The Asian ESP Journal

THE ASIAN ESP JOURNAL

Table of Contents

Redundancy in Maritime Students' Essay Writing in Indonesia

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Abstract

An essay is about meeting the need for formatting, grammar, grade level, and the topic. Writing an essay is important to Maritime Institute students as future seafarers that must be applied

when a report should be written monthly. The purpose of the study is to find out the types of redundancy and the causes of redundancy in essays. It was conducted with students in major Port and Shipping Management, Nautical, and Technical Departments students. The instruments of this study are documents and interviews. They were given to students who were recommended to use English, both spoken and written, classified by TOEFL Score, who scored 450 above. The document is collected to find out the types of redundancy; redundant pairs, modifiers, and categories. The interview is done to find out the causes of redundancy. Based on the result, the most type of redundancy is redundant pairs, and the cause of redundancy is a direct translation. Students repeat the same information because the Indonesian Language influences it.

Keywords: *Writing Skill, Essay, Redundancy*

Introduction

An essay is an output in the academic writing class. Students are free to write their arguments to inform or persuade readers. The argument is supported by facts such as articles, books, and journals. However, Maui (2011) shows that students still use non-academic terms in their writing, such as abbreviations, judgmental words, and spoken language. On the contrary, students are more concerned with grammatical errors than considering the formal terms, necessary, and unnecessary words in a sentence Carroll (1990). Essay as academic writing also requires the utilization of an effective sentence. Thus, ineffective sentences also need to be revised. Carroll (1990) confirms that students tend to write ineffective sentences because they have limited ability to make concise sentences. The concise sentence would produce effective writing. Repetition is one of the reasons ineffective sentences occur.

On the other hand, according to Meyers (2003), repetition is needed in academic writing. The correct function of repetition is to stress the main topic in writing (Brannan, 2003). Students repeat and connect the main topic to the other sub-topics to allow readers to see the connection. Nevertheless, the students often use weak repetition, which can be eliminated to produce clear writing. For example, students spread the same word in an essay which may reduce readers' interest. Besides, students repeat the information twice but in different forms. Those phenomena are called redundancy. According to May and May (2009), the difficulty of writing is making clear and concise writing. One of the characteristics of unclear sentences is long and rumbles. The cause of those wordy sentences is the existence of redundancy. Redundancy means unnecessary words with the same information and meaning in different words

(Hermianthy et al., 2013). Students do redundancy because they believe that long-winded writing is fancy in academic writing or serving complete information (Checkett and Checkett, 2004).

On the contrary, it confuses readers and degrades credibility for both the students as the writers and the essay. One of the factors of redundancy's occurrence is the lack of vocabulary. Students use the words without knowing the meaning based on the context. Munchie (2002) also states that writing becomes difficult for students who lack vocabulary. Students also lack on use of words in the proper context. It is influenced by the process of writing, which is translated from the first language to English, in this case, Indonesian as the first language. Therefore, students translate it directly without considering the context.

Moreover, Indonesian people tend to use a double meaning and rambling language. Reading ability and comprehensibility are required to write a good essay. The purpose of writing is to inform the readers' ideas. To successfully transfer the information, students should consider the choice of words and the ways to inform the idea. It is the reason for the students to create effective sentences in writing. Redundancy is one of the reasons for the resulting ineffective sentences in the essay. It has studied by Hermianthy (2013) in the descriptive text made by Senior High School students. So, the researcher desires to find out redundancy at the college level. This study focuses on redundancy on students' essays in Jakarta's English Maritime Class of Maritime Higher Education School, both in phrase and sentence levels.

Research Questions

What types of redundancy which mostly found in students' essays?

What causes students to have redundancy in their essays?

Literature Review

Writing is one compulsory subject for students. Limbong (2018) said that writing proficiency as one of the language's skills is considered the most difficult skill to be mastered by most people, even if it is done in the Indonesian language and is harder to do in English. They often face problems while composing essays. Goldman and Hirsch (1986) state essay is a text which is contained the objective opinion or idea by the students. They add that the essay must convince the readers to take the students' points without being explained by long sentences. So, the essay does not require to have a long and wide explanation. The important thing is how the students serve their ideas supported by the facts. In an essay, students have to take a topic that could be developed in their writing. According to Checkett and Checkett (2004), students

gather paragraphs related to each of them in an essay. The essay is dominated by students' opinions on whether to inform or persuade. Hogue (1996le) state that an essay has one topic, which is written with several paragraphs to explain the topic

Formal style, communication, and concession are recommended to accomplish an appropriate essay. Students are obligated to consider them in the writing process, the first draft, and further revisions. These things could help readers to understand the student's ideas easily.

Wordiness

Students tend to use sentences to express their idea in writing forms. A long sentence is allowed as long as the whole words work to express the message. On the contrary, the long sentence is usually contained with words that are not needed at all. That phenomenon is called wordiness. Wordiness is a problem of a long sentence while it could be shortened (Meyer, 2003). Norton (1992) supports that wordy sentence contains unnecessary words and phrases that only make the sentence longer. The information of the sentence is minor, but students use many words to express it; those become wasted words. The writing could not be concise if it has wordiness. For example, in the sentence, He has the ability to swim. The words have the ability to have a simple form with the same meaning; it is can. Therefore, the sentence becomes shorter and concise: He can swim. The readers would not be comfortable with the wordy sentence because it wastes their time to get the point of the writing. Long needless sentences would annoy readers to gain the message (McMahan & Day, 1984). Instead, delivering the ideas directly is much more favored by the readers rather than lengthy explanations. For example, my mother is a woman who wears a pink dress. Readers have already known that the term 'mother' is a woman. The direct sentence: My mother wears a pink dress would be much favored by readers. Wordiness may have happened if the students repeat the information more than once. Such a case is called redundancy. The effect of both redundancy and wordiness is similar; it contains wasted and needless words. However, redundancy is narrowed on the same meaning, which is existed in different words. In other words, redundancy is included in wordiness, but wordiness is not included in redundancy.

Redundancy

Besides the tendency of using sentences, students also tend to express the same information more than once in different words, called redundancy. Redundancy is a writing problem that shows the repetition of words with the same meaning (Gerson and Gerson, 1992). Dawson (1992) also confirms that redundancy serves useless words in expressing an idea because the

information has been clear enough without extra words. Extra words may make the sentence cluttered. An Effective sentence is needed in order to deliver the message. In other terms, redundancy is also named deadwood. Meyers (2003) states, "Deadwood is lifeless and useless language." An example of redundancy: The fire alarm sounded at 2:00 p.m. in the afternoon. The extra word in the afternoon is useless because of 2:00 p.m. has shown that it is afternoon. Then, the example of Deadwood: The tray is rectangular in shape and predominantly blue in color. This example shows that the meaning of shape and color has already been in the words 'rectangular' and 'blue.' Moreover, readers have already known that rectangular is a shape and blue is a color. According to both examples, redundancy and deadwood are the same, which are words and phrases only have one meaning. Omitting redundancy produces wordy sentences (McMahan and Day, 1984). The number of words in a sentence could be reduced by eliminating redundancy. Another example: It was small in size, round in shape, and yellow in color. The sentence consists of 12 words. After revising the redundancy, the numbers of words are reduced and more concise: It was small, round, and yellow. The numbers of words decrease to six words. It could reduce half of the number of words. Eliminating redundancy has been proven to reduce the number of words in a sentence. The words are removed without changing the message of the sentence. Moreover, it becomes more apparent (Wallwork, 2011). Brannan (2002) also confirms that eliminating redundancy works to make a clear and concise sentence. The sentence is clear because it is straightforward to the point, then it is concise because every word is used to convey the message. Students could recognize the existence of redundancy in their writing over the meaning (McMahan and Day, 1984). Sometimes, redundant words do not have the same meaning, but they have the same meaning implicitly. It occurs in the sentence: He writes his history as an entrepreneur. Word past means that something has happened. Meanwhile, word history means the events which happened in the past. Past and history are not exactly the same meaning, but they have the same information that history must happen in the past, so the word past is unnecessary.

Methodology

This study uses a descriptive analysis. Descriptive analysis collects factual information and categorizes the sample (Wood and Ross-Kerr, 2010). In the descriptive analysis, data is served by describing each type of sample. Therefore, the researcher could summarize the data collection. The data were collected from documentation and interviews. They were not validated as far as this study is a part of qualitative, which concerns epistemological reflexivity. Wilig (2008) defines this reflection as an awareness of the researcher's scientific views on the

role of the participants in research and the implications for various results of finding obtained. The study concerns finding out the types of redundancy in students' essays: redundant pairs, modifiers, and categories. Then, those frequencies are counted to determine how often the redundancy occurs and which one is the most frequent in students' essays. Finally, the researcher describes the kinds of redundancy which occur and the causes of redundancy in students' essays.

The data is conducted in The Maritime English class of one of the Maritime Institute in Jakarta. It is because one of the products in The Maritime English class is an essay. The subject of this study is students of Nautical, Technical, and Port and Shipping Management Departments. The participants are students to get Diploma IV who are recommended to be able to use English both spoken and written, classified by TOEFL Score, those who have scored 450 above as Lumban Batu et al. (2018) found that students with above 400 TOEFL score were reasonably fluent in responding but still tend to make grammatical errors.

Result and Discussion

The 11 essays were written by 11 students of English Maritime in STIP Jakarta who passed TOEFL scores more than 450. The data are sentences that contain redundancy. The data were taken from English Maritime classes; Nautical, Technical, and Port & Shipping Management department. The students were provided six topics to write English Maritime essays, i.e., safety equipment on board, emergency situation at sea, sea transportation, routine activities report, noon/bunkering report, and freight forwarding document.

Another instrument of this study is the interview. The researcher interviewed 11 students who wrote the essays and were participants of this study. The participants are from Nautical, Technical, and Port & Shipping Management who joined the English Maritime class. The recording of the interview has been transcribed into writing form.

After the data has been analyzed, the researcher counts all redundancies found in 11 essays. Here are the numbers of redundancies in the essays:

Table 4.1 Frequency of Redundancy

Types of Redundancy	Frequency of Redundancy
Redundant Pairs	9
Redundant Modifiers	12
Redundant Categories	5

The researcher finds as many as 26 redundancies in the students' essays. They are divided into three types of redundancy; redundant pairs, redundant modifiers, and redundancy categories. According to Table 4.1, redundant modifiers are primarily found in the students' essays rather than the other types.

Figure 4.1 Percentage of redundancies in the students' essay
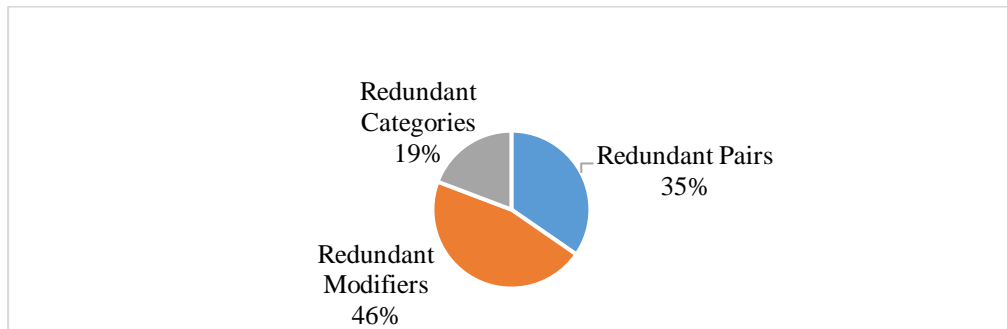
According to the percentage above, the researcher concludes that students often use an adjective or adverb that modifies the word. The students' redundant modifiers such as; ***and etc***, ***come near***, ***reason why***, ***board ship***, ***small dusty***, and ***many several***.

Conclusion

According to the result of this study, a redundant modifier is primarily found in Maritime students' essay writing in STIP Jakarta, Indonesia. There are 46% of redundant modifiers that are primarily found in the students' essays. The second place is redundant pairs which are 35%. Lastly, redundant categories occurred only in 19% of the writing. Redundant modifiers are in the first rank because students did not notice that adjective or adverb they used only restate the previous word, for example, ***and etc***, ***come near***, ***reason why***, ***board ship***, ***small dusty***, and ***many several***.

Another result of this study is that the redundancy is due to the lack of vocabulary, developing ideas, and knowledge about the topic. In addition, the most cause of committing redundancy is the direct translation. The students are accustomed to writing in Indonesian first. Then it is translated into English. Therefore, the essay is influenced by the Indonesian language, which has redundancy such as *alasan mengapa, dan lain-lain,* and *banyak beberapa*. Moreover, the participants agreed that those redundant words are often used in movies, games, or songs.

Pedagogical Implication

Based on the study result, it is suggested that students and lecturers of STIP Jakarta in the Maritime English class and other institutions provide other forms of English for Specific Purpose (ESP) class to recognize the redundancy in writing. The students may attain conciseness through revising and eliminating redundancy. Therefore, the lecturers could recommend revising and eliminating the redundancy in practicing effective and concise sentences.

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Pedagogical Guidelines for EFL Teachers:
A Review on Critical Discourse Analysis Issues

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Abstract

Critical Discourse Analysis (CDA) is considered a new branch of modern linguistic investigations that emerged in applied linguistics, drawing upon a variety of analytical frameworks and approaches in recent years. This paper was an attempt to reveal how CDA can be useful for the EFL instruction contexts. Furthermore, this study reviewed various online data bases to examine the CDA use in the English language pedagogy. Researchers concluded that most of the related investigations have focused on the effectiveness of CDA on reading classes and ideological assumption of the texts. The lack of investigations in this regard

necessitates highlighting CDA pedagogical guidelines over the EFL contexts. CDA helps EFL teachers to take new insights on teaching language skills and sub-skills. It can be beneficial to create awareness and motivation on EFL teachers on the crucial need to modify EFL pedagogies that promote critical, analytical and intellectual learning in English language classroom. The current investigation is also beneficial to several people who can benefit from the work, firstly administrative executives in the EFL countries to revise their curriculum based on the provided suggestions, EFL teachers to revise their syllabi based on the implications offered and finally EFL students to improve their language skills and sub-skills based on the provided discussions in this work.

Keywords: *Critical Discourse Analysis(CDA), EFL teaching, Analytical Framework, English Language Pedagogy*

Introduction

Critical discourse analysis studies play an essential role to provide critical, analytical and intellectual skills required to adjust to educational fields. Among various studies of CDA, researchers' focus was put on the ideology on discourse, power relations, and the relationship between language, ideology and power. Besides, CDA also absorbs the researcher's attention on applying instructions for reading skill. In a word, CDA achievements attracts the attention of more and more scholars of different fields. This paper aims to demonstrate how critical discourse analysis can be applied in the pedagogical area of teaching and learning. Thus, in this paper, the researchers have reviewed most of the articles on CDA and reached to new insights as the pedagogical guidelines.

The Origin of Critical Discourse Analysis and Related Concepts

CDA evolved through British linguists Roger Fowler, Gunther Kress and so forth, in the overdue Seventies. Based on Weiss and Wodak, (2002), the origins of CDA lie in Classical Rhetoric, Text Linguistics and Socio-linguistics, in addition to in carried out Linguistics and Pragmatics. Also, according to Van Dijk(1993) some of its principles can already be established in Jurgen Habermas and the critical theory of the Frankfurt School before the Second World War. The alignment of CDA has been developed by neo-marxist and post-modernist approaches of social theorists, Foucault (1972) and social linguists, and Pecheux (1975).

Through CDA, the hidden ideologies uncovered in the back of language combine linguistic analysis with the relevant social and historical background. Angel Lin in 2014 expressed that CDA has a history of handiest about three many years, with three key researchers who've made seminal contributions: Teun van Dijk, RuthWodak, and Norman Fairclough. Each one has used somewhat different analytical frameworks and concentrated on analysis of discourse in different realms.

Gee in 2004 explained that CDA is an approach that combines some sort of textual (linguistic) theories and analysis with socio-political and critical theories and analysis. What distinguishes CDA from other kinds of discourse analysis is that it is problem-oriented, that is, it does not focus on linguistic units per se, but on complex social phenomena that have a semiotic dimension (Wodak&Meyer 2009). The linguistic features as the first dimension of discourse, discursive practice and social practice, respectively were introduced. Actually, Fairclough (1992) whispered that ideology is presented in the structure of discourse practice.

Discourse as a main concept and a form of social practice is the underlining philosophy of CDA. In the perspective of CDA, discourse can only be produced and thereby understood "in the interplay of social situation, action, actor, and societal structures" in a given social context (Wodak and Meyer, 2001, p. 21). From the New Literacy Studies perspective language is an embodiment of discourse practice. As Lillis (2001, p. 34) puts it, the notion of discourse practice 'offers a way of linking language with what individuals, as socially situated actors, do both at the level of context of situation and at the level of context of culture'.

Van Dijk looks at discourse as "a communicative event including conversational interaction, written text, as well as associated genres, face work, typographical layout, images and other semiotic, or multimedia dimension of signification" (van Dijk cited in Wodak and Meyer, 2001, (p. 20). One important distinction, which is made here, is that of text and discourse, in the sense that text and discourse are not exclusive of each other; as Brunner and Graefen (cited in Wodak, 1996, p. 14) put it, "text does not have to be written" and that "discourse does not have to be oral".

As indicated by Wodak, "the main difference lies in the 'handing down'… and in the simultaneous existence (or absence) of situational context" (1996: 14). In this manner, van Dijk (cited in Wodak, 1996, p.14) defines discourse as a "text in context" on one side and as "a set of texts" on the other. An ongoing extra explanation by van Dijk is that of understanding discourse as action. Understanding "discourse" entails … "both as a specific form of language use, and as a specific form of social interaction, interpreted as a complete communicative event in social situation" (van Dijk cited in Wodak, 1994, p.14).

The theory of Critical Discourse Analysis (CDA) owes much to the commitment from various researchers (e.g. van Dijk, 1977; Fairclough, 1995; 2001; Wodak and Meyer, 2001) who have a shared understanding in what critical linguistics upholds, and particularly their accentuation on the social aspect of discourse. The admonition to be made here is that these researchers however have shared perspectives in that they address comparative issues, and concur on specific principles of analyzing discourse they themselves have comprehensively varying foundations. For instance, while Norman Fairclough has a foundation of Systemic Functional Linguistics, Teun van Dijk has text linguistics and cognitive linguistics, and Ruth Wodak is in interactional studies (see also Blommaert, 2005). CDA as a critical linguistics approach rose as a reaction against such programmes as Chomskyan (structural) linguistics, which itself came as part of a progressive improvements at the onset of the post-Second World War. The operational assumption in CDA is that 'discourse takes place within society, and can only be understood in the interplay of social situation, action, actor and societal structures' (see Wodak and Meyer, 2001, p. 21).

The operational assumption in CDA is that 'discourse takes place within society, and can only be understood in the interplay of social situation, action, actor and societal structures' (see Wodak and Meyer, 2001, p.21). There are three operational concepts within the CDA tradition, viz. power, history, and ideology and that discourse is construed as structured by dominance. Every discourse is historically processed and interpreted, that is, it is structured and located in time and space; and that dominant structures are legitimized by ideologies of the powerful groups (Fairclough and Kress cited in Wodak and Meyer, 2001, p.2).

