the internet. Therefore, the amount of student behavior engagement was quite similar in both meetings. Only two students were disengaged because they did not attended both the first and the second meeting.

c. Social Engagement

Through the observation, we recognized that most students have a good social engagement inside the class. Based on the data collected, there were only two students who had no social engagement during the learning. Even the reason is because they were absent that day. In this stance writer calculated that there are 57% of students were courage to made a contact or communication either with the teacher or to their teammates. Even more, around 37% were confidence to share the knowledge they have got to their members group. They often made a good discussion with the main or teacher assistant in order to make their progress still in line with the learning goal.

During the learning process, 13 students were working in group to finish their project in both meetings. The interaction was noticed from the beginning since the teacher asked about essential question. Some students responded a question about advertisement they ever found. Here is the following response that writer notes from the interview:

"Have you ever found any advertisement from your social media or billboard?!" Teacher asked.
"Yes, Sir. Mixue…!" Participant 1 responded.
"Shopee!" Participant 2 responded.

The first participant found the advertisement from a billboard she saw on the street while the second participant said that he found it on his social media account. The learning activities indeed optimizing digital media to help them designing advertisement text and searched any inspiration or information about the topic.

During the project timeline stage, students coordinate to divide the tasks of creating an advertisement design. Each group consists of 11-12 members, with some assigned to create the ad design, some to handle copywriting, and others to ensure the project aligns with the materials taught. Upon completing the project, students also collaborate and commit to fulfilling their tasks in creating the advertising product.

During the project assessment phase, students share their advertising creations with the community to make them aware of the product they are selling. They provide detailed information about their products through presentation sessions in front of the class. Other students act as the audience, capable of raising objections or asking questions related to the presented materials. Afterward, the learning process concludes with a project evaluation session. Students receive feedback and suggestions from the teacher for improving their projects. In the end, students finalized their project and finished their advertisement task.

Figure 3 Student Engagement in the Second Meeting

OVERVIEW OF THE STUDENT ENGAGEMENT
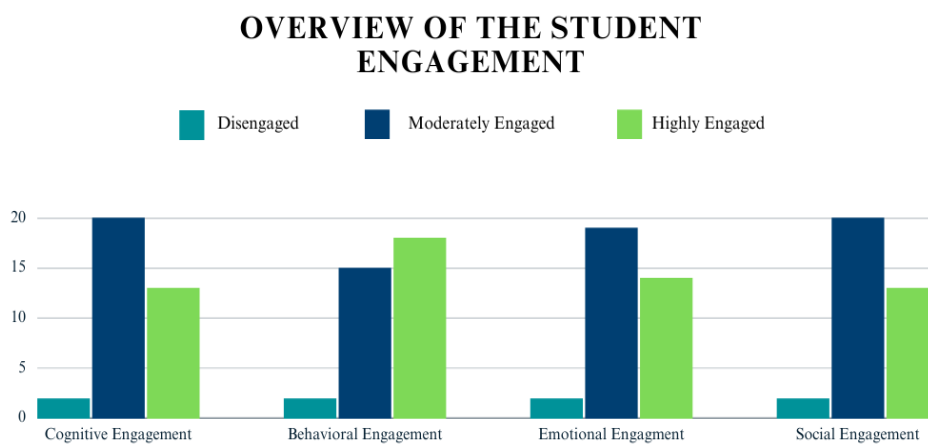
d. Emotional Engagement

Based on the observation result, the students were enjoying their time during writing advertisement text because the teacher was giving them freedom to take any inspiration from their preferences. Their emotional engagement might be represented by the outcome of their advertisement product. The teacher found some humorous name from their product ads, such as; *"Chicken Crush-Crush"* (getting inspired from someone who they admire the most), Kedai Terserah (based on young age restlessness), and *"Es buah Wirawan* (represents the word of *Wirausahawan* or in English means entrepreneurship).

Upon interview, writer asked students on how they feel during learning. Here is the following response:

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"So exiting, we can use Canva as a tool to create our design.
It contains so many features and template to give us inspiration
in making our advertisement design." Participant 3 responded.
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The student said that they use digital platform in making their project. An online platform such as Canva.com helped them to make a wonderful design for their advertisement product. Eventually, that is a good emotion that the writer found through the learning activity.

Discussion

The present discussion has extended previous research in a necessary way, by adding social engagement as focus discussion of several dimension of student engagement. Engagement as a construct is a collective concept that has been built

upon by the contributions of various scholars. Student engagement is a comprehensive concept that many scholars agreed, it consists of cognitive, emotional, and behavioral dimensions. Behavioral engagement pertains to action such as attendance, physical effort, and obeying school rules (Appleton, 2012). In the other hand, Cognitive engagement pertains to cognitive effort invested during in the school. Meanwhile, affective or emotional engagement refers to a sense of belonging and identification with school, often indicated by affection such as; enjoyment and disaffection such as boredom (Skinner et al., 2009).

From the present research, we could see that in the part of cognitive engagement, students have shown their willingness to use their skills and competence toward learning activities. The student were actively engage with some evidences, such as; discuss the material, giving opinions, and managing their project. And then, they also shown their behavior engagement by attending the class, searching information through internet, participate in learning activities, and give some efforts to completing the project. As well as their emotional engagement, they were positively engage by showing their response during learning. Most of them enjoyed and enthusiast during learning process which is played important part to make them actively involved in the learning activities.

Furthermore, this research recognizes the importance of social engagement in language education. Based on the theory of social constructivism, the use of conversation, interaction with others, and the practical application of knowledge are essential components for achieving learning objectives. Meanwhile, student engagement is influenced by the social and collaborative nature of learning (Vygotsky, 1978). It means when students actively participate in social interactions with peers and more knowledgeable individuals, they can engage in higher-order thinking processes and advance their cognitive abilities.

Vygotsky's emphasis on the Zone of Proximal Development (ZPD) suggests that students are most engaged when they are challenged with tasks that are just beyond their current level of understanding but achievable with support. By providing appropriate scaffolding or support (Bru et al., 2021), and facilitating collaborative learning environments, the teacher can promote student engagement and foster cognitive growth.

According to (Albert Bandura, 1977), individuals learn by observing and imitating others, particularly through the process of modelling. He suggests that learning occurs not only through direct experiences but also through the observation of others' behaviors and the consequences they face, leading to the acquisition of new knowledge, skills, and attitudes. Students engaged in the learning process by observing and modelling the behaviors of others. When they witness their peers or teachers actively participating, demonstrating enthusiasm, and achieving positive outcomes, it can influence their motivation and engagement. Bandura's theory highlights the importance of social influences and their role in shaping student engagement and learning. It is related to the previous research conducted by (Salmela-Aro & Upadyaya, 2020) that social-emotional skill encourage positive and engaging learning environment. Educators can leverage social learning principles to enhance student engagement and promote effective learning outcomes.

