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Foreword

Welcome to edition 16.4.1 of the TESOL International Journal. The pandemic has, it seems, given global academics much valuable time to work from home and put their energies into research for we have seen a vast increase in the number of submissions. However, only a very small percent makes it through to publication as the competition to be published is indeed strong.

The first paper entitled 'Academic Reading Preferences and Behaviors of Indonesian Undergraduate Students during Covid-19 Pandemic' is from Firman Parlindungan, Refanja Rahmatillah and Lia Lisyati.   Their study investigated the preferences and behaviors of Indonesian undergraduate students in reading their academic materials during the COVID-19 pandemic. Despite the current demands of digital reading, the results revealed that most of the students still favored print format for their academic materials. Nevertheless, various factors that contributed to the students' preferences were mentioned, including types of courses, accessibility, and print reading habits, which resulted to the students' lack of confidence upon electronic material.

The second paper, "Inquiry-based Instruction in Language Learning Classroom: Saudi EFL Learners' Learning Orientation" is authored by Shadma Iffat Rahmatullah, Ratna Rintaningrum Nazik and A. Osman Medani. Their study examined the learning orientation of Saudi EFL learners toward inquiry-based instruction (IBI) as language pedagogy and to analyze whether the IBI can promote students' capability to think critically and reflectively about the production of knowledge or not. The study also examined the students' learning style that would influence their learning motivation and achievement. A factor common to global study notes the short duration of a four-month semester seems to be insufficient to implement the IBI method for vast syllabi.

The third paper in this volume "Reflective Roles and Resilience Building Opportunities of Parent-Teachers in Emergency Remote Teaching: Trajectories toward Inclusive Recovery," is authored by Mas Ayu Mumin, Nena Padilla-Valdez, Lee Kok Yueh, Norihan binti Abu Hassan and Hjh Shanafizahwatty Hj Mat Salleh. This study aimed to explore the roles, dispositions and responses of Bruneian parent-teachers who were forefront Work From Home facilitators

of Emergency Remote Teaching for nearly three months and Home Based Learning for the last one month and how they coped, sustained, and persevered during the pandemic. The authors conclude that adaptability and resilience remain dominant attributes for teachers to cushion the impact of unpredictability and uncertainty of virtual-digital teaching, yet a strong and dynamic support system defines their speed of growth and survival in the profession.

Three authors from Indonesia, Nurlela, Ely Hayati Nasution and Fikry Prastya Syahputra co-authored the next paper, "University Students' Language Errors in Writing Narrative Text: Carelessness or Incompetence?" This research aims at examining higher level students' problems in writing narrative texts. The results showed that Mis formation (Dulay 1982) became the most frequent error found and included three main problems, namely the use of tenses, articles, and dangling structures. Contrary to other published research, the authors noted the use of Machine Translation, such as Google Translate also contributed to the students' carelessness. This finding clearly required further study. The next paper is entitled 'Clause Projection in News Item Text Written by Tertiary EFL Learners.' The research questions formulated in their study were, 'What type of projected clause is found in the source part of news item text and how are projected clauses constructed as the logico-semantic system realization in the source part of news item text?' In analyzing the data, the researchers found that five texts were not suitable to be used as a data source thus giving follow up researchers areas for following or distinguishing new research.

The final paper is entitled Challenges in Online Learning During Covid-19 Pandemic: Lessons Learned from Universities in Indonesia by Authors Mursyidin, Firman Parlindungan and Refanja Rahmatillah. Their study examined how the Covid-19 phenomenon changed the learning experience of higher education in Indonesia and specifically focuses on (1) the conception of online learning and (2) the constraints faced in implementing online learning. It is clear that education Ministries worldwide face the same problem and if the pandemic continues to enforce study from home, far greater resources must be allocated by governments to the teaching profession.

We hope you find valuable research herein to assist you in your research.

Academic Reading Preferences and Behaviors of Indonesian Undergraduate Students during Covid-19 Pandemic

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Abstract

Over the past decade, numerous studies on reading preferences between print and electronic material had been carried out with generally consistent results of favoring print material. However, current condition of COVID-19 outbreak has forced students to adjust their learning environment to be fully digitalized. This study investigates the preferences and behaviors of Indonesian undergraduate students in reading their academic materials during the COVID-19 pandemic. A total of 318 students from eight universities across Indonesia participated in this study. They were voluntarily asked to respond to an online questionnaire adopted from Mizrachi (2015). The questionnaire focuses on the reading formats that the students prefer (print vs. electronic) and factors that motivate their choices. The data was then analyzed descriptively. Despite of the current demands of digital reading, the results revealed that most of the students still favored print format for their academic materials. Nevertheless, various factors that contributed to the students' preferences were mentioned, including types of courses, accessibility, and print reading habits, which resulted to the students' lack of confidence upon electronic material. Further research should be conducted to better understand on how such factors affect students' favorableness of print material over electronic one.

Keywords: Reading Preferences, Reading Behaviors, Covid-19 Pandemic, Undergraduate Students

1. Introduction

Various unexpected changes have occurred throughout 2020 due to a great impact of Covid-19 outbreaks. These changes have affected many sectors, mostly in social, economic, and education. As new Covid-19 cases increase rapidly, almost all the infected countries (e.g., Italy, Germany, Australia, and The United States) are reported to enforce lockdown which means that human's mobility is restricted. Consequently, people are strongly urged to stay at their homes, even working and studying are transformed to online mode (MacKanzie, 2020). In some countries like Italy, India, and Indonesia, police officers are involved to discipline their citizens, and new laws have been passed to regulate those who are disobeyed. This is to raise people's awareness about the danger of Covid-19 as well as to anticipate more people infected from this deadly virus. UNESCO (2020) reports that by March, seven countries in the world decided to shut down their schools to save 861,737,696 students in their area.

In Indonesia, the first new Covid-19 case was confirmed on 2 March 2020, about three months after the first case was found in Wuhan, China (World Health Organization, 2020). A

day after the confirmation, The Health Ministry set a regulation for social restriction or commonly known as partial lockdown. Jakarta was the first province to enforce this rule which resulted in a temporary closure for all educational institution, workplaces, and some marketplaces (Sutrisno, 2020). The tension was there when teachers and students were forced to apply online classroom. Some of them complained about this new learning mode because it had major problems like the technological setting, feature activation, internet connection, unsupported storage, etc. What worsens is the fact that not all students and teachers are able to afford buying the device. Alternatively, several teachers initiate to visit their students to give the lesson, or they have to borrow the device from their family and relatives.

Regardless the problems mentioned above, the shift from classroom-meeting to distance-learning has created a new custom in teaching. Process of knowledge transfer, assessment, and learning materials are all accessed via internet. Teachers do not need to hand in the material directly, but the students can download it form the platform that they use to have online class. As an alternative for printed learning materials, online readings are also remarkably available on the internet which we assume might help students limit their movement outside their house to prevent them from the spread of novel Corona Virus. Between these two reading formats (printed and unprinted text), this study examined which one the students would prefer. Besides, it also analyzed students' reading behavior to understand what students actually do with their chosen reading format.

Current research on students' academic reading preferences and behaviors show that most students favor print format over digital materials regardless their learning conditions and purposes (Shen, 2015). For instance, Aharoni and Ball-Iran (2016) studied academic reading preferences of undergraduate students majoring Library and Information Science in Israel. 177 students were involved in this study. The findings showed that despite the current e-book revolution, the students still prefer print materials over digital. The use of digital format is affected by the students' relative advantage and comprehension variables. Similar findings also found in the study of Kurata, Ishita, Miyata, and Minami (2016). They investigated reading preferences and behaviors of 1,755 participants age 18-69 years old in Japan. They mention that although 70% of the total reading time was predominantly in digital media, the participants' reading preference indicate a tendency towards print materials. Additionally, Meishar-Tal and Shonfeld (2017) also maintain the same findings that even in a paperless-classroom policy, students favor print format over digital, especially those with higher handwriting skills and those who are relatively low achievers.

In Indonesian context, alarming findings were found in Chairannisa and Wirza's (2019) study that examined reading habits of junior high school students in Bandung. They found that the students only read 1-2 hours per day, which is a relatively low reading habit, with a preference of written fiction books. In their leisure time, the students preferred to watch TV and surf the internet than reading. However, further research is needed to conclude academic reading preferences and behaviors of Indonesian students. Comprehensive understanding of these matters with various contexts would inform teachers, school authorities, and policy makers to design theoretically informed programs in improving Indonesian students reading habits and skills. In relation to our study, we sought the answer whether, during the pandemic, undergraduate students would prefer reading online which is relatively easier for them to get the access, or their preference is for the printed texts.

2. Literature Review

2.1 Reading Preference

As internet use has developed increasingly, more and reading sources (e.g., journals, magazines, and newspaper) transform into digital format and they gain more readers through this platform. This is what Uso-Juan and Ruiz-Madrid (2009) refer as "hyperreading" (p. 61), antonym for printed reading practice (Kasper, 2003). According to Uso-Juan and Ruiz-Madrid, hyperreading has a significant advantage which paper reading material does not. A text in digital format can have access to other reading options by a keyword linked to the original text. However, some researchers have acknowledged some disadvantages of hypertext such as poor design (Toffer, 2000; Morrison, 2001), confusion (Kasper, 2003), problems related to screen like resolution, brightness, and eyestrain (Morrison, 2001; Duran, 2013; Jabr, 2013), exhaustion (Jabr, 2013), cost and distraction (Bando et al., 2016). In contrast, paper-based reading also has its particular benefits like time-efficiency (Delgado et al., 2018), eye-friendly (Tosun, 2014), comprehensibility (Mangen, Walgermo, & Bronnick, 2012; Duran, 2013; Jabr, 2013), simplicity (Jabr, 2013), regardless the fact that some people refuse to use paper due to increasing campaign of wasting less paper for the sake of ecological sustainability.

Much research has been conducted to find out which type of reading format is found more favorable for students: digital or paper-based. Some studies show that students choose the former because of its storage (Bando et al., 2016), practicality and ecological sustainability (Kortelainen, 2015). Printed materials, on the other hand, are chosen by students due to its cost (Tosun, 2014; Mizrachi, 2015; Bando et al., 2016), accessibility, complexity, and the level of

its importance to subjects that students take (Mizrachi, 2015), as well as portability, dependability, flexibility, and ergonomics factor (Spencer, 2006).

A study conducted by Bando et al. (2016) compared the effectiveness of using laptops as replacement for books as media of classroom instruction. They collected a wide range of samples consisting of 9,600 Honduran elementary school students, 504 teachers, and 271 principals. After applying five instruments (i.e., Spanish and Mathematics tests, a fluency test, a coding test, a digital literacy test, and a questionnaire) from March to October 2013, the study found two major results. First, although students' literacy regarding digital devices shows a significant improvement, the learning performance remains the same. Either books or laptops do not exceed one another in term of providing better result in their academic achievement. Second, computers are potential to substitute textbook as they are more cost-effective. The study suggested that schools could save up to US$28 if they replaced textbook with laptops. This study, however, does not intensively focus on reading practice. It used computers as teaching instruments for all learning activities. Reading is basically also a part of learning activities, but the analysis about it is discarded in the study.

Still in the same language teaching context, Solak (2014) focused his study on English language teaching. Differently, this study provides perspective from teachers as the ones who set up and manage classroom instructions. 96 English teachers in Turkey were involved in the research. Like many studies, Solak's also found that paper-based reading is more effective for the teachers because they were able to perform better with paper than computers. Interestingly, the study reveals that their speed-reading performance on screen is 12% higher than on paper. This finding is a rebuttal for more recent study conducted by Delgado and colleagues' (2018). In their study, it is mentioned that readers find it difficult to follow the line when they read through their device. Sometimes they have to check the previous information to make sense with new information to find in the next line. This situation, of course, is not easy for those who are struggling with time pressure. Due to this reason, Delgado et al., (2018) even recommend a deep consideration of CAT (Computer Assisted Test) for English proficiency test like iBT. It is because this test requires two major difficulties mentioned before: time limitation and quick reading.

Parallel to our focus, previous study determining students' reading preference has been conducted by Mizrachi in 2013. 390 undergraduate students at the University of California, Los Angeles (UCLA) were participated in the study. The finding reveals that most students are more engaged with printed materials than unprinted. The reason for their choice is sectioned into several categories. The first category is comprehension. Students gain more understanding

when they read on paper because it gives them more flexibility to engage with the text such as annotating, highlighting, and taking notes. Next category is eyestrain. Due to the brightness setting, students often feel fatigue when they spend much time for reading on their electronic devices. For minority students who chose unprinted materials also have their own consideration for their preference. Some of them mentioned that printing will harm the environment as it requires some papers. As an alternative, they prefer not to print the materials to reduce the consumption of paper for printing. Most of students also complain that the cost for printing is quite expensive, so they prefer reading on their computer. However, paradoxically, students do not seem to be mindful to spend more for printing the material if it is lengthy or if it is crucial for the subjects. The findings of this study were then confirmed by Mizrachi (2015) in the subsequent year. With approximately same number of samples, Mizrachi (2015) still finds that context and cost are two major factors why students like to read on paper more than on their electronic device. In addition to these, complexity and accessibility are two novelties in her more recent study.

2.2. Reading Behavior

After finding out which reading format students would prefer, we sought the information about what students actually do with the readings. The information is necessary since teachers might provide linear assessment and learning activities that suit students' need. Not only this, the result of the study might also help teacher to have some insights about choosing the genre, quantity of the text, contents, design and perhaps font.

In regards with gender, Ip, Chu, & Sip's (2008) study found out that male primary school students in Hong Kong read more than female students do. They seem to have positive attitude about whichever format is given to them because the quantity of their readings does not depend on it. Tosun's (2014) finding suggests contrasting result. Female college students across six different departments (Computer Education and Instructional Technologies, Music Education, Preschool Education, Primary School Education, Social Sciences Education, and Turkish Language Education) read more than male students do. The result was derived from a questionnaire after the students were instructed to read on screen. The result of these two studies can be a trigger for teachers to maximize the use of digital library since it supports the development of internet and creates a new approach to promote students' interest in digital media.

In a study examining reading habits by university students (Cumaoglu, Sacici, & Torun, 2013), 62.4% or 222 respondents across six different faculties (i.e., Education, Economic and Administrative Sciences, Art and Sciences, Engineering and Architecture, and Medicine and

Health Science) who read from unprinted media reveal several reasons for reading. Majority of students reads for academic purposes like for research and for working on their course material (81.2 % and 74.6% respectively), while 35.5% of respondents choose reading for pleasure and entertainment such as reading a story, novel, or poetry. With a smaller number of respondents, a study from Foasberg (2014) also found the similar results. Students aged from 18 – 32 years old (undergraduate and graduate students) also divided their objectives for reading into two formats: academic and non-academic purposes which include fiction, short reading, non-academic article, and religious textbooks.

Additionally, Foasberg notes some activities the students engage while reading for their academic goals. For example, they take note for what they have read, share the reading to their peers, mark the reading, follow the links and citations, and use the reading for reference. Foasberg adds that, although not really frequent, the students also practice scanning and skimming. The latter is mostly found either in reading on paper or reading on screen. Slightly parallel to our study, we also investigated some practices that students perform while reading. However, we emphasized our focus on reviewing, annotating, and memorizing the text from the media that the students have chosen.

A study from Margolin, Toland, Driscoll, & Kegler (2013) has a great relevance to our study which analyzes some practices students perform when reading on screen and on paper, but Margolin et al. adds Kindle as a comparing instrument for paper and laptop. Almost a hundred students aged from 18 to 25 were surveyed to find out their reading habits. The study suggest that majority of students read silently. Pointing text with finger or mouse followed by re-reading text are two main practices performed by students while reading. Meanwhile, average number of students does not take note when they read on their device, but a few students are observed to do it when read text on paper. In contrary, students tend to avoid highlighting text when they read on paper, but this activity is found when then read through computer and kindle.

Our study, however, is trying to find out whether or not there is a change in students' reading habit during covid-19 pandemic whereas studies mentioned above did not explain this gap. The gap becomes particularly important because, as we have explained before, students' mobility is restricted to prevent themselves having contact with the virus when they leave their house. They should have a second thought if they want to purchase a textbook in a bookstore or simply visit libraries to borrow a book since it might be a medium for virus to transfer. As an alternative, students are offered to stay at home, have a distant learning, and read books from online media to minimize physical contacts with outsiders. Due to this difficult situation,

we assume that students will read more on online platform rather than printed media because they have more time with their devices and bigger opportunities for e-learning. This assumption will be answered in this study through collecting and analyzing students' responses on reading preference and behavior.

Reviewing from previous studies on students' reading preferences and behaviors, inconsistent results are found that students would prefer and engage more in paper rather than online reading in some studies, while others choose the opposite in the other studies. Besides this inconsistency, one more obvious fact about these studies is that they are all conducted before covid-19 pandemic; whereas this pandemic has forced all learning, including reading activities, to be carried out digitally. Limited research, as far we concern, has been undertaken to find out the students' reading preferences and behaviors during the learning in covid-19 pandemic time. Therefore, the present study is trying to answer the concern by answering the following questions:

1. What are the undergraduate students' reading preferences during the learning in covid-19 pandemic time (paper or online)?
2. What are the undergraduate students' reading behaviors during the learning in covid-19 pandemic time?
3. What are the factors that motivate their preference and behaviors?

Given the current learning condition that is fully online, we hypothesize that students would start to prefer and engage more in online reading. This hypothesis will be answered in this study through collecting and analyzing students' responses on reading preferences and behaviors.

3. Method

We employed survey method to answer the research questions. This study is situated in eight universities of Aceh, Indonesia during the fall semester of 2020 academic year. A total of 318 students participated in this study. We used snowballing technique in recruiting the participants meaning that we asked our colleagues and relations to spread the online questionnaire to undergraduate students in their university. To be eligible for this study, participants should be an active undergraduate student and is currently taking courses online. The participants were voluntarily asked to respond to the questionnaire adopted from Mizrachi (2015). The questionnaire focuses on the reading formats that the students prefer (print vs. electronic) and factors that motivate their choices. There are 15 statements on reading preference and behavior. Those statements are structured in Likert scale. The participants are

asked to choose the scale that is most likely suitable for them, such as 1 (one) means that they strongly disagree and 5 (five) means they strongly agree. Additionally, 7 (seven) questions are addressed to collect the participants' demographic information. All collected data remain confidential and be used for the research purpose only. The data was then analyzed descriptively. The analysis focused on reading format preferences which include conveniences, length of readings, and textbooks. The analysis also focused on reading behaviors which include printing out or digitizing materials, rereading and reviewing, focus and remember. Further explanations of the findings are below.

4. Findings

4.1. Reading Format Preferences

The main question addressed in this study is whether students have different reading format preferences during their study in the COVID-19 time. This intention was attempted to be answered with Question 3 and 14 in the questionnaire where these two items asked the students' general format favor (print or digital). Figure 1 shows that more than half of the students (67.6%) agree or strongly agree to have their academic readings in print, while only 27.4% of the students have the same opinion towards digital format. However, a remarkable number (44%) was obtained for those who would read electronically depending on some circumstances.
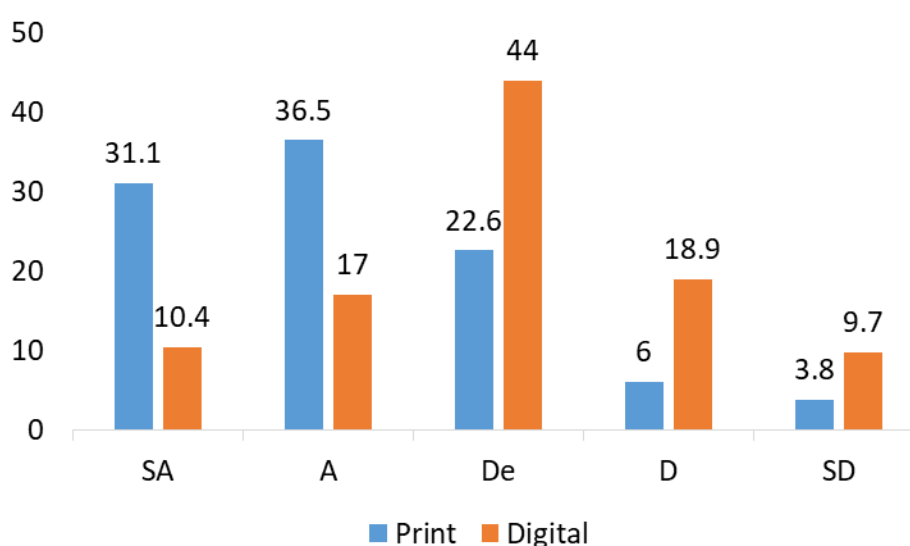

Figure 1. Print or Digital Preference

The circumstances that affect students' willingness to read electronically are further elaborated by the students in the comment section. 124 comments were submitted and it was

found that topics and difficulty level of the materials and supporting conditions to read digitally were the most mentioned as the factors. The following selected comments represent the perspective well:

"Depending on what the topic of the course because some are interesting to read digitally, some are not" (R11).

"Based on whether the readings are difficult or not" (R79).

"I will see whether the condition fits to read electronically." (R212).

Convenience

Further factors that may influence the choice of students to pick either print or digital were also questioned, including convenience, length of readings, and textbook format. Question 2 corresponds to convenience factor which asked whether students feel more comfortable to read in print. Figure 2 indicates that 68.9% of the students agree or strongly agree that they are more convenient to read their assignments in print than in digital.

Factors, such as inaccessibility, health concern, and social media distractions, were found to contribute to this print favoring. These views are described in the following selected comments, which were drawn from 125 received responses:

"If we read through digital media, the social media notification on our gadget can distract our reading" (R105).

"Reading through print media is easier to reread and saving digital reading needs more phone space" (R151).

"Because sometimes digital has many problems ranging from server errors to inadequate network, and digital can also damage health ranging from vision to strong radiation" (R318).

Length of Readings

Another factor of length of readings was asked with Question 4, 8, and 10. These questions sought for the information of the format (print vs digital) that the students would choose if the readings are less than 5 pages, over 5 pages, and over 10 pages. From Figure 3, the "depends" response, once again, was most chosen by students, specifically for the materials that are less than 10 pages (33% for those that are less than 5 pages and 35.2% for those that are over 5 pages but less than 10 pages). While for the materials that are over 10 pages, more students agree or strongly agree that they prefer to read them in print (53.2%).

The factor of reading topics and difficulties was again found as the most cause that made students hesitant to pick up their choice. Whereas for materials that are over 10 pages, the students commented that they could reread and marked the stopping page easier through printed media. The following statements from almost 100 comments submitted represent the view:

"The topic of the course determines it. If it is interesting, then okay through digital" (R204).

"For long reading, prints ease us to understand and it can be repeated without taking a long time" (R305).