Review of Critical Discourse Analysis Studies in Foreign Countries

CDA has discovered its manner in the EFL context during recent years. Wallace as one of the most influential researcher in the (1992) focused on the CDA in the EFL classes. The application of CDA in the ELT context perhaps started with the reading program; Wallace (1992) was the first researcher to propose a comprehensive guide on applying CDA in EFL classes.

According to wallace conventional reading classes are deficient in three important ways. The first was an attempt to link reading activity and texts to the broader social context, the second one, use of more provocative texts and the third and last one was a methodology for text interpretation that helps uncover both the propositional content and the ideological assumptions behind the text (Wallace, 1992).

In a similar vein, Fairclough (1992) contended that language teaching programs and materials have not concentrated on significant social aspects of language, particularly aspects of the relationship between language and power, which should be featured in language education. Critical approaches to language and language education is becoming increasingly persuasive now, because of contemporary changes affecting the role of language in social life.

CDA practices is an emerging is an emerging movement in the context of the class and most of the teachers are encouraging students to effect CDA in their learning tasks inside the classroom (Boston, 2002; Cots, 2006; Fairclough, 1995). However, the emergence of CDA in language classes does not necessarily involve a fundamental change in teaching methods or techniques (Cots, 2006; Pennycook, 2001; van Dijk, 2001); rather, CDA could be incorporated within most - if not all -such methods or techniques.

According Pennycook(2012), Critical Discourse Analysis encourages learners to understand the hidden meaning of a text through engaging learners in scrutinizing both formal linguistic devices and socio-cultural meaning of a text.Moreover,according Fairclough (1995),CDA instruction can contributes to a rise of learnes'critical language awareness and promotes language awareness in the classroom .Other researchers such as Koupaee etal in 2010 mentioned that CDA as a pedagogical approach and an explicit knowledge is about language or a conscious perception in language learning.Moreover,according Lee and Gray (2019),for applying critical literacy in the class discussion, active exploration likewise occurs when the students are being tasked to critically interrogate the texts to further tackle social issues and integrate their personal voices and values where language is being infused to social issues; thus, generating critical questions and connecting serious topics for peer discussions.

Boston (2002) indicated that numerous teachers already deal with CDA in their classrooms. When students are asked to give their opinions about a text, to compare the text situation with their own situation a CDA analysis is performed. In an examination done by Cots (2006) CDA was utilized in an unknown in a foreign language class. Likewise, the students ought to complete three sorts of activities planned depending on Fairleigh investigative structure. Cots (2006) needed to show that decisions of the educators or materials designers in content choice could be fundamentally analyzed.

Teachers and students could do such an analysis together in the classroom. In his investigation, Cots's 2006) objective was to introduce CDA as a correlative model for analyzing language use and planning language learning activities. Yang in 2004 investigated the significance of critical language awareness through conducting a case study.He analyzed the data base on Fairclough framework of CDA .The results of the study indicated that there was an

ideologically biased base and the reflection of the social influence of marketization in discourse.

In fact, the outcomes demonstrated the significance of CDA in order to raise people's critical awareness of language.

In a study done by ICMEZ (2009), critical reading practices were adapted to traditional EFL reading lessons to increase students' motivations. The procedure of Critical language through asking the students to analyze the texts and encouraging them to express their positions increased students' motivations. Based on these points, CR suggests that learning experience and the students' realities affect the selection of a text , student involvement, and classroom communication.

Huang (2013) investigated how CLA could be implemented with an emphasis on writing and how English-language learners responded to critical language awareness. Also, it demonstrated how writing can contribute to the development of a critical awareness of the ideological nature of texts and the constructed nature of writing. In this research, opportunities were designed for students to experience and experiment with multiple subject positions as writers. The findings have shown that the students focused their attention on author intentionality and mostly disregarded the important role of Discourse in considering the constructedness of texts, even though this was highlighted. These results demonstrate the necessity to rethink not only how CLA is introduced to students but also how students are allowed to engage and experience with the different aspects of critical awareness.

According Janks (1997), it can be realized that CLA moves toward greater freedom and respect for people. Also, according to Fairclough (1995), CLA is a prerequisite for effective citizenship and a democratic way of life. He claimed that C LA can highlight non-transparent aspects of the social function of language but it pays attention to linguistic dimensions of educational failure or inadequacies in foreign language learning. Besides, Marsh (2012) conducted an exploratory action research project on the use of CDA-based activities and their subsequent effects of levels of CLA in a Japanese medical university. The researcher collected data via various writing tasks and used thematic analysis. The result of using CDA pointed to increasing the level of critical language awareness among some students.

Review of Critical Discourse Analysis Studies in Iran

Hashemi and Ghanizadeh(2012)investigated the impact of critical discourse analysis on TEFL students' critical thinking (CT) ability in reading journalistic texts classes. The results of this study also substantiated the researchers' hypothesis that a teacher's implementing CDA in EFL

classes is reflected in students' class activities and attitudes. They achieved that teacher's practices help the development of critical thinking abilities and aided the students to empower themselves with critical awareness through their choice of provocative texts. Furthermore, this finding may plausibly demonstrate students' positive attitude toward CDA. Taken together, the findings of this study were compatible with Leontiev's (1981) activity theory and Brunner (1976) model of scaffolding. The significance of this study, though small-scale and experimental in nature was that the findings were compatible with the theoretical contentions in the literature indicating the contributing role of learners' exposure to texts that contain ideological assumptions in the development of their critical thinking abilities (Wallace, 1992). Moreover, the results of statistical analyses were further confirmed by the qualitative examination of students' presentations.

Marashi and Chizari (2017) investigated the impact of critical discourse analysis-based (CDA) instruction on EFL learners' writing complexity, accuracy, and fluency (CAF). The results of this study illustrated that CDA-based instruction bore a significantly positive impact on EFL learners' writing CAF.In this study, CDA-based instruction has proven to have positive effects in the ELT classroom particularly in reading courses (e.g., Correia, 2006; Cots, 2006; Fredricks, 2007; Icmez, 2009; Janks, 2005; Koupaee Dar et al., 2010; Wallace, 1992, 1999; Zhang, 2009; Zinkgraf, 2003). It's worth mentioning, the change of social context leads to changing writing mode. The societal mode plays important purpose. In "a sociocultural stance, it identifies the writers as social agents with particular self-perceptions and purposes behind their creative writing practices" (Zhao & Brown, 2014). Koupaee Dar et al, (2010) investigated the importance of raising students' critical thinking through explicit teaching of some techniques of critical discourse analysis. This study aimed to detect any change in the English BA students' abilities to reveal the covered layers of meaning implied in the texts.

Danesh et al, (2016) examined the effects of Critical Discourse Analysis (CDA) on reading comprehension. The results of this study showed that there was an improvement on reading comprehension after they got familiar with CDA and its elements. It was observed that when students know the elements of CDA, they were enthusiastic more, and learned the desired activities more effectively. According to the results of this study, CDA-based reading comprehension represented an important approach in teaching EFL. It helped learners to learn and develop their English language competence effectively.

Javadi and Mohammadi (2019) investigated the effect of Critical Discourse-based instruction on Iranian English major students' reading comprehension. The study was utilized for English foreign language learners to uphold their critical ability to analyze the reading comprehension

and reading journalistic texts. They hoped that CDA could increase the EFL learners' motivation in reading comprehension. Based on the result of the study, critical teaching method had a positive impact on the students' reading comprehension and journalistic texts.

Pedagogical Implications

Nowadays, it's important to focus on CDA as a pedagogical tool in the EFl context. Bearing this idea, it is clear that CDA can be beneficial in the educational area from a new angle and form a Critical –Analytical ability to control teachers' teaching skills. The implications of CDA for educational purposes depend on the frameworks taken by the teachers and the students' uses and familiarity.It provides future researchers and EFL educators insight on creative methods of teaching by employing CDA-based teaching techniques to enhance EFL learners' argumentative skill, linguistic knowledge,and critical language awareness. As it was mentioned in literature , the findings indicated that CDA-based teaching improved EFL learners'higher order of thinking .

Teachers can expand their knowledge of critical discourse analysis in order to encourage EFL learners to focus on critical, analytical and intellectual aspects of leaning skills .The review sought to find out how CDA can be beneficial for EFL teachers to motivate learners. CDA as the recent approach allows teachers to concentrate on particular linguistic knowledge and different analytical frameworks that the scholars have developed. The fieldwork and result in the analysis of the current study reveal important implications and recommendations for EFL instructors to achieve successful teaching methods of skills and for EFL learners to accomplish learning goals.

This study has several implications for future research in the area of pedagogy, teacher attitudes about critical content-area literacy, development of linguistic content-area, critical language awareness support, integrative critical instruction on writing textbooks. The increase of learners CLA as a result of learning CDA instruction and becoming aware of the functions of the English language in life helps them to have a critical-analytical mind. They can also gain the ability of argumentation to defend their beliefs and ideologies through learning CDA frameworks .The instructors should be aware of all the CDA frameworks to integrate critical activities into the teaching and learning process and in this way, they can assist their students in their critical thinking activities. Instructors should not limit themselves to regular teaching of skills such as reading but they should also teach CDA knowledge and higher-order thinking processes in their classes.

Conclusion

According to studies that mentioned and the results obtained through those studies, CDA has shown its function in the field of discourse studies, an increasing number of studies has applied CDA to investigate power, ideology and the relationship between them. Most of scholars and linguists contributed theoretical innovation of CDA which offered valuable information in various discourse studies. Overall, the results thus obtained seem to bear the claim that EFL teachers can boost their strategies and techniques to teach their students in a critical manner. Also, CDA can help teachers to identify their strength and weaknesses through teaching linguistic knowledge and analytical tools. To summarize, the present review has examined the various CDA studies in foreign countries and Iran, which aim to reveal the relationship between language, power, and ideological stances and use CDA as a tool in the educational area. Several pedagogical implications have discussed to help teachers, students, and educational organizations deal with CDA adaptation. Through the literature review, the researchers hope to increase the awareness of main role of CDA among EFL teachers and administrative executives in the EFL countries to revise their curriculum and frameworks.

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Digital Project-Based Learning for Teaching English for Islamic Studies: Learning from Practice

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Abstract

This paper investigated the steps of enacting Digital Project-Based Learning, henceforth DPjBL, and described the students' perspectives toward digital video production as the project works to be completed by the students taking the English for Islamic Studies course. The

participants of this study were one English teacher and twenty undergraduate students of the English Education Department of State University of Islamic Studies in Banjarmasin. The steps being investigated were started from the planning, during the project work completion, up to the presentation stage. The method used was a classroom-based study with a participatory observation technique supported by field notes and focus group interviews. The researchers collected the primary data using online class discussion notes and students' work artifacts. Findings revealed that the PjBL could be conducted online by combining conventional PjBL steps with digital technology. This study suggested teachers implement this Digital PjBL in any other courses since it empirically might create an enjoyable virtual learning environment and promote the students' competencies.

Introduction

Nowadays, the rapid development of technology demands educators from all education levels to integrate technology into their teaching and learning process. They establish such integration in synchronous and asynchronous modes, and one of the feasible instructional methods to answer this demand is Digital Project-Based Learning (DPjBL). By definition, Project-Based Learning, referred to as PjBL, focused on utilizing project-work in the learning process (Mergendoller & Thomas, 2000). The project work assigned to the students has involved complex tasks in which the students created the design, used critical thinking and decision-making skills. In the PjBL instruction, students worked together autonomously over a while, independently or in groups, and the project result was a practical product and or presentation. Following the rapid growth of information and technology so as in the process of education, many fields of study continue to adapt this PjBL approach across the different educational levels (Bottino & Robotti, 2007; Setiawan, Hamra, Jabu, & Susilo, 2018) started from primary to higher institutions level.

In EFL teaching and learning, Jalinus, Nabawi, and Mardin (2017) specified projects as extended tasks incorporating the teaching of language skills with various activities. The activities included the agreement of project work final objectives, which started from planning and preparation, information gathering through reading, listening, interviewing, observing, group discussion of information, problem-solving, oral and written reporting, and displaying. In line with this definition, Ravitz (2010) also set the operational definition of PjBL that it has

the features of (a) intensive inquiry process, (b) set for some period, (c) focus the direction to the student to some extent, and (d) that needs a final presentation session at the end of the project. Furthermore, teachers needed to be as creative as possible in designing various tasks that meet the students' needs and selecting appropriate methods to build their students' competency (Bin-Tahir & Hanapi, 2020). One of the best instructional methods to serve various technology-enhanced learning activities was Project-Based Learning.

In teaching English for Islamic Studies, which was further abbreviated as EIS in this present study, the Digital Project-Based Learning design, henceforth DPjBL, could also be integrated into classroom activities. Since the central core was not teaching Islamic terms separately, it focused more on English teaching in the Islamic studies context. Alan and Stoller (2005) mentioned that teachers needed to relax their control to monitor the students' project work. In the same vein with this idea, Iskandar (2018) pinpointed that teachers' attitudes played an essential role in implementing an innovative design, fostering the impact on that innovation enactment itself. It would be more effective when teachers were regarded as a guide, not as strict tutors (Smith et al., 2005), and also when students got the feedback of the project experience to let them know that their projects were respected well. Although many research works reported the teaching implementation using PjBL, only a few have discussed online or Digital PjBL in teaching EIS and elaborating the steps to implement it. It further became the gap of the previous PjBL research to this present one. Thus, this current research investigated the enactment of DPjBL in teaching EIS by exploring the implementation procedures and the students' perspectives after being exposed to the DPjBL approach. It would also be the task for the researcher to examine the proper balance between teacher control and student self-autonomy to increase the benefits of project work using DPjBL later on. Based on that rationale, there were two research questions that guided this study, as follows:

What are the steps of implementing the Digital Project-Based Learning instruction in teaching English for Islamic Studies?

What are the students' perspectives on Digital Project-Based Learning enactment in their English for Islamic Studies course?

Literature Review

Project-Based Learning (PjBL)

The project-based learning instruction aligned more with a constructivist theory of learning. It was so since constructivism advocated learning by collaboratively investigating and solving real-world problems. Jean Piaget (1953) in Meyer and Wurdinger (2016) promoted that each

individual's process constructs ideas. The main focus of constructivism theory proposed by Piaget related to the knowledge construction through assimilation and accommodation of personal process and its progress through four stages of development, which was different. Piaget's theory was balanced with another constructivism theory developed by Lev Vygotsky. Still, in Meyer and Wurdinger (2016), the social constructivism by Vygotsky pinpointed that an essential part of learning was social interaction itself. It was so since social interaction was mainly based on each individual's thinking process combined with classroom social interaction.

Nevertheless, it was essential to note that the enactment of Project-Based Learning effectively might differ depending on the context and the local need. This issue has further become the main focus of this present study; integrating Digital PjBL in EIS classroom activities. The selected theory of learning was a collaborative learning theory. It was about assigning tasks to students that were challenging and substantive (Bruffee, 1984), where two or more learners could elaborate on learning materials together (Cohen, 1994). Collaborative learners might gain knowledge acquisition after exposure to various perspectives and new insights (Ishihara, 2010). Moreover, interaction and discussion could lead to deeper cognitive processing of information (Webb, 1991).

What is DPjBL?

Integrating PjBL into educational technology has drawn many researchers' interest to report research under this issue. One of them was conducted by Amissah (2019). He completed a magister thesis dealing with the advantages and challenges of online PjBL. He used a comprehensive review of the literature and interviewed some experts that have implemented online PjBL. This literary research showed that online PjBL might promote academic achievement and motivation and develop students' collaborative skills. The challenges found were lack of teacher and student preparation, and the e-assessment process seemed difficult.

Talking about DPjBL, Taufiqy, Sulthoni, & Kuswandi had researched Digital PjBL in 2016. Their study was to develop a model of digital PjBL material using the subject shooting image technique. The final product of this research and development showed that the expert validation and field-testing stage indicated a satisfying result. The students were satisfied to apply this digital PjBL material to their teaching and learning process. Meanwhile, concerning assessment systems in Digital PjBL, Romeu Fontanillas, Romero Carbonell, and Guitert Catasús (2016) have applied e-assessment to evaluate the students' project work. In doing the project work in the DPjBL instruction, the students were assessed starting from developing

the activities based on outcomes for each process and the final product of their project work. The e-assessment focused on the process assessment in which the student worked in teams and created a dynamic peer assessment. Applying this e-assessment mentioned that the students showed a high level of satisfaction during the e-assessment process, and their learning engagement was also significantly improved. Thus, this research has proved that PjBL could be digitally assessed and further opened the chance to design an interactive e-assessment to evaluate the project work.

Steps in Implementing PjBL

Many authors on PjBL have proposed steps in implementing PjBL in which they mostly shared specific core steps. In the Indonesian context, the Ministry of Culture and Education (2013) highlighted the six steps for the Project-Based Learning method in the teaching and learning process, they are (a) starting with the critical question, (b) designing the project plan, (c) designing a fixed schedule, (d) monitoring students project progress, (e) assessing students' outcome, and (f) evaluating students' experience. Another step of implementing PjBL was also highlighted by O'Sullivan, Krewer, and Frankl (2017). They adopted the 'Win-For-All' approach to collaborate PjBL for student groups. The steps were (a) design projects that were appropriate for collaboration rather than collective individualism, (b) make collaboration and social media part of the grading, (c) generate mutual benefits through shared learning aims, and (d) let students define their own, shared rules for collaborative learning.

The researchers proposed many more steps dealing with implementing PjBL in the EFL context, which may vary. However, as previously noted, there were no practical steps proposed to implement PjBL in a technology-enhanced classroom situation which has become the novelty in this present study. The feasible steps might help the teachers and students in the actual implementation of Digital PjBL. Teachers might also create activities that are easier to organize and fit their own classroom situation. Finally, these practical steps might effectively promote the students' language skills, creative thinking, and content learning to achieve the project's outcome.

English for Islamic Studies (EIS)

English for Islamic Studies (EIS) was frequently connected under English for Specific Purpose (ESP). Muhsinin (2013) contended that English could be learned more explicitly as an ESP course, focusing on one or more skills that would help the students comprehend text about Islamic studies written in English. This course would further enable them to learn Islam

through English. The students could develop their English and, at the same time, understand Islamic beliefs as well as the content of the text. The use of English for Islamic Studies, which contents were taken from Islamic teaching materials, would resolve the conflict between the students' Islamic values and the English ones.

In developing the curriculum for Indonesian English Language Teaching (ELT), Hidayati (2017) argued that it was necessary to insert cultural and religious values in English teaching material. It was a must, especially for Islamic studies institutions, to internalize these values since they have become Muslim communities' life guidance. It would be an excellent job for English language teachers to develop their Islamic-based teaching materials since these materials and available resources were still limited in number. By designing the materials themselves, they might be able to meet the students' needs. Furthermore, the ELT teaching's desired goals in Indonesian Islamic higher education did not merely focus on students' language skills acquisition but also to strengthen Islamic faith reflected in everyday lives attitude (Irwansyah, 2018). In short, ELT practitioners should explore the philosophy of language education within the Indonesian context in general and in Islamic educational institutions in particular.