(Lave & Wenger, 1991) states that learning takes place through engagement in meaningful activities within these communities, where novices gradually

become more skilled and knowledgeable through their participation. The theory suggests that learning is a social and collaborative process that occurs through active participation, social interactions, and the development of shared meanings within a community. It emphasizes the role of context, social relationships, and the construction of knowledge through everyday practices (Wenger, 1998).

Concerning student engagement, the theory highlights the significance of creating learning environments that foster active participation and the development of communities of practice. By promoting collaboration, authentic tasks, and the integration of real-world contexts, educators can enhance student engagement and facilitate meaningful learning experiences. The writer believes that *PjBL* is in line with the theory of social constructivism and can foster student engagement in the classroom (Blumenfeld et al., 1991)**.** Project-based learning is a holistic approach of learning that fosters active student engagement by immersing them in the authentic exploration and resolution of real-life issues. (Bell, 2010) sees it as a progressive teaching approach with many essential strategies for success in the twenty-first century.

However, based on the research findings, the student involved in learning by showing their social engagement. They have shown meaningful interaction through group discussion, work in group, reflection, and presentation. Those activities led them to obtain knowledge and run the active learning. It is in line with the previous research (Bytyqi, 2021);(Lu, 2021);(Zen et al., 2022), that showed how *PjBL* could improve student engagement in teaching writing.

Conclusion

Student Engagement is a meta-construct that needs to be proven by research and empirical evidence, the writer tried to provide the empirical evidence through observations made in a language class as it is. The writer did not make modifications or special treatment to change the behavior or results of the subjects studied. Meanwhile, this research provides empirical evidence for what the previous theory said.

Student engagement with learning activities has several implications for the learning process and overall educational outcomes. Here are some key implications:

1. Enhanced Learning: When students are engaged in learning activities, they are more likely to actively participate, pay attention, and be mentally invested in the material. This active involvement enhances their understanding, retention, and application of knowledge and skills.
2. Increased Motivation: Engagement fuels motivation. When students find learning activities interesting, relevant, and meaningful, they become more motivated to learn. Their intrinsic motivation is increasing, willing to exert effort, persist through challenges, and seek mastery.
3. Improved Retention and Transfer: Engaged learning experiences often involve deep processing and connections to prior knowledge. It promotes better retention of information and could enhance students' ability to transfer their learning to new contexts and real-life situations.
4. Development of Critical Thinking and Problem-Solving Skills: Engage with learning activities stimulates students' critical thinking and problem-solving

skills. They are more likely to analyze information, evaluate options, and apply their knowledge to solve complex problems.

5. Positive Attitudes towards Learning: Engaged students tend to develop positive attitudes and perceptions about the learning process and subject matter. They may enrich a sense of curiosity, enjoyment, and confidence in their abilities, leading to a more positive and productive learning experience.
6. Social and Emotional Benefits: Engagement in collaborative learning activities can foster social interaction, teamwork, and communication skills. It also contributes to a positive classroom climate, where students feel supported, connected, and valued, improving social-emotional well-being.
7. Higher Achievement and Performance: Research indicates a strong correlation between student engagement and academic achievement. Engaged students could achieve higher grades, perform better on assessments, and meet learning objectives.

It is a matter for educators to create learning environments that promote student engagement, incorporating active learning strategies, authentic tasks, technology integration, and personalized approaches to cater to diverse student needs. By prioritizing student engagement, educators can optimize the learning experience and maximize the educational outcomes for their students.

It is important to note that engagement is a broad and interdisciplinary concept, and different experts may focus on different aspects or domains of engagement, such as student engagement in education, employee engagement in the workplace, or engagement in leisure activities. Therefore, understanding engagement often requires drawing from the insights and research of multiple experts in the respective fields of research. Furthermore, the writer hopes that for future research, there will be more discussion on student engagement from both the perspective of language education and educational psychology.

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Project-Based Learning: Facilitating The Development of Students' Critical Thinking in English Essay Writing

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Abstract. This study aimed to investigate how the project – based learning was implemented to facilitate the development of students' critical thinking skills in English essay writing in higher education context. An exploratory case study research design was used in this study while the participants were one lecturer and 15 students. The data were gleaned from classroom observations, interview, and documents. The data analysis results that teaching English essay writing in which project- based learning was implemented covers three stages including preparation, implementation, and presentation. The other result from data analysis shows that the students can write essay cohesively and coherently in which this results indicates students' critical thinking skills. The results lead to the conclusion that all of the students had a chance to be actively involved during the project and in the teaching and learning process. It indicates that project – based learning apparently could facilitate the development of students' critical thinking in English essay writing.

Keywords: *critical thinking, essay writing, higher education, project–based learning*

Introduction

One of the challenges in English essay writing in university level is the expectation of advanced language proficiency and academic writing skills. In higher education, students are required to demonstrate a strong command of the English language and apply sophisticated vocabulary, grammar, and sentence structures in their essays. Additionally, university students' essays often demand critical thinking and analytical skills. Students are expected to develop well-structured arguments, support their claims with evidence, and engage with scholarly sources. According to Wassell & LaVan (2009) stated that students able to review their practices during learning by interaction and exchange experiences. This level of analysis requires students to think critically and present their ideas in a coherent and logical manner.

Critical thinking skills play a crucial role in English essay writing for several reasons. First, it allows students to analyze and evaluate information, arguments,

and evidence presented in their essay topics. It helps them assess the credibility and relevance of sources, identify biases or logical fallacies, and determine the strength of arguments. According to Facione, (2011) stated that Critical thinking skills can be defined as a set of cognitive abilities that are active and skilled in conceptualizing, applying concepts, analyzing, synthesizing, and evaluating information obtained from observation, experience, reflection, reasoning, or communication, as a guide for determining attitudes or actions.