"Depending on the material, is it difficult or not. If it is not, it is better through digital" (R317)
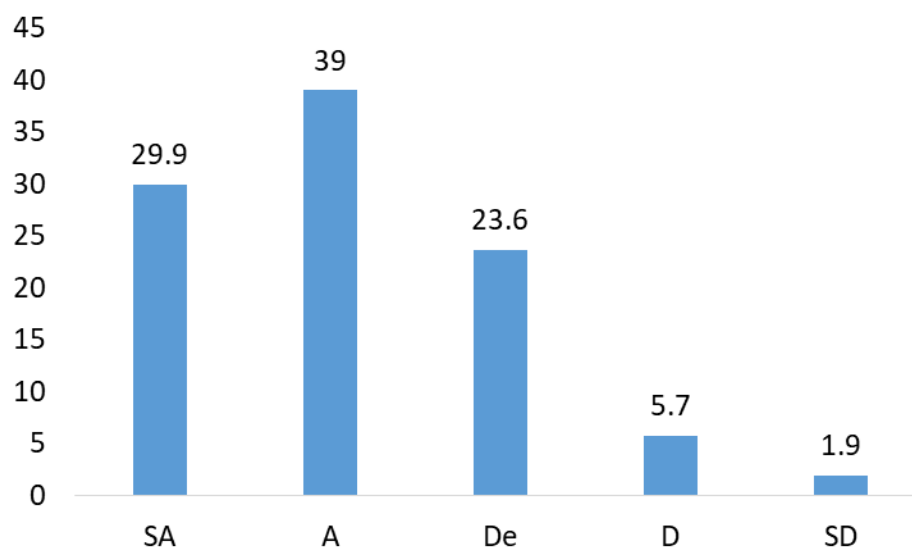
Figure 2. Convenience in Print
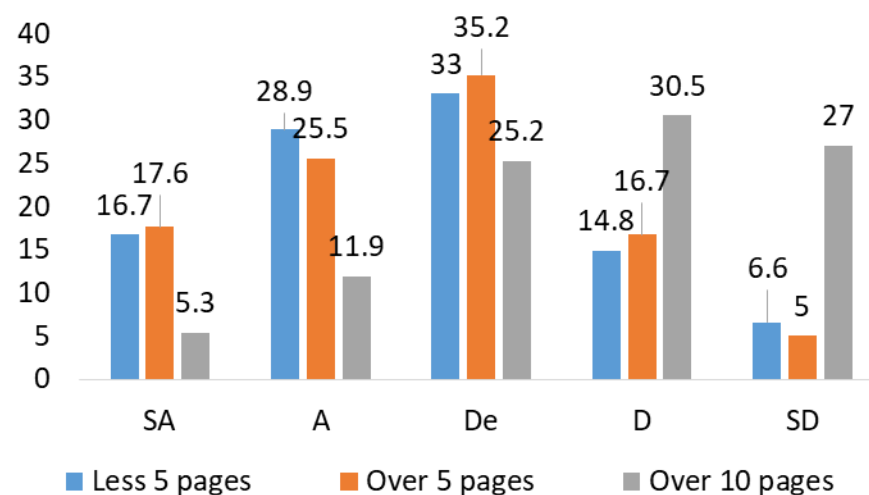
Figure 3. Digital Preference Based On Length of Readings

Textbooks

The other factor that may shape the students' reading format preference is when the readings are textbooks (asked with Question 11). Referring to the results of previous factor of length of readings, it can be assumed that students would prefer printed textbooks, considering textbooks must be over 10 pages. However, Figure 4 shows a surprising result that the highest response chosen by students was again the "depends" response (39%).
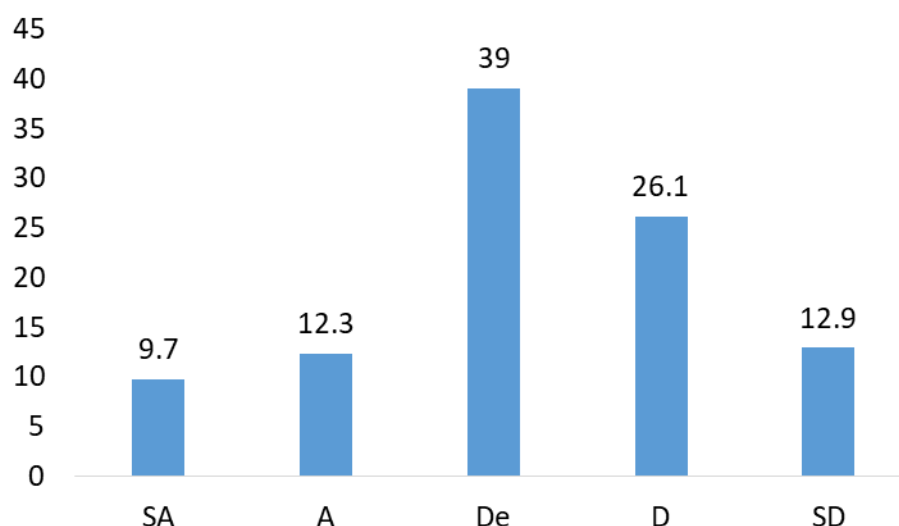
Figure 4. Electronic Textbooks Preference

From 97 comments received, the similar reasons (reading topic and difficulty) was again expressed by the students as the cause for their indecisive answer. An uncertainty that they will better understand in printed or electronic textbooks also became a reason. These feelings are as shown below:

"Depending on what kind of subject is the course" (R43).

"It depends, if digital media is not easy to understand I prefer to learn in print media" (R64).

4.2. Reading Behaviors

The other inquiry tried to comprehend in this study is students' reading behaviors. It attempted to match the students' reading format preferences with their actual reading behaviors. The factor of whether students do more printing out or digitizing their materials, re-reading and reviewing, highlighting and annotating, and being more focus and remember better in print or digital media were the behaviors that were analyzed.

Printing Out or Digitizing Materials

The first behavior of printing out or digitizing materials was asked with Question 5 and 6. For both questions, Figure 5 shows the most chosen response by the students was the "depends" one (35.5% for printing out, 36.5% for digitizing). The length and importance of readings linked to this decision as shown in below statements which was drawn from more than 100 comments received:

"Depending on the number of pages, if they are too many, then I will read it in digital format" (R12).

"If the reading is very important then I will print it, because digital media can broke anytime" (R191).

Re-reading and Reviewing

Another factor of doing re-reading and reviewing was examined in Question 9. It asked whether the students would do the activity more when reading in print. The result, as shown in Figure 6, revealed that most of the students agree or strongly agree that they will re-read and review the readings more if they are in printed format (74.5%).

The concern of eye health and difficulties to navigate the last page read in digital were mentioned as the reasons of the students to choose print reading to review. Some comments below which was extracted from 100 responses received reflect the opinion:

"If I do it in digital media, I will hurt my eyes with the light from the gadget" (R43).

"Because I don't have to bother looking where the last page I read if I read in print media"
(R201).
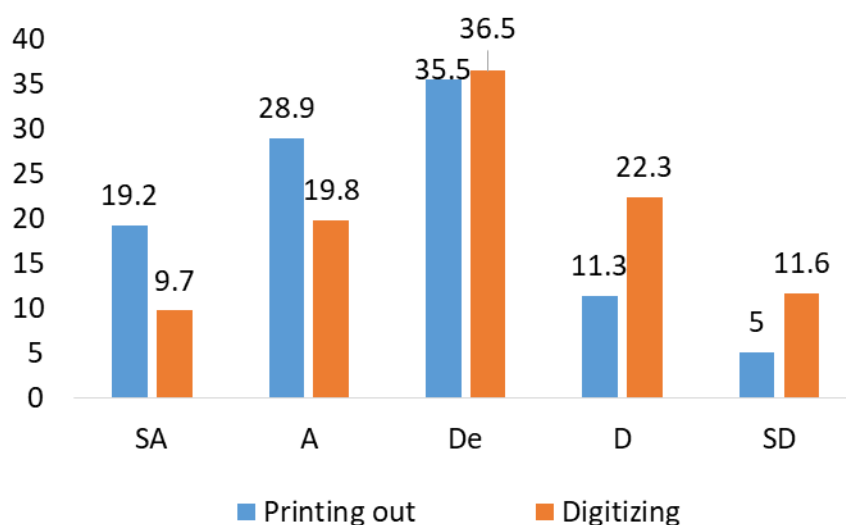
Figure 5. Printing Out and Digitizing Behavior
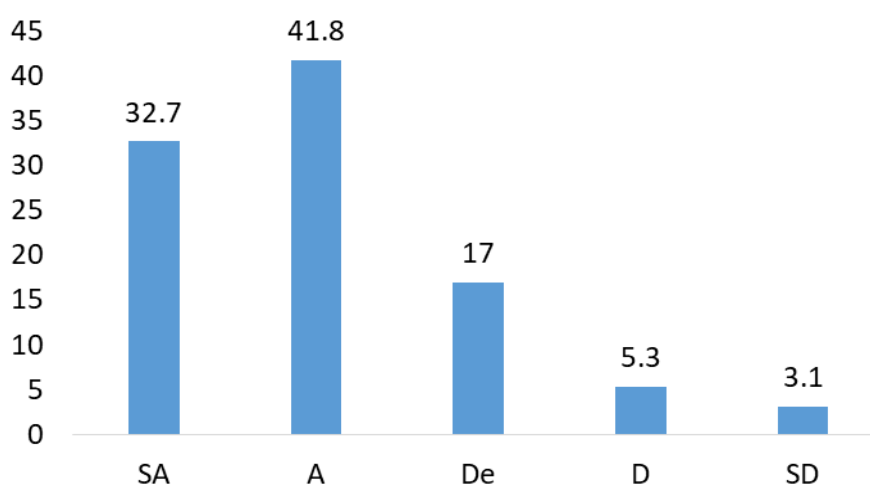
Figure 6. Re-reading and Reviewing Behavior in Print

Highlighting and Annotating

Question 7 and 12 sought for information about students' behavior of doing
highlighting and annotating during reading. From Figure 7, it can be seen that the students do
these two activities more if they read in print (77%), while only 36% would do so if they read
digitally. A remarkable number (33%) was also obtained for those who stated that they would
do highlighting and annotating in digital depending on some factors.

Factors of easiness, supporting gadgets, and insecurity contributed to the results. These factors are mentioned in the following comments sorted out from 109 responses:

"It is easier to do highlighting in print media besides I don't have advanced laptop" (R39).

"I am afraid that my annotation will be gone if I do it in digital" (R267).

Focus and Remember

Highlighting and annotating behavior also closely relates to the focus and remembering ability of the students in reading. This was shown by the answers of the students to Question 1 and 13 which asked whether they are more focus and remember better if the reading materials are in print. As a result, Figure 8 shows that most of the students agree or strongly agree that they are more focus and remember well reading in print rather than in digital (72% and 68.8%, respectively).

The reasons of having no distractions, habits, and the ability to do reviewing, highlighting and annotating easier in print were mostly mentioned by the students as the cause that made them focus and remember better reading in print. The comments below, drawn from 141 responses represent the view:

"Reading in print allows me to read easily without any social media distractions" (R189).

"I'm not sure I can focus reading digitally because I am used to read in print" (R287).

"It is easier for me to remember reading information in print because I can reread it easier" (R1).

"Because every time I see the printed media I can highlight or write down my notes directly, so I can easily remember the lessons" (R19).
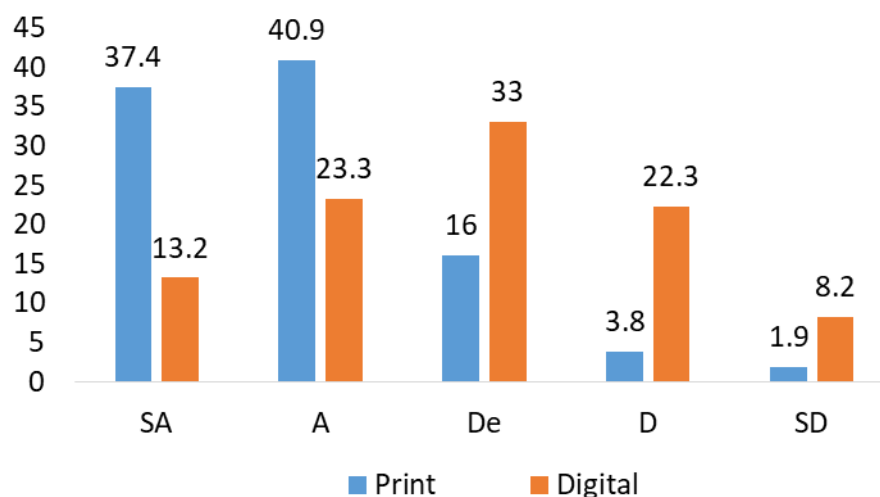
Figure 7. Highlighting and Annotating Behavior

45
40   37.1   39.6
35   34.9
30   29.2
25   21.4   26.1
20
15
10
5   4.4   3.1   2.2   1.9
0
      SA   A   De   D   SD
■ Focus   ■ Remember
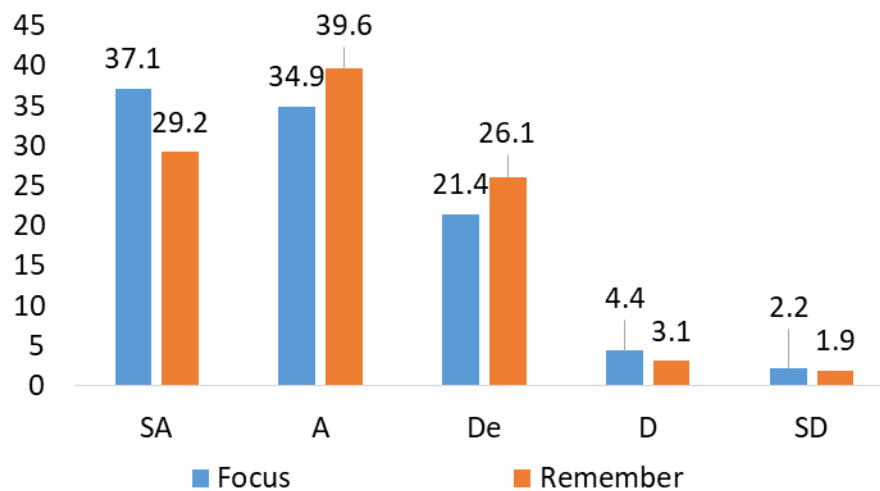
Figure 8. Focus and Remembering Behavior

5. Discussion

The findings above answer the three questions inquired in this study. For the first research question, it is found that students, surprisingly, still favor print over digital media to read their academic readings. If we look at the context before covid-19 pandemic, this finding is actually not surprising considering that most of earlier studies reveal similar preference (Mizrachi, 2015; Evans, 2017; Loh & Sun, 2019, Soroya & Amin, 2020). This consistency occurred throughout various contexts, from secondary schools to master's degree, from Asia to America, and from various social backgrounds (Khan & Hameed, 2021). However, considering the current online learning condition caused by Covid-19, which made all reading materials delivered digitally, the preference of the students on print readings is a bit unexpected. This is probably caused by the students' condition that they have not fully adjusted to conveniently read through digital media.

This assumption is also supported by the students' responses about their reading behaviors, which answer the second research question of this study. The students in this study showed more engaging behaviors for printed readings compared to digital ones, similar to what found in Foasberg (2014) and Margolin et al. (2013), even though their current condition asked them to do online reading. They prefer to print their readings for their conveniency. The students nevertheless pointed out that their reading preferences and behaviors on print over digital are influenced by some circumstances, which will be discussed in detail below.

The students' responses about their reading preferences and behaviors answer the third research question of this study about factors that motivate the choice. The consideration that is most mentioned by the students is the topics and the importance of reading. While many did not elaborate on what kind of topic they would read in print or digital, some stated that they would read the important readings in print rather than in digital. This preference was also confirmed by their answers in a behavior question that they would print out the materials that are important for them. This finding is also found in Mizrachi (2015), where she states "…the more important the material, the more likely a student will print it out or prefer it in print …" (p. 8). This behavior is motivated by the easiness felt by the students to concentrate on and review dense and complex readings in print. Moreover, Soroya and Amin (2020) confirms that if the students' reading purpose is for academic context, then they would prefer to have it in print format. Hence, the importance, complexity, and context of readings should be considered before deciding to distribute them in print or digital.

The concern of students' accessibility to digital material is also revealed as consideration. Evans (2017) points out that before distributing reading materials, especially those in digital format, teachers should first consider whether they are reachable or not. Likewise, the students in this study expressed their anxiety to be able to access digital readings due to not having internet connection. The factor of geographical location and socioeconomics of Indonesian students could underlie this concern, where most of them live in area with poor internet connection and are not able to purchase big internet data. These problems, however, outweigh the concern of cost spent by students if they choose printed materials where they have to pay for the printing cost. This finding contradicts the result of Ji, Michaels and Waterman (2014), where the students in their study prefer electronic readings over printed ones for the reason of cost-efficiency. This study, then, reveals that the accessibility of readings is considered more important than the cost factor.

Another consideration that affects students hesitate to read digitally is the convenience factor. This includes the concern of eye health, habits, and distractions created by digital media. While some students in this study stated that they already had vision problems, thus worry to worsen it by reading digitally, others did not want to take risk to have the same eye problems by spending a lot of time on screen. Loh and Sun (2019) also find these concerns where students in their study feel eye strain caused by reading online and this condition reduces their reading enjoyment. The statement from almost all students in this study that they were used to read through printed media since their childhood also implies that they need time to get used to and feel convenient reading digitally. Moreover, those mentioned problems also affect students'

reading behaviors to focus and remember better and engage more in printed media. This behavior of involving selves more in print readings is also expressed by students in Baron's (2017) study which include the scope of time spending, rereading, and concentration.

Despite the favor of reading through printed media elaborated above, some students in this study also acknowledge the benefits of reading digitally. They agree that digital reading can be convenient to read because they do not have to bring heavy books and do not need to have a large storage to store them, and digital reading is eco-friendly. As shown in Kortelainen (2015) these factors influence the reading preferences of the students in his study. However, the number of students who felt the advantages of digital readings in this study was relatively small and could not outweigh those who favored the printed one.

While it is good to maintain delivering type of reading format that is comfortable for students to read, considering that future learning will include more online readings (Hukill, Arnold & Klein, 2017; Mahmood, Shah, & Alam, 2020), the optimization to achieve best results from digital reading activities need to be paid attention. Moreover, as mentioned by Dashtestani (2014), the emergence of technology in language learning contributes to better language learning experiences and results. Thus, the use of digital readings in language learning should be supported, especially after experiencing the effect of Covid-19. In achieving this, serious attention should be given towards the factors that influence the students' willingness to read digitally. The attention is also needed due to the complexity of the nature of digital reading engagement (Turner, Hick & Zucker, 2019).

6. Conclusion

This study seeks for the information on Indonesian undergraduate students' academic reading format preferences and behaviors during Covid-19 time. In general, despite the digital learning carried out, the students still feel convenient and engage more reading in printed media. The students admit that they are more focus and remember information better when reading in print. Nevertheless, a remarkable number is also obtained for students that will consider various factors first before reading digitally. They mention topics and importance of readings as the most important aspect that determines whether to read in print or digitally. Unfortunately, this study does not thoroughly investigate what characteristics of reading topics that will affect the students' choice. Thus, further research that focuses on exploring students' views is needed to comprehensively understand the underlying aspects that motivate digital reading behaviors. This is also important to be conducted considering the learning condition in the future will likely involve more digital readings.

Nevertheless, further research is needed to find out whether the fulfillment of the criteria above will make digital readings more accepted by the students. This can be done by first comprehensively understanding what characteristics of reading topics that students will choose to read digitally, and difficulties faced by them to read in digital media, which unfortunately, this study does not thoroughly investigate. By obtaining the information of the underlying aspects that motivate students to read digitally, further digital reading delivery can be run better. This investigation is important to be conducted considering the learning condition in the future will likely involve more digital readings.

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Inquiry-based Instruction in Language Learning Classroom: Saudi EFL Learners' Learning Orientation

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Abstract

The purpose of the study is to examine the learning orientation of Saudi EFL learners toward inquiry-based instruction (IBI) as language pedagogy and to analyze whether the IBI can promote students' capability to think critically and reflectively about the production of knowledge or not. To evaluate students' analytical learning attitude, the researchers at first carried out an observational study in EFL classrooms for the first half of two consecutive semesters and then employed two sets of questionnaires on college female students at King Khalid University. The data indicated that a large majority of participants perceive this activity-based learning technique as painstaking and laborious. However, almost half of the respondents felt it motivational, constructive, and self-sufficient. The observational study exhibited the inefficacy of imposing IBI methods in EFL classrooms due to time constraints, as only a small fraction of participants was able to accomplish the inquiry-based tasks. The critical influencing factors that caused their resistance are their language incompetency to generate questions or answer the questions, their pessimistic outlook, negativity in learning perception, and lack of enthusiasm to execute an in-depth study by investigating and exploring the given topics. Their indifference towards IBI activities led the ineffectiveness of this teaching technique.

Keywords: *Constructivist learning, Inquiry-based instruction, critical thinking, Saudi EFL learners, language skills, teaching approach*

1. Introduction

For years, the teaching techniques that the teachers applied in any classroom in higher education have been more teacher-centred, which allowed fewer teacher-student interactions with very few opportunities provided to students to perform as autonomous learners. Consequently, it adversely affected students' critical thinking skill and communication skills. The skills that EFL students are presumed to master are critical thinking skills, problem-solving skills, interpersonal and communicative skills, working collaboratively as a team, or demonstrate leadership skills. Besides, they can develop cross-cultural understanding and improve digital literacy and media fluency. All these skills can be promoted with the students' active participation and the proper guidance of teachers throughout the teaching-learning process.

Several institutions acknowledge the implementation of inquiry-based teaching as they consider it a much favourable learning situation as compared to the traditional way of a direct instructional approach that has fewer students' participation. This eventually decreases the

students' development of critical thinking skills and communication skills besides other language skills that undoubtedly could have been attained adequately with inquiry-based activities.

Implementing the Inquiry-based learning technique in the Saudi EFL classroom may yield innovations in the existing language learning paradigm. Undoubtedly, this activity-based learning that finds its foundation in Constructivist philosophy is quite motivational and enthusiastic for language learners. However, the learners' positive attitude toward the Inquiry-based Instructions helps its implementation in the teaching-learning process. It is believed that students are highly stimulated when their works are appreciated and provided with positive feedback. It is very much exciting to school children as compared to the higher education students who consider it more time-consuming and are rather anxious to make errors. This approach inhibits additional readings on the students' part, hence, exceptionally valuable for their language skills enhancement.

The current educational reforms in Saudi institutions require various innovative approaches in the language teaching process to provide students with what is necessary to be competitive in a global society. After examining the students' learning styles, the teachers are more likely to implement highly conventional teaching methods for efficacious learning. At the present juncture, with integration of technology into the classroom teachings, the students are rather relying on rote learning and therefore, prefer the notes provided by the teachers instead of doing a critical study on their own. In such a situation, the teachers feel helpless, as the learners are reluctant to take the opportunity to expand their knowledge.

To transform the same old soporific way of teaching into a productive and creative teaching approach, the teachers need to create an energetic and dynamic atmosphere to transmit the treasure of knowledge to students. Therefore, it required some innovations in the learning environment to bring changes in their learning practices that would divert the students from passive learning to a more constructive learning approach. Besides, it's exceedingly important to engage students to be active participants rather than listening passively to the lectures.

As the traditional classroom has long been rather teacher-centred, it has been assumed that such innovative techniques like inquiry-based learning, task-based learning, problem-based learning, or project-based learning are immensely helpful for the language learners where students encounter various opportunities to express their novice ideas and share them with others. In practical terms, the constructivist approach has numerous student-centred activities. Hence, it is thoroughly engaging and motivating for learners. It retains the knowledge of long-term memory. However, it is speculated that implementing the Inquiry-based learning

technique in the Saudi EFL classroom would be very exciting and would bring favourable shifts in the existing language learning paradigm.

The primary aim of this research is to determine the Saudi EFL undergraduates' perceptions concerning the implementation of inquiry-based instruction as a learning approach. Secondly, it sought to figure out the difficulties that the learners and the teacher experienced in the inquiry-based teaching-learning process. In practical terms, the fundamental reason for this investigation was to help students to be autonomous learners to understand the significance of this constructivist approach to learning. The present study addresses the following probing questions to evaluate the students' analytical learning attitudes.

1) What are the students' perceptions in terms of the Inquiry-based Instruction?
2) What are the achievements after implementing the inquiry-based-instructive technique?
3) What difficulties do the students experience in Inquiry-based Instruction?
4) What challenges does a teacher face in Inquiry-Based Instruction?

2. Literature Review

Describing the language learning attitude and the language proficiency of Saudi EFL Learners, Alrabai (2016) stated that even though the Saudi government strives to improve the English language proficiency of their people, they are often portrayed as low competent in the English language. The researcher identified various multidimensional factors behind their low achievement of language competency as the learner's gender, their motivation and the anxiety level (learner-related variables); their mother tongue influence and its domination in all areas of institutions, the influence of their culture and religion (socio-cultural variables); the teaching practice in classrooms and the lack of teaching-learning resources (the educational system in Saudi Arabia).