Methods

The method used was a classroom-based study with a participatory observation technique supported by field notes and focus group interviews (Creswell & Creswell, 2018). Kral (2014) pinpointed that the participatory qualitative method was administered to analyze data. He further highlighted that the researcher and participants become co-investigators in which both parties were involved in collecting and analyzing the data.

Participants

The researcher managed one English teacher and twenty undergraduate students of the English Education Department of State University of Islamic Studies in Banjarmasin as the research participants. The teacher was female, and the students were twelve females and eight males. The teacher's pseudonym was Mrs. Mala. The twenty students' pseudonyms were Surya (male), Udin (male), Fatimah (female), Sella (female), Hani (female), Desi (female), Umar (male), Sinta (female), Tia (female), Soraya (female), Amir (male), Mina (female), Andi (male), Ruslan (male), Nisa (female), Wahdah (female), Lusi (female), Khadijah (female), Agung (male), and Ali (male). Table 1 presents demographic information regarding the age and sex of the participants.

Table 1. Demographic information of the participants

No	Respondent	Age (years old)	Male/ Female
1	Mala (Teacher)	31	Female
2	Surya	20	Male
3	Udin	19	Male
4	Fatimah	19	Female
5	Sella	19	Female
6	Hani	20	Female
7	Desi	20	Female
8	Umar	21	Male
9	Sinta	20	Female
10	Tia	19	Female
11	Soraya	19	Female
12	Amir	20	Male
13	Mina	20	Female
14	Andi	19	Male
15	Ruslan	21	Male
16	Nisa	19	Female
17	Wahdah	20	Female
18	Lusi	20	Female
19	Khadijah	19	Female
20	Agung	20	Male
21	Ali	20	Male

The information derived from Table 1 indicated that there was no slight difference in age among the students. Before the research implementation, the achievement test result also showed that they had primarily shared similar English language competencies. They took the English for Islamic Studies course this semester and have already been familiar with the procedure of conventional Project-Based Learning.

Data Collection and Analysis

In collecting the data, the researcher joined the Google Classroom, WhatsApp group, and virtual zoom meeting provided by the EIS lecturer to collect the data dealing with the online observation of DPjBL enactment. The primary data were collected using online class discussion notes and students' work artifacts. The focus group interview was administered to obtain the participants' responses to their perceptions after exposure to the DPjBL.

The focus group interview session with the students was conducted via a virtual zoom meeting. Before the interview, the interviewees were informed and asked for their consent to record the process to make the data transcription easier. The aspects being interviewed were their perception of the DPjBL enactment covering their preference of online chat forum, the application used to complete the video project, the benefit gained from being exposed to DPjBL, and the possible challenges in meeting the online project work.

Findings and Discussion

The Steps of Organization of DPjBL Implementation

Findings revealed that the PjBL could be conducted online by combining conventional PjBL and features of digital technology. The teacher implemented the main PjBL features started from planning, carrying out, up to the presentation stage. The steps of DPjBL performed by the teacher are displayed in the following Figure 1.
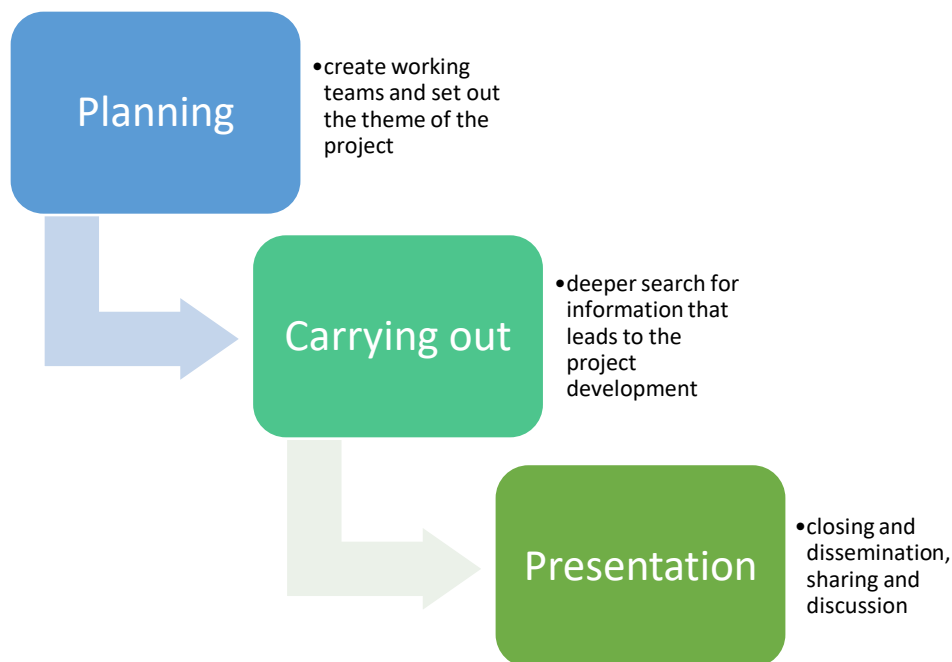
Figure 1. The steps of PjBL implementation

The interview result with the teacher revealed that she focused on three main stages of DPjBL: planning, carrying out, and presentation since it addressed the main key point of PjBL itself. In line with Hong (2019), it was mentioned that after the teacher and students agreed on planning a new project, learners in PjBL cooperated in small teams to complete the project work that might take forms an oral presentation or a staged performance. The researcher observed that the teacher provided a conducive environment to create working teams and started the initial planning stage. The students set out the topic or theme of their project work during this stage. The next step was a carrying out stage in which the students collected information as much as possible to support the project work completion. The project was started to be developed using the gathered information. During this stage, the students have designed the first version or prototype of their project. The last step was the presentation stage regarding the final version of the project's sharing and discussion. Based on the online observation of the DPjBL implementation, the teacher further divided the three main steps above into five more detailed activities. Figure 2 portrays the activities of implementing DPjBL conducted by the teacher in the online classroom.

Figure 2. The activities of DPjBL implementation

The EIS teacher started to implement DPjBL by creating an online group through a WhatsApp application. She explained their upcoming DPjBL project work procedures to ensure that all participants were on the right track. She then informed the students through a group chat that the twenty students would be divided into five smaller groups. She also mentioned that further

discussion would be conducted through Google Classroom, and she invited the students to join DPjBL classes in it.

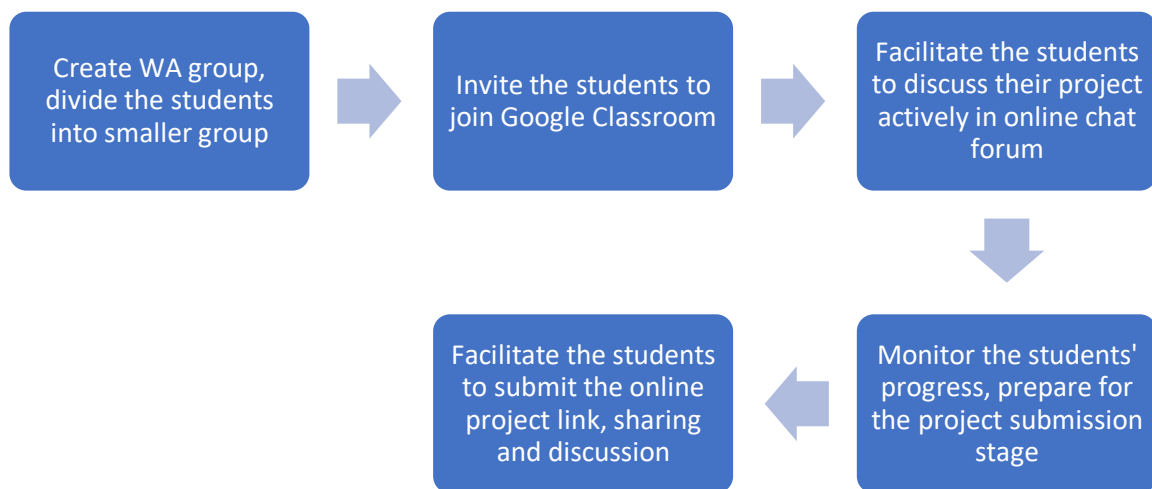The students joined the Google Classroom using the code given and followed the instructions there. The researcher also joined the online class to monitor and get the data dealing with the DPjBL project progress. The teacher divided the forum chat into three stages and informed the students that all discussions related to their project work must be done in Google Classroom chat. This instruction made the teacher more comfortable monitoring and supervising their students' project work progress. She said:

"I demand the students do the discussion only through Google Classroom chat to make it easier to control their work. I do not allow them to open a private WhatsApp group since I cannot monitor their progress and hints in doing the project work." (Mala, interview data)

Teacher Mala further explained to the researcher that she could check the collaborative learning through online chat discussion and the development of her students' critical thinking. It was expressed clearly in the chat, and she might decide the necessary advice to facilitate the students' problem in completing the project work. The students' project works were overdue within four active weeks. Project work in PjBL would gain its highest benefit when the teacher and students work together to complete the project work itself. The teacher would be the one who guided the students as well as motivated them to learn autonomously. Alan and Stoller (2005) gave some criteria to implement project-based learning in the classroom organization successfully. The first criterion was that the teacher must focus more on real-world situation matter under the students' learning environment since it would attract their interest. For instance, the project might take form a creative video of maintaining the physical distance in public places during the pandemic virus. The second criterion was that the teacher needed to monitor the students' collaborative work while always keeping their students' autonomy and independence in doing their project work. The third was that the PjBL implementation could accommodate the learning process focusing on form and other language aspects. The last criterion was that the PjBL must be processed and product-oriented to create a learning-by-doing atmosphere. It would be handy to emphasize targeted language skills and end-of-project reflection, respectively. Next, they also proposed ten comprehensive steps on using PjBL in EFL classrooms, which started from (1) the students and instructor agreement on a theme of the project work, (2) determining the outcome, (3) structuring the project, (4) instructor preparation to gather information, (5) students information gathering as assigned by the instructor, (6) instructor preparation to compile the data, (7) students data collecting, (8)

instructor preparation for the final activity, (9) students' presentation of the project work, and (10) evaluation stage (Alan & Stoller, 2005).

In EFL teaching and learning, there were four English skills: listening, speaking, reading, and writing, which needed to be mastered by students. The students also needed to understand the language components (vocabulary, fluency, pronunciation, and grammar) to support their mastery of the four English skills (Masita et al., 2020). The findings showcased that the students' competencies development was reflected in the presentation stage as the last stage of DPjBL. They presented the artifacts through virtual zoom meetings and shared and discussed sessions with their teacher and peers. All of the participants were actively engaged in the discussion and interested in their friends' digital videos. The teacher also inserted Islamic substance as the teaching material of the English for Islamic Studies course through the forum. In the last session, the teacher reminded them to upload their videos either on Youtube or Instagram TV to access their digital project works.

The Students' Perspectives after Being Exposed to DPjBL

The second research question dealt with the students' perspectives after being exposed to the DPjBL approach. The responses were collected using focus group discussions covering four leading indicators. The interview was administered utilizing a zoom meeting. Table 2 presents the students' responses to the focus group interview.

Table 2. The Students' Perception of DPjBL

No	Indicator	Responses
1	The preference for a digital chat forum	WhatsApp instead of LMS Google classroom
2	The application used to complete the video project	Kinemaster, Discord, Youtube, IGTV, Inshot, PixelLab, playmaker, podcast, etc
3	The benefit gained from being exposed to DPjBL	The significant improvement of the speaking skill of English Boost the students' creativity Demands the students' to be familiar with technology Improve their content knowledge of the selected video topic

4	The challenge in completing the digital project	Slow responses from the group member, communication problem
		Unstable network connection to send the video
		Requires extra effort to edit the video

The first five questions covered the students' digital chat forum preferences and applications to finish their project work. The students' responses were varied, but most of them stated that they preferred the WhatsApp group instead of the Google Classroom or University's Learning Management System (LMS) to do the online discussion. Surya and Fatimah expressed their feelings dealing with this finding as to the following.

"It was hard for me to do the online discussion through LMS since I could not check whether my group members had read my comments." (Surya, interview data)

"I hope that the teacher will allow us to discuss via whats-app group since it is faster to respond one to another." (Fatimah, interview data).

In this research, the students also pinpointed that they got many benefits in engaging with the DPjBL. Most of them address that DPjBL has boosted their creativity and made them more familiar with digital technology. Khadijah said:

"I learn a lot about how to use Kinemaster and do video editing through this project work. It is fun!" (Khadijah, interview data).

Nevertheless, the students faced some challenges in completing the project work, such as unstable internet connection in the rural area. This digital video production required much more effort to make it memorable and exciting to watch. And it was truly outstanding; here is the screenshot of the YouTube channel of the uploaded students' video production.
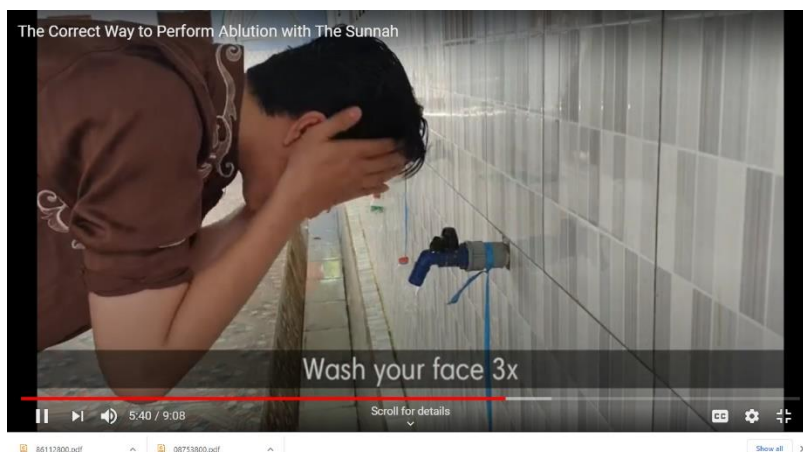
This video was uploaded by group three under the title *The Correct Way to Perform Ablution with the Sunnah* (based on the Sunnah). Each group member took part in the video and beautified it with texts and suitable back sound.

In this video, Soraya from group five explained ten eating and drinking habits of Prophet Muhammad. Group 5 shot their video in a natural setting to present something different from other groups. They did it separately at home and compiled the videos into one exciting complete video.

Regarding the students' previous challenges, knowing better the role of the teachers and the students while implementing the DPjBL will overcome these possible challenges. The first and foremost role of the teacher in PjBL was as a guide or facilitator through the project assignment (Abdul Khalek & Lee, 2012). It would be crucial for them to maintain interaction with the students during the projects' completion. Teachers might do the monitoring process in DPjBL through the LMS or real-time synchronous digital platform through the group chat. Teachers should think as critically as possible to design the most interactive teaching process. They ought to be able to use various open sessions as a medium for expressing their students' opinions on different topics.

Collier (2017) noted that teachers have to make sure that they already understand the steps in completing the project work. Thus, the instructions needed to be as detailed and complete as possible. Of course, this dealt with the preparation stage or careful planning before assigning the projects to the students. Teachers who wish to implement DPjBL in their class must make sure that the whole participants of the project have understood their roles and know the steps clearly. Since the students were responsible as the decision-maker in their own projects, they should be allowed to give their voice and choices in the project decisions, such as presenting their projects in the last stage of DPjBL. Still, Collier (2017) pointed out that assigning the

students to report their progress in completing their projects would make them responsible for their assigned roles.

Conclusion

This study's findings reveal that the conventional offline PjBL can be turned into online or Digital PjBL. This classroom-based study provides two empirical contributions: the practical steps of implementing PjBL in a higher education setting and the students' perspectives toward this instructional method. The teacher starts by grouping the students through WhatsApp, carrying out the DPjBL via Google Classroom, and virtually completing the dissemination process through zoom meetings. The students successfully followed the guidance and remarked positive perceptions after being engaged during this DPjBL instruction. This achievement is because this DPjBL is designed based on the students' needs. Pham (2019) asserts that project-based learning emerged as an approach that virtually meets the participants' needs in foreign language acquisition since it focuses more on developing the learners' creative skills to motivate them to engage with learning thoroughly.

Pedagogical Implication

By presenting the practical step-by-step procedure in implementing the DPjBL instruction, the pedagogical implication of this research is to promote the shifting of the conventional PjBL classroom implementation to the digital one. It is because Digital Project-Based Learning (DPjBL) is the most feasible answer to improve students' critical thinking competencies, collaboration, communication, and creativity (Jin, 2017) and improve their technological knowledge. The digital project works given to the students are also helpful to cope with real-world competition and survive in the digital workplace. At last, due to the positive perception showcased by the participants in this research, it will be beneficial for teachers to implement this Digital PjBL in other courses since it may bring an enjoyable digital learning environment to support the students' competencies development in English teaching and learning practice.

Recommendation

In short, the progressive change of the conventional PjBL classroom into an authentic virtual learning environment is inevitable. It further involves much more effort than bringing features of the real-life situation into digital project work. However, there are two limitations of this research result. The first one is since this study was conducted in a small classroom situation, the steps of implementation may be developed further to adjust its enactment into a larger

setting. Another limitation is that this research does not cover up the online assessment system using DPjBL. Thus, the researchers recommend that future researchers explore the use of online assessment in DPjBL practice.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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Students' Lived Experiences in Academic Writing Course

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Abstract

Academic writing is one of the important aspects in the university level, especially for undergraduate students. It is expected that the students will be able to write academic papers

accordingly and appropriately in order to be more critical and reflective toward their own Academic writing. Hence, this study describes and interprets the lived experience in Academic Writing course of undergraduate students of English Language Education Program, at Universitas Kristen Satya Wacana. In other words, it investigated how they gave meaning to Academic Writing course. In order to reveal the lived experience, the researchers collected texts from two illuminating participants who had experienced Academic Writing course. In addition, in-depth interviews were employed to obtain the texts. The recorded data from in-depth interviews with the two participants were analyzed qualitatively using a phenomenological method of analysis. The finding of this study was the description and interpretation of two participants' lived experiences in Academic Writing course. There were four emergent themes emerged from the participants: being puzzled, burden, pressure, and learner autonomy. This study also offered suggestion on the future research in this area of inquiry and Academic Writing course in EFL context.

Keywords: *lived-experience, academic writing*

Introduction

Writing an academic paper is one of the partial requirements at a university level. The students need to write their assignments, journals, articles, mini research project, and even undergraduate thesis (Zhu, 2004). Thus, Academic Writing course is aimed at equipping the students with knowledge and skill in entering a conversation in writing, quoting, paraphrasing and summarizing, and so on. Students are expected to write academic papers accordingly and appropriately in order to be more critical and reflective toward their own Academic Writing and personal development as second language writers. Not only that, as the partial requirement to graduate from English Language Education Program (ELEP), Faculty of Language and Arts (FLA), UKSW, Salatiga, Indonesia, they need to write their undergraduate thesis. Therefore, they are required to take Academic Writing course.