By critically engaging with the material, students can present a well-rounded and balanced perspective in their essays. Second, critical thinking encourages students to think creatively and independently. It enables them to generate original ideas and insights, rather than relying solely on surface-level knowledge or preconceived notions. Through critical thinking, students can develop unique perspectives and contribute fresh insights to their essays, making their work stand out and demonstrating intellectual maturity. In the educational process, students are encouraged to train and develop their thinking to gain understanding and good thinking skills (Saputri et al., 2019)

Third, critical thinking enables students to construct coherent and logical arguments in their essays. They can identify the main claims, supporting evidence, and counterarguments relevant to their topic. By critically evaluating different viewpoints and evidence, students can craft well-structured arguments that are persuasive and effectively convey their ideas to the reader. In addition, it helps students tackle complex essay prompts by breaking them down into manageable parts. They can identify the key issues, analyze them from different angles, and propose well-reasoned solutions or interpretations. This problem-solving ability enhances the quality of their essays, allowing them to delve deeper into the subject matter and offer insightful perspectives. Carroll (2007) and Condon & Kelly-Riley (2004) suggest a change in students' intellectual or thinking ability in the writing process. Then, critical thinking encourages students to consider multiple perspectives and viewpoints on a given topic. It helps them avoid bias and promotes a more inclusive and nuanced approach to essay writing. By critically engaging with diverse perspectives, students can demonstrate a comprehensive understanding of the subject matter and engage in thoughtful and respectful dialogue. Last, critical thinking complements research skills in essay writing. It enables students to critically evaluate and select relevant sources, distinguishing between reliable and unreliable information. Critical thinking also helps students identify gaps or inconsistencies in existing research, allowing them to propose new avenues for investigation or suggest areas for further exploration.

Considering the importance of critical thinking skills in English essay writing. Facilitating students to develop critical thinking skills through teaching methods is a necessity. One of the teaching methods that can promote the students' critical thinking skills Project – Based Learning (PBL) is an effective approach to developing students' critical thinking skills in English essay writing. Project-based learning offers authentic project design, problem-solving tasks, scaffolding and guided inquiry, collaboration learning, reflection and metacognition, integration of technology, and assessment of critical thinking. According to Sapturi (2019) stated that in the educational process, students are encouraged to train and develop their thinking to gain understanding and good thinking skills.

Authentic design projects that mirror real-world scenarios or issues related to English essay writing. For example, students could be tasked with researching and

writing an essay on a current social or environmental problem. This promotes critical thinking as students are able to analyze complex issues, evaluate evidence, and propose well-reasoned arguments. Problem-solving tasks incorporate problem-solving tasks within the project. Present students with challenging questions or dilemmas related to their essay topic. Encourage them to explore various perspectives, conduct research, and critically evaluate different solutions. This fosters critical thinking by requiring students to analyze, synthesize, and evaluate information to arrive at informed decisions. With critical thinking skills, students will be more active in exploring various information, analyzing, evaluating, and solving problems (Kincheloe, 2008; Lai, 2009).

Scaffolding and guided inquiry provide structured guidance throughout the project to support students' critical thinking development. Introduce inquiry-based tasks that prompt students to ask questions, seek evidence, and evaluate sources. Offer feedback and facilitate class discussions that encourage critical analysis and reasoning. Collaborative learning foster environments where students work together in teams. This encourages peer-to-peer discussions, debates, and the sharing of diverse perspectives. Collaborative tasks can involve group research, peer editing, or group presentations. Through collaboration, students can challenge each other's ideas, provide feedback, and engage in critical dialogue, thereby strengthening their critical thinking abilities. Students who have critical thinking can write something important and substantive because students who have critical thinking skills can clearly and critically express various ideas. Students can evaluate their ideas and ideas submitted by others and can find solutions to solve problems (Paul & Elder, 2006).

Reflection and Metacognition incorporate opportunities for students to reflect on their thinking and learning processes. Encourage them to evaluate their own reasoning, identify biases or assumptions, and reflect on how their critical thinking skills have developed throughout the project. Promote metacognitive strategies, such as self-questioning or self-monitoring, to enhance their awareness of their own thinking. In addition, utilize technology tools and resources that support critical thinking skills. For example, students can use online databases, academic search engines, or critical thinking software to access and evaluate sources. Encourage the use of digital platforms for collaborative writing, peer feedback, and online discussions, providing opportunities for students to engage critically with digital information. Design assessment criteria that specifically evaluate students' critical thinking skills in their essays. Focus on criteria such as evidence-based arguments, logical reasoning, analysis of multiple perspectives, and the ability to evaluate and synthesize information. Provide constructive feedback that highlights areas for improvement and encourages students to further develop their critical thinking skills. Learning to write must be done by applying learning steps that can encourage students to think critically and develop their writing skills (Abidin, 2017; Varner & Peck, 2003).

Project-based learning is an instructional method that encourages students to explore real-world problems and challenges through the completion of extended projects. Unlike traditional classroom settings, where students passively receive information, PBL places them in the driver's seat, promoting active engagement and independent thinking. By working on complex, authentic projects, students not only acquire subject-specific knowledge but also develop essential skills such as critical thinking, problem-solving, collaboration, and communication.Through learning

activities, project-based learning provides opportunities for students to gain knowledge, increase understanding, and acquire new skills (ChanLin, 2008).

In addition, it allows students to engage deeply with essay prompts by breaking them down and understanding their key components. Through collaborative discussions and research, students develop the ability to analyze prompts, identify relevant keywords, and determine the underlying purpose of the essay question. This critical analysis enables them to approach their essays with a clearer understanding of what is expected, resulting in more focused and well-structured responses.According to Chanlin (2008) stated that Through learning activities, project-based learning provides opportunities for students to gain knowledge, increase understanding, and acquire new skills.

Engaging in project-based learning exposes students to diverse sources of information. As they embark on their projects, students are encouraged to conduct thorough research, exploring various perspectives and gathering evidence to support their arguments. PBL also emphasizes the importance of evaluating sources for credibility and reliability, enabling students to develop critical thinking skills in distinguishing between trustworthy and biased information.Project-based learning is an instructional technique used to develop study and language skills. This characteristic of project-based learning is included in meaningful activities because it allows students to participate in decision-making activities and problem-solving (Howard, 2002).

Project-based learning provides opportunities for students to construct persuasive arguments. Through conducting research, organizing information, and engaging in thoughtful discussions, students learn how to form logical arguments based on evidence and sound reasoning. They develop the ability to critically evaluate different viewpoints, anticipate counterarguments, and articulate their own opinions effectively. These skills not only contribute to their essay writing abilities but also prepare them for future academic and professional endeavors.Project-based learning is an instructional technique used to develop study and language skills. This characteristic of project-based learning is included in meaningful activities because it allows students to participate in decision-making activities and problem-solving (Howard, 2002).