2.1. Inquiry-Based Instruction in EFL Context

Though several researchers viewed Inquiry-Based Instruction as a pedagogical approach in science streams that makes it a scientific approach, it can also be applied in Language classrooms, because the enhancement of language skills demands students' critical thinking and critical analytical skills in various aspects. Students can be deflected from the old monotonous rote learning style towards a highly creative and constructive way of learning for the remarkable achievement of their learning goals. About the importance of language learning through IBI, Alameddine & Ahwal (2016) highlighted the use of Inquiry-Based Teaching in Literature classrooms, that students can develop both language skills as well as an appreciation for literature reading. In their words, language teaching through IBI perceives several

considerations that are "oral, written, and visual communications" (334). Even an efficient language teacher can find it tough to engage students in creative tasks while using lecture methods in a traditional mode of pedagogy. As this approach required more reading on students' part, they find it very difficult due to their language inefficiency.

Regarding foreign language acquisition through Inquiry-based teaching, Luke (2006) studied the learners' autonomy through a student-centred approach in positive and negative ways at the same time. Learning through the inquiry process, the language learners get involved in many activities which they try to accomplish at their own pace. That makes them an autonomous learner (Luke, 2006). Besides enhancing writing skills, the inquiry-based model of teaching improves the reading comprehension of EFL learners. As emphasized by several researchers, the IBI approach centred on questioning that encourages the learners to browse through the digitally available resources and then read the texts. Ermawati et al. (2018) observed in their study that the primary significance of IBI is "to emphasize discovery learning and the development of cognitive skills and meta-cognitive strategies" (p.14) where students can make progress in their reading proficiency using various strategies in the second phase of Marshal's 4Ex2 Inquiry model.

Arauz (2013) discussed the implementation of inquiry-based learning as an innovative strategy for EFL learners and discussed its advantageous effect on the language proficiency of learners. During the inquiry process, they not only develop the target language but also flourish "other abilities needed to understand this constantly changing world" by participating and experiencing in realistic settings "to adapt and respond better to change" (p.481). He further clarified that the association of technology-enhanced learning helps the learners to have an in-depth understanding of the topics in broader perspectives.

To counteract the old traditional monotonous learning environment, the IBI in language learning contexts emerged as an effective approach. It involves students to raise general questions and produce the answer to those questions as well. It is highly effective for the development of students' vocabulary building, comprehension of grammatical rules, syntactic awareness, and to understand the contextual meaning of the text (Lee, 2014, cited in Rejeki, 2017). The study reviews by Rajab and Al-Sadi (2015) affirmed the general perceptions of researchers that Arab students' inadequate English language proficiency is caused by their poor reading habits. As for the reading skill of Saudi EFL learners, there have been growing considerations for their language development. Efforts are made to transform pedagogical practices for the language proficiency (Al-Qahtani, 2006; Rajab and Al-Sadi, 2015).

Learning through IBI is quite advantageous for learners' English language enhancement, particularly in writing argumentative essays. Since this approach consists of exploring the topic to discover in-depth knowledge, students get occupied in various writing activities and generate more innovative ideas. "Writing is incredibly significant for communication. It produces a communication bridge between the writer and the reader" (Yousif, 2020, p.22). For the development of writing skills through IBI, Isra & Asrobi (2018) stated in their study on high school students that the traditional teaching-learning strategies make the learning environment monotonous. It was very unusual for the language teachers to focus on students' writing skills enhancement through IBI. Deresh (2020) discussed the argumentative essay writing process using Marshal's (2013) inquiry 4E X 2 model. In this model, the two phases: Assessment and Reflection with the other 4E phases, such as engagement, exploration, explanation, elaboration, are considered the integral parts of the entire writing process, where students can assess their performance at each step. However, the initial stage 'engagement' excites students' interest to brainstorm their prior knowledge. Later the teacher takes the lead to provide the probing questions to encourage the students for their further learning activities.

Corresponding to the IBI approach, a task-based teaching method can be utilized for language improvement by engaging students in some collaborative tasks to explore more comprehensive knowledge of the concept or the topics that were provided by the teacher to inquire. Yousif (2020), in his study on Sudanese EFL university students, discovered that task-based teaching that could be a form of inquiry-based approach can be utilized in the language learning process. In this context, motivating students to participate in various in-class activities is a challenge for language teachers who make their utmost efforts for students' language enhancement. It is quite frustrating for teachers to see their efforts go unsuccessful (Lee, 2014).

Students can obtain valuable opportunities for their language enhancement and a good understanding of the subject matter through their learning experiences with the IBI approach (Alameddine & Ahwal, 2016). They also observed that "promoting critical thinking and structured inquiry in the language/literature classroom not only gears future generations with more a professional, analytical exchange, but it also lays the fundamental foundations of a solid future to come" (p.335).

2.2. Effects of IBI on Students' Critical Thinking Skill

Critical thinking is the essence of the learning process. Learning through inquiry involves the learners' thinking process by asking questions that intrigue the curiosity in students. Buckner (2013) assumed that students' questioning skill is restrained in a traditional

learning setting and with didactic pedagogies that followed a mere transmission of information from teacher to students, leaving very little opportunities for students to generate questions. Students are left to memorize the content without giving a second thought to focus on the development of their critical and creative thinking.

A successful inquiry-based learning model demands appropriate planning with the expected standards and learning expectations within an institution. Therefore, an IBI can be implemented in a classroom after the provision of these appropriate learning objectives prepared by the teacher (Barone & Barone, 2019). In their study, it was noted that learning with IBI mode is by and large recommended for skilful and proficient students where students were reported to work at their own space in collaboration with a partner of their choice. They further claimed that "collaboration was an ongoing part of instruction and required teacher support on a regular practice and the content of instruction required interesting questions from the teacher to move students from a singular focus to a multidimensional focus" (p.60). Ali & Ulker (2020) in their study on university students expressed that teachers employed the inquiry (question-answer) method to teach various concepts in a subject. They found that such kind of approach is the Socratic approach that could be related to questioning, exploring, and making inquiries. Their study further revealed that questioning in a classroom could be used as a tool or medium for transferring the information. The teachers can employ such a technique to present the lesson by posing relevant questions to students during classroom lectures. The teacher played the role of a facilitator only in such a scenario. It is remarkably significant in promoting high-order critical thinking skills of students that are the basic components of cognitive learning. As evident from various researches, this approach is very motivating and engaging, learners can "enhance the understanding that helps them to gain more cognitive abilities specifically by being highly active and engaged during the process of learning" (p.88).

Talking about the students' skill development to prepare them for their future, Chu et al (2017) emphasized the implementation of the IBI approach with the "problem- and project-based learning, in which learners adopt an inquiry mindset in addressing epistemic issues or in developing and completing projects with a relatively open-ended set of answers" (p.9). According to the researchers, Inquiry-based projects that entail a problem-driven scenario are designed by an educator for teaching some basic and scientific principles. It requires learners to get completely engrossed with the tasks to achieve the desired learning outcomes. However, the questions need to be compelling that trigger students' innate curiosity to make them an active participant. In their words, the aforementioned IBI activities "share a theoretical underpinning in social constructivism, presuming that learners are active agents in building

knowledge through constructing their understanding and through meaning-making, which requires them to have an inquiry mindset" (p.9). Friedman et al. (2009) also observed that the development of students' critical thinking skills is a key aspect of learning achievement in the teaching-learning process. Contrary to the traditional teaching approach, the IBI approach corresponds to Bloom's learning theory. It indulges students in various activities from the understanding level to the creative level and making them exposed to the critical thinking process going through each phase of Bloom's Taxonomy. For the implementation of an Inquiry-based strategy, they further emphasized that "critical thinking and inquiry are regular features of most philosophy courses, which tend to emphasize questions, discussion, and logical reasoning" (p.770). Concerning the integration of the critical thinking approach in a classroom, Buphate & Isteban (2018) also provided the reference of bloom's taxonomy to relate the students' critical thinking skills to their learning through experience. It is well stated that Bloom's learning theory focuses more on *learning how to do* rather than *knowing what*. In this context, EFL students are no exception to develop and improve their critical thinking skills. They need to focus on such inquiry-based constructive tasks that require them to use their cognitive faculties to master language skills, particularly enhancing their reading and writing performance.

2.3. IBI as Constructivist Pedagogy

Employing a grammar-translation method, a traditional approach in the teaching-learning program, may not yield a constructive result as an inquiry-based collaborative task could have achieved, where the learners have effective communication with each other. In an EFL context, the IBI approach requires students at the initial stage to get engaged in brainstorming with a new concept that could be related to their daily life. Constructivist learning consists of motivational activities that involve students to broaden their thinking skills. Serafín et al. (2015) assumed that the efforts lead to the realization of a problem and the existence of friction between newly formed experience and the existing knowledge. That is to evaluate the learner's perception of a particular concept and to provide them with the learning experience that gives rise to the cognitive conflicts for which the learner constructs and endeavours to find solutions to solve them.

It's difficult for a teacher or an educator to implement or integrate a new pedagogical technique in a classroom where the students are assumed to be reluctant to welcome any new challenge. In this context, Justice et al. (2009) observed that "understanding the special nature of resistance to change within universities and the contextual challenges these pose to change

strategists and change organizers is a key to successful pedagogical innovation" (p.842). Regarding the IBI approach, they further stated that students' focus is on answering the gripping questions to strengthen their understanding of the concept, which they have accepted as a challenge. For the *Exploration* task, the teachers provide their support with what skills the students needed from them.

Inquiry-based Instruction is applied as a pedagogy that concentrated on the thinking and learning process with a constructivist background of learning (Ghaemi & Mirsaeed, 2017). As stated in their study, this approach "challenges students to encounter problems from real-life contexts that are ambiguous and ill-structured" (p.91). It is believed that working in collaboration increases the learners' interpersonal skills and communicative skills by sharing their ideas and exchanging questions and answers within small groups. That helps instil interest among the learners and develop their critical thinking as well.

In this theory, as a rule, the students inquire with some exciting questions and try to discover the answers by themselves, researching on various resources using technology with the proper guidance of their teachers. Thereby, students construct knowledge connecting their previous awareness with the new information they gained through investigation. Regarding the use of technology in the IBI approach, Henderson-Rosser & Sauers (2017) provided some insights with the utilization of the digital devices that teachers allowed the students to explore to acquire information. The result of their study clarified that "one-to-one technology definitely could positively impact the quality of IBI" (p.120). It is a practical and inventive pedagogy sprouted from the constructivist teaching approach (Buckner, 2013). As this approach claims students' active participation, they learn better while doing the tasks themselves. The essence of this method is the question to which all the activities revolve around. It transforms the learners into an investigator that drives them to read various subject-related resources (including digital resources). It helps them develop their meta-cognitive skills.

2.4. Teachers' Contributions in Inquiry-Based Instruction

In the IBI approach, the teachers are supposed to encourage students to participate in the inquiry-related tasks, and in due course, to share their newly discovered ideas with others. The fact is, with inquiry-based learning, both instructors and students share responsibility for learning and are more accountable for their learning outcomes and manage their learning process. However, the teacher is better a facilitator than an instructor. They provide the students with exciting and subject-related questions and the guidelines to use the resources to explore the answers for those thought-provoking questions.

Sari and Wati (2017) stressed the importance of teachers' guidance to facilitate students learning in IBI by organizing the classroom and the learning process to get students' attention as they are engrossed in investigative activities to reflect on their learning process. The teacher plays a vital role in bringing liveliness to the learning environment and making the learning process a real-life experiment to generate natural and constructive learning. This process requires the students "to understand how they make an inquiry, draw conclusions, and determine the ideas contained in a discussion of the material and how they solve problems" (p.61). To understand the English language teaching complexity, teachers should emphasize learners' language development and their academic learning with verified methodologies. For their academic language proficiency, a learner needed to use the target language to search for the information and read the content.

Inquiry-based instruction as a pedagogical approach involves both learner and teacher, though the action revolves around the students who become active in such a knowledge building process. In inquiry-based learning, students share intellectual efforts with collaborative learning with the assistance of a teacher who stays there as a facilitator.

2.5. Learning Process through IBI

As the term indicates, Inquiry-based learning evokes curiosity in learners to explore for information. It is speculated that problem-based learning, project-based learning (PBL), and task-based learning (TBL) can be classified as a form of inquiry-based learning (IBL) that are entirely student-centred teaching approaches. In this approach, students take the lead role, and the teachers play the role of facilitators and guides. IBL teaching approach is conceptualized as a problem-driven learning activity (Aditomo et al., 2013) in higher education with students as active participants. They highlighted various terminologies used by university teachers to describe IBL tasks that are based on inquiry and problem-solving processes. Many of these tasks "may focus on research content, or it may also focus on the research process and problems" (p.1242).

Oxford (2006) considered that students' learning styles have a great impact on their learning strategies that transform their perception for the given tasks as being very arduous and challenging, while some tasks such as one-on-one communication seem to be easier for those who are extrovert and more communicative. He supported the idea that "learners whose learning style is highly analytic, concrete-sequential, and/or closure-oriented might perceive greater ease in accuracy- and form-focused tasks than fluency tasks" (p.109). McElvain and Smith (2016) used Stripling's inquiry process to describe the phases of learning through an

inquiry-based instructional approach, where a teacher provides complete guidance throughout the entire phases. According to them, the initial phase occupied the students to interrelate their new concepts to their previous knowledge, and the teachers prepared them to brainstorm and generate some interesting and exciting questions that they can explore through research tasks. In these processes, the students learned to organize their thoughts to go to the next phases that are to express and reflect where they can share their new knowledge with other learners. Kirschner, et al. (2006) carried out a study on the negative effect of minimal guidance during instruction presented in inquiry-based teaching. In their study, they discussed two primary assumptions that were related to the basic instructional programs with the use of minimal guidance. Students meet the challenges to resolve issues or gain some profound knowledge in "information-rich settings based on the assumption that having learners construct their solutions leads to the most effective learning experience and knowledge can best be acquired through experience based on the procedures of the discipline" (p.76). In all teaching-learning processes, the focus of all instructions is to transform the long-term memory of learners. Without any changes in their long-term memory, there has been no actual learning. Therefore, any reference to instructions could be unproductive if they do not specify the changes in long-term memory or fails to improve the learning efficiency to retrieve relevant information from long-term memory.

Students can upgrade their writing performance with the IBI approach. In this process, the students are provided with questions that require them to consult various sources to obtain the explanation of the new concepts that help them to generate novel ideas, explore the information from different sources, and clarify those concepts (Deresh, 2020). Thus "their ability to analyze, synthesize, and evaluate issues can be empowered because this process can develop students' argumentative writing skills" (p.140). However, Kirschner et al. (2006) asserted that during the learning process, the instructors made some negligible guidance available for students to use that were presented as 'process- or task-relevant information'. This instructional guidance (instructions) allows learning strategies to get involved with the "natural processes by which learners draw on their unique prior experience and learning styles to construct new situated knowledge that will achieve their goals" (p.76).

2.5. Implementation of IBI: Success or Failure

The concept of Inquiry-based learning has been changed in recent years from simply finding the answers to the assigned questions in reference books; to exploring and investigating a concept to gain more profound scientific knowledge. The study result of Pozuelos, et al,

(2010) declared that the major challenges the teachers faced in the implementation failure of inquiry-based learning were that "working from an inquiry-based perspective using computers could distance the pupils from their immediate environment and textual resources" (p.137). Other deterrents could be related to the unavailability of sufficient time for both teachers and students to accomplish the inquiry process, and the teachers' lack of training to manage the learning situation professionally. Lee (2014) observed that inquiry-based teaching is quite distinct from the traditional mode of exchanging information and puts more focus on the fundamental concept of cognitive learning and critical and analytical thinking of students. Instead of transmitting the information directly to students, the teachers are supposed to encourage students to explore the knowledge themselves and to produce "underlined rules based on a series of examples and counterexamples, and to be able to further apply these rules or knowledge to novel cases and deal with everyday life situations" (p.1237). Spronken-Smith and Walker, (2010) affirmed that the "inquiry-based learning approach was adopted by many school teachers in the 1970s and began to appear about the same time in tertiary institutions" (p.724). In their investigation to find the linkage between teaching and disciplinary research with the Inquiry-based Instruction approach, their study brought positive results with students being successful investigators and 'apprentice researchers'. They concluded with the impression of a "very strong teaching–research nexus for both students and teachers" (p.734) where the teachers were as co-learners.

IBI is characterized as a diversified approach to the scientific study that advocated explanation and illustrations from the natural world. Systematic application of task-based, project-based, or inquiry-based learning activities as teaching techniques help students grasp scientific knowledge efficiently (Panasan and Nuangchalerm, 2010). Pedaste et al. (2015) also observed in their study that the IBI approach is an authentic process to discover scientific knowledge with students' getting highly engaged in inquiry tasks. During the inquiry phases, teachers can divide students into smaller groups to draw their attention to basic parameters of logical and scientific thinking.

It is believed that traditional teaching methods do not promote the higher involvement of learners in the learning process. Consequently, it produces passive learners. One of the significant features of inquiry-based learning is that students' learning and knowledge are assessed continuously (Khalaf and Zin, 2018). They also stated that "the initial performance of inquiry-based learning in the educational process made clear that it could not be challenged regarding improving educational systems" (p.550). In their meta-analysis of studies on Inquiry-based teaching, Furtak, et al. (2012) discussed the assumption of these studies that "if inquiry-

based teaching is indeed a more effective way to help students learn, students in the treatment conditions will outperform students in the control conditions on measures of conceptual understanding" (p.301). A study by Brew (2012) reflected the idea of combining research and teaching in higher education that gives rise to the application of several aspects of IBI. She interpreted the research process as "a personal journey of discovery possibly, leading to transformation" (p.104). Her study featured the model of the relationship between teaching and research for knowledge acquisition that seems equally significant. She stated that the teaching approach, in the model of the teaching-research relationship, is "focused on the teacher and concerned with the transmission of information to the students within a separate learning milieu which has little overt connection with the research culture" (p.108).

Rejeki (2017) emphasized the teachers' adoption of scientific approach/principles to teach a foreign language for positive effects despite the perceptible differences between science and language. The IBI method contains similar principles as in a scientific approach. Applying this teaching-learning technique in a science classroom, Kaiser et al. (2018) claimed it a form of teaching to get in-depth knowledge of scientific concepts and develop scientific reasoning skills. They further argued that it is an "activity-oriented, student-centred and collaborative learning approach that has gained more and more prominence in recent years" (p.2). However, with such significant and constructivist features of the IBI approach, the researchers proved that this technique can be effectively employed in language learning classrooms.

3. Methods

3.1. Research Design

The study specifically focused on EFL students' perception of learning through the IBI approach. In this qualitative study, the students were observed for the four-week duration at the beginning of a semester and their works were assessed throughout the experimental period to examine their level of motivation and their learning achievement through this constructivist approach. Before employing the IBI approach, the students were checked with their prior knowledge about the subject. After introducing the concept, they were provided with some task-based activities accompanied by some remarkable inquiring questions to increase students' participation in the classroom to a greater extent.

An observational study was designed prior to the employment of the questionnaire to determine the consequences of this learning technique. However, major data were obtained through classroom observation. For the observational study, two sample groups were taken

into consideration; the first group taught with inquiry-based instruction that had various student-centred activities, and the other group taught with the traditional lecture method with ready-to-study notes prepared by the instructors. The 5Es Inquiry-Based Instructional Model of Bybee (2014) was utilized to assess students' learning attitude and to determine how well the inquiry-related techniques can work with students' language learning achievement.

2.2. Participants

The participants for the multi-dimensional study are the EFL female undergraduates studying at King Khalid University, one of the reputed universities in the Kingdom of Saudi Arabia. The three classrooms selected from literature and linguistics courses are taught at different levels. There are eight levels for the graduation program. At the preliminary levels (from level-1 to level-4) basic language skills (Listening, Speaking, Reading, and Writing) are taught. At the fifth level, other courses in the areas of language and literature are introduced and proceed to the advanced levels (6, 7, & 8) of applied linguistics, translation, and other literary courses. Therefore, the first four levels prepared the EFL students to be proficient in the English language to be active and more reflective learners by posing questions and exploring the facts and information. The total number of participants is sixty in the observational study, who also participated in the survey by providing their feedback after implementing the IBI approach.

Table-1: Participants of the observational study

	Subjects taught with IBI	No. of students (participants)	Levels of study
Class-1	Short story	22	6
Class-2	Applied Linguistics	19	7
Class-3	Modern Literary Movements	19	8
		60	

4. Results and Discussion

4.1. Results

Corresponding to Bybee's 5Es (2014) instructional model, the figure-one reveals the students' performance results carried out through the observational study.
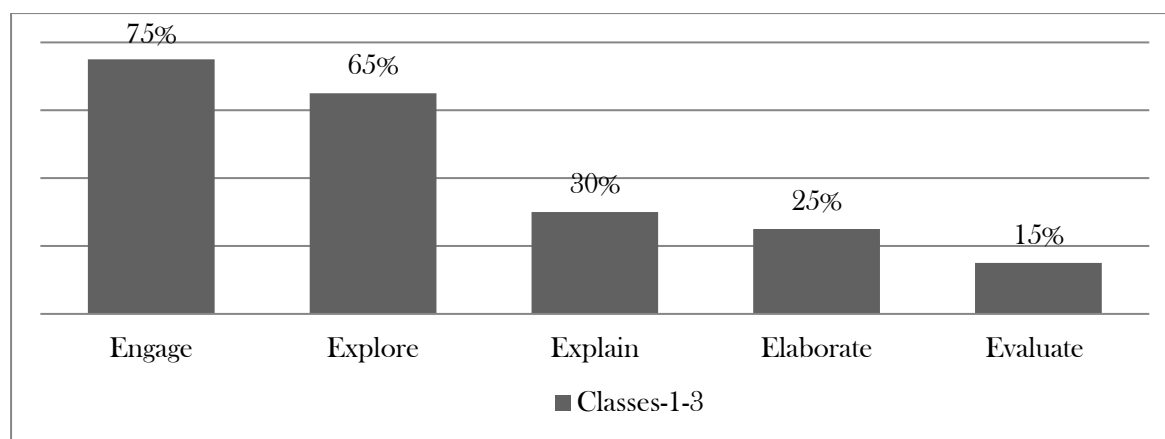
Figure 1. *Students' performance through Inquiry-based Instruction*

We find that in the first phase of the learning, the students showed much excitement in its implementation and seemed to be very curious to explore the topic enthusiastically. In the first phase of Engagement, the questions were placed before the students to check their previous knowledge, to which almost 75% of students responded with what they understand about the topic. It was a good initiative, indeed.

In the next phase, *Exploration,* the students became investigators to indulge in various activities. Here, we find about 65% of them being involved in exploring, investigating, and searching for information. However, the number decreases to 35% in the next phase of *Explaining* the concept they had explored. The reasons may relate to their inability to understand the concept clearly from the sources they used. In the fourth phase, we see only 20% can elaborate on the ideas. This phase appeared to be very helpful to develop their conceptual understanding and other learning skills with additional activities with the assistance and guidance of teachers (Bybee, 2014). The bar graph displays a very low proportion of participants (15%) in the *Evaluation* phase who were able to accomplish the learning cycle of IBI. Eventually, it does not support the successful implementation of this constructivist approach in the EFL context.

After implementing IBI in the classroom, a survey questionnaire was employed to obtain the students' perceptions apropos of the tasks assigned to them. Their responses are displayed here in Figure-2.