As mentioned above, Academic Writing course requires the students to write a journal article based on a particular theme given by the lecturer as their final product. It is expected that the students will be able to merit the requirements as they have learned and practiced all writing skills. In contrast, several studies reveal that EFL graduate students still face difficulties in writing their academic papers (Lillis and Scott, 2007; Ivanic and Lea, 2006; Lea, 2004; Munro, 2003). In addition, most of the students have difficulties in expressing ideas in their Academic

Writing (Sadik, 2009; Mistar et. al., 2014). As a result, most of them could not achieve good results and even failed the course.

This study investigated the lived experiences of Academic Writing students who failed the course. Hence, phenomenology in which interpretive was used to answer the research question through the narratives of the research participants on Academic Writing will stand in this study. In order to get a meaningful description of the phenomena of students' lived experiences in writing academic papers, this study particularly aims at finding the answer of the following question: *What is the meaning of Academic Writing to ELEP students?*

Academic Writing Course

According to Chin et al (2012), Academic Writing refers to all writing created for the purpose of study. All university students will be evaluated based on their writing, so writing skills are essential for academic success. Chan (2013) supports this idea, saying that when we write argumentative essays, our goal is to persuade others to adopt our view. We do that by putting forward our convincing evidence, logical reasoning, and effective rebuttals.

Many students loath Academic Writing, because they think that it is very difficult; it becomes a kind of 'nightmare' for them. From generation to generation, this mindset has not changed much. Students are generally afraid of Academic Writing course. However, if we see closely, arguing, debating, and defending our opinions or stance are part of our daily life. As social beings, we cannot avoid this kind of thing.

For examples, one may argue with their friends or family members about who should be voted the best President, Governor, or Mayor; why we need to increase the speed of unlimited internet access, or why a million-rupiah pair of shoes is unnecessary. Examples of serious national debates include whether Indonesia should build a nuclear plant, whether official retirement age should be raised to 70 years old to all public servants, whether drugs addicts should be given capital punishment, and many others.

In Academic Writing, students will learn the basic elements or a good argument. They learn how to find mistakes, fallacies, or inconsistencies in others' arguments, so that they will not be easily deceived. They will also learn how to formulate their own argument and influence or persuade others to agree with their opinions. Clear ideas in analysis, synthesis, and evaluation will students to stay in a good, strong stance with consistency and good reasoning.

There are several things which differentiate Academic Writing from other types of writing (Chin, et al, 2012). First, there must be a clear purpose. The main purpose of Academic Writing is to demonstrate knowledge of a topic. Certain writing tasks have certain specific purposes,

such as explaining a subject, reporting research findings, analyzing a subject, or expressing an opinion about an issue and persuading readers to accept it. Next, there should be audience. Audience is the reader(s) of one's writing. In Academic Writing, the reader is the lecturer or instructor who reads students' essay will later evaluate it. However, students should be reminded that when we write, we should bear in mind that we are writing for a larger audience who might not know about the topic as thoroughly as your teacher does, and who have a background different from yours, and thus, do not have the same opinions or experiences as you do. This is important to keep in mind so that students can communicate their messages and ideas powerfully and clearly.

The third element is evidence. Evidence is very important in Academic Writing. Any claim or opinion must be supported with evidence, which can be in the form of statistics, experts' opinions, observation results, or someone's testimony of his/her own experiences. Without evidence, the writer's ideas can be considered unreliable or biased. If your evidence is not originally yours, but information from outside sources, then you must acknowledge the original source in your essay. In other words, you have to cite the source. If you do not cite information in your essay, plagiarism takes place. Plagiarism is considered stealing, and is strictly forbidden. It violates academic ethics and can be considered academic fault.

Besides the three elements mentioned above, there must be style in Academic Writing. In terms of style, Academic Writing is special. In Academic Writing, students are expected to write in a certain style including presenting ideas clearly and logically, having organised paragraphs, writing from a third person's point of view, and using formal language. The last element is that there must be the process of writing an academic essay. Successful Academic Writing cannot be achieved in one stitch or row. Certain steps should be followed before and after writing. A complete writing process includes pre-writing, writing, editing, and re-writing. Students should bear in mind, when they write an argumentative essay, their main aim is to influence and persuade others so that finally they agree and accept their point of view.

Methodology

This study was a qualitative one. Ary et al (2010, p. 29) clarifies that qualitative research "seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding, rather than numeric analysis of data." Creswell (2009) also mentions that the researcher begins by collecting information from the participants in qualitative research and group the information

based on themes or categories. From these themes, new theories, generalizations or patterns are drawn. They are then compared with reality or existing theories.

To be more specific, the design of this research is a phenomenological study. Lester (1999) mentions that the purpose of the phenomenological approach is "to illuminate the specific, to identify phenomena through how the actors in a situation perceive them". This is commonly known as gathering 'deep' information and perceptions through inductive and qualitative methods like interviews, discussions, participant observation, and representing it from the perspective of the research participant(s). phenomenology deals with an individual's experiences, which is very subjective, as things are seen from the individual's perspectives.

Still, according to Lester (1999), several methods can be used for phenomenological research like interviews, observation, action research, and analysis of documents, in this case, personal texts. Ary et al (2010) strengthens this idea, stating that this study starts from the assumption that realities are rooted from the subjects' experiences, thus this kind of study, each experience is different from each individual.

Goal

The goal of this study was to find the essential meaning of taking Academic Writing course to undergraduate students. A phenomenology methodology was applied for this study which focused on describing meanings of individuals' lived experiences of certain phenomena. Mannen (1990) states that phenomenology aims to transform lived experience into textual expression. In addition, Moustakas (1994) in Creswell (2007) explains that the description consists of what and how the participants experienced it. Thus, this research was focused on the lived experience of undergraduate students who took Academic Writing course. This research aimed to transform the participants' lived experiences into textual expressions and assign meanings from the experiences.

As for the research setting, this research was conducted in English Language Education Program (ELEP), Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana Salatiga, Indonesia in the third Trimester of 2016/2017 Academic Year.

Participants

The sources of the texts were two illuminating participants of English Language Education Program students. They were from different batches. They had taken Academic Writing course for two times as they failed the course at the first term. In addition, the participants were selected based on the illuminating aspects: all the participants in this study experienced the

Academic Writing course by themselves, they were willing to share their lived experience in that course, and they had unforgettable moments in this course. All of the participants took the course twice as they failed the course at first. Fortunately, they could pass and perform better for the second attempt in taking Academic Writing course. Hence, those participants could give rich descriptions of their lived-experience and were willing to share their lived experience in Academic Writing course. Furthermore, it was expected the lived-experience of writing academic papers can be deeply investigated by selecting those two illuminating participants.

Instruments

This study focuses on exploring the participants' lived experiences, to be specific in writing academic papers. It means that they had a chance to tell their experiences and memories about writing academic papers. Thus, in-depth interviews were used to uncover the participants' experiences, especially in writing academic papers. In addition, the snowballing technique was used to explore the participants' experiences in taking the Academic Writing course. In various studies snowball sampling is often employed as a particularly effective tool when trying to obtain information on and access to 'hidden populations' (Noy, 2008).

This technique allowed the researchers to add follow-up questions based on the participants' responses. In other words, the follow-up questions were addressed based on the participants' responses. Furthermore, they had a chance in exploring their memories related with writing academic papers. After all, it enabled the participants to share their experiences freely without any hesitation.

Text Gathering

The in-depth interviews were conducted from the 8th of August 2017 until the 27th of August 2017. In order to make a good relationship between the researchers and the participants, which played an important role in the interview process, an initial interview was conducted for each participant so they could talk freely in a comfortable atmosphere. This initial interview was conducted three days before the in-depth interview, and the in-depth interviews were conducted twice for each participant.

Text Processing

In this study, the collected data which was taken from the in-depth interviews with the participants were analyzed to get the description and interpretation of the participants' lived experiences. The data was analyzed using six steps proposed by Cresswell (2007): collecting

and organizing the data, coding the data, description and theme, reporting the findings, interpreting the findings, and validating the findings.

Trustworthiness

Member checking was applied in this study in order to ensure the credibility of this study. It enables the participants to give comment of the data to confirm whether their statements are similar with what they intend to say or not (Cresswell, 2003). As supported by Hill (2012), member checking can be used to verify and clarify the content of the participants' responses. Thus, all the participants were asked to review the transcript and a brief analysis of the interview to verify the data. In general, the participants were all agree with the content of the transcriptions. They gave comments on the transcriptions, such as spelling errors and incorrect names of places

Description of the participants' lived experiences

AZ' Story

AZ (pseudonym), is an undergraduate student of English Language Education Program in the Faculty of Language and Arts, Universitas Kristen Satya Wacana. He had taken Academic Writing course for two times. In 2016, as his sixth semester, AZ took Academic Writing course for the first time. At that time, he was confused about what the course would be. At the beginning of the course, his lecturer gave a brief introduction about Academic Writing and guided him step by step. He added that the topic was about the use of L1 and L2 in English Language Teaching. Unfortunately, he had no idea about the topic given by the lecturer.

His lecturer asked him to work with the introduction and explained briefly how to deal with it. He started to work with the introduction by reading several articles related to the topic provided by his lecturer. However, AZ was not sure about his own writing, as he had inadequate feedback from the lecturer. He was very disappointed and confused about the introduction. The lecturer only paid attention to the grammar and punctuation mark instead of the content.

The same problem happened when the lecturer asked him to write the references accordingly and should be hand written. "It was totally overwhelming. How could we follow the format like spacing and italics in our handwriting? I got feedback from my lecturer about it, but again, this was handwritten." (STUDENT 1 - AZ). In addition, he tried to use an application for helping him in dealing with the citations. "To be honest, I used a software in doing citation because the lecturer did not explain about it." (STUDENT 1 - AZ). Another problem arose when the lecturer explained about quoting and paraphrasing. " The lecturer explained how to

quote to the class. However, we did not have any exercises in paraphrasing. Again, without exercises." In other words, he did not have any chances for practicing how to quote and paraphrase, only had the brief explanation from the lecturer (STUDENT 1 - AZ).

In the next meeting, AZ wrote the content for the first body of his paper and should be done in the class. He decided to write a thesis statement followed by supporting details. Personally, AZ preferred to do his writing outside the classroom in a quitter place rather than in the class, as required by the lecturer. As a result, he could not be able to write better and got plenty numbers of feedback. In addition, this kind of problem also appeared when he dealt with the second and third body of his paper. Furthermore, AZ told the researcher that there was no score for each body of the paper. In other words, he just saved the files and continued to the next section right after he submitted the bodies of the paper. AZ felt so lucky for the conclusion of his paper as the lecturer allowed the students to do their works outside the class. However, the lecturer just asked him to check for the final paper without any proper guideline. Having limited guideline and feedback made him confused and had no idea what to do in order to improve his writing even the lecturer gave a chance for having final revision. Again, inadequate feedbacks and guidelines were the matters. As a result, he just left it as it was and submitted his final draft of his paper.

At the end, AZ was dissatisfied with his writing as he got inadequate feedback and guidelines for each section. He claimed that he could not be able to identify the problems and improve his writing. In other words, he could perform better if adequate feedback and guidelines were given for each section. After all, he found that writing up the academic paper inside the classroom was not effective considering his preferred learning styles. In addition, he believed that having adequate feedback would allow him to check and improve his writing.

AL's Story

AL (initial) is a 2014 student of the English Language Education Program, Faculty of Language and Literature, UKSW Salatiga, Indonesia. In her paths taking Academic Writing class, she experienced so many things; there were ups and downs of her academic life dealing with this course. Her story started from the year of 2016 when it was her time and her classmates' to take Academic Writing class. It was an obligatory subject to take before she went to Proposal Writing.

What she expected in her first Academic Writing class was far from her expectations. Unfortunately, the way her lecturer taught and treated the class often made her down. In the first meeting, AL did not have any special feelings yet about this class, "I felt normal. Nothing

special. This is a writing class, which is more academic than Narrative Writing and Creative Writing which I have taken previously. I did not feel afraid, just nervous, I guess." (STUDENT 2 - AL)

In the first meeting, AL still felt everything was just normal. The lecturer taught her and the classmates nicely. She came to class, explained all things including attendance and plagiarism. The second meeting was still okay. Things became different starting from the third meeting. Since then, the lecturer seldom came. At the beginning, Lecturer A often explained about L1 (first language) and L2 (second language). Then, she gave journals to the students, explaining about 'larger conversation' from the beginning till the end. "In general, she explained about the basic principles in composing the introductory paragraph, such as topic sentence, support, argument and thesis statement. Finally, we composed the introductory paragraph slowly but sure. Exercises given however, were just a few." (STUDENT 2 - AL).

After giving samples of argumentative essays, the lecturer then asked students to write the introductory paragraph as an exercise. "I felt that it was not my writing, because I had to write about something difficult. The topic given was something which was "burdening"." (STUDENT 2 - AL)

After doing an exercise with an introductory paragraph, the lecturer then asked the students to choose which side they were on: for or against. AL chose 'for' stance. The time given for the introductory paragraph was around 2 till 3 meetings. AL just finished half of it. Suddenly, the lecturer chose to give another task, which was not related directly to introduction. The lecturer said that it was a part of the preparation of making body paragraph 1. Because AL had not finished it yet, and another task had been given, she got 60 for the introduction. (STUDENT 2 - AL)

Asked about her feelings, AL mentioned that she just laughed. She felt that she was not a smart student. When doing collaborative work, she also felt that she could not have agreement with her classmates. She had no choice, however, she just followed what her classmate suggested. Time was an obstacle too. "Besides, I was not close with anybody in the classroom. The class was full of smart students, and I felt like under pressure. I was the youngest student in the classroom. So I felt like burdened in the class." (STUDENT 2 - AL).

After introduction, the topic taught by the lecturer was quoting. "Honestly, I understood nothing about in-text citations. I did not dare ask her lecturer. I just relied on her friends. Well I lost her trust in my lecturer. I was so confused and did not know how to make in-text citations, not to mention making the list of references using 6th edition APA. I was in the middle of nowhere. "(STUDENT 2 - AL)

Dealing with body paragraph 1, AL also did not understand what to do. The lecturer just said, "Today, you have to make body paragraph 1. Bring your laptops or gadgets in the classroom. "Working on the body paragraphs without any outline made AL have to work hard examining sample essays on her own. However, she did not understand what she was writing. She felt that it was somebody else who wrote it. Then, the first body paragraph was graded. Nevertheless, the score was not revealed to the students. This demotivated her. The lecturer was not transparent in grading. Several times, students complained. The lecturer said that the work had been graded. (STUDENT 2 - AL)

When working on the second body paragraph, AL and her classmates also faced a similar thing, the lecturer seldom came, and there was no notice about her coming late or absence. "I just did what she was told, though I did it in confusion. Assignments were given comments, but the lecturer never told our grades. Feedback from the lecturer was just a little." (STUDENT 2 - AL). AL thought that it was because the lecturer already felt lazy or tired giving feedback to her long essays.

At the end of the semester, what she predicted before came to reality. She got a CD for her final grade. She was not surprised at this. She had got bad feelings during the semester. The lecturer often came late or was often absent without any explanation. She did not feel good about it.

Two or three semesters after that, she repeated the same class with another lecturer. This time, she got a good lecturer. He/she explained everything clearly, even her journals were given comments. Her moods and feelings became better. She knew she would get a good grade. All her works were checked, graded, and given feedback. She felt comfortable in the class. She felt she got a good lecturer, she felt comfortable, and she felt motivated in the class. (felt better: adequate feedback, motivating lecturer, comfortable feeling in the class, good grades)

Interpretation of the participants' lived experiences
Pre-figured themes
English Literacy/Language competence
Academic Writing appears to be one of the most challenging academic skills for university students to learn. Thus, in the Academic Writing course the students will learn how to utilise powerful word expression and a great vocabulary. In addition, Ismail (2011) stated that Academic Writing includes certain components and different parts which must be studied and grasped such as arranging paragraphs by utilising robust style of word structures, paraphrasing, and appropriate conjunctions By acquiring the aforementioned points previously they will gain

their knowledge and ability to use language resources and form well structured messages (Giridharan, 2011). In other words, it is related to knowledge of the language used and the ability to apply that knowledge.

It is undoubtedly true that the process of writing can pose challenges for students, especially in writing academic papers. AZ, the first participant, stated that at the beginning of the course, his lecturer gave a brief introduction about Academic Writing and guided him step by step. He realized that he had no idea at all about the topic given by the lecturer. Hence, he started to work with the introduction by reading several articles related to the topic provided. In addition, AZ tried to use an application for helping him in dealing with the citations (STUDENT 1 - AZ). Unfortunately, at the end AZ was dissatisfied with his writing as he got inadequate feedback and guidelines for each section. He claimed that he could not be able to identify the problems and improve his writing. In other words, he could perform better if adequate feedback and guidelines were given for each section.

In line with AZ, AL also had the same experiences and challenges in Academic Writing. At first, her lecturer explained about the basics, namely topic sentence, supports, arguments, and thesis statement (STUDENT 2 - AL). It can be seen that AL learned about the aforementioned basic skills in composing writing. However, AL added that the exercise and feedback given were just a few. As a result, she just did what she was told in confusion.

Based on the participants' story above, they encountered problems in conceptualizing their topic. Despite the fact that the lecturers gave a brief introduction and the basic components of Academic Writing, they did not really get the appropriate skill because of the inadequate feedback and exercises. Hence, they did not know about their academic writing performances precisely. This was in line with Singh (2016) that one of the setbacks of lacking in English language proficiency is the negative impact on students' academic writing practices, which directly affected their performances. As suggested by Hajan, Hajan, & Marasigan (2018), feedback has a tremendous effect on students' writing ability, especially in academic writing. In addition, responding to the students' writing needs is the best teaching method. Therefore, feedback and exercises on academic writing is essential.