According to Umar (2022)The advantages of the PBL model are that it can accommodate students' learning interests. Based on theory above it can be explained that PBL encourages collaborative work, allowing students to engage in group projects where they can share ideas, discuss concepts, and provide feedback to their peers. Collaboration fosters critical thinking by exposing students to diverse perspectives and challenging them to consider alternative viewpoints. It also enhances their communication skills, as they learn to articulate their thoughts clearly, actively listen to others, and engage in constructive dialogue. These collaborative experiences in PBL help students refine their critical thinking abilities and broaden their horizons.

Therefore, by implementing PBL strategies that promote authentic tasks, problem-solving, collaboration, reflection, and technology integration, students can develop and enhance their critical thinking skills in English essay writing. PBL provides a rich and engaging learning environment that encourages students to think critically, analyze information, and construct well-reasoned arguments in their essays.

Research Method

The research was conducted in a private university in Majalengka Regency of West Java province. According to information gathered during preliminary observation, writing a coherent and cohesive essay was not an easy thing. In this context, project–based learning was implemented to facilitate the students' critical thinking skills development in writing English essay. Participants involved in this research are one lecturer and fifteen students in the second semester. Data collection techniques were used to collect the fact for this study, namely: observation, interview, and documentary. For the observation period, everything that happened during and after the course was noted (Fraenkel & Wallen, 2007). In the implementation session, four classroom observations were performed. An Interview was employed to gain a clear portrait of the implementation of project-based learning. The students' essay writing tasks were collected then were analyzed. By examining the quality of the essays, including the organization of ideas, use of evidence, logical reasoning, and critical analysis, researchers can assess students' critical thinking skills. Longitudinal studies that track the progression of students' writing samples or portfolios over time can provide valuable evidence of the development of critical thinking abilities.

In summary, the research methodologies employed in these studies to investigate the facilitation of students' development of critical thinking in essay writing may include qualitative methods (such as interviews or surveys). Teaching critical thinking in the context of essay writing poses challenges, and there is a call for research to develop theory concerning the learning experience associated with critical thinking enhancement. Additionally, there is a need to explore more tailored teaching and evaluation methods. These calls for research suggest the importance of investigating the effectiveness of different approaches and instruments in facilitating critical thinking development.

Interviews were used to gather in-depth insights into students' experiences and perceptions of critical thinking in essay writing. Researchers can conduct individual interviews or group discussions to explore students' thought processes, challenges faced, strategies employed, and the impact of specific instructional interventions. These qualitative instruments provide rich data that can complement quantitative assessments.

Finding and Discussion
Findings
Implementing PBL in English Essay Writing

To effectively implement project-based learning in the context of English essay writing, the researcher used observation and interview to get the data. During teaching learning process, the researcher devided the activity into some phase.

1. Selecting Relevant and Engaging Topics

Students should choose a topics that resonate with students' interests and align with the curriculum was crucial for engaging their attention and motivation. When students feel a personal connection to the subject matter, they were more likely to invest time and effort into the project, leading to a deeper understanding and improved critical thinking skills.

2. Providing Clear Guidelines and Rubrics

The researcher prepared a clear guidelines and assessment rubrics for helping students understand the project expectations and evaluation criteria. By providing a transparent framework, educators can guide students through the project while emphasizing the importance of critical thinking, evidence -based arguments, and effective communication.

3. Encouraging Reflection and Self-Assessment

Reflection was a critical component of project-based learning. By encouraging students to reflect on their learning journey, evaluate their strengths and areas for improvement, and set goals for future projects, educators can promote metacognition and the development of higher-order thinking skills. Self-assessment activities also encourage students to take ownership of their learning process, fostering autonomy and critical reflection.

4. Integrating Technology and Digital Tools

Leveraging technology and digital tools can enhance the project-based learning experience. Online research databases, collaboration platforms, and multimedia resources provide students with access to a wealth of information and facilitate seamless communication and collaboration. Integrating technology into PBL enables students to explore various perspectives, engage with authentic resources, and present their findings in creative and interactive formats.

Students' Critical Thingking in English Essay Writing

After obtaining the data through students' writing, observation result and interview. Students' critical thinking ability can be reflcted in writing processes in the classroom as follows:

1. Contexts Analysis: students were able to analyze writing contexts, like writing purposes, target audience and social environments that influenced a reader. By understanding this context, students were able to adaptation during their writing activity.
2. Evaluation: students focused on reliability, validity and relevance evaluation from the sources in writing an essay. Students were able to consider an author's credibility, research methodology and information to support the arguments.
3. Argument Analysis: students were able to analyze an argument sentence from the sources. They were able to identify a perception sentence finding the strongest and the weekest from the argument sentence. The students were able to evaluate the sentence validity and able to recognize logical sentence or bias sentence in the paragraph.
4. Developing a main idea: critical thinking ability used their skills to develop a main idea in the paragraph. The result showed that the students were able to connect ideas in the paragraph with supporting evidence and arguments.
5. The ability of Analysis: in writing an essay, the students were able to analyze information from the text sources. The students could indentify the pattern that used in the sentences. This kind of ability helped students to produce a deeper thinking in analysis.
6. Solving a problem: the students had implemented critical thinking skills to identify coming from their writing. The study showed that the students were able to solve difficulties during their writing and able to find an effective solution.
7. Reflection: critical thinking skills involved a reflection of writing process. The students had reflected on a decision to their writing including their thought and their

sumption in writing activity. By reflecting their writing, students could identify a paragraph need to be improved and developed to be better writing.

Discussion

The utilization of observation and interview methods in exploring the effects of Project-Based Learning in English essay writing has provided valuable insights into the multifaceted impact of this pedagogical approach. The discussion below elaborates on the implications of these research findings and their significance for educators and the educational community:

- **Nurturing Critical Thinkers**: PBL plays a crucial role in nurturing critical thinkers by fostering an environment where students can inquire, analyze, and solve problems independently. Educators can capitalize on this approach to cultivate a generation of students capable of critical analysis and informed decision-making.
- **Student-Centered Learning:** The active engagement observed during PBL activities indicates that student-centered learning approaches enhance motivation and interest in essay writing. By incorporating students' interests and real-world contexts, educators can create meaningful learning experiences that resonate with learners.
- **Promoting Collaboration:** Collaborative learning in PBL projects cultivates essential social skills, such as effective communication and teamwork. Integrating opportunities for collaboration in English essay writing tasks can enhance students' ability to present diverse perspectives and foster empathy in their writing.
- **Authentic Assessment:** Observation allowed researchers to witness firsthand the complexities of students' critical thinking and problem-solving during PBL projects. Educators can leverage authentic assessment methods, such as rubrics and portfolios, to evaluate students' growth in critical thinking skills more comprehensively.
- **Student Empowerment:** PBL empowers students to take ownership of their learning, promoting self-directed learning and autonomy. By guiding students through the PBL process, educators can instill a sense of agency, self-confidence, and self-efficacy in students' academic endeavors.
- **Life-Long Learning:** The transferability of critical thinking skills beyond essay writing underscores the significance of PBL in nurturing life-long learners. By fostering a growth mindset and curiosity, PBL equips students with skills they can apply throughout their educational and professional journeys.