In figure 2, we find that those students who enjoyed learning through web searching have a higher percentage than those who enjoy asking questions in classrooms. They are found to be more motivated to increase their knowledge. And though they love to explore information on a new topic, they feel hesitant to seek to clarify the concepts that are discussed in classroom. The data obtained through the questionnaire indicates that a large majority perceive this

activity-based learning technique as painstaking and laborious. However, almost 45% of respondents felt it motivational, constructive, and self-sufficient. At the same time, the observational study exhibits the inefficacy of imposing inquiry-based instruction methods in the EFL classrooms. Only 12% of total students were able to complete the assigned tasks in the specified time. They found it self-sufficient and motivational.
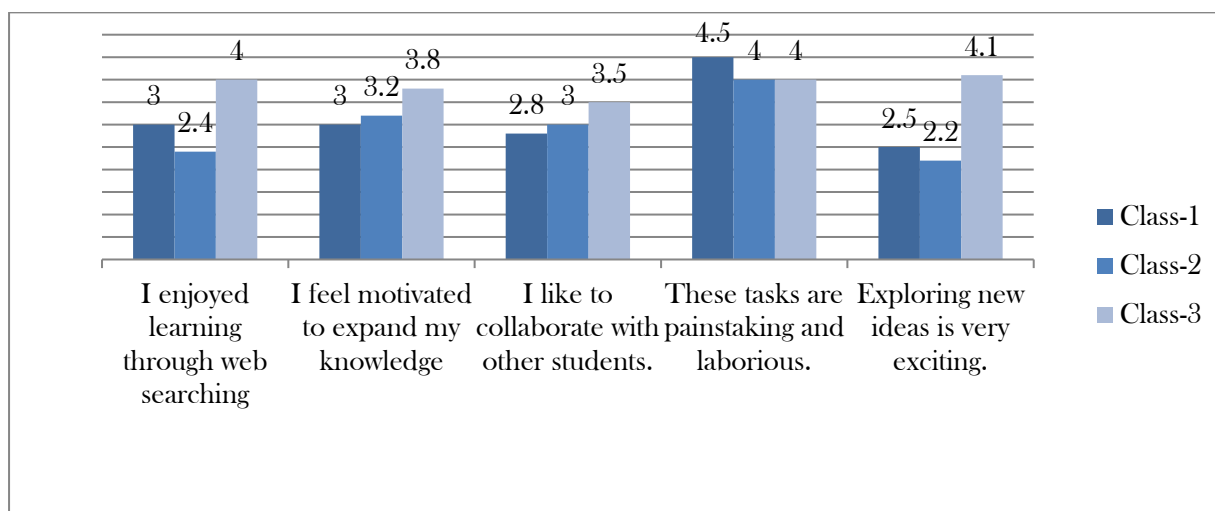
Figure 2. *Students' perception about IBI Approach*

Figure-three displays the EFL learners' perception regarding their language improvement following inquiry-based-instructive learning phases. Though there is inconsistency in the students' responses, it demonstrates that the learners have felt improvement in their language skills, such as in vocabulary building, reading habit formation, and confidence in expressing their ideas in the classroom.
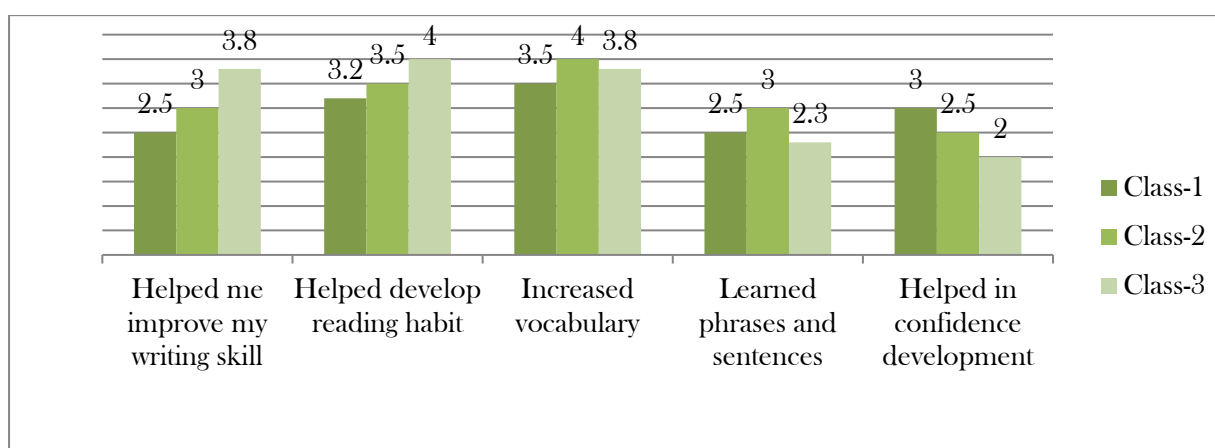
Figure 3. *Students' perception in terms of their learning improvement*

4.2. Discussion

The observational study results revealed that there have been significant differences

between the two classrooms taught with different instructional methods. The students taught with traditional lecture methods were found to have less interaction with the teachers and least engaged in any activity, while the experimental group showed much excitement and enthusiasm in classroom participation.

The main purpose of the study was to determine the outcomes of the implementation of inquiry-based tasks in the EFL context to encourage students to explore the ideas in the target language using digital resources that could develop their language skills in all aspects (listening, speaking, reading, and writing). Therefore, it was employed in an EFL class as an action model to let the students have more interaction with the target language. The answers to the research questions might be helpful and motivating for both teachers and learners to enhance their teaching-learning practice, overcoming the challenges they would face in its implementation.

Challenges faced by teachers and learners

It was quite challenging for language teachers to apply a Constructivist approach to teaching in an EFL context. However, a constructivist learning environment proved to be distinct from the traditional teaching method that was rather teacher-centred and had fewer students' involvement. On the contrary, in a constructivist classroom, the students were autonomous learners, being actively engaged, and more responsible for their learning. In every language teaching classroom, there are questioning processes to a certain extent. The teachers faced challenges and obstacles in the process to stimulate the learners to be active participants. However, the students' passive reactions are very discouraging for teachers, as Lee (2014) also expressed in his study. It is also observed that students are habitual to the old traditional methods, yet they were very keen to adapt to new techniques for learning, particularly, the integration of digital resources or utilization of technology in their learning process as specified by Khalaf and Zin (2018) in their joint study.

Nonetheless, they found the implementation of this strategy very fruitful as it focused on multiple domains of learning, namely cognitive, affective, and psychomotor domains of learning. The integration of technology allowed access to students to carry out various assignments, inquiry-based tasks, or research-related projects individually or collaboratively. This association of technology-enhanced learning helped the learners to have an in-depth understanding of the topics in broader perspectives as clarified by Arauz (2013). As it develops learners' creativity and analytical skills that encourage the learners to seek answers to the questions and clarify them with various shreds of evidence. These conceptions are also

expressed in the study of Isra & Asrobi (2018).

Skills Development in IBI Approach

The institution's program learning outcomes clearly define its goals to develop their critical thinking skills. These outcomes emphasized the students' ability to transfer information from their first language to the second language or from the second language to their native language. They can use this ability to enhance their communicative and interpersonal skills, and also to determine the logical relationship between different information, and analyze and synthesize them as well.

Did the IBI approach affect EFL learners' critical thinking skills? In fact, in almost all classrooms, the answer "No" to the question "Do you have any question?" is obvious and expected. It makes the learning environment very monotonous and restrictive. At this juncture, Inquiry-based instruction in the language learning context proved to be very effective in improving students' vocabulary, understanding grammatical rules, semantic and syntactic knowledge, as confirmed by Rejeki (2017).

IBI and Language Learning Enhancement

The language incompetence of Saudi EFL learners is a matter of great concern for them. Their background knowledge is inadequate and needed more consideration. That is in consequence of their low reading habit. The intention of applying Inquiry-based tasks was to develop students' language learning skills, including their reading habit and their comprehensive skill to grasp the in-depth meaning of a text. Similarly, Yousif (2020) found considerable progress in students' reading and writing proficiency with task-based activities. Various remedial measures have been taken by institutions to motivate students to promote their reading practices. In this context, Al- Rajab, and Al-Sadi (2015) supported the fact that reading aptitude is very crucial for EFL learners as it helped them build vocabulary and enhance their communication skills in addition to foster their research ability.

It was assumed that the IBI approach is more suitable in a science classroom. However, it was partially effective in literature and linguistics classrooms. The reasons could be their low level of motivation in self-learning, their research inability, and the lack of sufficient time to carry out this inquiry-based learning cycle. After completing the study, the students were asked to reflect on their learning achievement and their plan for future learning. Though they did not appear to have outperformed each other, they were found to be very keen on getting feedback from their teachers for their efforts. However, they enjoyed somewhat the interactive sessions

in the classroom.

5. Conclusion

The primary aim of this study was to assess the students' perception after implementing the IBI approach, intending to shift the direction of teaching from teacher-centred to student-centred. Besides, the study also examined the students' learning style that would influence their learning motivation and achievement following some motivational theories. Based on the constructivist learning theory, the teaching approach focused on the knowledge construction with keen reflection and active participation of students to analyze and synthesize the information. The study outcomes demonstrated that by making students engaged in cognitive understanding, inquiry, and generating productive results, teachers too need appropriate knowledge of the effective instructional strategies. The result indicated that learners can also develop productive research skills and critical thinking skills as well. Many students felt hesitant to respond to the questions, but they appeared apprehensive about the questions asked by the teachers. The students complained of a short time span because the research tasks in exploring and investigating the answers needed extra time. Considering that, the short duration of a four-month semester seems to be insufficient to implement the IBI method for a vast syllabus of a subject.

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Reflective Roles and Resilience Building Opportunities of Parent-Teachers in Emergency Remote Teaching: Trajectories toward Inclusive Recovery

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Abstract

This paper explored the reflective roles and emergent responses of teachers while they taught their own students and attended to the learning needs of their own children. It sought to describe how their behaviors on ERT configured and built their perspectives toward resilience and recovery. Espoused by the tenets of qualitative research, this paper gathered data through reflective notes and follow-up inquiries. Data comprised the collective experiences in a protracted timespan of 15 peak weeks during the pandemic in Brunei. Responses were transcribed and thematically analyzed. Respondents included seven (7) primary, six (6) secondary and five (5) tertiary level teacher-parents who had been teaching from the onset of ERT until its gradual lifting to home-based learning (HBL). Identified through the snow balling technique, the respondents surfaced from two (2) prominent national universities and five (5) state-owned schools. Responses revealed that teacher-parents acceded to performing multi-dimensional sharing of coordinated roles and reframing integrated actions in emergent, proactive and evolving ways in ERT delivery, expressed in five (5) recurring themes: (1) doing multi-level learning assistance strategies extended to children and students; (2) searching for concurrent or intermittent teaching support; (3) adaptive use of varied communication

platforms; (4) compelling display of emotional, mental, and physical load; and (5) displaying extreme proactiveness to flex roles and activities. Overall, parent-teachers behavior that occurred naturally even under strained circumstances underpinned promotive interaction and display of a wide range of inclusive attributes such as tolerance to uncertainties, diverse network of learning support, and multi-dimensional sharing of practices.

Keywords: *emergency remote teaching, home-based learning, reflective roles, resilience, inclusive recovery, COVID-19 pandemic*

1. Introduction

The COVID 19 pandemic has interrupted the lives of all sectors of society. In the educational arena, teachers and parents remain the frontline delivery agents in an ecosystem where emergency remote teaching (ERT) permeates across levels. For parent-teachers, protecting the interest of the family and the continuity of the teaching profession bears equal magnitude of importance. ERT requires two contextual roles: parent and teacher participating in the computer culture. The pandemic has punctuated this dichotomized role and paved the emergence of changing strategies to support the teacher-parent co-existent roles. The unique circumstances brought about by the pandemics paved the existence of terms such as emergency remote teaching (ERT), work-from-home (WFH), and home-based learning (HBL)- all of which are alternative instructional delivery schemes and currently are evolving as they pervade all school levels. Within ERT and other alternative delivery schemes, the use of computers and other related equipment along with access internet connections in formal and informal settings is a paramount operational requisite. This means, the ERT climate must be governed by an inclusive environment.

The global experience of school lockdown has reaped severe disruptions; yet, school leaders believe that the lockdown propelled a handful of opportunities for grassroots initiatives (Bubb & Jones, 2020). To date, ERT and HBL have gained popularity and have been acknowledged pandemic-driven initiatives with the end purpose of ensuring continuity in education outside the formal setting. However, little is known about the dilemma of teacher-parents with co-existent roles in a home context. It has been said that the operational continuum of tasks and functions of both a teacher and a parent in a converging manner requires readiness in order for them to accede to a remote interface (Sayer & Braun, 2020). Whenever an urgent response unfolds, it can be viewed as a departure from the pragmatic view of routine practice.

Carrying the same view, the forced adoption of a 'two-into-one' or co-existent role posits the continuum of newer or even critical actions resulting from both conscious and unconscious consequences of responsiveness to a distressing situation. So, enforced adoption naturally disrupts conventional routine, leading the concerned parties, in this case, parent-teachers to step-up and embrace different ways of thinking and doing. This situation suggests reflective practice and teacher empowerment as parent-teachers transit from routine teaching to the alternative delivery schemes (Amzat & Valdez, 2017). In other words, the pivotal role of an interwoven disposition (parent-teacher) which is primed with risk, rigor, and criticality compels the mind to transcend and make sense of things (Schwartz & Begley, 2002). This kind of opportunity forwards the idea of integrating research in the process of transition to explicate the consequential opportunities where multiple perspectives and even outcomes may ignite systemic change.

The impact of the pandemic cuts across regions and countries. In the Asian region, UNESCO COVID-19 reports accounted much on the socio-economic and geographical diversity of each country, rendering differences in the range of technology and media utility. Nevertheless, among schools and institutions, their adaptive responses rested mainly on teachers' prior situational knowledge. Admittedly, majority of the school stakeholders were quoted not aware of teachers' and students' percentages with or without computers and home internet connectivity, rendering difficulty for parent-teachers to plan for remote teaching (Lieberman, 2020). Brunei, one of the developed countries in Southeast Asia has introduced realistic support mechanisms to mitigate the virus spreading risk. Majority of Brunei government and private schools practiced 'work-from-home' (WFH) for the vulnerable population and WFH and WFO or 'work from office' for the non-vulnerable population. Across levels, WFH was practiced and supported by a variety of 'mix and blend' online and offline delivery modalities, hence ERT, WFH and HBL provided the commonplaces for parent-teachers' interface. Whether the differing teacher-parents' views, dispositions, and actions toward these alternative instructional delivery schemes (i.e. ERT, WFH and HBL) had charted compliance or propelled quality delivery, the conveyance of convoluted roles and the shifting terrain of ERT demands systematic exploration. It remains that its adoption is a consequent of rethinking the learning-teaching process with the end view of strengthening teacher equity and reflective actions, hence this study.

2. Literature Review

It is worth noting that a well-planned or empirical framework to guide a 'parent-teacher' practice in a 'home-mediated school' environment remains inexistent and related literature or studies may not suffice to illuminate how they responded or dealt with the challenges with rapid intervention. From a psychological-epistemological lens, evidenced-based and hard-core responses can be argued as direct evidences that couldn't be denied; thus, elaborating something from the obvious and well known potentially envisages new opportunities and realities- these are considered the by-constructs of reflectivity and inclusivity (Amzat & Valdez, 2017).

The Coronavirus 2019 (COVID-19) pandemic has caused profound challenges and collective responses, globally. Among the most intrusive response policy to prevent its spread is social isolation. The educational sector's responses to social isolation have remained diverse, multi-faceted, complicated and most of all immediate. Almost, if not all schools and universities adhered to this policy. They leveraged their crisis response strategies by rapidly re-making their curricula, halted face-to-face classes and adopted non-face-to-face or virtual-digital teaching strategies (Hodges, Moore, Trust, and Bond, 2020). To prove, a handful of recent studies about ESL online strategies have revealed that instructor and social interaction are the two key determinants of student satisfaction (Harrison, 2021); that e-learning assessment is perceived most challenging for teachers particularly during lockdown (Abduh, 2021); and that withdrawal of peer and teacher support in compliance with the new social distancing mandates are stressors for students ((Mizrah, Pathan, Khokhar, Raheem, & Mushtaq, 2021). Emergency remote teaching (ERT), one of the most generic crisis response strategies is believed to have pushed the 'digital divide' and inequity among teachers, students, and parents (Lieberman, 2020). Due to their unfamiliarity, teachers have endured digital fatigue (Alevizou, 2020) and parents have nurtured a spectrum of physio-emotional strain especially when immediate feedback of learners is expectedly inoperative (Petillion, & McNeil, 2020). Undeniably, parent-teachers along with students shifted to virtual and remote teaching with little preparation or training. At the lighter side, contextual-related migration strategies such as WFH and HBL to support continuity of education are conveyors of locally relevant practices that consider the socio-cultural factors and technological readiness of stakeholders in a home learning environment (Petillion, & McNeil, 2020). These views typify a multifaceted crisis response pool emphasizing varied experiences of teachers, parents and students.

The urge to explore intrusive thoughts in action such as these COVID- 19 response strategies are constitutive of reflective roles and inclusive practices. In education, reflective

roles stem from reflection, a comprehensive term encompassing pedagogical activities specifically learning and teaching. Although defined differently by various authors, reflective practice is commonly acclaimed as the ability to access, make sense of things, analyze, evaluate and learn through one's own experiences in which there is a thoughtful consideration in applying knowledge to work experience in order to achieve more desirable, effective and satisfying work outcomes (Moon, 2013). Connecting this view with the pandemic shifts, the heightening awareness of the new normal has bent the way academics conduct their daily lives. Coping and moving forward with the disappearance of the conventional routine is a common sight. Operationally, as the complicated circumstances of the new normal unfold, ripples of tensions can emerge, filling most of the social and contextual gaps created by differing expectations set from home and school. Notably, tensions linger in such a complex situation, heightened by a mounting number of potential resisters and innovators. Its core force, however, can create a powerful space where critical and inclusive reforms thrive (Ungar, 2021).

In this study, it recognizes that the ERT-HBL environment enforced the utilization of reflective behavior (i.e. thoughts, emotions, and actions) within an all-inclusive system: school, home and community groups on a changing environment and that reflective behavior manifests the brain's dynamic response toward equilibrium (Schwartz & Begley, 2002). The foregoing way of thinking about parent-teachers who provide a gate-keeping dual role suggests a new generation of teaching force, a breed of agile and reflective practitioners whose own synergies and lived experiences can build opportunities and dissipate change growth. This frame of mind led to the conceptualization and pursuance of this research undertaking.

2.1 Research Questions

This study aimed to explore the roles, dispositions, and responses of Bruneian parent-teachers who were forefront WFH facilitators of ERT for nearly three (3) months and HBL for the last one month and how they coped, sustained, and persevered during the pandemic time. Specifically, it purported to the answer the following research questions:

(1) What embodied the roles, responses and dispositions of parent-teachers as they performed emergency remote teaching (ERT) with home-based learning (HBL)?

(2) How did the parent-teachers describe their experiences and inclusive outlook of resilience and recovery as they performed emergency remote teaching (ERT) with home-based learning (HBL)?

3. Method

The qualitative method of research was employed in order to expose the reflective roles and traces of resilience among parent-teachers as manifested in their virtual-driven teaching experiences particularly related to ERT and HBL and to further elucidate on the virtual-contextual outcomes that may pose intervention and continuous support during incidences of crisis. Identified through snow ball sampling, 18 parent-teachers emerged as respondents of this study. They are currently employed in two (2) major universities, four (4) different elementary schools, and three (3) high schools, 2 of which come from different schools of Brunei. According to school distribution, they are parent-teachers from (7) primary, (6) secondary and (5) tertiary schools. Collected through mobile and virtual exchanges, respondents' reflective notes and feedback data represented their collective experiences in a protracted timespan of 15 weeks from the onset of ERT until home-based learning for the non-tertiary level respondents (HBL) was introduced. Data gathering had also overridden the WFH experiences of tertiary level respondents. It coincided with the reflective phase when they were believed to have moved outside the feeling stage to a status when they began making meaning of the situation until the time when they acted or behaved differently in related or newer contexts (Moon, 2018). Overall, reported responses were transcribed, clustered and thematically analyzed; cross-referencing and coding lifted verbatims were similarly pursued; and the Lichtman's (2013) model to ensure trustworthiness was followed.

4. Findings and Discussion

Findings of the study revealed that the viability to deliver ERT and HBL across levels had been compelling and intrusive for parent-teachers as depicted in their roles, responses, and dispositions. They are embodied in these five (5) recurring themes, namely: (1) doing multi-level learning assistance strategies extended to children and students; (2) searching for concurrent or intermittent teaching support; (3) seeking adaptive use of varied communication platforms; (4) compelling display of emotional, mental, and physical load; and (5) displaying extreme proactiveness to flex activities and roles. How parent-teachers responded to ERT and HBL were naturally under strained circumstances, heightened by a display of a wide range of inclusive attributes such as tolerance to uncertainties, diverse network of learning support, and multi-dimensional sharing of practices. Furthermore, these themes underpin a range of inclusive trails or pathways leaning toward multi-dimensional sharing of coordinated roles, and

reframing integrated actions. For clarity, an in-depth discussion of these findings is described in the succeeding presentation.

4.1 Doing multi-level learning assistance strategies

A striking finding revealed that parent-teachers' responses denote the perspective of facilitating remote courses/lessons and what direct impact remote teaching had on their personal life attitudes. On a positive note, remote teaching ushered them the opportunity to initiate self-propelled activities. Specifically, they tracked student's progress, attended to concerned parents (text), and complied to school's target. In the end, they did multilevel tasks using various strategies as revealed in this sample text:

> *In addition to my fifty-one students, I have three children that needs me at home. My two older boys (aged 8 and 9) had their Zoom online classes, Seesaw Classes, Al-quran online classes and Home Learning Pack every week. The first few weeks were incredibly hard. Since my children are young and sometimes playful, they need motivation and self-discipline. Obviously, they need me to be there for them during the whole process of HBL. I was doing two jobs at once but still trying to be positive. Just trying my best to make it work, I created timetable for my children. It allowed breaks, HBL time and playing time. All I can say HBL has been really tough and sometimes I felt like I haven't had any time for myself because I did a lot for my students and my children at home (F, 47).*

Responding to multiple tasks denotes the cultivation of reflective practice. It seems to demand the meeting of routine actions and emergent actions that sprung from a critical perspective. Reactions such as those generated against unconventional and differing practices configured a touch base for intergenerational assistance, such as 'mother-daughter-husband' inter-generational support.

> *I have one child and I think HLP was bearable. My daughter is 18 and she can cope. She does not need help. As for teaching during HLP, I had to learn so many new platforms. I am not used to this technology but good thing my daughter taught me. But I find teaching it very challenging.For example internet. We use more during HLP than normal. My husband is a teacher too so when we WFH we would double usage, triple when my daughter has class. My husband is also a teacher and we both learning how to use Microsoft teams. It took us a while to*

> *understand how. I will just upload links and make them learn because I frustrated when using technology. Sometimes when they really have problem only then I will zoom class with them I cannot measure their understanding because they can lie. (RYU, 49)*

Interconnectedness was evident, too. The shift of roles and the emergent turn of tasks had increased and a bit of appreciation for the little things they used to take time for granted did propel new energy to be in the moment they had not experienced before. This simply manifests that the initiatives that were configured from without served them a source of motivation to overcome the challenges as they come to terms with realities of self-awareness. At many points, they found relationships that tapped into different levels far beyond their classroom routines. For instance, student-teacher relationship had expanded to a certain extent to include co-parents, colleagues in the workplace, friends and even external support from community groups.