Emergent themes

In this section, categories embedded in the participants' lived experiences would be discussed. Those categories include feelings, understanding, intention, feelings, belief, and action from the participants when telling their stories. Thus, there are four emergent themes emerged from the participants' story: being puzzled, burden, pressure, and learner autonomy.

a. Being Puzzled

According to AZ's story, he was confused about what the course would be, even though his lecturer gave a brief introduction about Academic Writing along with the topic. Unfortunately, he still had no idea about it. In addition, AZ was not sure about his own writing when writing the introduction for his paper. He added that he had inadequate feedback from the lecturer. As a result, he was very disappointed and confused about the introduction. "The lecturer only paid attention on the grammar and punctuation mark instead of the content." (STUDENT 1 - AZ). Likewise, AL had a similar issue as AZ. What she expected in her first Academic Writing class was far from her expectations. AL stated that the way her lecturer taught and treated the class, unfortunately, often made her down. "I did not feel afraid, just nervous, I guess." (STUDENT 2 - AL)

It could be seen from the extract above that they had no idea about Academic Writing at all. The participants agreed that feedback is the most important intervention that they need to improve their competencies. In line with Hedge (2000), the quality of feedback provided to students plays a critical role in further advancing students' academic writing skills. In other words, the feedback given would assist students in monitoring their own progress and identify specific language areas that need improvement. In addition, Bawa and Watson (2017) added that corrective and constructivist feedback such as pointing grammar errors, would be far less valuable if not married to intensive feedback (close reading, critical thinking). Hence, feedback is an essential component of any language writing course (Huong, 2018). As a result, this class was far from their expectations and even made them down, which affected their Academic Writing class performance. Those experiences led into burdens which will be discussed in the following section.

b. Burden

All the participants in this study shared their experiences, especially about the various challenges in Academic Writing. AZ, for example, started to work with the introduction by reading several articles related to the topic provided by his lecturer. Even though he was not sure about his own writing, he had inadequate feedback from the lecturer. In addition, the lecturer only paid attention to the grammar and punctuation mark instead of the content. Another problem happened when the lecturer asked him to write the references accordingly and should be hand written. AZ stated, "It was totally overwhelming. How could we follow the format like spacing and italics in our handwriting? I got feedback from my lecturer about

it, but again, this was handwritten." (STUDENT 1 - AZ). Not only that, he still remembered well when the lecturer explained about quoting and paraphrasing. Unfortunately he did not have any chances for practicing how to quote and paraphrase, only had the brief explanation from the lecturer (STUDENT 1 - AZ). It can be inferred that actually AZ would like to push himself in writing. However, those burdens hindered him to do so.

Similarly, AL was honest to tell that her lecturer explained the basics of writing an introductory paragraph and the elements of an argumentative essay, namely topic sentence, supports, arguments, and thesis statement. Exercises given however, were just a few (STUDENT 2 - AL). Later, she just finished half of the introduction, but suddenly, the lecturer gave another task that was not related directly to the introduction. As a result, AL got 60 for the introduction. She claimed that she had not finished it yet, but another task had been given already (STUDENT 2 - AL).

ALl the participants in this study seemed to be aware that they needed to perform better in this class. Again, inadequate feedback and only a few exercises were the burdens that they faced in Academic Writing class. Pratt-Johnson (2008) stated that ESL learners must be taught to write effectively and not just correctly (Pratt-Johnson, 2008). Hajan, Hajan, & Marasigan (2018) state that positive feedback is the key in triggering students' love for writing. Thus, these burdens influenced their performances and Academic Writing quality.

c. Pressure

As the last emergent theme from the participants, both of the participants told their experiences when writing their academic papers. At first, AZ told the researcher that his lecturer required him to write the content for the first body of his paper and should be done in the class. Personally, AZ preferred to do his writing outside the classroom in a quieter place rather than in the class, as required by the lecturer. As a result, he could not be able to write better and got plenty of feedback. This experience also occurred when he dealt with his paper's second and third body. It can be seen that AZ was not comfortable in writing his own paper inside the classroom due to limitations and time constraints. Even though this issue is related with subjectivity or preferences, AL also experienced the same. AL mentioned that the lecturer asked her to work on the body paragraph 1 and required the students to work inside the classroom (STUDENT 2 - AL). Due to the limitations that she had in the classroom, she did not understand what she was writing about. According to Hajan, Hajan, & Marasigan (2018), teachers hold complex belief system about the nature of writing and the process of teaching academic writing. On the other hand, for student 2, making the subject interesting for learners

is strongly dependent on the teacher. Abdon (2018) supports that the teacher could create an interesting learning atmosphere. It would engage the students to find meaning and joy in what they are learning. In other words, writing sessions could be more interesting for the students when the teachers are willing to make it happen. (Abdon, 2018).

Despite the fact that all the participants have problems in writing their academic papers inside the classroom, the explanation above indicates that having limited guidelines and feedback also plays a major role in their writing performances. Both of the participants argued that they had no idea what to do in order to improve their writing, even the lecturers another chance for having final revision. In other words, inadequate feedback and guidelines were the matters. Abdon (2018) suggested that allowing the students to have enough time to compose their writing without the need to pressure them for early submission is essentially needed. No wonder that they did it just because of the deadline and instruction, without considering their Academic Writing quality.

d. Learner Autonomy

AZ and AL had different problems in the Academic Writing course. However, they tried to identify and overcome with their own perspective which could be very subjective. Accordingly, it indicated that they were aware of their responsibility and their learning process in the Academic Writing course. Edge and Wharton (2003) defined learner autonomy as taking responsibility for one's own learning. In addition, reflecting on what and why they were doing is the most important element in this context.

AZ was so concerned about his writing, especially when he had no idea about the given topic. As a result, he started to read several related articles. Not only that, another problem arose when the lecturer asked him to write the references accordingly and should be hand written. "It was totally overwhelming. How could we follow the format like spacing and italics in our handwriting?" (STUDENT 1 - AZ). Then, he tried to use an application for helping him in dealing with the citations. It could be inferred that AZ reflected back on the challenges and responsibilities that he had in the Academic Writing course. Hence, he preferred to face those challenges and find the solutions by himself. Moreover, it led her to high autonomous learner. AL also shared the same experience. She was really confused and did not know how to make in-text citations, not to mention making the list of references using 6th edition APA (STUDENT 2 - AL). She had no choice, however, she asked and just followed what her classmate suggested. The worst part was that the feedback from the lecturer was just a little (STUDENT 2 - AL). As a result, she preferred to ask her classmates.

AZ and AL realized several issues in their writing. Both of them tried to use computer software and applications to perform better and merit the requirements: grammar & spelling checker provided on Microsoft Words, Grammarly.com, and Mendeley. As supported by Cunningham, Rashid, & Le (2019) the use of such a kind of computer software for writing has been shown to offer many benefits to language learners. In other words, they all tried to overcome their challenges. Up to this point, it could be inferred that the participants became autonomous to this context.

Conclusions

This study revealed the meaning of the Academic Writing course to undergraduate students. The participants shared various challenges in writing their academic papers from the beginning until the end of the process in the Academic Writing course. Language competence was the only fee-figured theme that appeared according to the participants' responses. They did not really get the appropriate skill because of the inadequate feedback and exercises. There were four emergent themes emerging from the participants' story: being puzzled, burden, pressure, and learner autonomy. However, inadequate feedback and exercises were the major factors which influenced their academic paper quality. As presented in the discussion section, the lecturers gave a brief introduction and the essential components of Academic Writing. However, the students did not know about their academic writing performances precisely. It can be seen that feedback has a tremendous effect on students' writing ability, especially in academic writing. In addition, responding to the students' writing needs is the best teaching method. Again, providing feedback and exercises on academic writing are essential. Despite the fact that the participants faced various challenges and problems in the Academic Writing course, they wanted to improve their writing, indicating that they were aware of their responsibility in the Academic Writing course.

Pedagogical Implications

In addition, this study also proposes theoretical and practical implications from the findings. Due to the inadequate feedback, the students need more examples and practices in order to improve their academic writing skills, considering that they have different language competence levels. In addition, intensive feedback (close reading, critical thinking) would be more valuable than corrective and constructivist feedback such as pointing out grammar errors. Hence, they would understand more about the important issues in academic writing, such as writing mechanics and originality of thoughts. Moreover, it might be beneficial for the students

if they could get a clear guideline in the process of academic writing. It may include what, how and which one to do first.

After all, better research could be further conducted in investigating the process of writing. There were only two participants in this study. Hence, it is recommended that the future study provide varied participants from different batches (academic year) and different classes. Thus, it may result in better and deeper discussion and findings, leading to better description and interpretation of the participants' lived experiences.

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Charging Personal Growth of Preservice Teachers with 21st Century Career and Life Skill during the Covid-19 Pandemic and New Era

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Abstract

The world is changing rapidly during the COVID-19 Pandemic and the New Era. Education is one of the affected sectors which needs to be reconstructed. The preservice teachers' unpredictable emotional and personal development becomes the main problem in the learning and teaching practicum during the Covid-19 Pandemic and New Era. The preservice teachers are adolescent learners who often meet unexpected learning and teaching experiences both with the lecturer at the faculty, the mentor teacher at the School practicum, and the students at the classroom of teaching practicum. However, there is limited study indicates which gives a solution for teacher education. Like an old mobile phone has transformed into a smartphone, Teacher Education is also needed to be charged with new 21st century career and life skills. Partnership 21 framework has suggested 21st century career and life skills to meet the demands of the society in the unknown world changes. The promoted skills are adaptability and flexibility, initiative and self-direction; productivity and accountability; and responsibility and leadership. The paper aims to give a research report on how the preservice teacher charges their personal quality with the 21st century career and life skills. The setting and participants are the preservice teachers at the English Education Program in Indonesia. The result indicates that preservice teachers show positively adaptability and flexibility. Besides, they also are capable enough to practice initiative and self-direction skills. Meanwhile, they hardly find difficulty in practicing productivity & accountability and, responsibility & leadership as well. As a conclusion and recommendation, the preservice teacher's personal quality needs to be supervised by the teacher educators and the mentor teachers to lead to explore the 21st century career and life skill. Thus, the preservice teachers' personal quality could meet society's demand during the Covid-19 Pandemic and the New Era.

Keywords: *21st century career and life skill, personal quality, adaptability, flexibility, initiative, self-direction, productivity, accountability, responsibility, leadership*

Introduction

The Covid-19 Pandemic has transformed the education system of Indonesia and created enormous disruption at the same time. The transformation and revolution occur silently, and the most significant distraction affects the generation lost who suffer learning loss. The trouble arises when the policy government to the closures Schools and other learning-spaces has impacted 68 million students from pre-primary to secondary schools, technical and vocational education to the higher education in Indonesia. Around 10 percent of the population are pre-

schoolers. Meanwhile, about 13 million people have turned into "home-school teachers" during the pandemic. Under the Study from Home (SfH) scheme, parents take 75 percent of learning responsibility for their children, the rest 25 percent undertaken by the teachers' role(CNN, 2020). However, the education revolution has run silently, the increasing number of ICT integration in the learning and teaching process, the growing number of the parent-teachers; the equalization of education entry policy; the learning freedom for higher education students; the transparency of school monetary funding. Thus, the education teacher needs to prepare the qualified prospective teachers who equip the preservice teacher with the life skill to meet the demand of the rapidly changing world.

Empirical evidence from recent research shows that the personal development of preservice teachers is becoming the essence of transformative value, as teacher education is an ongoing process of transformation of students(Chai et al., 2019; De & Suherdi, 2019; Maisa, Nenden Sri Lengkanawati, 2019; Maisa, Suherdi D, 2021; Maisa & Sukyadi, 2019; Nichols, 2006; Van Roekel, 2014; Wijaya et al., 2016; Witte et al., 2015). The preservice teachers' leisurely emotional and personal development is also the main problem that arose during the teaching practicum. The preservice teachers who are mainly in the adolescent learners often meet unexpected learning and teaching experiences both with the lecturer at the faculty, the mentor teacher at School practicum, and with the students at the classroom of teaching practicum(Bandura, 1989; Guntern et al., 2017; Maisa, Suherdi D, 2021; Malm, 2009; Sullivan, 1996). According to Malm (2009), "teaching is more about emotional practice." All the social-emotional goals they wanted to achieve as they teach their students would figure. Inspiration almost everything they do during the practicum, along with they respond to the changes that affected what they did, the preservice teacher provoke themselves to be better so they could help their students more effectively(Maisa, Nenden Sri Lengkanawati, 2019; Maisa, Suherdi D, 2021; Malm, 2009). However, a limited study indicates the appropriate personal development process and the preservice teachers' urgent personality during the Covid-19 Pandemic and New Era.

The rapid changes that occurred during the Pandemic Covid-19 require the transformative on the learning & teaching process. The framework for 21st-century learning(ANQEP, 2015; Partnership for 21st Century Skills, 2011; Partnership For 21st Century Skills, 2009; Trilling & Fadel, 2009) identifies four skills elements that comprise the CLS domain. They articulate those elements as Flexibility and Adaptability; Initiative and Self -Direction; Productivity and Accountability, and Leadership and Responsibility(Kivunja, 2014b, 2014a, 2014c; Tsisana et al., 2019). In the 21st century, education and the workplace are changing at a swift and

increasing pace. As a result, the demand of the teachers is not only resourceful and adaptable but also to be flexible and adapt to the changing circumstances and environments and to welcome new ideas and new ways of completing any task. The essential understanding of flexibility and adaptability that lead to success emphasizes adapting to change, which means adapting to various roles, jobs responsibilities, schedules, and contexts. P21 (2011) outlines the initiative and self-direction as how to manage the goal and time, how to work independently, and how to be self-directed learners.

Trilling and Fadel (2009) discovered that producing efficient, effective, and the high-quality result is the primary element to lead to productivity and accountability, which involve working positively and ethically; managing time and project effectively; multitasking; participating actively, as well as reliable and punctual; present oneself professionally and with proper etiquette; collaborate and cooperate effectively with teams; respect and appreciate team diversity with teams; be accountable for the result("21st-century skills: learning for life in our times," 2013; Kivunja, 2014c; Trilling & Fadel, 2009). Kivunja (2015) stated that leadership and responsibility mean go with the role. In addition, Bass (1990) discovered that leadership is a matter of personality. It is the ability to induce compliance by followers, the exercise of influence, a form of persuasion, an instrument to achieve goals, an effect on the interaction among people(Bass, 1990; Tindowen et al., 2017; Trilling & Fadel, 2009). Kivunja suggested strategies to teach leadership and responsibility in many ways. The activities could be directing activities of others toward stated targets; giving instruction and directives that lead to progress; motivating others to get them engaged with the activities; problem-solving strategies, leveraging strengths of others to accomplish a common goal, and leading by giving an example. Nevertheless, a limited study indicates the appropriate personal development process and the urgent personality the preservice teachers have during the Covid-19 Pandemic and New Era. The study aims to figure out how preservice teachers charge the 21st-century career and life skills before and during the Covid-19 Pandemic and the New Era.

Literature Review

The empowerment issues have long been a vigorous concept in critical pedagogy, liberation and community, psychology, multicultural education, social work, and transformative education (Cheng, 2016; Freire, 1970; Haynes, 1996; Rapapport, 1987; Zimmerman, 2010). Freire (1970) stated that student empowerment is the process of dialogue where the teacher and the learners together read the word and the world. In his famous book entitled Pedagogy of the Oppressed, he suggested that the teachers empower the learners by giving them the

freedom to learn what to do and how to do something to transform to have a better life and contribute to society. In addition, Cheng (2016) believes that by reconstructing the concept of learning within five essential learning components from learning interest, learning habit, learning, commitment, and learning motivation, the student would empower to be a long-life learner. Ashcroft (1987) and Duhon-Haynes (1996) define designating as bringing into a state of belief's one's ability to act effectively. The roles of teachers that can empower the students' ability are becoming facilitator, director, leader, and motivators—stated that the empowered teachers can assign the students' as well. She recommends that three major factors must be implemented in the learning process to establish a positive foundation for empowering both teachers and students. Empowering philosophy has several important outcomes, such as the conception of learning, the conception of knowledge, personal development, and the classroom as the communities. Rappaport (1986) argues empowerment language can lead to raised awareness. Zimmerman (2010) stated that empowerment is the enhancement of well-being through the support of the natural inclination to strive for positive change. From those that student Within each perspective, empowerment revolves around humanizing human lives, such as a sense of personal growth for more excellent health and well-being (Dewey, 1917; Cattaneo & Chapman, 2010; Sue, 1978; Zimmerman, 2010). Lord (1991) argues that empowerment is the process with element experiences powerless, gaining awareness, learning new roles, initiating participating, contribution. Sue (1978) declares that the empowerment process elaborates the related concept of internal experience and social context. To conclude, empowerment fits well with the current trend of transformative education using the idea of learning for freedom and liberation (Ascroft,1987; Freire 1970; Duhon-Haynes, 1996; and Ristekdti, 2021)

The concept of learning for freedom and liberation has been the major project proposed by Kemendikbud and Ristekditi, well-known as "Merdeka Belajar Kampus Merdeka (MBKM)." The essential principle of MBKM is to give university students the freedom to implement their learning interests and projects, which could be beneficial for society. Besides, they are required to develop their personal growth and social competence to support their carrier after graduation from the university. However, there are several problems that arose, such as the limitation in choosing the learning interest which related to the major of their department, and the regulation of the appropriate student empowerment programs and professional academic experts which could empower the students to achieve and accommodate their potency to give a social contribution to the society.

Ashcroft (1987) exposed that personal development is one of the four primary outcomes of the empowerment philosophy. In addition, Bandura (2002) discovered that self-efficacy is a part of personal development, mainly about someone's belief in their ability. Meanwhile, on the other side, the challenge of the globalization era requires the teacher to improve personal development to meet society's demands. Kivunja (2014) discovered that the complexity of the need for life and work environment in the disruption era requires the teacher education program to develop more than a superficial knowledge process and an understanding of content knowledge. He declares that the disruption era requires students to pay rigorous attention to developing adequate life and career skill. (P21, 2009).

Some educators wrongly believed that a one-shot professional development program would transform teacher classroom behavior and student learning (Hoseanto et al., n.d.; Nichols, 2006; Nichols & Zhang, 2011). Confronting this fallacy presented a new challenge for professional development leaders, especially teacher education programs as the future teacher provider. If one-shot pre and in-service teacher programs do not work, what does it take to change classroom behavior and student learning? Through some research reports, the researchers found that ongoing sessions of learning, collaboration, and application supervised by School- and classroom-based support over an extended tie period is necessary to incorporate new behaviors fully into a teacher's repertoire. If professional development design is sufficiently solid and long enough to promote significant changes, it will be possible to measure the impact of professional development on student learning.

The research reports presented that to establish a professional development program and to know that it is working, the steps to take are: (1) Visiting other schools. Teachers visited a high-performing school. This experience shaped our vision for professional development—a vision that embodies "reciprocal responsibility," whereby the principal provides adequate professional development and the teachers identify necessary supports and implement practices; (2) Designing a personal, professional development plan, where teachers create individual professional development plans approved by the principal; (3) Collaborative coaching and learning; (4) Exercising teacher leadership through sharing their skills and knowledge with others.

Robert C. Pianta (2005), who studied the basis for individualized professional development to strengthen teachers' classroom practice, recommends that systematic and standardized observation of authentic classroom practice contribute to teacher quality. It is embedded not only in credentials or in coursework but in what teachers do in classrooms

Karen et al. (2005, in Darling-Hammond, p. 359) pay particular attention to three widely documented problems in learning to teach. (1) learning to teach requires that new teachers come to think about (and understand) teaching in different ways from what they have learned from their own experience as a student. (2), helping teachers learn to teach more effectively requires them not only to develop the ability to "think like a teacher" but also to put what they know into action, and (3) the issue is "the problem of complexity." A teacher typically work with many students at once and have to juggle multiple academic and social goals requiring trade-offs from moment to moment and day today

The survey done by London strategic learning for skill and workforce (2004) underpinned seven principles as the basis for a new quality assurance framework for teaching practice placements, which are: (1) the aim of teaching practice placements is to develop the teaching skills and professional orientation of trainee teachers, and to integrate teaching practice with the taught elements of the training programme; (2) primary purpose of teaching practice is for trainees to gain practical teaching experience and to receive ongoing formative developmental feedback on their teaching from experienced teachers, to complement the taught elements of the training course and the summative (graded) observations of teaching practice periodically carried out by the trainers; (3) Trainees are learning their professional skills and need supported practical teaching placements throughout their training; (4) Supporting trainee teachers with observation and formative feedback provides enormous potential for the professional development of existing staff in the host organisation. The work should aim to maximize this potential for the benefit of organizations as well as trainee teachers.