Conclusion

The integration of observation and interview methods in studying the effects of Project-Based Learning in English essay writing has revealed its potential in facilitating the development of students' critical thinking skills. Enhanced critical thinking, active engagement, and real-world relevance highlight the transformative power of PBL in shaping students as independent, collaborative, and reflective learners. As educators continue to explore innovative approaches in pedagogy, Project-Based Learning stands as a promising avenue for promoting critical thinking and fostering a deeper understanding of English essay writing.

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Attitudinal Messages in the Friday Sermon on *Death*: Appraisal Analysis

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Abstract. Friday sermons are the most significant speeches in the Muslim world and have been for years, they are the least critically investigated in the science of discourse analysis. The primary goals of this study were to investigate the attitudinal resources in the Friday Sermon on Death and to figure out the most attitudinal resources are revealed how sermon meanings are constructed in the Friday Sermon on death. This study falls into the category of descriptive qualitative research. The data comes in the form of text, which comprises attitudes, and it is these attitudes that are being investigated in this study. This study concentrated on attitudinal resources in the appraisal theory. The transcript of Friday sermon data for this enquiry was obtained from the Navedz.com website on March 27, 2009. It was determined that the preacher Al-Madinah Al- Munawwarrah 'Abdul Ibn 'Awad Ath-Thubayti established himself with 23 Affect clauses with a percentage of 39 percent. Judgement is linked to 29 sentences in the Friday sermon, then according to the findings, the preacher used appreciation resources in 7 clauses. The writer can conclude that in every Friday sermon hosting, there are always messages delivered through the transcript likely; affect, judgement, and appreciation posing to the attendees in getting their religious life.
Keywords: attitudinal messages, Friday sermon, death, appraisal analysis

Introduction

Appraisal theory tends to offers a helpful new tool for investigating the evaluative resources that speakers employ to negotiate social interactions and communicate attitude. The selection of Islamic Friday sermons in the Prophet's Mosque in Madinah allows us to understand how this powerful genre is utilized to influence views and behaviour across the country. Friday sermons may also be a source of inspiration for listeners' future lives. Friday sermons must be studied in terms of information arrangement in order to assist the preacher in properly delivering the message Assola, (2017). This is the first comprehensive study of Islamic religious speech throughout a full nation, as well as the first systematic application of Appraisal theory in this genre of discourse.

Despite the fact that Friday sermons are the most important addresses in the Muslim world and have been for centuries, they are the least critically examined in the discipline of discourse analysis. Friday sermons, as the name suggests, are delivered every Friday in every mosque throughout the world: The priest preaches to the gathering, which is followed by Friday prayers. The sermon subjects' change, but they always address various and current concerns in spiritual, financial, governmental, and societal concerns. Attendees (*mustamik*) should be able to understand the sermon. In addition, Fahruroji et al., (2018) points out that it will have a beneficial influence on the *mustamik* and may improve their conduct in daily life. The khotib need to pay attention to his sermon in order for the guests to grasp his khutbah. The priest might use his sermons to religiously affirm or question beliefs or acts in the community. As a result, priests typically rely on persuasion to deliver messages.

In the appraisal theory, the researcher concern on attitudinal resources. The attitude relates to the evaluation of human conduct, the text or process, and the phenomena afterwards psychological attitude that has been altered. Attitude, which is the centre of this study, is separated into three sub-systems: Affect, Judgment, and Appreciation Rohmawati, (2016). The affect system expresses emotions to the human; the judgment system assesses the human's personality and actions; and the appreciation system evaluates the worth of objects. SFL's Appraisal theory is a very wonderful method in discourse analysis, enabling us to distinguish the correlations of attitude expression that represent to start negotiating social interactions and society behavioural norms and value systems, as well as how some these patterns connect with linguistic selection, subject matter, and idea.

Research Questions
1. How do the attitudinal resources reveal in the Friday Sermon on Death?
2. Why do sermon meanings are constructed in the Friday Sermon on death?

Review of Literature

Many recent researchers have conducted research on appraisal theory. Appraisal Theory is a framework for analysis developed within Systemic Functional Linguistics (Sabao, 2016). Martin. J.R in his paper developed the appraisal framework as a structured method of evaluative expression at the discourse semantics level (Martin, J.R., 2005). Thus, Halliday et al., (2004) defined Appraisal as discourse-semantic instrument for constructing interpersonal meanings that is made possible by lexico-grammar. Under the theoretical framework of systemic functional linguistics, Jin, (2019) underlined appraisal theory as the formation of interpersonal meaning. There are three major domains under the Appraisal classification of the language of subjectivity: Attitude, Engagement, and Graduation (Aloy Mayo & Taboada, 2017). Furthermore, Ghasani & Sofwan, (2017) assisted that Appraisal help the speaker in communicating their stance in speech via choice of words or diction. It focuses on how the speaker or author communicates his or her subjective attitude through words. Related to the current study's setting, the researcher emphases on the attitudinal resources that the revealed in Friday Sermon on death.

Attitude is a paradigm for classifying emotions as they appear in English texts (Martin, J.R., 2005). In addition, Attitudes are concerned with the appraisal of objects (appreciation), the character of individuals (judgment), and emotions (affect). The core of the appraisal system is attitude, which refers to the inter-subjective assessment of individuals and processes using a system of values with behavioural reaction and cultural constraints (Su, 2016). Moreover, Hamdani, (2021) states that affect is also associated with an emotional reaction to everything. Judgement refers to the resources used to construct moral judgements of behaviour and is manifested as normalcy, capability, tenacity, sincerity, or appropriateness (Ross & Caldwell, 2019). People's views regarding conduct, which they appreciate or critique, laud or condemn, are addressed by judgment. Appreciation is concerned with evaluating natural occurrences based on how they are appreciated not in a certain field (Martin & Rose, 2003).