> *Personally, for a mother who also happens to be a teacher, the whole situation is tough and challenging because everything is so sudden and unplanned. HBL is nothing like I had ever experienced. I am a mother of three children (aged between 2-9) so while juggling between my kids' needs and HBL, I needed to transform my lesson into online classes, google forms and online quizzes. During this time, I had to keep in contact with my students' parents via Whatsapp to update them on the current situation and also to teach them how to use google forms/online quizzes. Apart from online-based learning, I needed to print worksheets and resources (Home Learning Pack) every single week for my students. (NJ, 39)*

4.2 Searching for concurrent teaching support

The ERT and HBL environments articulate inherent needs for more complicated roles related to feedbacking and mentoring (Abduh, 2021). In Brunei, formal school shows a unique education structure where non-tertiary learners attend to the curriculum and religious schools in separate schedules and settings. During the crisis mode, such a structure suggests the centrality of knowledge and skills typical of a more proactive approach. This is to say that the rapid shift to ERT demanded self-determined motivation manifested in the determination to adapt the new normal condition. It means that the parent- teachers' motivation to be involved in new learning experiences should be fundamental for the success of newer delivery schemes

(Gorozidis & Papaioannou, 2014). One of the upheavals exposed, was the respondents' search for intermittent teaching support. Reportedly, external support (e.g. school management) rendered nil opportunities for them to display their skills in generating solutions. Although the lack of teaching support may be attributed as perceived and assumed inadequacies, the extent how these initiatives were generated can pose systemic barriers for technology adoption (Gedik, Kiraz & Ozden, 2013).

> *I have two grown up kids, now in the university. Anytime and anywhere, they are connected via zoom conferencing or plugged in LMS (Moodle and Microsoft Teams) while I do reach of my students during virtual office hours; monitoring is the most taxing part of WFH using apps messages, chatroom reminders, and even email. Instructional time seemed to be all the time and anytime. HBL during covid-19 at the beginning was doable as I was given WFH so classwork sessions with my kids can be done as early as 8am every day. It wasn't exactly easy as teaching requires special skills and knowledge especially when you are teaching your own child in an environment that is meant for children to relax and play (RAW,47).*

While it is true that the situation has caused much strain upon parent-teachers due to their unfamiliarity about remote teaching and the absence of a direct feedback (Petillion, & McNeil, 2020), reflective practice can engender self-awareness and the ability to constructively prepare, evaluate and improve their own practices. Until the barriers to existing mechanisms for providing moral, social, personal and professional support and motivation have been searched and met (Alevizou, 2020), only then the importance of motivationally enhanced and emotionally supportive instruction during vexing times would prevail (Ranellucci & Bergey, 2020).

4.2 Seeking the adaptive use of varied communication platforms

In the midst of the COVId 19 pandemic, it is acclaimed that media and technology have been considered indispensable tools to achieve projected instructional outcomes. The most affected educational media and technology users, however, are the teacher-parents who succumb to do self-learning: how to operate, navigate, and use varied delivery gadgets and e-resources. The sudden leap to technology-mediated teaching and learning modalities must have generated loaded exertions, opposing views and experiences but one thing could be that, on the positive end, these alternative teaching modalities must have rendered efficient and competitive consequences (Skoumpopoulou, Wong, Ng & Lo, 2018).

> *Parent has to be available at all times to assist children which only mean no work for us. Inaccessibility of resources affect us financially as need to provide laptops ipad phones as well as internet connectivity. Electrical expenses at home also increase as HBL can only mean more time at home and thus more TV time and more game time. Data connectivity for learning at home needs fast speed and more quote i.e more $$. Monitoring children for HBL needs more effort and as parent i worry that exposure to these phones and internet accessibility will put them into play-mode and you tube all time. So close monitoring is needed. Unfamiliar use of programs and soft wares makes it a hassle and time consuming with addition of unclear instruction, cramped scheduling and lots of teaching involved. This make me mentally and physically exhausted which in the end impact children learning as well. Parent teaching their children is not the same as teachers. Children tend to be more relaxed with the parent which make teaching them super hard (RDY, 49).*

Considering the uneven experiences of the respondents, pedagogies of practice when plagued with complacency and mediocrity stifle the core part of any initiative. Within the framework of ERT and HBL, the attention to deliver complicated processes draws technological pedagogies which are complex and impactful. Given the framework's significance, selecting strategies in relation to variable methods, approaches and background represent varied forms of platforms to communicate intellectual quality. As key players, parent-teachers' positive internalization process espouses adaptability to the new changes.

> *We have experienced using LMS during our learning years but when the tables were turned, it was a whole different story. This is not to say that we are incompetent of including technology in teaching but I rather feel like the abrupt*

and emergent need for it would obviously risk for learning to become inefficient. I do not blame Brunei teachers for this but I blame the people making decisions to use HBL. This is something very new so the least they can do is to relieve teaching parents so they can get used to the idea and work from home during the whole HBL course. Instead, we were ordered to have weekly WFO & WFHs or work in shifts. We only have three laptops, mine, my husband's and one for my children to share. Imagine both needing the laptop to WFH, teaching students online while at the same time each teacher demanded time online to 'teach' our kids… (HE, 51)

ERT and HBL tend to advocate the concept of practice-based and often team-oriented tasks in diverse groups with online activities in multiple ways to produce and share knowledge and experiences (Kauppinen , Kainulainen, Hökkä, & Vähäsantanen, 2020). Apparently, the adaptive use of varied communication platforms allowed the parent-teachers as well as students to see what works and what doesn't work, pushing them the courage to be inclusive and critical. In similar context, they leverage their routine into progressive actions and explorative tasks. Connecting and working with others to achieve the desired goal signaled that inclusive opportunities stayed open and curiosity formed a deeper understanding of differences as strengths rather than constraints.

4.4 Compelling display of emotional, mental, and physical load

Governed by uncertainties, the ERT reinforcement must have sprung from the courage to overcome and reap outcomes. Prudent actions such as doing things ahead without the supervision of a superior or being trained on what course to take, teacher-parents leaned on logical and pragmatic ways to deliver their crafts. Simply, ERT social function within the immediate members of the family was one thing to boost as a support system. It revealed an involvement of caring and sharing resources which emerged as a natural consequence of inadequacy in resources, time, and attention. Moreover, their vulnerability amidst the situation had borne some pessimistic tendencies but eventually ushered them some anticipated actions.

The COVID-19 situation had quite made an impact for me psychologically and emotionally. While I crave to be home at all times so I can spend more time with my children, I was not expecting stress to be a part of it. When the Home-Based Learning first started, my job still requires me to be in the office from 8am to 4.30pm. During lunchbreak, I would rush home and juggle between cooking and

helping my children with HBL. Of course, lunch break hours is too short; so I would come home from work at 4.30 and would continue with HBL up till 9pm before I can actually rest. Mind you, my husband is away at work for two months at a time so I was stuck doing HBL alone, with three children on tow. Although my eldest could cope with HBL, he still calls and texts me at work should he need help. HBL is not only limited to their 'normal' school but their religious school as well, and the latter was an added stress because I was not exactly well-read in this area

ERT portrayed an ambivalent environment: home and class in the same context. The respondents tend to emerge stronger directing their energies to fix issues within their reach despite the confusion and vulnerability of a desired outcome. With the surge of the stronger pandemic strain, the will to innovate ways of doing things may remain the only recourse to be responsive to uncertainties (Sutherland, 2017).

When I first heard COVID-19 started I panicked. I was worried about my children's safety and my students'. I was happy that the government decided to close the school doors and start the holiday early. I thought I could finally put my feet up, working 8 to 10 hours each day not counting and even Fridays and Sundays to prepare the students for O-levels. What do I think about HLP? It was difficult than expected. My students text me all the time. Seems like there's invasion of privacy. My husband and I no longer have quality time. Every free time is used to help our two children with HLP.I teach secondary school but my kids are in primary school. My knowledge is limited for primary school. My husband's business was not doing well so it was adding stress. I was always angry and became this horrible mother. I don't want to be that monster but being cooped up at home, teaching nonstop my students and children while doing house chores was very hard. I hope for no more HLP.I miss my old life, my old husband and my old self (HS, 29)

Dealing with concerned parents as well as school's ambitious target and demand. I had to stay positive and sane in planning my online lesson, attending to parents' texts and concerns as well as following school's std and demand. All these were done mostly at home + monitoring 4 children who also have online classes of different level and need + the need to handle other house chores (since

everyone's home). These challenges has without a doubt affected me physically, mentally and emotionally (F, 47)

The preceding claims underpin that the idea of building inclusive learning community readily increases interaction, collaborative experiences and develop supportive relationships. In general, the potential to provide reciprocal engagement and shared repertoire among the respondents may reduce the assumptions and unnecessary conflicts expected in a pressing condition.

4.5 Displaying extreme proactiveness to flex activities and roles

Lots of disruptions but lots of ideas, lots of instability crept in, parent-teachers displayed focus to calibrate, reinvent and rebuild virtually with forward-thinking shifts in a collective way as manifested by the utilization of ERT-driven strategies that ranged from non-digital to digital means. Restrictions were just at bay and the perception of being stuck further challenged them to dispose of outmoded or conventional ways of relating as a well as displaying their thoughts and actions. From the vantage of engagement, their tasks and activities covered a myriad of learning processes bearing the features of a formal education approach in which learning was delivered through and mediated by a mix of non-digital, digital and online media tools (Vanhoucke & Wauters, 2015).

> *During this time, I had to keep in contact with my students' parents via Whatsapp to update them on the current situation and also to teach them how to use google forms/online quizzes. Apart from online-based learning, I needed to print worksheets and resources (Home Learning Pack) every single week for my students. As parent, controlling kids with handphone is really difficult.I had problems in keeping up with my children's HLP and online classes plus our limited internet access has also become one of our dilemma. I am thankful for the videos sent by the teachers and this helps a lot during HBL, and for this we as parents* are forever grateful. (RT, 54)

The content which related to the respondents' concerns like how to adapt their teaching practices to ERT and HBL answered the demand for learning during the COVID-19 pandemic. With the guidance of expert and the help of peers, coping with the demands of ERT and responsive actions can be improved overtime as revealed in this verbiage.

HBL issued weekly can get stressful for us parents too because of the amount of work handed to the children for me is just too much. I don't mind teaching my own kids but it would help if the school could reduce the amount of homework given so home-schooling can be carried out smoothly and effectively, and not putting on more stress instead.

In addition to my fifty-one students, I have three children that needs me at home. My two older boys (aged 8 and 9) had their Zoom online classes, Seesaw Classes, Al-quran online classes and Home Learning Pack every week. The first few weeks were incredibly hard. Since my children are young and sometimes playful, they need motivation and self-discipline. Obviously, they need me to be there for them during the whole process of HBL. I was doing two jobs at once but still trying to be positive. Just trying my best to make it work, I created timetable for my children. It allowed breaks, HBL time and playing time. All I can say HBL has been really tough and sometimes I felt like I haven't had any time for myself because I did a lot for my students and my children at home (RDI, 39)

The expression of proactiveness showed in their openness to new possibilities and the fortitude to take a new and compelling direction with focused commitment and follow-through. On a similar vein, educators in general can contribute significantly during crisis and human disasters to advanced levels of digital learning (Hodges, Moore, Lock, Trust & Bond, 2020), and so did the ERT respondents. Have there been participation agreements from newly formed roles and support groups, the ERT climate where disposition toward openness, initiative and intellectual resilience could have been displayed. Afterall, extreme proactiveness to flex activities are bound in clear and dynamic roles.

4.6 Trajectories toward Inclusive Recovery

The display of a wide range of inclusive attributes such as tolerance to uncertainties, diverse network of learning support, and multi-dimensional sharing of practices gained momentum throughout the duration of ERT and until the onset of HBL.

ERT and HBL generated problematic concerns as well as endless opportunities. Given the uncertainty and distressing effects of the pandemic, parent-teachers interpreted the ambivalent role in negative ways; yet in a generative way. Promoting change signaled as they increasingly acknowledged their tasks and became tolerant of its complexities. The interruption seemed too profound that proactive responses were basically retrospection-driven. This

condition perpetuates perceptual reframing, a motivational force where a considered problem behavior gained positive responses that are suggestive of different actions which are congruent to the situation and plausible to group needs (Moon, 2018). Also, the overall climate can be viewed as a promotive interaction where different perspectives and emotional sharing of support and resources external to the parent-teachers rendered them the stance to bounce back to normalcy.

Majority of the respondents viewed ERT and HBL in different teaching and learning landscapes. Feedback shows that their reactions to remote and online teaching rushed into practice because of two reasons. While most academic tasks across levels switched to remote teaching, parent-teachers reflected on their current teaching techniques and skills needed to manage online platforms. Thus firstly, they recognized that something must change to align them on track, whether rethinking the way to teach or reaching out to technology delivery (Mizrah, Pathan, Khokhar, Raheem, & Mushtaq, 2021). The second reason relates to transitioning to new forms of monitoring, assessment and preparing lectures from home without the technical know-how (Abduh, 2021). Both reasons pose the inclusion of varied or diverse network of learning support.

There exists a reservoir of experiences and ideas which surfaced from emergent responses. The vigor along this surface stirred up short bursts of initiatives that pacified the upheaval of confusion and uncertainty. It was an answer to real and emerging problems that flowed from home to school and vise-versa. The hard questions they raised initially, were the same guiding targets that paved the ways to do rigorous steps. The shift of HBL and ERT shed the old and the movement to an inclusive new normal may be attributed to the rise of enforced changes.

5. Conclusion

Across levels, ERT and HBL had been practiced by parent-teachers as exemplified in their roles, responses, and dispositions. They played multi-level and multi-dimensional roles. In the display of these roles, they were confronted with pedagogical (digital pedagogy), physical and psycho-emotional (e.g., work overload and emotional strain), and technological limitations (e.g., support system and structural resources). Although their professional dispositions often clashed with their parental functions as they responded to their children's and students' needs as well as to their own needs; nevertheless, they exhibited self-propelling

functions such as teaching their students and their own children while reaching out to parents, peer and colleagues.

Within the bounds of ERT and HBL, intergenerational relationship and interconnectedness roused along with the display of reciprocal engagement to seek assistance, ease difficulty, and thresh out confusion. From the vantage point of inclusive practice, the respondents' responses such as finding emergent solutions to inadequacies, reducing unnecessary confusions are characteristics of expanding teacher pedagogical and technological knowledge which take anchorage on reflective and inclusive mindsets (Amzat & Valdez, 2017). Likewise, anticipated behavior or proactiveness to unknown possibilities including the risk of pursuing unknown direction does not only mean embracing vulnerability, but it does also mean widening the spaces for innovation and intellectual resilience.

In sum, this study is laden with a substantial range of motivational avenues for more rigorous investigations circumventing ERT and HBL and perhaps other current crisis response strategies that proliferate the educational system. Adaptability and resilience remain dominant attributes for teachers to cushion the impact of unpredictability and uncertainty of virtual-digital teaching, yet a strong and dynamic support system defines their speed of growth and survival in the profession.

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University Students' Language Errors in Writing Narrative Text: Carelessness or Incompetence?

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Abstract

This research aims at examining higher students' problems in writing narrative texts. It was done by first identifying the students' frequent errors by applying Dulay's four aspects of errors; Omission, Addition, Misformation, and Misordering, and the second, analyzing the more

substantial reasons underlying the errors occurred; carelessness or incompetence. The first question data were obtained from the students' assignments, while the second one was derived from the results of interviews with the students. The research involved 50 first-semester students enrolled for Writing I (Basic Writing) Course at the English Department of Universitas Sumatera Utara, Indonesia. The research found that the errors were categorized as words, phrases, clauses, and sentences. Besides, among the errors identified, Misformation became the most frequent error found included three main problems encountered, namely the use of Tenses, Articles, and Dangling structure. The students' carelessness became the most dominant factor that caused many errors identified. Further, machine Translation, such as Google Translate also contributed to the students' carelessness and incompetence.

Keywords: *Errors, EFL Learners, Narrative Text, and Writing Skills*

1. Introduction

University students highly demand the capability of writing. The student must produce a scientific work in the form of a thesis at the end of their study. Rofii et al. (2019, 2018) stated that a university must make a scientific work, either produced by the lecturers or the students. This scientific work is developed through academic writing activities. This skill, however, is not easily achieved by the students as writing activity involves two core building blocks of the English language, namely vocabulary mastery and English grammar. The role of grammar is essential to construct and link ideas in writing; meanwhile, vocabulary mastery helps the students to make the writing understandable. They simultaneously must own both even though it could be a difficult task. If students have such abilities, they can show a good writing quality (Schaars et al., 2019).

In Indonesia, teaching English as a foreign language has been introduced to primary students and is continued to higher ones. Nur (2020) beliefs that English competency is a skill that must be achieved by a graduate from an educational institution, particularly from the university level. This target of achievement has now become compulsory for many higher educational institutions considering the importance of a graduate being equipped with this skill to be able to compete for a better chance of employment in the new emerging world globalization or an opportunity to continue further education even in obtaining possible scholarships (p. 6).

However, the majority of them are still having severe problems with English skills, explicitly writing skills. It is also portrayed in several pieces of research. Rahmatunisa (2014)

investigated Indonesian EFL learners' problems in writing an argumentative essay. This study revealed that EFL students had problems in terms of linguistics, cognitive, and psychological. On the other hand, Ariyanti & Fitriana (2017) reported that Indonesian EFL university students had trouble using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing.

Additionally, Hasan & Marzuki (2017) analyzed Indonesian EFL students' writing ability by asking them to do writing tasks in a determined time. Their findings showed the grammatical problems covering using plural forms, articles, verb forms, clauses, passive voice, and preposition in the students' writing. Therefore, as a preliminary research statement, there must also be problems in writing English text for the English Department students in Universitas Sumatera, Medan, Indonesia. Hence research investigating and evaluating the problems is an urgent call.

There are some types of writing text (genre); one of them is narrative text. The narrative text is a story that uses spoken or written language (Anderson & Anderson, 1997, p.2). According to Rebecca (2003, p.1), a narrative text is a text which relates a series of logical and chronologically related events that are caused or experienced by factors. Also, Djatmika and Wulandari (2013, p.3) define a narrative text as a type of text that can amuse the readers or listeners and has a moral value inside the story.

In Indonesia, the narrative genre is already taught since junior high school. This genre is commonly used in reading and writing English learning. This research chose narrative as the writing parameter for the students because, in some previous researches, the narrative genre is not mentioned. Hence, our research is going to fill the gap. Furthermore, improving narrative research will affect the student literacy index in academic writing and creative writing. It is expected for university students, especially English Departments, to master this type of text. Indonesian's writing and reading literacy (especially English text reading and writing) are still low (Suryanto, 2017). The problem that shapes this research is that Indonesia is a low-level literacy nation, but more profound on why writing English is difficult.

The demand for English writing skills also follows the Indonesian Curriculum Framework for Higher Education, emphasizing the significance of written communication skills for all graduate programs (The Decree of the Minister of Higher Education and Culture, Number 73 of 2013). The Regulation of Minister of Higher Education and Culture, Number 50 of 2018, stating the obligation for graduates from all higher education levels to publish articles in either accredited or reputable journals, support this decree. The publication numbers in recent years have increased significantly, yet the qualities need to be more improved

(risbang.ristekbrin.go.id). This situation implies that Indonesian graduates still face problems dealing with writing skills. Considering the urgency of writing for university students in Indonesia, we initiated to examine what factors make the students' writings below the standard by identifying students' problems in writing a narrative text through the error analysis and investigating the causes of their errors, carelessness, or incompetence.

In Indonesia, the narrative text has been introduced to lower secondary students and is learned comprehensively by upper-lower secondary students. Meaning that the students are familiar with this text, and it is an excellent decision to select this kind of text as the object of this research. By writing this kind of text, the students are further directed to draw their knowledge or experience about narrative text features. Correlated to Rebecca's idea (2003) on the narrative text's notion, it implies that narrative text effectively improves the students' higher-order thinking skills. Reflecting on our experience teaching narrative text during the learning process, we initially found that most of the students realized the errors they made, and they did understand how to fix them, for example, the errors dealing with the use of punctuation, capitalization, and tenses. Therefore, these errors are possibly coming from the students' carelessness. This study aims to identify students' writing errors and determine why those errors have appeared in their writings.

2. Literature Review

2.1. Narrative Genre

The narrative text (genre) is one genre that the students (as the research sample) learned in school and higher school. The narrative genre is used to entertain the reader by its storytelling method of delivering messages. This type of genre emerges an imaginative situation for the reader to understand the plot of a story. There are many types of text-based narrative paragraphs. Before the examination, students were given the material about writing as general and about the narrative genre. The narrative genre is not a new one for them. They already learned it in high school. In this research, most of the students wrote about their experiences to form the narrative paragraph. The examination results then became the data for this research.

On the other hand, Rahmawati et al. (2020) analyzed the data of 32 explanatory texts from the eleventh-grade students resulting in 19.89% sentence error. The research was purposed to show the errors in syntax-related sentences through the students' writings. The syntax errors were classified into seven aspects; informal sentence structure, coherence, redundancy, sentential logic, contaminated sentence, unclear sentence, and incorrect diction. Based on this research, a genre type is contributing to a particular error type.

2.2. Error Analysis

Students also must have grammar competency when they learn writing. Unfortunately, this is the point in which the error lies most of the time. In writing, each of the linguistics elements has occurred. Morphology and syntax particularly have an essential role in the correct interpretations of a sentence (Moukrim et al., 2019; van Rijt et al., 2019). Furthermore, Yakub (2018) research on the Morphological Error of English Written Texts Produced by The Tertiary Level Students of Bangladesh found that learners have produced 1452 morphological errors that are oriented to omission, addition, misformation, and disordering. The Interlingual and Intralingual factors mainly cause the errors. The sample was 50 tertiary level students who study at the IUBAT-International University of Business, Agriculture, and Technology. Selected students have been asked to answer some structured and unstructured questions to collect error samples. Corder's (1974) model of error analysis has been followed to collect, identify, classify, explain and evaluate the errors. To classify the errors, Surface Structure Taxonomy has been used. Evaluate and explain the sources of errors and the reasons behind them. Brown's and James' classification of sources of errors into Interlingual, Intralingual, Context of learning (Induced Errors), and Communication strategies (strategy-based) has been adopted.

On the other hand, this research focuses not only on the morphological error but also on the surface taxonomy error (morphology and syntax). Tameemi (2020), with a research title, "Morphosyntactic Error Analysis of Iraqi Medical Students' Report," undergoes research to identify the error made by students in writing their report. The parameter of error is at the Morphosyntactic level. The gap from this research is only focused on the error without deliberating the cause of errors. Meanwhile, our research will also reveal the causes of errors for future research.

Error is systematic, consistent deviancy, which characteristic of the learner's linguistics system at a given stage of learning. Fauziati (2002: 76) stated that learners who do not yet fully command some institutionalized language system typically produce errors. In other words, errors arise due to the imperfect competence in the target language or the language the learners are learning. Error is part of learning English. An error will appear when the students do not know the language system, and an error is a failure dealing with the student's competence. Futrhermore, Tlonaen (2020) discusses "Grammatical Error Found in the Academic Essays Written by Students of English Education." This research used a qualitative descriptive method. Therefore, the researcher descriptively classified the grammatical error made by the research

respondents. Research populations are one class of fifth-semester students of the English Education study program. The researcher is interested in analyzing this case to identify why EFL students still unconsciously make an error in grammar more often, even though English has been studied for a few years.

Some factors cause errors. Hasyim (2002: 47) classified the causes of error into three types. Those are carelessness, first interference, and translation. The three types of error causes will be discussed briefly below: (1) Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest. Perhaps the materials and style of presentation do not suit him. (2) First language: Norrish states that learning a language (a mother tongue or a foreign language) is habit formation. When someone tries to learn new habits, the old ones will interfere with the new ones. This cause of the error is called first language interference. (3) Translation: It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word.

Many different descriptions for error analysis have been identified. Brown (2000) defined error analysis as "the process to observe, analyze, and classify the deviations of the second languages' rules and then reveal the systems operated by the learner." Abi Samara (2003) stated that Error Analysis could be viewed as "a type of linguistic analysis that focuses on errors committed by learners."