The teacher Education Program (TEP) is based on adult education principles. Knowles (1998) states six principles that need to be fulfilled in adult education. First, students must know the why, what, and how of a subject. Second, students should be aware of the presence of self-directed learning and independence. Third, students should possess basic knowledge that will help them to accept new materials. Fourth, students" readiness to learn, since it is related to the work they are doing, in this case, most of the students are teachers. Therefore, the materials given are related to their teaching experience, which added value to their understanding of the materials. Fifth, their learning orientation is cantered on problems. The problems they found in the classroom while teaching became the stimulus for learning, making TEP materials delivery contextual and related to their daily experience. Last, the presence of learning motivation. Related to each student's goals in joining TEP, eventually, those who have enough reason would finish this one-year program.

The new learning paradigm and its Genesis

What is the new learning paradigm? In their book entitled "*21st century Skills: learning for life in our times*, Trilling and Fadel (2009) argue that "to be effective teachers who can equip the students with skills which will enable them to be successful, productive citizens in the Digital and Globalization Era, it is essential to teach them not just traditional core subjects but also the sets of skills most in-demand in the 21st century". So, which are the 21st skills, and how were they identified?

The story begins in 2002 when, as part of the USA efforts to bring the power of technology to all aspects of teaching and learning, a joint public-private organization called the Partnership for 21st Century Skills (P21) was formed to serve as "a catalyst to infuse 21st century skills throughout primary and secondary schools by building collaborative partnerships among education, business, community and government leaders" (P21, 2008, p.4). As well articulated by Dennis Van Roekel, the President of the National Education Association, which was one of the foundation members of P21, the overall aim of P21 was "to forge a common vision for education that will prepare our young people for college, work and life" (NEA, 2014, p.2). The founding members included AOLTW Foundation, Apple Computer Inc., Cable in the Classroom, Cisco Systems, Inc., Dell Computer Corporation, Microsoft Corporation, National Education Association, SAP, and the USA Department of Education as a critical partner (P21, 2014). Since its foundation, P21 "has pioneered and championed the movement toward a 21st-century approach to education" (Trilling & Fadel, 2009, p.168). Kivunja (2014) characterizes this movement as the paradigm shift from traditional core subjects and skills to 21st-century skills in tandem with the traditional core skills.

Kivunja (2014) synthesized them well in this formulation in Figure 1.

$$JR\ 21CS = f\ (TCS + CLS + DLS)$$

Note.
JR 21CS = Job Readiness with 21st Century Skills
F = is a function of
TCS = Traditional Core Skills e.g., Literacy and Numeracy or 3R (reading, writing, and arithmetic
LIS – Learning and Innovation Skills e.g., Critical thinking, problem solving, and creativity
CLS (career and Life Skills e.g., flexibility, adaptability, initiative, teamwork, and leadership
DLS – Digital Literacy Skills. E.g., technological proficiency, digital fluency, computing media and information literacy

Figure 1. The New Learning Paradigm

According to the framework for 21st-century learning and as illustrated in Kivunja's (2014) formulation, the 21st-century skills consist of one domain traditional core subject supported by 21st-century interdisciplinary themes and three domains of essential skills. The Traditional Core Subjects and skills domain (TCS) consists of a core of academic subjects, including the traditional 3Rs of reading, writing, and arithmetic. The Framework (P21-57, 2014) spells out the components of the Core Subjects domain consisting of English, reading or language arts, World languages, Arts, Mathematics, Economics, Science, Geography, History, Government and Civics. These core subjects are interwoven with five interdisciplinary themes, which P21 identifies as Global awareness, Financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. P21 categorizes the three domains of essential skills as the Learning and Innovations Skills domain (LIS), the Career and Life Skills domain (CLS), and the Information, Media and Technology or Digital Literacies Skills domain (DLS). The four parts and the five interdisciplinary themes are supported by four systems that P21 calls Standards and Assessment, Curriculum and Instruction, Professional Development, and Learning Environment (P21, 2011). As represented in the Framework for 21st Century Learning, the proposed approach to effective teaching and learning represents a paradigm shift from the traditional key learning areas to include 21st-century skills relevant to some of the key issues and real-life problems that confront individuals, industries, and occupations in the 21st century.

This research would only focus on the Career and Life Skills Domain (CLS), which consists of flexibility, adaptability, initiative, teamwork, and leadership

The 21st Career and Life Skills

P21 categorized the essential personal development components which could transform the students to meet the demand of the rapidly changing world, especially during the Pandemic Covid-19 and New Era. The core personalities that could lead the students to job readiness are flexibility, adaptability, initiative, self-direction, productivity and accountability, leadership, and responsibility. What to do and how to have Job Readiness for Career cand Life Skill?

Flexibility and Adaptability.

In the 21st century, education and the workplace are changing at a swift and increasing pace. As a result, the demand of the teachers is not only resourceful and adaptable but also to be flexible and could adapt to the changing circumstances and environments and to welcome new ideas and new ways of completing any task. The essential understanding of flexibility and

adaptability leads to success emphasizes adapting to change and being flexible and adapting to change means adapting to various roles, jobs, responsibilities, schedules, and contexts. Thus, how can flexibility and adaptability be taught at the preservice teachers during the training program and the teaching practicum?

P21 (200) outlines several strategies that could be utilized to lead the preservice teachers to be able to work out the flexibility and adaptability in the school environment. Several experts on this CLS domain, including Peter Sange (1999), Askew (2000), O'Connor and McDermott (1997) suggested that balancing feedback loop (O'Connor & McDermott, 1997) and reinforcing feedback loop (O'Connor & McDermott, 1997) are indicated to be the strategies to work out these CL skills. What kind of feedback could be beneficial to help preservice teachers master these skills? The other experts of the area of CLS, including Hargraves, McCallum & Gipps (2000), Angelo and Cross (1993), Black ad William (1998), mention the characteristics of feedback that could support students to develop flexibility and adaptability are providing feedback as an ongoing and formative process; constructive comments; positive reinforcement; student-oriented and balance between encouraging and critical analysis.

Initiative and self-direction

P21 (2011) outlines initiative and self-direction as how to manage the goal and time, work independently, and be self-directed learners. Peter Ferdinand Drucker (1999-2005) proposed a strategy for teaching students how to set the goals, which has withstood the test of time, comprises five steps that are easily memorized with the acronym SMART: Specific-Measurable-Achievable-Realistic and Timely. Otherwise, independent working is the ability to manage the situation without relying on others or supervisors. The last indicator of these skills is leading students to become self-directed learners. Self-directed learners go beyond mastery of ability and curriculum to explore and expand one's own learning and opportunities. Demonstrate initiative to advance skill levels towards a professional level. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences to inform future progress. (P21, 2009)

Productivity and Accountability

Trilling and Fadel (2009) discovered that producing efficient, effective, and the high-quality result is the central element to lead to productivity and accountability, which involve working positively and ethically; managing time and project effectively; multitasking; participating actively, as well as reliable and punctual; present oneself professionally and with proper

etiquette; collaborate and cooperate effectively with teams; respect and appreciate team diversity with teams; be accountable for the result. (Trilling & Fadel, 2009).

Leadership and Responsibility

Kivunja (2015) stated that leadership and responsibility mean going with the role. In addition, Bass (1990) discovered that leadership is a matter of personality. It is the ability to induce compliance by followers, the exercise of influence, a form of persuasion, an instrument to achieve goals, an effect on the interaction among people. Several experts on these domains, including Hemphill & Coons (1957), Burns (1978), Richard & Engle (1978), Schein (1992), and Trilling & Fadel (2009), suggested the strategies to teach leadership and responsibility in many ways such as directing activities of others toward stated targets; giving instruction and directives that lead to progress; motivating others to get them to engage with the activities; problem-solving strategies; leverage strengths of other to accomplish a common goal and lead by giving an example

Methodology

This research adopted a mixed-methods approach from an emic/participant-relevant perspective to research the pattern, process, and perceptions of the Partnership 21 Framework, which has been modified into the 21st CLS (Partnership for 21st Century Learning (P21), 2019). The participants were 60 students of English Education Programs at the Teaching Faculty of Universitas Swadaya Gunung Jati, Cirebon-West Java-Indonesia, who have been selected based on the level or degree of their understanding of the core subject on ELT and the primary language competence. To get the detailed data to answer the research questions, the researchers have selected the participants into the best four students in the fourth grade at the English education program. The study was carried out during the courses of Instructional Design (I.D.), English Material Development (EMD), and Teaching Practice Program (TPP). The participants were observed for three different subject courses (I.D., EMD, and TPP) at three additional semesters for more than one and a half years. After finishing the three various subject courses, from I.D. to TPP, the participants were instructed to do individual projects, and the researchers assessed the projects. The result of the three subject courses was chosen to be the best four projects. Thus, the questionnaires to the participants were designed to be self-evaluation for the preservice teachers. The questionnaire consists of questions to assess flexibility and adaptability, flexibility, adaptability, initiative and self-direction, productivity and accountability, leadership, and responsibility. All the data from questionnaires and

observation were analyzed based on the grounded theory of Partnership for 21st Century Learning (P21) (Nagel, 2011; Tsisana et al., 2019).

Result

The results of the study are presented in two different forms quantitatively and qualitatively. The fist data represents quantitative data taken from the whole 60 participants assessed within the21st CLS framework. The second data represents qualitative data which taken from personally assessment of the best four participants. From the quantitative data (see figure 2) shows there are five components of 21st CLS, including flexibility & adaptability, initiative & and self-direction, accountability & productivity, social & CCU, and responsibility & leadership. The first component (figure 2) shows that the participants of group Ps1 are indicating that they are good at doing adaptation and having flexibility during the TPP. Meanwhile, the participants of group PS2 have some difficult in doing adaptation and having flexibility during TPP. Second, the participants of group Ps3 finds hard to do self-direction and do initiative during the process of doing some projects and TPP. The third components (see figure 2) indicates that participants at the group Ps3 and Ps2 are creative and productive in doing the projects during the course subject of I.D., EMD, and TPP as well. Fourt, all participants have a good understanding at CCU and social background which well applied during the TPP. Last but not the least, all participants hve shown their responsibility and leadership during the course of I.D. < EMD, and TPP. Generally, participants of group Ps1 have a good understanding and well-impplemnted of 21st CLS. In the other side, the participants of group Pst3 find hard to implement the 21st CLS.
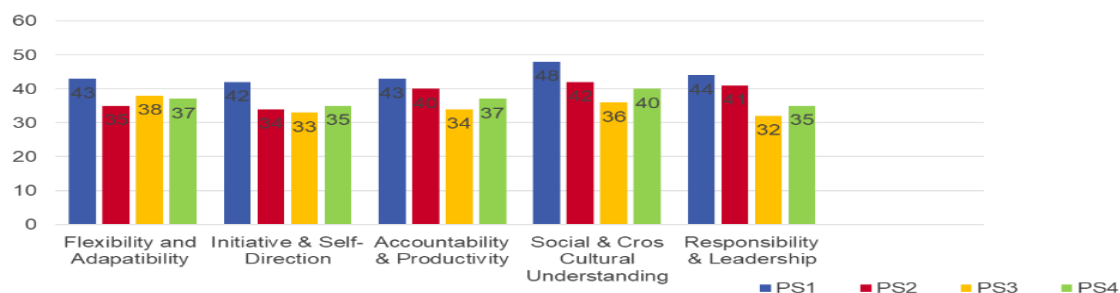
Figure 2

Flexibility and Adaptability

The first component of 21st CLS is flexibility and adaptability, consisting of twelve items (see table 1). The items indicate the preservice teachers' adaptability to the roles, job responsibility, a varied schedule, learning & teaching context, and their flexibility in working and cooperating feedback effectively, dealing with praise, setback, and criticism positively during the classroom observation.

Table 1. Flexibility and adaptability

Items	Ps1	Ps2	Ps3	Ps4
I adapt to varied roles	often	often	sometimes	sometimes
I adapt to varied new job responsibilities	very often	often	often	often
I adapt to varied schedules	sometimes	rarely	often	sometimes
I adapt to varied learning and teaching context	sometimes	often	often	sometimes
I work effectively in a climate of ambiguity and changing priorities	sometimes	sometimes	often	often
I cooperate feedback effectively	very often	often	sometimes	often
I deal positively with praise	very often	often	often	often
I deal positively with setback	often	rarely	often	often
I deal positively with criticism	very often	often	often	often
I understand diverse views and beliefs to reach workable solutions, particularly in multicultural environments	very often	often	often	often
I negotiate diverse views and beliefs to reach workable solutions, particularly in multicultural environments.	very often	often	often	often
I balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments.	very often	sometimes	often	often

Ps 1 and Ps2 often adapt to varied roles, new jobs, schedules, and various learning and teaching context. They also work actively in ambiguity and changing priorities. Ps3 and Ps4 sometimes. Ps1 welcomes and cooperates with feedback effectively; meanwhile, Ps2, Ps3, and Ps4 often work and collaborate on feedback effectively. Ps1 very often deals positively with praise,

setback, and critics. In addition, Ps2, Ps3, Ps4 often deal positively with praise, setback, and criticism. All participants often understand and negotiate divers' views and beliefs to reach workable solutions. Those activities show the adaptability and flexibility of the preservice teachers

Initiative and Self- Direction

The second components of 21st CLS are initiative and self-direction. These components indicate the preservice teachers' initiative and self-direction during learning and teaching practice programs. The indicators of these components are the ability to: set the goal & its criteria, make a balance of tactical and strategic for short & long term goals, utilize and manage the time effectively, monitor, prioritize, & complete the task without mistakes, going beyond the basic mastery of curriculum, skills, and demonstrating initiative to advance skills toward professionality (see table 2).

Table 2. Initiative and Self-Direction

Items	Ps1	Ps2	Ps3	Ps4
I set the goal with tangible (explicit and detailed)	very often	sometimes	sometimes	sometimes
I set the goal with intangible success criteria (unclear and still abstract)	rarely	often	sometimes	sometimes
I make a balance tactical short-term and long-term goals	often	sometimes	sometimes	sometimes
I make a balance strategic short-term and long-term goals	often	sometimes	sometimes	sometimes
I utilize the time effectively	sometimes	sometimes	sometimes	sometimes
I manage workable efficiently	sometimes	rarely	sometimes	sometimes
I monitor tasks without direct oversight (mistake)	often	sometimes	sometimes	sometimes
I define tasks without direct oversight (mistake)	often	often	sometimes	sometimes
I prioritize tasks without direct oversight (mistake)	very often	rarely	sometimes	sometimes
I complete the task without direct oversight (mistake)	often	often	sometimes	sometimes
I go beyond basic mastery of skill to explore and to gain expertise	very often	often	often	very often

I go beyond basic mastery of curriculum to explore and gain expertise	very often	sometimes	often	often
I go beyond basic mastery of skill to expand my own learning and opportunities	very often	often	often	very often
I go beyond the basic mastery curriculum to expand my own learning and opportunities	very often	often	often	often
I demonstrate initiative to advance skills levels toward a professional level	very often	sometimes	often	often
I reflect critically on experience in order to inform future progress	very often	very often	often	often

Ps1 very often sets the goal with tangible (clear and detail), meanwhile Ps2, Ps3, and Ps4 do not always set the goal clear and in detail. Ps1 often makes a balance between tactical and strategic short-term and long-term goals. In the meantime, Ps2, Ps3, and Ps4 sometimes do. All participants utilize the time and manage workable effectively. All participants often monitor, define, and complete tasks without direct oversight. Ps1 and Ps4 always go beyond the basic mastery of skill to explore and expand to gain expertise.

Meanwhile, Ps2 and Ps3 often do that. Ps 1 always go beyond the basic mastery curriculum to explore and expand her own learning and opportunities. Meanwhile, Ps2, Ps3, and Ps4 sometimes do that. Ps1 and Ps2 always reflect critically on their experience to inform future progress. In the meantime, Ps3 and Ps4 often do that. Ps3 and Ps4 often demonstrate initiative to do advance skills levels toward a professional level. In the intervening time, Ps1 always does it, and Ps3 sometimes does that.

Accountability and Productivity

The third components of 21st CLS are accountability and productivity. The competence indicates the preservice teachers' ability to meet the goals even in the face of obstacles and competing pressure; prioritize, plan, & manage work to achieve the intended result. In addition, it also indicates the preservice teachers' ability to demonstrate additional attributes associated with producing high-quality products; work and manage projects effectively; participate actively as well as be reliable and punctual; present professionally with proper ettique (see table 3)

Table 3. the Items of accountability and productivity

Items	Ps1	Ps2	Ps3	Ps4
I set and meet goals, even in the face of obstacles and competing pressure	very often	often	often	often
I prioritize work to achieve the intended result	very often	often	sometimes	often
I plan to work to achieve the intended result	very often	often	often	very often
I manage work to achieve the intended result	very often	sometimes	sometimes	very often
I demonstrate additional attributes associated with producing high-quality products:	very often	sometimes	often	often
To work positively and ethically	very often	sometimes	often	often
To manage time and projects effectively	very often	very often	sometimes	often
To participate actively as well as be reliable and punctual	often	very often	sometimes	often
To present professionally and with proper etiquette	very often	very often	often	often
To collaborate and cooperate effectively with teams	often	often	sometimes	often
Respect and appreciate team diversity	very often	very often	often	sometimes
I am accountable for the result	very often	very often	often	often

Ps1 and Ps4 often set and meet the goals, prioritize work, plan, manage work to achieve the intended result positively and ethically, and demonstrate additional attributes associated with producing high-quality products. Meanwhile, Ps2 and Ps3 do not always prioritize and manage work to achieve the intended result. However, almost all participants participate actively and are reliable and punctual to present professionally and with proper etiquette. In addition, they also collaborate, cooperate effectively with teams, and respect team diversity. Almost all participants argue that they are accountable for the result.

Responsibility and Leadership

The fourth components of 21st CLS are responsibility and leadership. The competence indicates how the preservice teachers use interpersonal skills to influence and guide others toward a goal. In addition, it also shows how the preservice teachers use problem-solving skills to influence and guide others toward a goal. Besides, the competence also demonstrates how

the preservice teacher inspires others to reach their very best via example and exhibits integrity and ethical behavior in using influence and power (see table 4).

Table.4 items as the indicators of responsibility and leadership

Items	Ps1	Ps2	Ps3	Ps4
I use interpersonal skills to influence others toward a goal	very often	very often	sometimes	sometimes
I use interpersonal skills to guide others toward a goal	very often	very often	sometimes	sometimes
I use problem-solving skills to influence others toward a goal	often	very often	sometimes	often
I use problem-solving to guide others toward a goal	often	very often	sometimes	sometimes
I influence the strengths of others to accomplish a common goal	often	sometimes	sometimes	sometimes
I inspire others to reach my very best via example	often	sometimes	sometimes	often
I demonstrate integrity and ethical behavior in using influence and power	often	sometimes	often	often

Most of the participants have shown good responsibility and leadership during the teaching practicum. They use interpersonal skills to influence and guide the students toward the learning objective. They also could use problem-solving to influence and guide the students to achieve the objective of the learning.