Moreover, a clear understanding of the basic system of Friday sermon, the following are previous studies on the Friday sermon: Friday sermon or known as *Khotbah Jumat* is a religious speech with a formal, even sacred context. Many Muslim people should listen to them in order to fulfil the requirement of attending Friday prayers as one of the symbols of Islam Moreover, states that the sacredness on Friday sermon makes the discourse on Friday sermons interesting from a sociolinguistic standpoint, as it may strengthen the socio-cultural research of the society and its speakers. Additionally, there are several types of sermons in every religion that are employed according to the demands of the audience and culture. In Islam, there are several types of sermons such as Character Study, Topical Sermons, Occasional Sermons, and Expository Sermons (Rakhmawati & Saddhono, 2020; Saddhono et al., 2016; Usman & Iskandar, 2021; Wardoyo, 2017).

Method

Since it addresses linguistic phenomena in the form of words and language, this study belongs under descriptive qualitative research. A descriptive qualitative study's general goal is to explain or examine a phenomena, problem, or topic, and it can include a wide range of questions pertaining to people's perspectives, knowledge, attitudes, feelings, perceptions, and/or perspectives (Ehsani et al., 2016). Furthermore, the data is in the form of text, which contains attitudes, and it is those attitudes that are being studied in this study. The use of systemic functional linguistics is the method adopted in this study (SFL) on April 13th, 2001, the researcher examines a Friday sermon delivered by Imam Al-Madinah Al- Munawwarrah 'Abdul Ibn 'Awad Ath-Thubayti from the Prophet's Mosque in Madinah. The sermon scripts from Imam Al-Madinah Al- Munawwarrah 'Abdul Ibn 'Awad Ath-Thubayti served as the source of data for this study. This research focused on attitudinal resources in appraisal field. The transcript of Friday sermon data for this inquiry came from website published by Navedz.com March 27, 2009. The information was obtained from http://navedz.com/friday-khutbah-sermons-death/

The data obtained is qualitative as a consequence of classifying the words and phrases. The researcher used the content analysis approach to guide the inquiry in this study. Graneheim et al., (2017) described Qualitative content analysis as a self-contained approach that may be applied at various levels of abstraction and perception. It was due to the fact that the content analysis technique incorporated methodologies for researcher readings and interpretation of media sources, which are critical to qualitative content analysis. Based on the framework of Martin and Rose theory, the data source for this analysis was 'Appraisal' and its 'Attitude' resource. The following Friday sermon will be thoroughly examined in terms of attitude meaning within appraisal theory. Something significant in this realm should be highlighted. The following Friday sermon were attitude analysed from three perspectives: affect, judgment, and appreciation. Through the examination of the realization and distribution of the attitude meaning within appraisal theory, the researcher will try to figure out how it reveals the emotion of writers and how it forms interpersonal relationships between speakers and listeners.

The processes of analysing the data include determining the obtaining the transcript of the Friday sermon on website. The first step in examining the data is to read the script. Following that, the writer will divide the material into clauses. The clause is then classified using the appraisal theory according to Martin and White (2005). Followed by demonstrating this by emphasizing the section in the speech that corresponds to attitudinal resources on appraisal theory. After that, calculating how many data points belong to affect, judgement, or appreciation resources and label the data depending on the findings. Finally, after completing all of the preceding stages, the writer analyses and interprets the findings based on the data.

Research Findings

Following the Friday sermon script, a full analysis have been done under the attitude meaning within appraisal theory. Something significant in this realm should be highlighted. The following Friday sermon script was attitudinal analysed from three perspectives: affect, judgment, and appreciation. We shall try to figure out how it reveals writers' emotions and how it builds interpersonal relationships between authors and readers by analysing the realization and transmission of attitude significance within appraisal theory.

Additionally, the similarities and differences of those kind of appraisal might be displayed in the table below:

*Attitudinal Analysis of the Friday Sermon: **Death***

Table 1. The Representation of Attitudinal Resources in the Friday Sermon

Kinds of Attitude	Attribute	Amount	Frequencies
Affect	Dis/inclanation	8	14%
	Un/happiness	5	8%
	In/security	6	10%
	Dis/satisfaction	4	7%
Judgement	Normality	1	2%
	Capacity	14	24%
	Tenacity	3	5%
	Veracity	3	5%
	Propriety	8	14%
Appreciation	Reaction	1	2%
	Composition	2	3%
	Valuation	4	7%
Total Amount		59	100%

Here is the witness of research result as follows:

Khutbah (Sermons): Death

By Imam Al-Madinah Al-Munawwarrah 'Abdul Bari Ibn 'Awad ath-Thubayti from the Prophet's Mosque in Madinah, Muharram 19, 1422 (April 13, 2001)

Table 2. The Transcript

	Sermon	Meanings
1	All praise is due to Allah. I testify that there is no deity worthy of worship except Allah and that Muhammad (SAW) is His servant and Messenger. I enjoin you and myself to fear Allah, for it is the provision and safety in this world and the Last Day, *"the day when neither wealth nor sons will avail, except him who brings to Allah a clean heart."* Allah says,	
2	*"Everyone shall taste death. And only on the day of Resurrection shall you be paid your wages in full. And whoever is removed away from the fire and admitted to Paradise he indeed is successful. The life of this world is only the enjoyment of deception (a deceiving thing)." (Surah Al-'Imran 3:175)*	Such is the reality of death and what comes after it. Every one of us shall taste it whether poor or rich; healthy or sick, old or young; leader or led and none of us can escape it. Allah says,
	"Whosesoever you may be, death will overtake you even if you are in a fortress built up strong and high." (Surah An-Nisa 4:78)	Death, as manifested in its character and effects is one of the mysteries that dazzles human intelligence because it has to do with the soul. Allah says,
	"And they ask you (O Muhammad) concerning the spirit. Say: 'The spirit is one of the things, the knowledge of which is only with my Lord. And of knowledge, you (mankind) have been given only a little." (Surah Al-Isra' 17:85)	One of it mysteries is that you see a youth who was full of health and energy suddenly falls dead without warning; thereby making that youthfulness and energy fade away, bringing all his senses to a complete standstill. That youth might even be an erudite scholar, an eloquent author, a skilled physician or brilliant inventor but it is absolutely out of the question that this quality should prevent death from overtaking him when his time is due. Allah says,

"When their term is reached, neither can they delay it nor can they advance it an hour (or a moment)." (Surah Younus 10:49) 'Amr bin Abdullah used to mount the pulpit and say,

"Many a person who has seen the beginning of a day but would not see it's end. And many a person who has expected morning but would not live to see it. If only you had known your appointed time and how it comes to pass, you would have detested nursing hope for worldly materials and its deception."

While man enjoys his good health, playing and merrymaking, moving about in haughtiness, commanding and forbidding, death and illness suddenly attacks him, weakens his body, makes his limbs lifeless and then closes his record.