The students also will get the correct ones and can master English well from the error analysis because it provides advantages for both students and teachers. For students, error analysis is needed to show them in what aspect of grammar is difficult for them, to show the errors made by the students, to identify the source or the cause of the error, and how the students can learn from their errors, hence they will not repeatedly make the same errors and what strategies to master the language. Meanwhile, for teachers, errors tell them how far their students have progressed to reach the goal. Sattayatham and Ratanapinyowong (2008) stated that errors could be accepted as a learning activity in the learner.

2.3. Types of Errors

Types of errors are dealing with the surface characteristic of errors that are often called surface strategy taxonomy. The researcher used the surface strategy taxonomy following Dulay (1982: 145), which stated that the accurate description of errors is a separate activity from inferring the errors' sources. The most practical and commonly used in the descriptive classification of errors are linguistics category taxonomy, surface strategy taxonomy,

comparative taxonomy, and the communicative effect taxonomy. However, further recent research reported that students tend to cheat while doing the essay (Rahmawati et al., 2020). This activity leads to plagiarism and data multiplication while doing the analysis. This research strengthens our preliminary conclusion that their carelessness causes students' errors as another contributing factor. To overcome this situation, the researcher makes sure that students do the writing independently to be varied and suitable for the analysis.

2.4. Surface Strategy Taxonomy

Dulay, Burt, and Krashen (1982: 152) stated that surface strategy taxonomy highlights the ways surface structure is altered: learners may omit necessary items or add unnecessary ones; they may misformation items or misorder them. Classifying errors using surface strategy taxonomy can give a clear description of cognitive processes that underline the learner's reconstruction of the new language or language being learned. Surface strategy taxonomy includes errors of Omission, Addition, Misformation, and Misordering. Below is the detailed description of each category used in surface strategy taxonomy:

Omission

An omission is a type of error, which is "characterized by the absence of an item that must appear in a well-formed utterance" (Dulay, 1982: 154). The learner may omit grammatical morphemes in producing a sentence. Grammatical or function words, on the other hand, are those little worse that play a minor role in carrying the meaning of a sentence. They include noun and verb inflections (-s, -ed, -ing), the article (a, an, and the), the verb auxiliaries (is, will, can, may), and preposition (in, on, at, under)—for example, *She lecturer new college*. (The correct sentence is, *'She is the lecturer of the new college'*).

Addition

Dulay (1982: 156) stated that addition is a type of error characterized by an item that must not appear in a well-formed utterance. It is the opposite of omission error. There are three types of addition errors, which have been observed in the speech of both first language and second language learners; double markings, regularizations, and simple addition. These errors are good indicators that some basic rules have been acquired. (a) Double Marking: This type usually results from the failure to delete specific items required in some linguistics construction, but not in others. The double marking usually happens intensely. In most English sentences, some semantic failure such as tense may be marked syntactically only once. For example, *I did not read*, or *I do not read*. In the English rule of the subject-verb agreement, the first verb (auxiliary verb) agrees with its subject, and the other verb (main verb) must be

constant (*read*). Learners who have acquired the tenses from both auxiliary verbs and main verbs often place the marker on both, as in:

-*She does not understands,* or *I did not go*.

The auxiliary verb in the error of double marking may be produced twice, as in:

-*Is this is your teacher*?

Or over-marking the form of the auxiliary verb, as in:

-*You did not know me at all*, or *She does not like him.*

(b) Regularization: Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. Some exceptions can be found in English. For example, the verb [*sing*] cannot be changed into *singed* but *sang*. The noun *woman* cannot be pluralized into *womans* (by adding "s" at the end of the word), but it should be women. In English, most verbs can be changed into past form by adding –d/-ed after the basic verb, and most nouns can be pluralized by adding –s/es to singular forms, but not all of them. The description above shows other errors made by the learners in which the errors are interfered with by regularization. The learners may say*, 'The men did not cry*, or *The men did not cr*y or even, *the man did not cry.'* (c) Simple Addition: It is an addition error that consists of double marking or regularization. No particular features characterize all addition errors, which are the use of an item, should not appear in a well-formed utterance.

Example:

- *The book is in over there*.
- *This novel is good*.

    The first sentence's error is the addition of proposition "in," and the error in the second sentence is the addition of Article "a." Either the preposition in or the article a must not appear in those two sentences.

    Misformation

    Misformation error is a type of error characterized by using the wrong form of the morpheme or structure. For example:

- *The tiger catch a goat*. And
- *The boys is sad*.

Those two sentences are not correct. The first sentence should be, '*The tiger catches a goat*.' The second sentence should be, '*The boys are sad*.' In English, when the subject is singular, the

verb should be a verb for singular, whereas when the subject is plural, the verb should be plural subject.

Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance. They occur systematically for both first and second language learning in construction that has already been acquired, especially in simple embedded questions. The researcher is focusing on students' errors in the level of the bound morpheme. The examples are below:

- *What you do mean? ("You do mean" is misordering)*
- *What Daddy is doing? ("Daddy is doing" is misordering)*
- *The first sentence should be; What do you mean?*
- *The second sentence should be; What is Daddy doing*?

2.5 Research Questions

Referring to the background and literature review discussed previously, the Research Questions are formulated as follows:

1) What types of language errors made by the students in a writing narrative text?
2) What are the factors leading to the students' errors, due to the students' incompetence or carelessness?

3. Research Methodology

A qualitative approach was applied in this study. The data were collected by using documentation techniques from the students' writing narrative text. The students were from the first semester who studied at the English Department, Universitas Sumatera Utara, Indonesia, and investigating what factors contributing to these errors. The qualitative method is generally associated with the evaluation of social dimensions. Furthermore, the qualitative method provides results that are usually rich and detailed, offering ideas and concepts to inform the research conducted (Macdonald et al., 2008). Besides, Ary et al. (2002) stated that content or document analysis is research applied to written or visual materials to identify a specified characteristic. In this research, the students' assigned works were evaluated as the source of data, meanwhile the the words, phrases, clauses, and sentences containing errors were analyzed as the data. The results obtained from the error analysis were then used to formulate the questions asked in the online interview done through Zoom video meeting to know further whether the errors they made due to their carelessness or incompetence and explored more the reasons triggering their errors.

This research centered on two aspects. First was the analysis of the students' errors in their writings, and second was the exploration of the dominant factors leading to these errors. The data collection for errors identifications was completed by classifying any linguistic units indicating errors in the students' writings referring to Dulay's surface strategy taxonomy analysis. Meanwhile, the data collection for dominant factors was completed by doing the online interview.

3.1. Participants

This research involved 50 first-semester students enrolled in the English Department, Universitas Sumatera Utara, Indonesia, in 2020. First-semester students were selected as the research participants because they were introduced to the writing narrative text at high schools. Furthermore, referring to the Writing I (Basic Writing) Course syllabus, this writing genre is also one of the topics taught for the first semester students in the English Department. Since they have just graduated from high school, so they were considered to have a good understanding of the narrative text.

3.2. Instruments

The test used to collect the data was a written test. In the test, the students were required to write a narrative text based on a presented topic. The student's writing was carefully analyzed to find the errors made. We also used Grammarly.com as assisted tools in locating and visualizing the errors then elaborated with Dulay's surface strategy taxonomy. Interview consisting of four questions (see findings) was further conducted to collect the data in the form of the students' statements for determining the stronger factor triggering them make errors in their writings, either the students' carelessness or incompetence and their answers for error causes.

This research was primarily conducted in few steps. The first step was assigning the narrative text to the students. This step was started by explaining and reviewing the narrative text, and it was ended by giving the assignment to write a narrative text according to the topic given. The research was continued by collecting the student' works. Then words, phrases, clauses, and sentences were marked to indicate errors. Comments were given for correctness by using the 'Review' menu provided in the MS Word program.

Moreover, the errors complied so that the students could look into them. Referring to the errors compiled, we did interviews for 50 students to examine whether the errors were made

by the students due to their carelessness or incompetence and to reveal the reasons contributing to those errors. The illustration of the steps done for this research was shown in figure 1.

Figure 1. *The Steps of Conducting the Research*
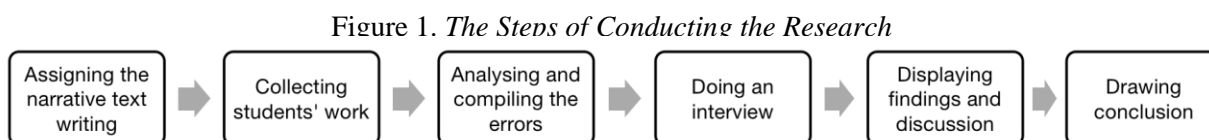
The activity assigned to the students was writing a narrative text constructed based on their own experience (real story/non-fiction) or a made-up story (fictions) and had to be relevant to the narrative text structure. Based on the analysis, we found errors in words, phrases, and sentences category, but it was focused more on word categories in surface structure. Of 153 errors, 46 were classified as omissions, 27 as additions, 63 as misformations, and 17 as misorders, as shown in table 2.

Table 2 Types of Errors Identified in Students' Writings

Dulay's Surface Strategy Taxonomy	
Types of Error	Percentage (%)
Omission	30.06
Addition	17.65
Misformation	41.18
Misorder	11.11
Total	100

The biggest problem found in the students' writings was in Misformation which occurred in either words or phrases level. It deals with the Predicates (Verbs), which were used not following the tenses associated with a narrative text's linguistic features. The same research about errors in surface strategy taxonomy showed that misformation was the mostly error in students' writing (Agustina & Junining, 2016). It involved the fifth-semester students at the English Department, the State University of Malang-Indonesia, in producing their travel writing. Here are the examples mention in examples 1 and 2.

Example 1

"I think everybody has know-how danger if someone get the TBC disease."

This sentence was taken from one of the students' works, and the correction of this sentence should be;

"I think everybody has known how danger if someone gets the TBC disease."

The example of errors presented in example 1 is derived from the Misformation of Predicate verb. It can be put in error in The Auxiliary System > Have and Be > Misformation.

Example 2

"I had a good experience and learn a lot from that." It should be;

"I had a good experience and learnt a lot from that."

The Misformation of Predicate in example 2 deals with the parallel structure in a sentence. In English, the word 'had' indicates the use of Past Tense, and the conjunction 'and' functions to link the verbs before and after that conjunction so that both the verb forms must be adjusted. In the Indonesian language, the conjunction 'and' also functions similarly, yet it does not cause the verb change. This difference, therefore, causes Misformation in the students' writings.

Both examples can be interpreted that students find it hard to use appropriate tenses within their text. Chamidy & Agasta (2012) stated that Indonesian students often encounter this problem in learning English due to different grammar rules. The students are unfamiliar with the tenses used, causing the verb changes not found in the Indonesian language.

A similar error related to Misformation can also be seen in examples 3 and 4.

Example 3

"Actually, in the that event …" It should be;

"Actually, in the event … or in that event …".

Example 4

"In that event I and my team. If we can qualify in Medan, in that tournament, we can play in Jakarta for the next round." It should be;

"In that event, if we can qualify from Medan, we will play in Jakarta …".

The two examples were obtained from the students' writings. By employing Grammarly.com, both were marked as 'Hard-to-read-Text.' The errors that occurred in both examples are also similar, that was dealing with Addition and Misorder. However, the linguistics levels involved were different. In example 3, the error occurred in the word and sentence level. Meanwhile, in example 4, the problem was the Misorder of clauses and phrases into a sentence.

The students grammatically were also weak in understanding the subject-verb agreement that distinguished singular and plural subjects, which caused the errors in using the correct verb forms, as supported by example 5.

Example 5

"Now what reason when I got this disease, there's two reason that I think."

It should be;

"Now what reason when I got this disease, there are two reasons that I think."

The error dealing with the use of Singular and Plural nouns in English is also a common problem done by Indonesian students as English second learners as the application of this concept is different between the two languages. In English, the change of subject, either singular or plural, will cause the verb's change, but in Indonesia, it does not. Thus, this error was also found more in the students' writings.

The other errors were related to the wrong spelling and the misuse of a preposition, as shown in examples 6 and 7.

Example 6

"First off all, …" it should be;

"First of all, …" and;

Example 7

"I can't pass the test and can't study to the college." It should be;

"I can't pass the test and can't study at the college."

The wrong spelling shown in example 3 indicated the students' weakness in vocabulary mastery; meanwhile, the misuse of a preposition in example 4 represented the grammatical competence. Misorder was also found in the Phrases category, as shown in example 8.

Example 8

"Then, because of I'm in 12th grade I be very busy," and it should be;

"Then, because I was in 12th grade, I was very busy."

For the phrases, the error occurred in the Misorder of making a subordinate construction, more precisely making prepositional phrases. Referring to Dulay's Surface Strategy Taxonomy, the marked phrases cannot end as a sentence (dangling structure); Sentential follows the case Complements > Subordinate constructions > Misordering in subordinate constructions.

The omission of an article in a sentence was also one of the most frequent errors found in the students' writings, as presented in example 9.

Example 9

"...experience as player of football club", this was the title of the Narrative text, but we already found the lack of article in it. It should be;

"....experiencing as a player of a football club", as the Text runs, we found a lack of articles in most of the text. Based on Dulay's Surface Strategy Taxonomy, these cases could be included as the problem on The Skeleton of English Course > Missing Part.

Other significant errors emerged from the students' writings dealing with using/not using articles (*the, a and an*). Mostly, he forgot to use it in the article. Siwi (2018) also found the same error. We assume this happened almost similar to the previous error in which the use of the article did not occur in Bahasa Indonesia Grammar. Manan and Raslee (2016) also mentioned similar cases in their study and stated that these problems occurred due to the first language (L1) interference. These interference errors under the redundancy reduction category were probably committed due to the non-existent of 'be' verb and 'article' in the students' L1 rules. In this research, errors have emerged from all sample students; one factor is the interference of their L1.

Another biggest problem found in the students' writing was related to the Misorder error, as illustrated in example 10.

Example 10.

"So don't go to the place that you didn't even go there." It should be;

"So don't go to the place that you never go there."

This change relates to the use of ever and never in a sentence. This was under Dulay's taxonomy in the error of The Auxiliary System > Do > Underuse in negatives. This error was related to Omit and Add similarly with example 11.

Example 11.

"So you should not to go there," it should be;

"So you should not go there,"

This part is the additional error in which the writer added an unnecessary word in the sentence. The indication for this error occurred due to the L1 interference. Intentionally, the student translated '*ke*' in Bahasa Indonesia into 'to' in English, which resulted in this error. Table 3 simply presents some errors made by the students in their writings.

Table 3. Students' Identified Errors

Error	Surface Strategy Taxonomy			
Omit		Be form	-	-
	Articles	Preposition	Be	Punctuation
	Punctuation			
Add	Preposition	-	-	-
	Relative Pronoun	Prepositional Phrases	-	-

Misformation	Wrong in writing the words	Verb Predicate form according to the Tense	Auxiliary Predicate form according to the Tense	Preposition
	Wrong in writing the words	Verb Predicate form according to the Tense	Articles misuse	Pluralism error
Misorder	Prepositional Phrases of time	-	-	-
	Adverb Phrases of Manner	Conditional If		
	Adverb Phrases of Manner	Relative Pronoun Conjunction	Diction	Complex Sentence Cohesion

Based on the analysis, it can be inferred that different concepts on grammar between English and Indonesian language, including tenses, articles, prepositions, and singular plural nouns (subject-verb agreement), resulted in the most errors by students while writing the narrative text. This phenomenon can be classified as the first language (L1) interference. These errors occurred because the structure of phrases, clauses, and sentences mostly follows the L1 structure and creates more dangling structures. Budiharto (2019) also stated that L1 (Bahasa Indonesia) interferences the UNIRA Students' Writing English Text. The students highly rely on their L1 in stating their thoughts, even though the ranking processes revealed that their essays hold various sorts of errors, those in the grammar and the lexico-semantic statistically constitute the most serious and recurrent ones. The other factor is student habit in doing a writing assignment. Most of the students wrote the text in Bahasa Indonesia first, and then they accessed the Google Translate app or homepage and converted it directly into English. Matter of fact raises several problems related to grammatical errors in their writings since they did not edit them according to the correct English grammar.

These are factors causing errors in the students' writings as well as representing the student's incompetence. Since the errors are prevalent, exploring more on the results to determine whether the students' carelessness or incompetence caused these errors was essential to know the reason for errors.

There were four main questions given to the students in the online interview performed; they were: 1) Referring to the comments given by the lecturer, which is one of the two factors strongly causing the errors you made, carelessness or incompetence? 2) Did you realize the errors you make due to your carelessness or incompetence, 3) Are you able to revise the errors dealing with carelessness or incompetence you made? And 4) What are the possible other factors causing the errors you made? Based on the results obtained from the questionnaire, it was found that their carelessness caused mostly the errors made by the students. The majority

of students realized that the errors they made due to their carelessness, and they could revise the errors found. Further, two main factors were contributing to students' carelessness, they are:

a.   First, they are incapable of managing the time to complete their writing. To prevent the students from accessing online resources, we limited the time completion for the writing assignment. They had to write a 150-word paragraph in 45 minutes. As a result, the writings were submitted directly without being revised first. When the results of their writings were confirmed to the students, they realized the errors they made, and they were able to correct the error when they were asked to do so.

b.   Second, they used a translation machine (Google Translate). The students preferred to use a translation machine that is Google Translate, to complete their writings. It is acceptable if they use it, but they must have good skills in translating. Unfortunately, their first language was also average, so that the results of the translation were not as expected and categorized as hard to read text-based on Grammarly.com check engine. Similar to the previous one, they translated their writings without revising the source language first.

This concept means that students find it hard to achieve an excellent category even writing using their language. This concept emerges because, from the all samples, none of them had an interesting story or interestingly delivered the story. This fact strengthens the statement that Indonesia has the lowest literacy rate in reading and writing (Abrori, 2018).

This research had presented the students' writing problems in several departments in Universitas Sumatera Utara and the underlying reasons. Generally, students faced similar problems. The results will give new insights for other researchers, especially for improving the students' writing skills.

5. Conclusion

Misformation became the most frequent error made by the students in writing narrative texts. Among the errors identified, there were three main problems encountered, and they are the use of Tenses and Articles and Dangling structure. These problems made the students' writings ambiguous and hard to read the text. Further, the use of Machine Translation, such as Google Translate also contributed to both the students' carelessness and incompetence. Based on this research, the writers suggest several points of view: 1) further similar research needs to be done on selected in writing theme narrative text in Indonesia languages to prove the last concept saying that their abilities complex writing event in their L1 is low. 2) Analysis of

semantic and pragmatic aspects based on the sample writings is required if they are hard to be understood.

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Clause Projection in News Item Text Written by Tertiary EFL Learners

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Abstract

This study analyzes how projected clauses are utilized in the source part of news item text. The research design was content analysis through a qualitative and quantitative approach. The data were in the form of clauses obtained from 45 news item texts written by second-year students of the English Department – Universitas Sumatera Utara, Indonesia. The analysis departs from the logical function theory to analyze complex clauses based on systemic functional linguistic (SFL) perspectives. The reliability was improved with two senior lecturers whose research interests are in systemic functional linguistics and written discourse. The analysis reveals that both projection categories (locution and idea) can be found in the data. Dealing with the logico-semantic system, paratactic locution (PL), paratactic idea (PI), hypotactic locution fine (HLF), hypotactic locution non-finite (HLNF), hypotactic idea finite (HIF), and hypotactic ideas non-finite (HINF) were realized in the data. Then, paratactic locution dominates the occurrences totaling 76.36%. It can be inferred that the students tend to use direct quoting style through verbal processes dominantly in their sources part.

Keywords: *clause projection, news item, locution, and idea*

1. Introduction

1.1. The Background of the Study

Educational discourse can be explored from many things such as spoken discourse; lecturer-student interaction (Hanafiah, Mono, & Yusuf, 2021), and written discourse; students' writing. At the university level, writing ability is essential in obtaining an academic level (AlTameemy, Hussein, & Alalwi, 2020). Students are expected to master some genres based on the syllabus of writing subjects in the English literature department Universitas Sumatera Utara. Those genres cover descriptive, narrative, exposition, spoof, recount, news item, procedure, etcetera. The students are also expected to comprehend the process and the components of specific genres to produce a good writing product (Fatoni, 2019). It means that the students must be careful about the process of writing in producing good writing.

As the most complicated skills compared to listening, speaking, and readings skills, university students face some problems in writing, explicitly writing news item text. The genre

itself is unique since it has specific characteristics; communicative purpose, schematic or generic structure, and linguistic features (Kuswoyo, Sujatna, Indrayani, & Rido, 2020; Ritonga & Yusuf, 2020; Samad & Adnan, 2018; Zein, Sinar, Nurlela, & Yusuf, 2019). The news item is one of the genres dealing with informing or disseminating newsworthy or essential events to readers (Gerot & Wignel, 1994; Muryati, 2013; Nasution, 2018). The text was constructed systematically through the following orders: newsworthy events ^ background of events ^ source (Gerot & Wignel, 1994; Risani, 2020). This text's linguistic features cover the use of short information about the event stated in the headline, the use of the material process, use of the verbal process, and circumstance (Gerot & Wignel, 1994). This text is commonly found in newspapers, magazines, and etcetera. Besides, this genre is not easy to be mastered. Astria (2019), in her research, reveals that senior high school students have difficulty in recognizing the structure of news item text. She adds that their capability is the various levels, namely high, moderate, and low levels. Other researchers, Saparena, Areni, & Bahri (2018), also found in their research some texts written by students do not follow the standard schematic structure of news item text. So, it can be concluded that writing news item text is not just a piece of cake since it needs more effort to fulfill its characteristic.

In the text, the clause simultaneously brings the message, enacts a move, and construes a figure (Andersen & Holsting, 2018; Halliday & Matthiessen, 2014). The description of metafunction of languages is named textual, interpersonal, and ideational functions. The clause can be categorized into clause simplex and clause complex. Clause complexes (henceforth CC) are determined based on the relation of interdependency and logico-semantic system (Eggins, 2004; Halliday & Matthiessen, 2014; Wang, 2020). The first category, interdependency, determines the clauses into paratactic and hypotactic clauses. These categorizations are based on whether the clauses have the same status or not. If the clauses have the same status, they will be regarded as paratactic clauses. Conversely, if the status is not equal, it will be regarded as a hypotactic clause. The other feature, the logico-semantic system, categorizes the clauses into projection and expansion.

One of the stages or the structures of a news item is the 'source.' This part becomes the crucial part of the news item. It carries out the comments from the participant/witness/authorities/expert related to the event (Florensy & Saun, 2014). This part supports the event's reliability and makes the event newsworthy by preparing relevant sources of information. In presenting the information, it can be in the form of clause complexes through direct speech (parataxis projection) or indirect speech (hypotactic projection). Projection is

organized into two types based on a logico-semantic system, namely locution (") and ideas (').
The clauses below are given as exemplification.

Table 1. Clause complex analysis

Clauses	The supervisor said,	"Tomorrow, we will leave for Surabaya."
Logico-Semantic Relation	1	"2
	Projecting	Projected
Interdependency Relation	Paratactic Locution	

Clause complex in Table 1 is categorized as paratactic locution. The clauses are coded
using Arabic numbers (1, 2, and etcetera) since the clauses' status in both projecting and a
projected clause is the same. The code (") is used to signal by using the verbal process *'said'*
in the projecting clause. The clauses use a projection of wordings or direct expressions of the
words, which is traditionally understood as direct speech (Saragih, 2019). The type of
projection used in the source can be used as a parameter to measure the writer's subjectivity
(Saragih, 2020). If 'idea' clauses dominate the clauses, the author's subjectivity in writing the
news is high. It is reasonable since it involves the *meaning projection* or an *idea* report from
the projected clause that shows the meaning delivered more diminutive than the source's actual
words (Saragih, 2019, 2020). This fact makes the study of clause complexes in the genre is still
worth to be done.

Concerning the reasons mentioned earlier, this study aims at depicting clause projection
as part of logico-semantic relation in news item text written by EFL tertiary students in
Indonesia. Theoretically, this study provides the horizon related to students' writing ability at
the tertiary level. Practically, the findings can be used for lecturers and students in overcoming
the problems in writing academic genre at the tertiary level.