Discussion

The discussion will be presented to the descriptive analysis based on the research questions and data collection during teaching and learning for three semesters and the teaching practicum I and II. The discussion would start with how the preservice teachers charge the 21st CLS in the form of flexibility and adaptability; initiative and self-direction; accountability and productivity; social and cross-cultural understanding; responsibility and leadership during the teaching practicum I and II where it is held during the Pandemic COVID 19 and the New Era.

Flexibility and Adaptability. The skills taught to the preservice teachers during the training program and the teaching practicum I and II. Since the first teaching practicum, most preservice teachers have been flexible and adapted to the condition and their role from the students to the preservice teachers. As the preservice teachers, they could adjust to the varied job or tasks such as observing the mentor teachers conducting the online classroom; observing the culture of the schools; attending the School's meeting, etc. During the teaching practicum, the preservice teachers also get feedback from the mentor teachers and the teacher educator as their supervisors. Balancing the feedback loop and reinforcing the feedback loop (O'Connor & McDermott, 1997) are the strategies to work out these CL skills(Insa et al., 2016; Kivunja, 2014c; Partnership for 21st Century Learning (P21), 2019; Partnership for 21st Century Skills, 2011; Van Roekel, 2014). Most of them agreed with the feedback positively when some unpredictable things occurred during TPP. At that moment, they could understand, negotiate, and balance the diverse environment, students' characters, views, & beliefs to find the solution to the problems during the teaching practicum in the Pandemic COVID 19 and the New Era. The creativity emerges well when problem solves (Kivunja, 2014b, 2014c; Kusumoto, 2018)

Initiative and Self- Direction. Most of the preservice teachers have the initiative to build good relationships and coordination with the mentor teachers. Since they realize that they no longer have time teaching practicum during the Pandemic COVID 19, their initiative to learn something new has motivated them to explore their knowledge, personal growth, and competence in handling the online classroom. Some of them have the initiative to connect to the students via social media to attract their learning engagement. Besides, they also created various learning materials that the students and friendly users could access easily. The initiative leads the preservice teachers to plan, manage the time to work effectively(ANQEP, 2015; "Assess. 21st Century Ski.," 2015; Nagel, 2011).

Regarding self-direction, most preservice teachers have made plans from the beginning teaching practicum to the end. Therefore, they could manage their time effectively to achieve the objective of the teaching practicum efficiently. However, most of the preservice teachers can have personal coaching with their supervisors and mentor teachers. By doing so, they could get some feedback and self-reflect to get some progress and go beyond their mastery to cope with all the problems and find solutions during the teaching practicum. The condition is in line with the statement that preservice teachers should be independent working to manage the situation without relying on others or supervisors and become self-directed learners who go beyond mastery of skill and curriculum to explore and expand one's own learning and

opportunities Pandemic COVID 19 and New Era. (Chu et al., 2016; Kivunja, 2014a, 2014c; Trilling & Fadel, 2009).

Accountability and Productivity. Most of the preservice teachers have set and met the goals, prioritized work, planned, and managed work to achieve the intended result positively and ethically by demonstrating additional attributes associated with producing high-quality products. However, almost all participants are participating actively and are reliable and punctual to present professionally and with proper etiquette during the teaching practicum. In addition, they also collaborate, cooperate effectively and respect team diversity with their colleagues, mentor teachers, and supervisors. Their productivity shows their accountability to be the good prospective English teachers in the future("21st-century skills: learning for life in our times," 2013; Brusic & Shearer, 2014; Kivunja, 2014c). It is also in line with the concept proposed by Trilling and Fadel (2009), which discovered that producing efficient, effective, and high-quality results is the major element to lead to productivity and accountability. In addition, it also working requires preservice teachers to work positively and ethically. Besides, they could manage time and projects effectively as well. They become the multitasking person. They could participate actively, as well as be reliable and punctual. Meanwhile, they are able to present themselves professionally and with proper etiquette. They could collaborate and cooperate effectively with teams, respect and appreciate team diversity with teams, be accountable for the result(Brusic & Shearer, 2014; Kivunja, 2014c; Partnership for 21st Century Learning (P21), 2019; Van Roekel, 2014).

Responsibility and Leadership. Most of the participants have shown good commitment and leadership during the teaching practicum. They use interpersonal skills to influence, guide the students toward the objective of the learning. They could also solve some problems to influence and guide the students to achieve the learning objective during the teaching practicum. Although, there's no offline classroom and students. They still come every day to Schools, and so some additional jobs as the mentor teachers suggested, such as preparing the lesson plan and online tutorial guided by the mentor teachers at School. In addition, most of the participants have demonstrated integrity and ethical behavior in using influence and power to the students to achieve the target language learning in one meeting effectively. What they perform is in line with Kivunja (2015) stated that leadership and responsibility mean go with the role as the English teacher candidate in the New Era(Tsisana et al., 2019; Visitacion T. Datul, n.d.).

Conclusion

The preservice teachers' personal quality needs to be charged with the 21st career and life skills which must be guided by the teacher educators and the mentor teachers during the teaching practicum at School to meet society's demand during the Covid-19 Pandemic and the New Era. The more the preservice teachers charge their personal quality, the better their chance to succeed in being professional English teachers in the future.

Pedagogical Implication

The Teacher education program, where the preservice teachers charge their personality, has the essential role in preparing the forthcoming teachers to meet the demand on the rapid changing world especially during Pandemic Covid-19. What competence the teacher should have to develop? Since when the competence should be introudced and be assessed? This study has presented that the 21st CLS are introduced and assessed during the teaching and learning practice, especially at the teaching practice program (TPP) which give the extra ordinary learning expereince before they become the real teacher. What are the 21st CLS? There are flexibility & adaptatbility, initiative & self-direction, accountability & productivity, Social & CCU, and Responsibility & leadership. The preservice teachers who have those skills suppose to be ready to exist more in the future.

Recommendation

Charging the preservice teachers should not always be done during the teaching practicum, the process of changing needs to be done a few times before the preservice teachers' teaching practicum. The teacher educator should be aware to the process of growing preservice teachers' personality since the beginning of the semester at the English Education Program which becomes the essential part of the learning objective.

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The Intensity of Classroom Assessment and Feedback Practices in Online Learning

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Abstract

The outbreak of coronavirus has forced all learning activities and classroom assessment to be conducted through online systems. Conducting online classroom assessments during the COVID-19 pandemic requires an extra skill by the teachers. The ability to design and administer classroom assessment through online systems becomes a sudden compulsory. Consequently, teachers are required to have the more extensive ability in conducting classroom assessments through an online application. This study was conducted to establish factual information about teachers' classroom assessment and feedback practices in online learning. Semi-structured interviews and classroom observations were employed to collect the data. The collected data were then analyzed comprehensively using the constant comparative and argumentative method.The results then presented descriptively to establish the findings. The findings showed that teachers conducted classroom assessments in several different ways and feedback was not effectively provided. Teachers also experienced many obstacles in carrying out the classroom assessment appropriately. These findings suggest EFL teachers need to be trained further on how to conduct classroom assessment and grading practices in online learning.

Keywords: *Intensity, classroom, assessment, feedback, practices*

Introduction

Recently, COVID-19 has spread worldwide, influencing how the teachers carried out the learning process. Teachers were forced to teach through online systems which were different from their usual teaching activities. Online learning needs technological ability to efficiently conducted teaching and learning processes as well as assessment practices. Since online learning is sudden teaching activities and assessment systems to be conducted by the teachers,

teachers are required to find an effective strategy to teach and conduct classroom assessment that complies with the characteristics of appropriate assessment implementation.

All education institutions in Indonesia during the COVID-19 outbreak, the teaching, learning, and assessment are conducted through online systems. Some applications that are mostly used by the teachers are google classroom, blogs, WhatsApp, youtube channel, zoom, Edmodo, etc. Google classroom and WhatsApp are the most popular application used by Indonesia teachers because they are easily operated and a low accessible data connection is required. Therefore, it also, However, most teachers who are unfamiliar with google classroom, they preferred using WhatsApp. It is the most application for most Indonesian students and teachers because they are using WhatsApp as a daily means of communication. The use of WhatsApp has then maximized for teaching and learning activities as well as learning assessment administration. Assessment is an important component of successful teaching and learning. It enables teachers to see the extent of students' achievement towards the predetermined objectives, learning competencies, and students' actual performance in learning competences. Moreover, through the appropriate assessment, teachers can see the effectiveness of the learning strategy being carried and enable teachers to make modifications if needed to be more effective for the upcoming teaching activities (Yahiji, Otaya, & Anwar, 2019). On the other hand, students may use the results of the assessment to improve their learning achievement by acknowledging their weaknesses to make further improvement. Moreover, students may utilize their teachers'feedback to make changes to their learning strategies to attain a better learning outcome. Therefore, it indicates that learning assessment should be systematically obtained to enable teachers and students to make a suitable decision to enhance the teaching and learning processes (Alkharusi, 2015). The description of the phenomena as described above showed that assessment is not merely intended to assess the students to see their achievement but it is also directed to enhance teachers' professionalism in teaching.

The classroom results can be used as a reflection for both students and teachers to make more effective planning for the next teaching and learning activities(Box, Skoog, & Dabbs, 2015). Therefore feedback should be always provided so that students can maximally improve their learning. Moreover, feedback should be always comprehensively given in spoken and written ways. This statement is in-line with Clark (2012)who describes that comprehensive assessment may provide appropriate information concerning the actual learning condition. Therefore, teachers are urged to conduct assessments according to a good assessment criterion. Appropriate assessment planning is important to made accordingly. Appropriate assessment planning enables teachers to administer the assessment properly and the assessment can be

easily achieved due to effective assessment administration (Coffey, Hammer, Levin, & Grant, 2011; Gan, He, & Liu, 2019). Moreover, an assessment which is professionally planned provides adequate information to make professional teaching decision (Ounis, 2017).

The recent educational curriculum suggests that assessment is important in every teaching and learning process to determine the mastery of educational goals, namely competence standards, basic competencies, and learning achievement indicators(Sulaiman, Rahim, Hakim, & Omar, 2019). As a result, various types of classroom assessments should be conducted by the teachers. Some assessment types that are usually conducted are productive assessment, performance-based assessment, essay, project assessment, peer assessment, self-assessment, portfolios, and other authentic assessment. All assessments conducted by the teachers should be integrated administered with the learning activities to be relevant to the learning objectives to empowers students' learning (Hill, 2017). This proved that conducting an assessment to allows the provision of feedback for the improvement of teaching and learning is necessary to be done in every learning activity to see the real existing situation of students' learning. A scientific study conducted by Box et al. (2015) has revealed an essential activity to create a better learning atmosphere that suits students' needs by utilizing the information obtained from the assessment results. Moreover, a study carried out by Akbar & Sulistyo (2019) found that a more conducive learning condition can be established if teachers continually plan the learning activities based on the assessment results

Additionally, assessment is important to continuously monitor the students' achievement and continual feedback can be given for the enhancement of students' performance (Kuze & Shumba, 2011). A further study conducted by Alkharusi (2015) has revealed that teachers who conducted higher quality learning activities and attainment of learning objectives are probably easier to achieve (Hill, 2017). Many teachers, however, still encountered challenges in properly conducting classroom assessment (Akbar & Sulistyo, 2019; Sulistyo, 2015). Moreover, Hill (2017)found that classroom assessment may provide teachers and students beneficial information about the learning processes. A study conducted byOunis (2017) found that classroom assessment enables teachers to understand their students'progress and what decisions should be undertaken to make improvements.

Classroom assessment can be in the form of summative and formative assessments. A summative assessment is intended to measure students'achievement in a certain period.This usually conducted at the end of the learning semester or one school term. The formats of the assessment can be an essay or authentic assessment but it is more popular in multiple-choice test items. This type of test item is considered to be more efficient and effective enough for

assessing the students' abilities. On the other hand, formative assessment is intended to see the students' learning progress in accomplishing one basic learning competence. The assessment usually conducted at the end of the learning session or the end of a learning unit completion. The main purpose of the formative assessment is to continually improve students' learning and enable teachers to provide feedback for the students and improve the upcoming learning activities (Leung & Scott, 2009). Similiary, Quyen & Khairani (2016) found that teachers may utilize formative assessment to enhance students' learning to achieve higher ability. Teachers may use various assessment formats to actively engaging their students in various pedagogical activities to continually improve their competence (Sulaiman et al., 2019).

Addtionally, Karimi & Shafiee (2014) confirm that classroom assessment is a device to help students develop their learning and help teachers modify their teaching strategies to enhance their ways of teaching to improve students' learning. This indicates that classroom assessment is one of the best ways to create positive learning conditions and eventually, quality paedagogical activities can be accomplished in every learning process. This is in line with Volante (2006) who found that appropriate assessment leads to a better way of learning and promotes students' learning achievement. Similiarly, Widiastuti, (2018) revealed that formative assessment which is conducted with appropriate feedback may continuously improve students'learning achievement towards determining learning goals.

The teacher's understanding of classroom assessment certainly determines how the teacher views and practices classroom assessment(Hill, 2017). Their understanding also influences teachers' understanding of carrying out assessments. Therefore teacher understanding is an important component in good assessment practices(Yahiji et al., 2019). Teachers need to build a high understanding of classroom assessment. They must understand the concept of class assessment and how assessment should be done in class. Teachers may have a negative understanding of class assessment because they only have a poor understanding of it. Karimi & Shafiee (2014) asserts that teacher understanding exerts a powerful influence on the practice of classroom assessment in the right direction. Teachers who have strong beliefs in classroom assessment will make more classroom assessments that are appropriate. This can be deduced up to teachers' understanding of class assessment which is influenced by their understanding of the benefits of assessment implementation. Teachers' understanding gives a considerable influence on the assessment of appropriate practices (Widiastuti, 2018). Therefore, teachers need to have a good understanding of classroom assessment practices. Having a good understanding of classroom assessment makes teachers administer the assessment under the characteristics of assessment implementation. Teachers who have poor ability in implementing

classroom assessment tend to have negative beliefs in classroom assessment and probably carry out the assessment inappropriately with the objectives of the assessment implementation and feedback for improvement of learning is inadequately provided by the teachers.

Furthers students conducted by several educational researchers showed that assessment is essential to de conducted appropriately (eg.Hill, 2017; Volante, 2006; Yamtim & Wongwanich, 2014; Zhang & Burry-stock, 2003). However, many teachers still have difficulty in properly conducting the assessment as what was revealed by Yahiji et al. (2019) that some teachers from different geographical areas tend to utilize different types of classroom assessment. Furthermore,Zhang & Burry-stock (2003) revealed teachers have the ability in conducting assessment.   Most of the phenomenon of assessment as described above occurred in the actual classroom setting. There is a very limited study investigated how the assessment was conducted in online learning. Consequently, understanding the phenomenon of assessment implementation as described above, Therefore, this study is conducted to further investigate and establish valid and reliable findings concerning classroom assessment conducted in online learning practices.

Method

Research Design

The present study was conducted to investigate teachers' classroom and feedback practices in online learning. This in-depth study was intended to reveal the actual phenomenon concerning classroom assessment s study was carried to explore each case of teachers' understanding and their practices in the English language classroom. All cases are compared and analyze comprehensively to figure out various perspectives (Borg, 2011). This qualitative study was considered appropriate to establish the research findings since the phenomenon of classroom assessment occurred in various educational settings. Moreover, the participants of this study also employed several assessment types and they were located in different places varied in terms of geographical location.

Participants

Several selection criteria employed in determining the participants of this study. The teachers participated in this study are certified teachers, having at least five-year teaching experiences and holding at least a bachelor's degree in language education and having the experience of conducting different types of assessment. Since many teachers were willing to participate in the study, a very tight selection was conducted using computerized systems. As a result, 20

teachers met the predetermined criteria. To intensify the study to establish comprehensive findings, three teachers were nominated as the participants of the study. The teachers were selected as the participants were considered sufficient for gathering the required data as all selected teachers have passed the indicated criteria and presented teachers with high, average, and low experiences.

Data collection

A qualitative study was designed to establish the research in this study. The data were collected through online interviews conducted with the participants of this study. The participants were questioned in a relaxed situation through private WhatsApp calls and reconfirmed through WhatsApp texts to ensure what has been explained by the teachers matched with their descriptions. The interviews were recorded and all the recorded interviews were fully transcribed. Moreover, written messages were also copied to triangulate the voice recordings. The transcriptions were treated as prime sources of data to be comprehensively analyzed to reveal the research findings.

Data analysis

The collected data in the forms of transcriptions of interview recordings and written text messages were computerized to ensure they were all put on the right categories. Several procedures were carried out to ensure there was not any missing data. First, all the collected data were transcribed in detail. Second, the transcriptions were entered into computer systems to put on the right categories. Third, all data which have been computed and position on the right categories were rechecked to ensure that all data have entered and placed on the right categories. Fourth, The text message data then matched with the data from the interviews. Fifth, all data were thoroughly analyzed by comparing it with the existing theories and factual assessment experiences. All findings then presented descriptively and argumentatively.

Results and Discussion

This section discusses the present study's results and discussion concisely. The data of the interviews are presented in the forms of excerpts of the interviews and text messages are summarized and presented in the table. The data are then discussed thoroughly to establish research findings.

Results

Classroom assessment as part of classroom assessment is a vital assessment to be conducted to know students' learning achievement and improve students' learning and enhance teachers' teaching strategy to meet students' needs in nowadays learning. Classroom assessment which is conducted through online learning is a particular classroom assessment that requires additional knowledge from the teachers to appropriately implementing it. The data concerning online formative assessment and feedback practices are presented in the following.

"I always gave my students a classroom assessment to see their ability. I provided a set of multiple-choice through google classroom. It was automatically given after my students watched the learning video. Sometimes I gave them an extra assessment in the form of short answer questions and Completion. All the assessment items, I took from the students' coursebook. It is easier for me"(Teacher A)

"I found that assessing online learning is not as easy. I always gave multiple choice because it is easier implemented through google classroom and easier to score. I also occasionally gave completion and short answer questions to provide my students with some assessment variation. I took the test items from students coursebook and internet"(Teacher B)

"I implemented several types of assessment which I developed based on basic competences as stated in the learning syllabus and students' coursebook".It is a challenge developing assessment for online learning but I get used to it after a while" (Teacher C)

Table 1. Classroom Assessment

	Test type	Content	Implementation
Teacher A	Multiple choices, completion, and short answer questions, completion	Basic competences as stated on students' coursebook	Multiple choice was mostly given through google classroom, short answer questions and Completion were Occasionally implemented
Teacher B	Multiple choice, completion, short answer questions.	Basic competences as stated on students' coursebook and Internet	Multiple choice was always implemented. Completion and short answer questions are sometimes given as additional assessment
Teacher C	Multiple choice, completion, short answer questions, short essay	Developed based on predetermined basic competences and learning syllabus	Multiple choice was always given through google classroom. Completion, short answer questions, and short essay were interchangeably given as additional assessment

The interviews conducted to the teachers also revealed data concerning feedback practices. Teachers provided various types of feedback for the students' learning improvement. The excerpt from the interviews can be presented as the following.