How near is death! Every day it becomes closer to us and no sooner has the book reached its appointed time that we belong among the dead. Then it becomes clear that life is really like flowers that bloom then afterwards wither or like a lamp that illuminates then afterwards dies down.

Let those who crave for this world and its pleasures ponder over these scattered graves all over the place and realize that the way to pleasures and lustful things, though decorated with beautiful roses inevitably leads to the present condition of those buried in these graves. Happiness is for him whom a messenger of death has opened his eyes to reality before he died, and whoever does not heed to the warning of the Quran and death, even if mountains were to thrust one another in front of him, he would not heed.

Dear brothers! What we witness in the cemeteries is a great lesson for us. The carrier of the bier to the cemetery today is taken back there tomorrow (as a dead person) and is left there only with his deeds either good or evil.

It is also very unfortunate that in these days we see some among those who escort the deceased laughing and playing or attending the funeral for showing off. This phenomenon is due to the heedlessness that has hardened people's hearts and made them forget the Last Day and the frightening conditions of the grave. May Allah awaken us from this heedlessness!

Brothers in faith! It is expected of him who knows that he will die, be buried, raised up on the day of Resurrection and enter Paradise or Hell to always remember death, prepare for it and reflect on it. He is in fact expected to regard himself among the dead. This is because all that is coming is near and when the angel of death comes neither your wealth nor your people can prevent him from taking your soul.

Where are those who achieved their aims and none were comparable to them in that? They collected but could not eat what they collected; they built mansions but could not live there! We on our part are still swimming in the pool of life as if we are meant to live here forever. Uways Al-Qarnee said,

"Remember death when you sleep and always think of it when you are awake."

Fellow Muslims! It is a fact that this world and its tribulations appear insignificant in the eyes of him who always remembers death, for, he has lofty aims and strong resolutions; he is far from hypocrisy and always yearns for the everlasting bliss in the eternal Paradise.

Dear Brothers, remembering death does not in any way make one's life loathsome to him; forcing him to sit in his home and leave all means of sustenance. It is rather meant to deter him from committing sins and soften his hard heart. We remember death in order to have good preparation for it and for all that follows it by doing righteous deeds, obeying Allah and increasing one's efforts in all acts of worship. Abdur-Rahman ibn Mahdee said,

"If Hammaad bin Salamah is told, 'You will die tomorrow.' He will not be able to increase anything in his deed, because his time is full of worship and remembrance of Allah."

How do we prepare for death? We prepare for death by shunning all abominable things and returning trusts to their rightful owners. We prepare for death by eliminating hatred and enmity from our hearts. We prepare for death by being good to the kith and kin.

Ibn al-Mubaarak said that Saalih Al-Mariy used to say,

"If the remembrance of death leaves me for an hour my heart becomes spoilt."
It is also said that,
"Whoever frequently remembers death is honoured with three things: quick repentance, self-contentedness and energy in doing acts of worship; and whoever forgets death is punished with three things: delaying repentance, lack of contentedness and laziness in acts of worship."

When will one who always follows his lustful desires and moves wantonly in his heedlessness remember death? When will one who has no regard for Allah's injunctions in Halaal or Haraam remember death? When will one who deserts the Quran, prays not Fajr in congregation, usurps people's property unlawfully, takes usury, and commits fornication, remember death? How can one whose habit is slandering others and backbiting, whose heart is full of rancour and envy remember death?

Fellow Muslims! The Prophets, whenever death came to them were given a chance of choosing between remaining on this world and moving to that noble position. It is beyond doubt that every Prophet would select the everlasting bliss. This happened to Prophet Muhammad (SAW), as narrated by Al-Bukhari and Muslim on the authority of Ayesha (RA) that she said,

"The Messenger of Allah saws used to say while he was healthy, 'No Prophet died until he saw his place in the Paradise, he was then given the choice between that place and remaining in this world.' So when he was dying and his head was on my thigh, he fainted for a while then regained his

During death and its pain; in the grave and its darkness; and the Day of Resurrection and its horror people fall into two groups. A group shall remain firm; secured from fright and given glad tidings of Paradise while the other group shall suffer disgrace and ignominy.
Allah says,

consciousness. He stared at the ceiling, then said, 'O Allah! I choose the Highest Companionship.' I then said, 'He was not preferring us.' It was then that I understood statement he used to tell us and it was true. She said, 'The last word he uttered was: `Oh Allah, I choose the Highest Companionship."

"Verily, those who say, 'Our Lord is Allah (alone) and then stood straight, on them the angel will descend (at the time of their death saying,) 'Fear not, nor grieve! But receive the glad tidings of Paradise which you have been promised.'" (Surah Fussilat 41:30)	Angels shall descend upon the believers who are straight in heir religion during death in their graves and when they are resurrected in order to assure them of security and to allay their fears of the horror of the day of judgement. The angels will be telling them,
'Do not fear about what you are going to meet and do not grieve over what you will be leaving behind of children, family and wealth.' The angels will also say, *'We have been your friends in the life of this world and (are so) in the hereafter.'* (Surah Fussilat 41:31)	i.e. we will also be your friends in the hereafter, keeping your company in your graves and when the horn is blown, we will also assure you of security on the day of resurrection. As for the unbelievers, when death comes to them and they start suffering its agonies, they will be subjected to ignominy and disgrace. Allah says,
"And if you could but see when the wrongdoers are in the agonies of death, while the angels are stretching forth their hands saying, "Deliver your souls! This day you shall be recompensed with the torment of degradation because of what you used to utter against Allah other than the truth. And you used to reject His ayat (proofs, evidences, verses, lessons, signs, revelations, etc.) with disrespect." (Surah Al-An'aam 6:93)	Their sorrow shall increase so much so that they will wish to go back to this world. Allah say,
"Until when death comes to one of them, he says, 'My Lord send me back.'" (Surah Al-Mu'minoon 23:99)	Qataadah said while commenting on this verse,
"By Allah, he would not wish by this statement to go back to his family and wealth nor to collect the good things of this world and satisfy his desires. He would rather wish to go back and do acts of obedience to Allah. May Allah bless him who does in this life what the disbelievers would wish to do when he sees the torment of Hell!"	Fellow Muslims! How is the need of a dying Muslim to Allah's success that his last words may be, *"Laa ilaaha illa Allah".* Mu'aadh bin Jabal narrated that the Prophet said, *"Whoever has 'La ilaha illa Allah' as his last words will enter Paradise."* Ibn Al-Qayyim said,
"Dictating this word to a dying man is recommended because one who is dying experiences horrors that were unknown to him before, so it is feared that forgetfulness might overtake him since Satan is close to	The righteous predecessors also recommended that a dying person be reminded of his good deeds, so that he can have positive thoughts about his Lord. Jaabir narrated : The Messenger of Allah (SAW) said,

human beings. Moreover, uttering this statement while dying has a great effect in erasing ones misdeeds because it is a testimony of a slave of Allah who believes in it and knows its meanings; for whose lustful desires are now dead and whose soul has become i after its might. Then that testimony becomes his last utterance, it purifies him from all his sins because he meets with his Lord with a sincere testimony…"