2. Review of Related Literature

2.1. Meta-function of Language in Systemic Functional Linguistics

Systemic functional linguistic theory is pioneered by M. A. K. Halliday that views
language as a making-meaning resource (Halliday & Matthiessen, 2014; Hanafiah, 2018; A.
Saragih, 2007). The system of meaning in SFL is realized in three specific 'metafunctions
(Choi, 2018). Metafunction of language covers ideational function, interpersonal function, and
textual function (Halliday & Matthiessen, 2014). An experiential function is realized through

transitivity analysis (process, participants, and circumstances. The logical function is realized through taxis and logico-semantic relations. An interpersonal function is realized through speech function and mood. Then, the last one, textual function, is realized through Theme-Rheme structure. To sum up, SFL is regarded as an approach to see language as a resource for meaning-making realized through language metafunction.

2.2. Taxis and Logico-semantic Relation of Clause Complexes

A clause is the highest rank based on a systemic functional linguistic view. It is believed to be "the most crucial message structure in language." This fact can be seen in the clause as representation (experiential function) and clause as exchange (interpersonal function) (Choi, 2018) and the most significant grammatical unit (Gerot & Wignel, 1994). Logical meaning is conveyed termed 'clause combination'. It governs the relationships between clauses, groups/phrases, and words. It is related to the choice between, for example, at the clause level, a simple clause (clause simplex) and a combination of clauses (clause complexes).

In logical function, there are two critical systems. Those are a taxis system (interdependency relationship of clauses) and a logico-semantic system of clauses (Andersen & Holsting, 2018; Halliday & Matthiessen, 2014). Taxis describes the interdependency of clauses that distinguish them based on their status. If the status is equal, the clauses hold the same status and are regarded as parataxis coded using Arabic numbers (1, 2, 3…). This coding is based on the sequence in which they occur. On the other hand, if the unequal status appears in the clauses (traditionally called a superordinate and subordinate clause), it will be considered as hypotaxis and coded by the utilization of α, β, γ, and etcetera.

Clause Complex (CC) deals with two or more (simplex) clauses (Andersen & Holsting, 2018; Halliday & Matthiessen, 2014). Clause complex is divided into two categories: expansion and projection (Eggins, 2004; Halliday & Matthiessen, 2014). Expansion and projection are semantic domains realized by grammatical systems working in more than one place in the grammar (Andersen & Holsting, 2018).

In CC, there are terms primary and secondary clauses. In expansion clauses, there is an expansion of primary through elaboration (coded by =), extension (coded by +), and enhancement (coded by x). However, in projection clauses, the secondary clause is projected through the primary clause either in locution clause (") or in idea clause (') (Halliday & Matthiessen, 2014; Jomaa & Bidin, 2019). So, in expansion type, clauses are playing a role as projecting and projected clauses.

2.3. Projection in Clause Complex

In CC, based on a systemic functional linguistic perspective, one of the categories based on its logico-semantic system is projection. This category is traditional to determine *direct vs. indirect speech*. The projected clauses consist of the projecting clause and the projected clause (Eggins, 2004; Hajar & Sinar, 2019; Halliday & Matthiessen, 2014; Saragih, 2019). Projection deals with representing a linguistic experience in another linguistic experience (Saragih, 2019; Saragih, Murni, & Meisuri, 2020). It is also comprehended as one clause is quoted or responded to by another clause (Sunardi, 2017). Projection can be divided into two areas: locution (speech is projected) and ideas (the idea is projected). Locution is signaled by the use of verbal processes such as say, tell report, etcetera. The locution clause is coded by using double quotes ("). Meanwhile, the clause containing 'idea' deals with mental process employment in the projecting clause. It is coded by the use of a single quote ('). (Choi, 2018; Halliday & Matthiessen, 2014; Saragih, 2019)

Based on its dependency, projection is categorized into paratactic and hypotactic projection. In the parataxis projection (quoting), the construction of the clauses holds the same status. This concept means that either the projecting or projected clause is considered independent, and the position is reversible (Saragih, 2019). It is also understood that the first clause is regarded as initiating clause. The initiating clause comes before the continuing clause (Choi, 2018; Lubis & Lubis, 2018). The clauses are presented below.

Hilmi says, "I want that toy".   (1)

"I want that toy", Hilmi says.   (2)

Clause complexes (1) and (2) have paratactic relation (paratactic locution) or (1"2) since it is in reversible position. It does not matter since both the projecting and projected clause hold the same status as the independent clause. The analysis is illustrated below.

Hilmi says,	" I want that toy."
1	**"2**
"I want that toy,"	Hilmi says
"1	**2**

Contrary to parataxis projection, hypotactic projection (reporting) possesses two types: independent clauses (dominant clause) and dependent clauses. The dependent clause may come either before or after the dominant clause. However, it is prototypically preceded by a dominant clause, and thus the opposite is a marked sequence (Choi, 2018) as the following example.

[α] Vira said [β] that she did not know the material.   (3)

The clause *Vira said* can stand-alone since it is an independent clause (α). In contrast, the clause *that she did not know the material* cannot stand alone since its dependent clause. So, clauses (3) are categorized as hypotactic projection locution finite (α"β).

In relation with those logico-semantic relation, there are some possible configuration that can appear in the clauses. Those are as paratactic elaboration exposition, paratactic elaboration exemplification, paratactic extention addition, paratactic extention variation, paratactic extention alternation, paratactic enhancement, paratactic locution, paratactic idea, hypotactic elaboration (finite), hypotactic elaboration (non-finite), hypotactic extention (finite), hypotactic extention (non-finite), hypotactic enhancement (finite), hypotactic enhancement (non-finite), hypotactic locution (finite), hypotactic locution (non-finite), hypotactic idea (finite), and hypotactic idea (non-finite).

2.4. News Item Text

A news item is one of the academic genres expected to be mastered by students at the university/tertiary level (Gerot & Wignel, 1994). Every genre can be distinguished based on its specific characteristics, namely communicative purpose, schematic structure, and the last one is linguistic/language features. News item is used to disseminate or spread the newsworthy or essential event to readers (Gerot & Wignel, 1994; Muryati, 2013; Nasution, 2018). The text was constructed systematically through the following orders: newsworthy events (provide the summary of the event) ^ background of events (elaborating what actually happened, and circumstance can be found here to answer what the event is, how it happens, why it happens when it happens and who gets involved) ^ source (providing comments by participants in, witnesses to and authorities expert on the event (Gerot & Wignel, 1994; Risani, 2020; Saparena et al., 2018). This text's linguistic features cover the use of short information about the event stated in the headline, the use of the material process, use of the verbal process, and circumstance (Gerot & Wignel, 1994). Briefly, the fulfillment of characteristics becomes essential in producing a good news item text.

2.5. Previous Studies

Scholars around the world have worked in the area of clause complexes and news item texts. Related to online news, Eid (2016) provides the analysis of clause complex in online news texts published in *www.AlJazeera.net* and *www.AlArabiya.net.* The analysis covers the analysis based on expansion and projection type in clause complexes. He concludes that data

show different taxis and lexico-semantic relations proportions, and hypotaxis is usually found in written text. Eid's study is different from this study in terms of the object of the studies.

Abdulameer, Mohd Noor, & Nasser (2019) explores the articles in the focus of politics in *The Guardian* and *Al Jazeera.* They depart to analyze the data by using the experiential function (transitivity system). Combining the theory of systemic functional linguistics and critical discourse analysis, they explore online news through a qualitative approach. They describe that the verbal process becomes the dominant one successively followed by mental and relational processes. The apparent difference of their study to this is the scope of the analysis and the theory. It can be seen from their analysis by using transitivity analysis while this study uses taxis and logical function theory.

In academic writing, Jomaa & Bidin (2019) intend to see the realization of CC in citation found in academic writing. They explore 20 literature reviews from the Ph.D. dissertation in applied linguistics and information technology from Malaysian universities. They found out the realization projection as well as expansion in the data. Their study also gives the insight to enhance the novice writers' ability in citing practices. Their study is different from this study in terms of the study's object, namely the Ph.D. dissertation compared to students' news item.

Sarip & Hidayat (2019) explore CC in the article abstract. The data obtained from the abstract submitted to one international conference in educational technology infer that paratactic clauses were dominantly used rather than a hypotactic clause. The difference from this study is from the source of the data. They investigate the abstract while this study explores students' news items. Hajar & Sinar (2019) conducted an investigation related to projection in the Indonesian context's business text. Looking at the data based on articles in one of the famous English newspapers in Indonesia, The Jakarta Post, they conclude that they do not find a paratactic idea and hypotactic idea clauses. In summary, their study is focused on the newspaper, while this study deals with news item text written by tertiary students. Therefore, this study is essential to be conducted.

2.6. Research Questions

The research questions is formulated as followings:

1) What type of projected clause is found in the source part of news item text?
2) How are projected clauses constructed as the logico-semantic system realization in the source part of news item text?

3. Method

3.1. The Design and Participants

This study was conducted by using a mixed approach (qualitative and quantitative). The data source was from 60 news item texts written by second-year students of the English Department, Universitas Sumatera Utara, who was purposively selected as the participants. The reason why they were chosen is based on the syllabus of teaching writing used by the lecturer. This study departs from the theory of systemic functional linguistics, precisely logical function (Halliday & Matthiessen, 2014). There is a suitability with the participants involved in this research since, based on the observation, a writing lecture was taught using a genre-based approach.

3.2. Data Collection Procedure

The clauses were selected as the data in this study. The data were collected online through Google Classroom. In doing this step, the researchers asked permission from the department and the lecturer to be invited in the classroom as co-teachers so that the researchers can easily access and download students' work. The instructions were given that they had to write a news item text related to the current issue. The lecturers gave the materials about news items, including the communicative purpose, schematic/generic structure, and linguistic features. This fact could be seen in the forum provided in the Google classroom that they have got the materials related to news item text in the fourth semester along with spoof, anecdote, and discussion text. Then, the students were given 100 minutes before submitting their work in PDF format through the classwork section. Once the work was submitted, the notification appeared in the researchers' e-mail.

3.3. Data Analysis Procedure

In analyzing the data, first, the writer downloaded all files and analyzed the text's structure. This stage is essential to maintain the reliability of the data. If the students do not fulfill the criteria, the text was sorted out. Secondly, the sentences were separated into clauses. The clauses were separated manually. Thirdly, the clauses, as data, were coded based on dependency relationship (parataxis and hypotaxis) and logico-semantic system (locution or idea), so the coding used is paratactic locution (PL), paratactic idea (PI), hypotactic locution finite (HLF), hypotactic locution non-finite (HLNF), hypotactic idea finite (HIF), and hypotactic idea non-finite (HINF). Then, the data were displayed in the form of a table. Then, quantitatively, the data were processed by using SPSS software to calculate each category's

occurrence and the tendency of logico-semantic relations used by students in their writing. The last step is making inferences and conclusions based on the data analysis.

4. Results and Discussion

4.1. Result

Based on the analysis, there were 49 students collected news item text writing through Google classroom. In analyzing the data, the researchers found that five texts are not suitable to be used as a data source because; (1) the news item text's schematic structure is incomplete where there is no source section containing quotations of opinions from a person regarding the event. This section is not found in texts 25, 9, and 5. Another finding that requires researchers to discard the text from the data source is that the text is written is not a news item text. Those texts were "narrative and recount" texts. It is found in text 46 and text 7.

The complexity of clauses can be seen through the level of inter-dependency of clauses and the logico-semantic system of clauses (Gerot & Wignel, 1994; Halliday & Matthiessen, 2014; A. Saragih, 2019). Projection is the second type of logico-semantic relationship, a secondary clause projected through a primary clause, which sets it as a *locution* or *idea* clause. The results present the occurrences of paratactic locution (PL), paratactic idea (PI), hypotactic locution fine (HLF), hypotactic locution non-finite (HLNF), hypotactic idea finite (HIF), and hypotactic ideas non-finite (HINF) as illustrated in table 2 which was derived and elaborated from SPSS software.

Table 2. Projection in Students' News Item

Category	Occurrences	Percentage	Location in Text
Paratactic Locution (PL)	47	42.73	48,47,45,44,43,41,40,39,38,36,35,34,33,31, 30,29,28,27,26,24,23,22,21,19,18,17,16,15, 14,13,11,8,6,4,3
Paratactic Idea (PI)	0	0.00	
Hypotactic Locution Finite (HLF)	31	28.18	49,48,45,41,39,38,37,35,32,29,28,26,20,15, 11,8,6,3,1
Hypotactic Locution Non-finite (HLNF)	6	5.45	49,39,38,34,17

Hypotactic Idea Finite (HIF)	13	11.82	49,43,42,37,36,34,30,10,6,3
Hypotactic Idea Non-finite (HINF)	13	11.82	49,47,45,41,37,30,29,12,11,2
Total	110	100.00	

Table 2 indicates that the types of taxis that appear are paratactic and hypotactic projections. According to the logico-semantic system, PL, HLF, HLNF, HIF, and HINF. The PI form was not found in the data. However, that does not mean that there is no form of a clause that contains idea projection. Projection of idea is only realized in the relationship of hypothetical clauses whether it is using finite (HIF) or non-finite (HINF). Clause interdependency is technically called 'taxis.' Paratactic clauses hold the same status as the clauses; on the contrary, hypotactic deals with taxis' inequality status. The difference between parataxis and hypotaxis has evolved as a powerful grammatical strategy to guide texts' rhetorical development. The choice of taxis characterizes each relationship between the two clauses (each nexus) in a complex clause. Complex clauses can be formed out as a blend of parataxis and hypotaxis.

In terms of occurrences in the data, the dominant clause projection is *locution* type compared to idea type. This implies that the students use the dominant verbal process (Eggins, 2004; Gerot & Wignell, 1994; Halliday & Matthiessen, 2014) than the idea projection clause (which uses mental processes). This is illustrated in table 3.

Tabel 3. Realization of Locution and Idea Clauses

Logico-semantic system	Occurrences	Percentage
Locution	84	76.36
Idea	26	23.64
Total	110	100.00

Table 3 summarizes the use of projection clauses and shows the dominance of the locution type. This type includes the parataxis and hypotaxis form (See Table 2). Paratactic locution becomes the most dominant type with a total occurrence of 47 times in the data. Locution is a quoted or reported word. The dominant paratactic locution implies that the students use dominant direct speech (quotation) in the source part. In students' news item texts, specifically in the source part, there is the tendency of the dominant use of locution clauses. This form is signaled by the use of verbal processes such as say, tell etcetera.

4.1.1. Paratactic locution (1 "2)

Paratactic locution refers to the relationship between two independent clauses in a complex clause in which a clause projects the other clause by using a verbal process. This form is generally traditionally also referred to as direct speech. Another critical point is that the two clauses' positions that share the same status can be exchanged (swapped) with each other. In the data, this type of projection is very dominant found as the following example:

Samuel Jones, research leader from the University of Exeter, *said,* "There are several reasons why some people become night owls, one of which is due to differences in the way the brain reacts to light signals from the outside." (in Text 13)

Table 4. Paratactic Locution

Samuel Jones, research leader from the University of Exeter, *said,*	"There are several reasons why some people become night owls, one of which is due to differences in the way the brain reacts to light signals from the outside."
1	"2
Initiating	Continuing

The complex clause (in Text 13) above indicates verbal processes, namely *said* (Halliday & Matthiessen, 2014), which is a past form of *say*. The use of double quotation marks also indicates that this clause is a direct sentence that is reversible between the primary and secondary clause.

When the text is swapped, the construction will be as the following.

Table 5. Paratactic Locution (2)

Clauses	"There are several reasons why some people become night owls, one of which is due to differences in the way the brain reacts to light signals from the outside."	Samuel Jones, research leader from the University of Exeter, *said.*
Logico-semantic relation	"1	2
	Continuing	Initiating

4.1.2. Hypotactic locution (finite)

In hypotactic locution (finite), it refers to the relationship between the dependent and independent clauses in a complex clause. Furthermore, traditionally, this type is also known as indirect clauses. This type is categorized based on the use of finite in the projected clause. This form happens when the projected clause is in an indicative or interrogative mood (Suhadi, 2012). This type also appears in the following example.

"They *say* that Social/ Physical distancing *is* not enough to prevent the spread of this disease." (in Text 39)

Table 6. Hypotactic Locution Finite

Clauses	They *say*	that Social/ Physical distancing *is* not enough [to prevent the spread of this disease]
Finite		Finite: is
Logico-semantic relation	α	" β
	Initiating	Continuing

The results showed that both clauses contained the same finite as both moods indicative mood. The hypotactic clause (β) uses finite 'is,' and the clauses' position is irreversible.

4.1.3. Hypotactic locution (non-finite)

Hypotactic locution non-finite is signified from a verbal process in initiating clause (α) while in the dependent clause (β) that does not use finite. This is very likely to happen when the projected clause is in an imperative mood (Suhadi, 2012). The example can be seen in a sentence (5)

"The government declared to lock down the city." (in Text 49)

Table 7. Hypotactic Locution Non-finite

Clauses	The government declared	to lock down the city
Finite		Non-finite
Logico-semantic relation	α	" β
	Initiating	Continuing

In the above example, this type appears six times. The clause above is imperative. It contains commands so that there is no finite in the continuing clause. The position of the clauses is irreversible.

4.1.4. Hypotactic idea (finite)

An idea is one of the projection sub-types where the type focuses on complex clause relationships where the primary clause projects the meaning of the second clause with mental processes. This mental process consists of cognition, emotion, perception, and desire (Halliday & Matthiessen, 2014; Suhadi, 2012). If this type is predominantly found in a news item, then the news's subjectivity level becomes high (A. Saragih, 2019, 2020). This type of idea is divided into two, i.e., paratactic and hypotactic idea clauses. However, in the analysis, a paratactic idea was not found. Contrarily, the type of hypotactic idea clause was found in the form of using finite and non-finite.

> "**S**ome doctors **recommend** everyone take vitamins at least until the outbreak begins to disappear." (in Text 10)

Table 8. Hypotactic Idea Finite

Clauses	Some doctors **recommend**	everyone take vitamins at least until the outbreak begins to disappear.
Finite		Finite: do
Logico-semantic relation	α	' β
	Initiating	Continuing

The hypotactic idea type relates to independent (α) and dependent clauses (β) since the clauses' status is unequal. This type is also known traditionally as reported speech. Hypotactic clause by using finite is signified when the projected clause's mood is in the indicative mood. The finite is 'do". Concerning clause position, it is irreversible.

4.1.5. Hypotactic idea (non-finite)

Hypotactic idea non-finite differs from the one that uses finite because in the continuing does not use finite. This is very likely to happen when the continuing clause is in an imperative mood. Concerning clause position, it is irreversible, as presented below.

"English league chief ***thinks*** to imitate World Cup because of Corona virus." (in Text 37)

Table 9. Hypotactic Idea Non-finite

Clauses	*English league chief thinks*	*to imitate World Cup because of Corona virus.*
Finite		Non-finite
Logico-semantic relation	α	' β
	Initiating	Continuing

The clauses above (in Text 37) indicates that the clauses possess the classification as Hypotactic Idea Non-finite due to the use of the mental process '*thinks.'* Then, the reason why it is categorized as non-finite due to the imperative mood as depicted in the continuing clause.

4.2. Discussion

Based on the analysis, the results show that both types of projection clauses appear in the data. The type of locution clause type becomes the most dominant compared to the ideal type. This indicates that the students, as the author used *the quote* either *directly* (quoting/paratactic) or *indirectly* (reporting/hypotactic). Paratactic locution dominates the occurrences. It indicates that the students tend to use direct quoting style through verbal processes dominantly in their sources part. Another finding in this study is that there is no paratactic type of idea (1'2). This is slightly different from the findings of research conducted by Hajar & Sinar (2019). Their research found that both paratactic ideas and hypotactic ideas were not found in the text of economic news in The Jakarta Post newspaper. Other research conducted by Saragih et al. (2020) also found that paratactic idea is not found in their data. They argue that it possibly happens due to the mental process's inability to project linguistic experience practically in Bahasa Indonesia.

The source part is one of the essential elements in the text of the news item. This section contains comments from someone related to a piece of newsworthy news (Wahyudin, 2019). If the text does not provide the source, the credibility of the information is questionable. The existence of a source can ensure the reader that the news is true and not a hoax. Besides, the quoting or reporting style also affects the editor or author's objectivity in presenting a text. This fact is in line with Wahyudin's (2019) research that it is only natural that the verbal process

becomes dominant because it can be used as a measure of credibility of the news. Different studies on the analysis of complex clauses used were carried out by Xu (2015), who found out the absence of mental processes. This form results from the absence of the clauses containing ideas in the projection clause since the mental process represents an *idea* in the projection clause (Gerot & Wignel, 1994).

5. Conclusion and Pedagogical Implementation

The conclusion can be derived that in relation interdependency relationship of the clauses, locution and idea clause type appear in the data in which locution type domineers the occurrences. This fact shows that the writers (the students) employed quote either directly (paratactic relationship) or indirectly (hypotactic relationship). Based on the logico-semantic system, the types that appear include PL, HLF, HLNF, HIF, and HINF. The PI form was not found in the data. However, it does not mean that there is no form of a clause that contains projected ideas. This idea's projection is only realized in hypotactic clauses' relationship, whether it is in either finite or non-finite form.

Concerning the conclusion, this study has a pedagogical implementation for both lecturers and students. The students need to pay attention to using the mental process as the representation of an idea. In writing the source, subjectivity is also needed to emphasize the standing position of the author. Even though objectivity in presenting the fact is the crucial key, some kinds of news need the author's subjectivity. That is why students need to have practice in writing this genre.

Meanwhile, lecturers' pedagogical implementation should provide extra materials for practice since some students are not successfully writing this genre specifically in the source part. The absence of source part means they lack ability in writing news item genre. This fact also affects their writing skill accomplishment.

6. Limitation and Further Study

This study has limitations to the source of the data and the analysis scope (only in the projection clause). Then, this study does not categorize students based on their achievement. If the source of the data were re-categorized based on the students' achievement (higher, middle, and low achievement), there is a potential change of the results. Hence, it is suggested for other researchers who are willingness to conduct the study related to news item produced by students to categorize the students' achievement based on their level so that the comparison of the result can be investigated. It is also possible for further researchers to explore the metafunctional

realization of news item text, such as experiential function. Therefore, some students are not able to write news items. Therefore, it is suggested to the lecturers who teach writing subjects to give to the students.

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Challenges in Online Learning during Covid-19 Pandemic: Lessons Learned from Universities in Indonesia

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Abstract

Higher education faces alarming challenges due to the global Coronavirus Disease 2019 (Covid-19) pandemic. Learning activities are transferred into online environment. Higher

education institutions must adapt from conventional face-to-face learning (direct learning) to fully digitalized learning. This study aims to examine how the Covid-19 phenomenon changes the learning experience of higher education in Indonesia. In particular, this study reveals the preferences of online learning platforms that are often used by lecturers in Indonesia, the conceptions of online teaching and learning, and the challenges faced during the teaching and learning process. This research involved 57 lecturers from various universities in Aceh, Indonesia. The data were analyzed using a qualitative approach. The results showed the preferences of using online learning platform that 77.2% of 57 participants often used WhatsApp Group, 56.1% used Zoom, and 29.8% used Google Classroom. The second finding is related to the conception of online teaching and learning during Covid-19. Broadly speaking, the participants had a teaching pattern of delivering material, asking questions, and having question-and-answer session or discussion. This pattern indicates that the concept of learning is more oriented towards teaching-focused than learning-focused. Finally, we found two categories of challenges faced by lecturers during the teaching and learning, which are related to: (1) facilities or infrastructure, and (2) human resources. This study indicates that online learning practices that are different from conventional learning require special skills and knowledge at the learning planning, implementation, and learning evaluation stages. Continuous development of lecturer professionalism needs serious attention.