"None of you should die except in the state of having positive thoughts about Allah." (Muslim)

The Sunnah encourages talking about good deeds of a dead person and abstaining from talking about his misdeeds. Al-Bukhari reported on the authority of Ayesha (RA) that she narrated,

'The Prophet (SAW) said,

"Do not abuse the dead; for they have gone to meet the consequences of their deeds."'
In Sahih Al-Bukhari, Abul-Aswad said,
"I came to Madinah while there was an epidemic there. I sat with 'Umar ibn al-Khattab. Then a funeral procession passed by and people praised its owner. 'Umar said, "It becomes incumbent." Then another funeral procession passed by and people also praised its owner, and 'Umar said, "It's incumbent;" then a third procession passed by and people spoke ill of its owner. 'Umar also commented, "It becomes incumbent." Then I said, "What is incumbent, O Leader of the Faithful? 'Umar (RA) answered, "I said as the Prophet (SAW) said, that, "Any dead Muslim whom four persons testify in his favour, Allah will make him enter Paradise, We said, "And three persons?" He said, "And three persons." We also said, "And two persons?" He said, "Yes, and two persons." We did not thereafter ask him of one person."

It should be added that those whose testimony is regarded are the people of virtue and truthfulness. The testimony of an enemy shall not be considered.
It is also recommendable that the person who washes the dead should conceal whatever defects he may see on him. It is also a right of a Muslim on his fellow Muslims to escort his funeral, pray on him and supplicate for him. In Sahih al-Bukhari, Abu Hurayrah narrated that the Prophet (SAW) said:

"Whoever attends the funeral of a Muslim faithfully and hoping for the reward of Allah and stays with him until Salaah is done on him and he is buried, he will go back home with two qeeraats, each is as big as the size of Mount Uhud; and whoever observes Salaah on him and then goes back before he is buried will get one qeeraat."

As regards debts, the family of the deceased should hasten to pay it because a believer's soul hangs on his debt until it is paid on his behalf. Debts of Allah should also be promptly paid for, it is more deserving to be paid. Ibn Mas'ood said, *"A Believer has no rest until he meets Allah."*

The table above shows that the attitudinal resources of judgement is prevalent in this Friday sermon. Which is with the percentage (49%), followed by affect with the percentage (39%) and appreciation with the percentage (12%). The most frequent resources of preacher Al-Madinah Al- Munawwarrah 'Abdul Ibn 'Awad Ath-Thubayti has positioned 29 judgment elements in his Friday sermon. The characteristic of judgement is the most frequently used item by the presenter, with a total of 59 appraisal items and a focus on the characteristic of judgement.

According to (Wu & Zhao, 2018) capacity is used to measure how capable a person is. In line with the statement before, (Martin, J.R., 2005) state that capacity is concerned with the

appraisal of someone's capability in people's actions, such as strong, intelligent, and poor. The preacher Al-Madinah Al- Munawwarrah 'Abdul Ibn 'Awad Ath-Thubayti is more dominant to use the positive judgement of capacity because he tends to praises Allah who has a high value of justice to all people without discrimination within the death of person.

"One of it mysteries is that you see a youth who was full of **health** and energy suddenly falls dead without warning."

As positively, the preacher tries to influence the *mustamik* to remember about someone's death that can come at any time, any place, and any condition. The preacher wants to highlight the mysteries of dead cannot be seen by anyone that is worth to be admiring by all the mustamik who listens his Friday sermon toward death.

Discussion

We can observe from the examination of the language data above that in the Friday sermon discourses, the attitude resources affect and appreciation are commonly utilized to express the preacher's mood and the interpersonal link between the speaker and the listener. Preacher implemented himself through 23 clauses of Affect. Affect has a proportion of 39% and is second ranked among Judgment and Appreciation. Because English culture is more focused on individuality, human cognition and emotion are deeply embedded in English culture. Judgement is related to 29 clauses in the Friday sermon and has the highest rating among other Affect and Attitudes. The third is from the viewpoint of Appreciation. According to the chart, the preacher Al-Madinah Al- Munawwarrah 'Abdul Ibn 'Awad Ath-Thubayti employed appreciation resources via 7 sentences, which equals 12 percent. The attitudinal resources of judgement are largely employed in the Friday sermon discourse under the influence of English culture to stress not only the preacher's positive emotional but also the preacher's position as a behaviour topic. The attitude resource of judgements are widely utilized in the Friday sermon as a vital symbol of expression of personal behaviour and ideas of value to make the personal emotion suitably expressed, and also to make the emotion understandable by listeners better. In the other hand, this finding contrast with (Alhabib, 2020) who found that The fraction of attitudes dominated by the use of judgment. It is logical since the speech's goal is to stimulate and encourage people to work together to solve issues and heal the world. This result of result is different from other research that usually focus on the content of the Friday sermon, otherwise the writer is the only research who concerns and intends to relate Friday sermon transcript with the appraisal analysis; judgment, affect, appreciation. Through this study, Moslem will be able to understand the content of the 'death' transcript comprehensively. Moreover, this research is a breakthrough in understanding Friday sermon through the knowledge of language especially English.

Conclusion and Implication

Based on the data above, it is possible to conclude that on the Friday sermon text employed three types of Attitudes, which are Affect, Judgement, and Appreciation. Totally there are 59 clauses separated into 29 clauses of Judgement, 23 clauses of Affect, and 7 clauses of appreciation. Judgement is revealed in 29 clauses of the Friday sermon and gets the highest grade among other Affect and Attitudes. It makes sense because The Friday sermon as a crucial symbol of expression of personal behaviour and concepts of worth to make the personal feeling adequately communicated, as well as to make the emotion better understood by attendees. With the findings of this study, English students and teachers may be able to broaden their horizons. English students and teachers, particularly those in higher education, may take the study's findings into account when planning future research. Additionally, they will get more knowledge that may be utilized to conduct similar research and use the findings of this study as a source to understand Appraisal study.

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