Keywords: *Covid-19 pandemic, Higher education, Online learning*

1. Introduction

The educational landscape of higher education in Indonesia has experienced major shift in the last three decades. The shift is marked by changes in the composition of the student population in each decade. There are four generations currently living side by side; Baby boomers (who were born around 1946-1964), Generation X (who was born around 1965-1979), Millennials (who were born around 1980-1995), and Generation Z (who were born around 1996-2010) (Bump, 2014; Kate, 2016). The gap between these generations is very wide, starting from personal characteristics, demands of the workplace, to different learning styles (Karakas, Manisaligil, & Sarigollu, 2015). Univerisities in Indonesia needs to make some adjustments to the curriculum and educational practices, so that the outcomes remain relevant to the local and global development.

Today, the most striking change of the four generations above is in the use of technology and the internet between Gen X, Millennials, and Gen Z. This change has shaped

the prctices of teaching and learning in higher education where teachnology is used inseparable from the clear and measurable educational goals. Darmayanti, Setiani, and Oetojo (2007) state that implementing teaching and learning through the use of technology in Indonesian universities involves a very complex process. They contend that technological use in higher education can be successful if the institution has established these four dimensions: organization, insfrastucture, financial support, and human recource. Similar statement mentioned by Kusmana (2014) and Astuti and Febrian (2019) that integrating technology into learning requires lecturers to plan appropiate learning activities and develop contents that are accessible for all learners.

Additionally, Muhammad (2016) who examines issues of learning in tertiary institutions reveals that universities must be able to become a learning organization. This means that universities are not only proactive in developing knowledge and changing the behavior of students based on the knowledge, but also must be able to build the capacity to adapt in a sustainable manner. This includes the ability to integrate teachnology into learning.

The global Coronavirus Disease 2019 (Covid-19) pandemic has also shaped higher education practices. For example, the Indonesian government has restricted all public activities since March to prevent the spread of Covid-19, including closing school and college activities (Mona, 2020; Yunus & Rezki, 2020). All learning activities are transferred into online. Universities must ensure that online learning delivers equal quality as in conventional learning environment. Universities must also involve in the mitigation of the pandemic, so it's service and productivity are not greatly affected.

Lecturers are one of the many entities faced challenges in the process of online teaching and learning during the pandemic. The study of Zaharah, Kirilova, and Windarti (2020) finds that teaching and learning process carried out at home and online cause various problems, such as lack of ability to use technology, limited internet facilities, and inadequate teaching competence. Moreover, Bolliger and Wasilik (2009) state that the success of online education is closely related to the commitment and competence of lecturers in developing online teaching. Despite those problems, the transfer of knowledge must continue. However, research on this issue is very limited. There are still abundants points of interests that have not been revealed, including the social impacts of Covid-19 in the world of higher education in Indonesia.

Therefore, this study aims to examine how the Covid-19 pandemic has changed the educational landscape in Indonesian universities. Through a case study at tertiary institutions in Aceh, this research has a unique and interesting context to be analyzed. This research will

add the literature on online learning process in Indonesian universities during the Covid-19 period. Specifically, this research will answer overarching questions as follows:

1. How do lecturers formulate the concept of online teaching and learning during Covid-19?

2. What are the constraints faced by lecturers in conducting online learning during Covid-19?

To answer these questions, we will first review the literature, which is the basis for analysis and discussion. Then, we will explain the research methodology, in which the chain of reasoning from this research is clear, directed, and measurable. After that, we will present the results of the study which are linked to the literature review. Finally, we will conclude the results of the analysis and formulate recommendations for future stakeholders, lecturers, and researchers.

2. Literature Review

The purpose of this study is to analyze the changes in the educational practices of tertiary institutions in Aceh during the Covid-19 pandemic. The government has limited activities of community through social isolation to reduce the spread of the Covid-19 virus (Mona, 2020). The limitation includes the practices of higher education in which the entire university learning system has been transferred online through various platforms. The readiness of each university and the instructors become pivotal. To support the topic of the research, we reviewed previous research related to the concept of teaching and learning in tertiary institutions, the use of technology, information and communication (ICT) in higher education learning.

Higher education institutions have been trying to integrate ICT into learning for a long time. This is due to changes in the current demands, starting from (1) student needs, (2) learning methods, (3) and access to education (Lai, 2011). With the existence of digital technology and the internet, the use of ICT in learning has been increasingly becoming a necessity, especially in the application of online learning. Mouloudi (2011) mentions that online learning has some advantages because students might have the opportunities to deliver opinions without afraid of being judged. Nevertheless, the quality of online learning by using ICT will greatly depend on the learning design prepared by a teacher. Not all online learning designs lead to active or student-centered participation (Wright, 2011). Teachers often focus more on lecturing or teacher-centered learning because they do not have adequate knowledge and skills on how to

conduct active learning for students online. Alhuwaydi (2021) also points out that the biggest factor for weak online learning implementation is due to the lack of training of teachers.

In relation to this problem, Lofstrom and Nevgi (2007) conducted a study on the use of ICT at universities in Helsinki, Finland. They argue that even though the universities have integrated ICT in learning, quality assurance of the learning is rarely carried out. The online learning is often only in the form of one-way assignments from lecturers to students. The use of ICT is more to fulfill the demands of lecturers in teaching, while the lecturers' time and commitment are neglected. Bolliger and Wasilik (2009) and Kim and Bonk (2006) who conducted a similar study in the United States added that the development, implementation and maintenance of online classes are not easy, especially from the side of the lecturer. The lecturers spent an average of 10 hours on an online class that lasts one hour. The same point is stated by Wang and Ip (2010) that the lack of preparation and consideration for online classes may result in students over workload. Online classes are certainly time-and energy-consuming for both lecturers and students. Then, what about online learning in Indonesia?

According to some scholars, online learning in Indonesia has not fully implemented the ideal principles of online learning (Sari, Antoni, & Rizal, 2016; Surjono, Muhtadi, & Wahyuningsih, 2017; Majid & Fuada, 2020). In a study on the effectiveness of developing online learning content in Indonesian universities, Astuti and Febrian (2019) state that in general, universities in Indonesia apply a blended learning system. This system is a combination of face-to-face (conventional learning) with online learning. Online learning is only additional or supplemental. In this context, lecturers' task in preparing face-to-face learning is greater than in online learning. Lecturers only prepare additional material as enrichment in online learning, such as videos, assignments, or reading materials.

In addition, the success of online learning is largely determined by some factors of the students. You (2016) examine predictors of success in online learning involving 530 students in Korea. His findings indicate that students' regular learning patterns, delays in submitting assignments, number of sessions (frequency of online class attendance), and evidence of reading the course information packets are significantly associated with their success in the course. A similar opinion is expressed by Muzid and Munir (2005) who conducted their research in Indonesia. Then, Guspatni (2018) also conducted a study involving 52 students in Padang, Indonesia. These studies reveal that most students think that online learning is very difficult and not suitable to be applied for them. The students' involvment in the online learning process is very low.

However, a slightly different finding showed that when compared to other countries, such as Myanmar, online learning at universities in Indonesia is much more promising in terms of facilities, readiness of lecturers' human resources, and readiness of students (The & Usagawa, 2018). Several challenges in the application of online learning in Indonesian universities are still found, including: (1) lack of teaching competence in using ICT and lack of institutional support for this, (2) lack of internet access, and (3) lack of time management in implementing online learning (Rahayu, 2019).

Based on the explanation above, it seems that the implementation of online learning in universities in Indonesia due to the Covid-19 pandemic is worth studying. Other problems might be found caused by the rapid changes and the unpreparedness of universities in managing online learning. Yet, lack of research looking into this topic leaves many questions unanswered. Therefore, this study tries to provide alternative answers that can complement the literature on the polemic of higher education in the midst of the Covid-19 pandemic, especially through a case study in Aceh.

3. Methods

This study uses a qualitative approach with a case study research design. According to Barone (2011), case studies are descriptive-holistic analytical tools to help reveal the complexity of situations, programs, events, phenomena, or people that cannot be made explicit in other research designs.

3.1. Participants

This study involved 57 lecturers from various universities in Aceh. The recruitment process was carried out voluntarily. This means that anyone who was willing to become the participant could be involved in this study. However, there were two main requirements to become the participant in this study, which were: (1) the person was an active lecturer at a tertiary institution in Aceh, and (2) the person conducted online lectures during the Covid-19 pandemic. Figure 1 shows the number of participants based on campus affiliation.
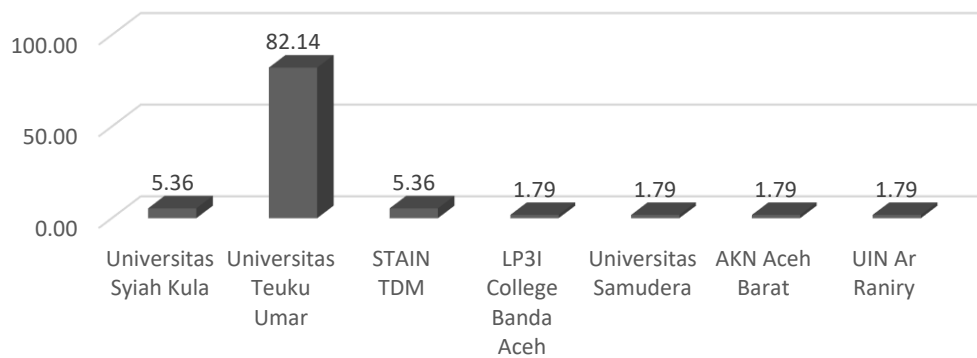
Figure 1. Participants' affiliation (in %)

3.2. Data Collection

The data in this study were collected using an online questionnaire with the help of Google Form. The distribution of the questionnaires was carried out through our fellow lecturers in Aceh. Participants who meet the two criteria filled out the questionnaire voluntarily. To provide wider opportunities for lecturers at tertiary institutions in Aceh to be involved in this research, the access to the questionnaire was open for two weeks.

The research questionnaire consisted of 12 questions focusing on the selection of online platform, lesson plan, learning implementation, learning evaluation, and constraints faced in implementing the online lecture. The questions of the questionnaire were open-ended questions, so that participants could explain in detail their answers to each of the questions.

3.3. Data Analysis

The data analysis was carried out by using a qualitative approach. This approach involves the process of analyzing data through coding the data into specific categories. Categories contain labels that resemble conceptualizations of key findings from the data and represent the cases being studied. Analysis stops when a core category emerges where we can integrate the analysis and develop a 'story' to summarize the main research themes (Dei, 2004; Marshall & Rossman, 2016; Thornberg & Charmaz, 2014). The data coding process consists of three stages, namely (1) open coding, (2) axial coding, and (3) selective coding. Open coding is the initial stage of data analysis where the researcher classifies data that shows the same results from each respondent's answer. Then axial coding is the stage where the researcher combines or reduces certain data or categories that are considered the same or not. Finally,

selective coding is the process of determining key categories where no other new data is found in the analysis.

4. Results and Discussion

This study aims to analyze changes in learning patterns of universities in Aceh during the Covid-19 pandemic. In this section, the research findings are described in three themes according to the results of the analysis, namely: (1) use of online learning platforms, (2) conceptions of teaching and learning, and (3) constraints in the online learning process. Each of these themes will be discussed sequentially as follows.

4.1. Use of Online Learning Platforms

Data in Figure 2 shows the level of the use of online learning platforms by lecturers at universities in Aceh during Covid-19. From the 12 platforms mentioned by 57 participants, WhatsApp Group, Zoom Meeting, and Google Class platforms ranked in the top three, respectively. 77.2% of 57 participants often used WhatsApp Group, 56.1% used Zoom Meeting, and 29.8% used Google Class as a medium for online learning during the Covid-19 period.

Figure 2 shows the use of online learning platforms by 57 lecturers in Aceh during the Covid-19 pandemic. Broadly conceived that WhatsApp Group was used most often. This is probably due to the easy access to WhatsApp Group in two-way virtual communication. Most of the participants stated that the reason for choosing WhatsApp was because this mobile application made it easier for students to access material anywhere and anytime. The internet bandwidth data package required to access WhatsApp tends to be lower than other platforms.
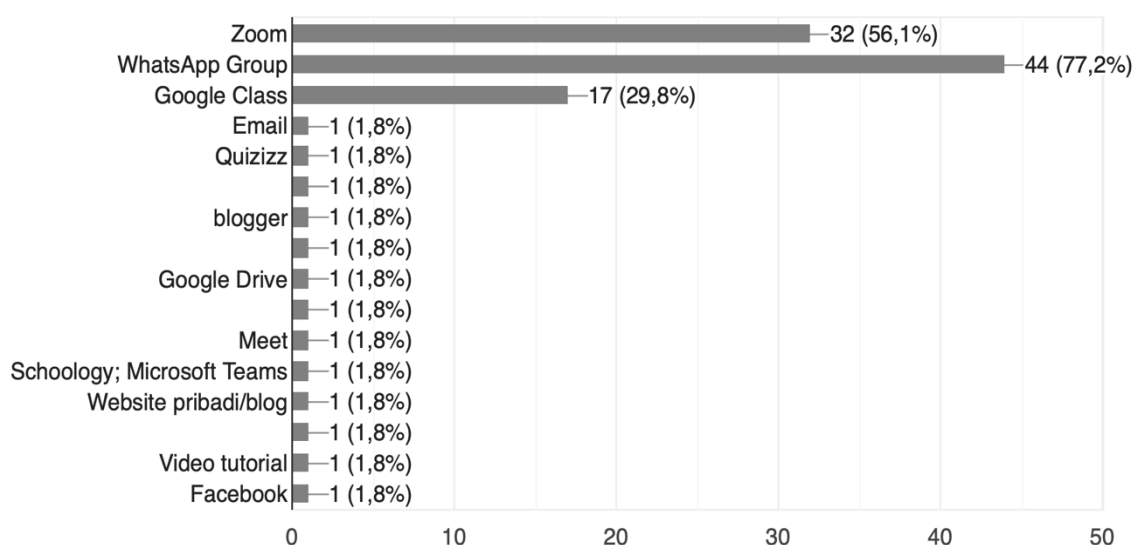

Figure 2. Use of online learning platforms

The statement above is in line with research conducted by So (2016) on an experimental study of the effectiveness of using WhatsApp in online lectures involving 61 students in Hong Kong. The mean margin on the post-test scores indicates that the study sample in the experimental group performed better than the sample in the control group. These findings suggest that the WhatsApp intervention can improve student achievement. In addition, the research sample also shows positive perceptions of the use of WhatsApp for online teaching and learning.

Meanwhile, the use of Zoom Meeting was in the second rank probably because this platform made it easier for lecturers and students to have face to face interaction and it is complemented with a screen sharing application feature that makes the teaching and learning process more effective and efficient. Sayem, Taylor, McClanachan, and Mumtahina (2017) conducted a study involving Australian students using Zoom Meeting application. They found that using Zoom Meeting in online learning resulted in higher student satisfaction and a 25% reduction in lecturer workload. On the other hand, Google Classroom was in the third rank of use possibly because the available features are not as comprehensive and as easy as Zoom Meeting, yet Google classroom is still the best option for implementing online learning (Iftakhar, 2016).

However, even with different choice of online platforms, the biggest challenge in implementing effective online learning is social factor or the ability of students to project their personal characteristics onto the learning space. This is coupled with the potential negative effects on student engagement, persistence, and academic achievement (Gleason & Greenhow, 2017). In choosing what platform or application to use, these factors must be considered.

4.2. Conception of Online Teaching and Learning during Covid-19

One of the specific objectives in this study is to find out how lecturers formulated online teaching and learning during the Covid-19 pandemic. We asked 57 research participants about their steps of learning: (1) lesson planning, (2) learning implementation, and (3) learning evaluation. These three steps are in accordance with the didactic steps of learning that are generally known (Kirkpatrick, 1998; Sudjana, 2002). Figure 3 shows the concepts of learning and teaching carried out by the participants.
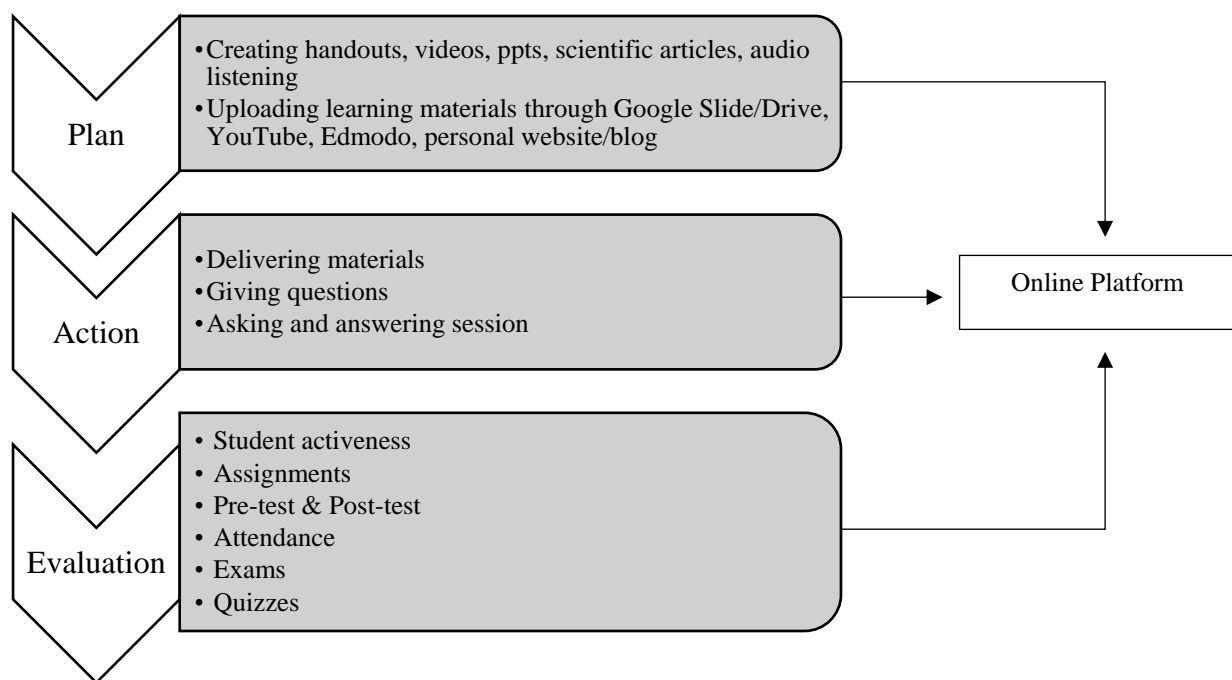
Figure 3. Flowchart of learning and teaching conception

Figure 3 shows how the participants generally formulated the concept of learning and teaching during the Covid-19 pandemic. It can be seen that at the planning stage, the participants created handouts, videos, ppts, scientific articles or audio lessons that were uploaded to online sites such as YouTube, Google Drive, Edmodo, or personal websites / blogs to be shared with students. As for the implementation stage that took place online, in general, the participants had a teaching pattern of delivering material, giving questions, and discussion session. Then, at the evaluation stage, the 57 participants generally focused on aspects of student activeness, assignments, pre and posttest, exams and quizzes.

Looking at the Figure 3 above, it seems that the concept of learning carried out by the participants was more teaching- rather than learning-oriented. When using the concept of teaching-oriented, the assumption is that teaching is the transfer of information, skills and attitudes to students. Meanwhile, the assumption of the concept of learning-oriented is more to promote the development of the conceptual understanding of students independently (Kirkwood & Price, 2013). The choice of this conception has a significant and interrelated impact on how lecturers use technology and learning methods. The choice also reflects attitudes about which factor is more important; teachers or technology that are considered significant (Kirkwood & Price, 2012).

Due to the limited scope of the research, unfortunately this study cannot reveal more deeply about the quality of the materials developed by the participants, how the discussion process was carried out, what steps or strategies were used in facilitating online discussions, and how the didactic language used by the lecturers and students in the discussion. This study also cannot measure the level of student learning success in the online learning process. The limitation of this study, however, can become a topic for other researchers in conducting future research.

4.3. Constraints in the Online Learning Process

After knowing various platforms used by the 57 lecturers in Aceh and the conceptions of learning that they carried out, this study also reveals the constraints faced by the lecturers during the implementation of online learning. The results of the analysis showed that the constraints faced by lecturers in Aceh can be divided into two categories, which are those related to: (1) facilities or infrastructure, and (2) human resources. Table 1 is the results of the coding analysis.

As noted in Table 1 that the main constraints faced by the participants in online teaching and learning are divided into two categories, namely facilities and human resources. Facility constraints include limited internet data packages, disruption of telecommunication networks in the village where students or lecturers reside, limited access to online applications or platforms, an environment that is not conducive for online learning, such as noise on the road or children, frequent electrical blackouts, and no opportunities to do laboratory works courses that require practicum.

Table 1. *Data coding of online learning constraints*

Constraints related to facilities	Constraints related to human resources
• Limited internet data packages	• Low student motivation
• Telecommunication network disruption	• Difficult to control student activeness
• Limited access to application/ platform	• Low competence of lecturers in processing content and learning strategies
• Not conducive environment	
• Unstable electricity	• Time management
• Cannot perform practicum	• Student discipline

Additionally, the constraints related to human resources include low motivation of students to participate in online learning, difficulties in making students active, low ability of lecturers to develop learning, poor time management, and students' lack of discipline in online lectures. These two categories of constraints are some factors that determine the success or failure of online learning. However, further research related these findings needs to be done, for example through a factor analysis research design, equation modeling, ethnography, and others. The goal is that a comprehensive picture of the barriers to online learning can be seen in more detail.

The findings in this study are in line with the results of a similar study conducted by Lofstrom and Nevgi (2007) in Finland where the commitment of both lecturers and students is the key to the smooth process of online learning. Similar results are also shown in research conducted in the United States by Bolliger and Wasilik (2009) and Kim and Bonk (2006) which emphasize the large role of lecturers in the success of online learning. Then this study also strengthens the research findings of You (2016) in Korea about predictors related to the success of online learning in higher education.

The constraints to online learning at universities in Aceh during the Covid-19 pandemic in this study were not much different from the results of Muzid and Munir's study (2005) and Guspatni (2018) which reveal the obstacles to online learning in Indonesian universities. It seems that lecturers and students in Indonesia are not yet comfortable to interact online for learning. If this problem is not resolved, it is feared that it will disrupt the knowledge transfer process, particularly in the time of the pandemic.

5. Conclusion and Recommendations

This study aims to determine practices of learning in higher education during the Covid-19 pandemic. By raising a case study in higher education in Aceh, this research specifically focuses on: (1) the conception of online learning and (2) the constraints faced in implementing online learning. The results of the data analysis show that the learning in general follows three didactic steps, namely planning, implementing, and evaluating learning. Furthermore, the focus of the learning is more on teaching-focused, which is only the fulfillment of lecturers' academic responsibilities for teaching.

Second, the constraints faced by the lecturers in online learning during the Covid-19 period are generally the same as those of online learning before Covid-19, which relate to online system facilities or infrastructure (such as the internet, networks, etc.) and relate to human resources (such as competence of lecturers, student motivation, commitment, etc.).

Therefore, it is expected that stakeholders, especially the government, can pay attention to and provide adequate online learning infrastructure throughout Indonesia, especially Aceh. If the Covid-19 outbreak lasts for a long time, which make online learning lasts longer, then access to online learning needs to be a concern. Hence, none of students will become victims because they cannot participate in learning due to unavailability of stable network or electricity.

It is also expected that universities can improve the competence of lecturers in implementing online learning. Online learning practices that are different from conventional learning require special skills and knowledge at the learning planning, implementation, and learning evaluation stages. Continuous development of lecturer professionalism competence needs to be done.

In closing, the scope of this research is very limited. Future research can raise the same topic by conducting research using a different design and focus. For example, further research needs to be carried out to see the quality of online learning material content, the quality of the discussion from a discourse analysis point of view, or the inhibiting factors and predictors of online learning success using the factorial analysis approach, equation modeling, and ethnography.

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