"I usually provided short feedback for the students in the form of short phrases to motivate my students to learn more. I never gave my students spoken feedback because I find it hard to call them by phone one by one"(Teacher A)

"Giving feedback through online learning is not easy. I simply suggested my students learn more diligently and write short phrases stating insufficient, sufficient, good,

excellent along with their assessment results. I never gave my students spoken feedback but now and then my students rang me to clarify their answers. I also suggest my students learn more from the internet" (Teacher B)

"I only provided my students with written feedback in the form of short sentences to tell my students how their achievement and gave them a suggestion to get more explanation from the internet" (Teacher C)

Table2. Feedback Practices

	Feedback Type	Provision	Description
Teacher A	Written Feeback	Conducted	Short phases stating students should do more exercises
	Spoken Feedback	Not conducted	-
Teacher B	Written Feeback	Conducted	Short phrases stating "insufficient, sufficient, good, excellent"
	Spoken Feedback	Not conducted	-
Teacher C	Written Feeback	Conducted	A short statement stating that students' achievement and some suggestion to do more exercises and get more explanation from internet
	Spoken Feedback	Not conducted	-

The table above showed that all teachers merely provided their students with written feedback. There was no teacher provided their students with spoken oral feedback during the implementation of online learning. The results of the assessment were sent through online systems. Objective test results in particular were sent automatically by computer systems once the students submitted their assignments. Essay assessment results were sent to the students through WhatsApp after several days.

Discussion

Classroom assessment is a compulsory component for every successful teaching and learning, including online learning. It is also important for teachers to continually provide students with feedback. The provision of corrective feedback certainly helps students improve their achievement more easily. Students can easily develop their ability if some guidance can be followed and how the learning materials can be accessed for their improvement. To be effective in conducting classroom assessment, teachers need to constantly enhance their ability in classroom assessment implementation. Black and Wiliam (2009) suggest that teachers should understand various learning and assessment theories to conduct the classroom assessment competently. Futhermore, Karim (2015) urged that teachers should conduct the assessment in line with the purpose or the objective of classroom assessment implementation. Ideally, teachers should make proper assessment plans before assessment administration.

The implementation of classroom assessment ideally always takes place after the learning process and intended to meet the objectives, such as measuring students' achievement and determining appropriate learning strategies and modifying learning strategies to meet the students' learning condition (Black, &Wiliam, 2009). To attain the objectives of the classroom assessment, teachers are not only preparing step by step assessment practices but teachers should strictly be administered the assessment appropriately. The assessment that is properly conducted and feedback is always provided positively, it is certainly beneficial for students' learning progress. Therefore teachers were obliged to carry out the classroom assessment according to the right assessment standard.

In this study, Teacher A seemed to conduct a very limited assessment during the implementation of online learning. He simply excessively administered multiple-choice test items to measure the students'ability. Multiple choice test items have some degree of weaknesses that can measure all students' ability. Teacher B seemed to conduct a better assessment than teacher A, it is, however, still relying on the use of multiple-choice tests. Some types of assessments like short answer questions and completion were given as an alternative. Teacher C seemed the most competent in conducting if compared with teachers A and B. Teacher C implemented the classroom assessment by using several assessment types such as multiple-choice, completion, short answer questions, and short essay. Only teacher C designed his own assessment items relevant to the learning competencies as stated in the learning syllabus, meanwhile, teacher A relied on the assessment taken from the students' coursebook and teacher B made use of assessment found in students' course books and internet. The teachers need to design their assessment because the materials available on students'

coursebooks and the internet are not always relevant to the learning competencies as suggested by the learning curriculum.

Classroom assessment is vital in any teaching and learning process as it helps students to know their abilities and check their weaknesses. Knowing learning weaknesses is important because it can be used as a reference for the students to make improvements. On the other hand, teachers need some practical information concerning their success in teaching and know what can be done to improve their teaching strategy. Therefore, the teachers need to implement an appropriate assessment to make their students gain the learning objective and obtain the purpose of the assessment implementation (Newton, 2007). Implementing multiple-choice to assess the students' ability for all learning competencies is probably insufficient as multiple-choice test items have several weaknesses. Teachers need to implement more productive assessments to ensure all paedagogical domains such as knowledge (*cognitive*), attitude (*affective*), and skills (*psychomotor*) are thoroughly measured. Ideally, teachers should implement an authentic assessment to see how their students' actual abilities in a real situation. Moreover, teachers really need to prepare and design the assessment to assess what actually wanted to be assessed. More importantly, the implementation should be appropriately conducted according to the assessment characteristics (Birenbaum, Kimron, & Shilton, 2011; Newton, 2007).

Classroom assessment can facilitate learning, providing teachers with appropriate judgments on the students' works. The teacher needs to make their own assessment tasks (Widiastuti et all, 2020). The degree of validity and reliability of the assessment tasks depends on whether they were well-constructed by the teachers themselves. To get a high degree of assessment tasks, the assessment should be tried out several times and revisions should be made based on the results of the tryout. Assessment experts should also be invited to give judgment on the assessment tasks and provide corrective suggestions so that the tasks become more suitable to measure the students' ability. Therefore, it can be said that teachers-made tests are more acceptable than using ready-made tests that are widely available on the internet.

This study showed that teachers used assessment tasks taken from the internet and students' coursebook. Teacher A and Teacher B used assessment tasks from students' course books and the internet. The idea might be reasonably acceptable but it is vital for the teacher to make their own tests. The teacher himself is the person who really knows the actual learning condition and the students' capability in taking the assessment. Therefore, the teacher himself should make the assessment tasks. This is due to the fact that teachers-made tasks are more suitable to assess the students to see the students' learning ability. Moreover, teachers-made assessment

enables the teacher to score the students' work easier if compared with the assessment tasks constructed by other people. Additionally, assessment tasks that other people design are not always relevant to the predetermined assessment objectives because the tasks designers probably used other learning syllabi.

Classroom assessment should be given in many types of tasks to ensure students find the assessment processes interesting and they are willing to do it (Morgan,&Alfehaid, 2019). Students'eagernes in doing the tasks help them to fully engage in the assessment activities. It is essentially needed to be considered by the teachers because many students sometimes find it the tasks demotivating. Therefore, good assessment planning by acknowledging students' real conditions and also classroom situation are vividly necessary for planning the assessment activities. Moreover, during the assessment implementation teachers are also required to strictly monitor the assessment implementation. In online learning, it obviously difficult to monitor the students in doing the assessment. This is a weakness of assessment conducted through online systems,

During the interviews, all teachers described that they found it difficult to monitor the students in assessing because of all students' work from home. All teachers recommended that a better online learning system be designed so that their students can be monitored during the conduction of the assessment. They realized that it takes a long process, therefore, for the time being, teachers requested that parents may provide some assistance in monitoring their children. Although the involvement of parents may not be fully depended upon, however, it certainly helps teachers to a certain degree to ensure that students do the assessment on their own and answering using the best of their knowledge. Students who provide their own answers can be used as references for giving the appropriate feedback.

Concerning feedback provision, Teacher A provides written feedback only in the form of a short. The feedback was given to encourage his students to learn more diligently. This indicates that the feedback was not really based on the results of the classroom assessment, it is simply a suggestion or just advice. This might be beyond the principles of feedback provision criterion. Ideally, feedback should be directed to brush up students' knowledge by acknowledging the students' weaknesses based on the information from the assessment results (Black, & Wiliam, 2009).

On the other hand, Teacher B provides feedback by simply writing short phrasal remarks, such as 'insufficient', 'sufficient', 'good', 'excellent' after returning his students' assignment. Furthermore, some suggestion was given to make his students learn more diligently and more intensively browsing on the internet to get more information regarding the lesson being

learned. The feedback given by teacher B was insufficiently given, feedback should be given comprehensively that developed based on the result of the students'assessment. It should be given as a reflection of students' strengths and weaknesses. Therefore, teachers need to have sufficient knowledge of giving corrective feedback.

Teacher C, however, seemed to have a higher level of understanding of feedback provision. He made use of short sentences rather than phrasal remarks. His feedback was certainly more effective compared with teacher A and teacher B. Students can get more information regarding the content of feedback because it was delivered in sentences.   He also suggested that her students get more information from the internet if they found some difficulty doing the tasks. Ideally, teachers should explain further the lesson if his students found it difficult. Suggesting his students get more information from the internet might be acceptable in some cases but sometimes students are not very selective in getting the information they really need. Consequently, in feedback provision in respect to assessment results should be carefully considered by the teachers to utilize for the purpose of improving learning.

The findings of feedback provision conducted by teacher A, teacher B, and teacher C showed that teachers insufficiently provided feedback. It is even insufficiently with respect to the written feedback criterion. Feedback should be detail and more comprehensive which primarily given based on the students' assessment results. It can be said that written feedback given by the teachers was very minimum. Moreover, oral or spoken feedback was not given at all. Spoken feedback is much stronger and much quicker impacted students' behavior changes. This is because spoken feedback is more meaningful as it was directly given to the students and students can react straight away.

The principle of feedback provision indicates that assessment and feedback should be given for positive intention and purposeful objectives. Karim (2012) suggests that assessment should be given for attaining a higher level of assessment objectives. This means that teachers should always carry out assessments and provide feedback appropriately. Correct feedback provision allows students to achieve the learning competencies and learning objectives much quicker if compared with poor feedback provision. Therefore, teachers should continually provide students with both written and spoken feedback properly. Feedback is one of the main components of classroom assessment implementation. Providing appropriate feedback has been known as the best way of improving students'achievement. Teachers should totally focus on providing positive corrective feedback for all students. Even though learning competencies have been achieved, feedback should be given to continually motivate students to learn deeper and more comprehensively(Ma, 2019).

A low achiever student should be given more serious feedback in a very detailed description to make them understand their weaknesses and what should be done for improvement. Naturally, all students love their teachers'feedback, however, it is important for the teachers to know how to provide positive corrective feedback to ensure that students positively perceived their teachers' feedback. Therefore, ideally, feedback should be given both in written and orally. In this study, teachers only provided very minimum written feedback, therefore it is considered insufficient. Teachers should maximize their opportunity to give proper feedback, especially during online learning. It should be understood that some students find that online learning uneasy thing to do. Consequently, teachers, serious involvement is really needed. By providing feedback students feel being guided in learning and it eases their difficulty and boredness in learning.

Feedback practices are vital things to be comprehensively carried out in every learning activity to accelerate students' learning. Students who positively followed all feedbacks given by their teachers tend to gain higher competences. However, appropriate feedback can only be provided if the teachers implement the assessment properly. Teachers who improperly conducted the assessment certainly find it difficult to construct positive corrective feedback. This is simply because the teachers could not figure out their students' current status in learning. Consequently, it is hard to facilitate students with appropriate feedback. Considering the feedback practices conducted by the teachers in this study, teachers found it difficult to give feedback because they find it hard to know the actual students' current learning status. This is understandable because, for some teachers, it is the first time for them to carry out the lesson and the assessment through online systems.

The findings of this study showed that integrated systems should be placed to establish interconnected activities between classroom assessment and feedback practices. Teachers should fully understand that every classroom assessment should be completed with feedback for the students. Both assessment and assessment are carried out properly to accelerate students'achievement towards the learning competencies and the objectives of learning. Consequently, understanding all learning competencies and objectives of learning is necessary for all teachers. Teachers are compulsory to comprehensively understand the learning curriculum and the learning syllabus for all semesters. It is important because all the learning competencies, learning objectives, and learning indicators can be understood from studying the curriculum and the syllabus thoroughly(Ahmad, 2018).

The findings of this study indicated that teachers implemented insufficient assessment to measure students' learning. This might be quite reasonable since online learning was conducted

as a sudden obligation due to the coronavirus outbreak. It is however becoming a good experience for the teachers to be ready if a similar situation happens again in the future. Considering the findings as described above, teachers then need to prepare themselves to equip themselves with higher knowledge of online learning, it is not merely intended to make them ready for another phenomenic disaster but it is to encounter a new area of learning along with global development of new technology which requires online learning to be intensified. Along with online learning, teachers should also have a comprehensive understanding of online assessment practices.

Conclusion

Assessment is considered an important component in every learning activity. Teachers need to know students' achievement towards the learning competencies and to see the Classroom assessment serves as a material extent of learning objectives achievement. Conducting classroom assessment through online learning certainly require extra skill from the teachers. Teachers need to understand information technology and having the competence to operate several types of computerized applications. The study revealed teachers mainly used google classroom and multiple-choice test items were mainly given to their students. Teachers only occasionally provided students with essay assessment which administered through WhatsApp groups. Oral or spoken feedback was not given, teachers only provided their students with short written feedback. Moreover, teachers found difficulty in monitoring their students during the implementation of assessment through online systems. The involvement of parents in monitoring the students was not considered to be a fully effective way. The findings suggest that further training on effective online learning and the use of information technology in learning should be offered for teachers' enhancement training program. Ideally, all teachers are well-trained in carrying out online learning and online assessment.

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Gender Analysis of Self-Directed Learning Challenges in Modular Distance Learning: Experience of Department of Education Schools in Pangasinan

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Abstract

This institutional Gender and Development (GAD) research determined the level of aptitude of senior high school (SHS) teachers in fostering self-directed learning (SDL) in their instruction of English as a Second Language (ESL), Mathematics and Science delivered via the modular learning approach prescribed by the Department of Education (DepEd) within the current period of the COVID pandemic. The study also determined the SDL aptitude of the students to analyze the extent of their SDL practices when dealing with their learning activities in the aforementioned academic subjects.

Comparing the accounts of the teachers and the students, the study analyzed the consonance between the teachers' perspective of SDL in the context of modular learning and the students' SDL practices. The shortcomings of both teachers and students in fostering and imbibing SDL practices based on the findings of the study served as the framework in coming up with the design of an extension training program aimed to orient the teachers, students, parents of students and other stakeholders on the benefits of using SDL to optimize student learning outcomes in the currently implemented modular learning approach. The training also presupposes an orientation on the different SDL practices and how they are adequately and properly applied.

The study adopted a descriptive design that employed gender analysis approach as it organized and classified data as sex-disaggregated. The study was conducted in three (3) selected DepEd Schools that are geographically covered within the jurisdiction of Pangasinan-1 Schools Division, to wit: (a) Calasiao Comprehensive National High School; (b) Daniel Maramba National High School, and (c) Pangasinan National High School. There were two sets of respondents for this study, namely: (a) the SHS teachers and (b) SHS students, disaggregated into female and male representatives. Moreover, the teacher and student respondents were selected in relation to three (3) academic subjects offered in the SHS curriculum, i.e. (a) an English as a Second Language (ESL) subject, (b) a Mathematics subject, and (c) a Science subject. The data collection instruments of the study include: (a) Socio-Demographic and Employment Profiler for SHS Teachers; (b) Teacher-Aptitude Test in Fostering Self-Directed Learning; (c) Self-Directed Learning (SDL) Profiler; and (d) Survey Questionnaire on the challenges in using SLMs in SHS.

Among the salient findings of the study, there is a pattern or trend in teacher SDL aptitude that cuts across differences in sex and in the subjects that they are assigned to teach. It appears that whether the teachers are handling ESL, Mathematics, or Science subjects, they commonly disfavor the application of SDL as they do not find it suitable to optimize the learning of their

SHS students in ESL, Mathematics or Science. The SHS teachers with the least aptitude in fostering SDL are those handling Science (2.0405), followed by those who teach Mathematics (2.072), and those who teach ESL (2.158).

There is a perfectly consistent trend of "low SDL aptitude" among the SHS students regardless of sex and differences in academic subjects. The students with the lowest SDL aptitude are those taking up an ESL course (2.0545), followed by students taking up a Mathematics course (2.095), and Science course (2.191).

There is an almost perfect consonance between the teachers' SDL aptitude and the students' SDL aptitude regardless of sex and the subject area where SDL is assumed to be applied. Female and male teachers have low to very low aptitude to foster SDL across subjects in ESL, Mathematics, and Science.

The female and male SHS teachers handling ESL, Mathematics and Science courses perceive several challenges in using the SLMs to facilitate full development of SDL skills in the students. The challenges emanate from deficiencies found in the different aspects and characteristics of the SLMs.

The research findings justified the formulation, design and deployment of an extension training program to the DepEd institutions employed as the locale for this study. An Extension Team will be formed composed of GAD and other relevant specialization experts to meet and deliberate on the training syllabus. The study offers a set of general guidelines that will be adopted in the extension training design.

Introduction

The Department of Education (DepEd) has adopted alternative learning methods for learners amid the COVID-19 pandemic, which has also garnered support from national groups promoting children's rights and welfare (Malipot, 2020). Teachers and non-teaching personnel are eventually being trained to handle new learning methods for the smooth implementation of DepEd's adaptive systems. As a result of the pandemic, DepEd schools opened the recent school year setting aside the traditional face-to-face learning in the classroom. This is pursuant to guidelines from the Department of Health (DOH), the Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases in the Philippines and the Office of the President (Llego, 2020a).

In traditional "Face-to-Face Learning Modality", the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners. On the other hand, the case of "Distance Learning Modality (DLM)" imposes that learning takes place between the teacher and the learners who are geographically remote from each other during instruction (Llego, 2020a). One DLM type adopted by DepEd is "Modular Distance Learning (MDL)".

The self-learning module (SLM) is a tool for the learner that contains course lessons that are presented in a format that can be easily comprehended by the learner in the absence of a teacher's direct guidance. SLMs were developed for distance or remote learning (Llego, 2020b). The K to 12 Curriculum Guide, Teacher's Guide/ Teacher's Manual, Learner's Material/Textbook were used as fundamental guide and basis in the formulation of the SLMs. Each SLM contains a pre-test to initially diagnose a learners' aptitude and readiness to encounter the new lesson at hand. Moreover, a post-test is also put in place to evaluate the learner's learning progress or achievement after completing the module tasks (Llego, 2020b).

On the above context, DepEd's use of SLMs as learning tools for Distance Learning Modality presupposes that both teachers and the students are actually ready to accommodate this alternative delivery method. However, there is actually no further opportunity to assess this, as much as, it is no longer considered an issue because the sudden introduction of the DLM was so immediate and has swept the education sector by surprise as it became the exigent solution to the debilitating effects of the COVID pandemic which also came unexpected to swell swiftly in the first quarter of 2020. Hence, without readiness and mindset preparation, teachers and students are forced to accept these drastic changes in the mode of instructional delivery. However, much that the use of DLM will enable the continuity of the educational processes despite the pandemic, the important issue to be raised is how the quality of education can be sustained at the backdrop of this sudden shift in educational delivery mode. The shift to DLM is not a mere superficial change in delivery mode but it presupposes that certain skills, both on the part of teachers and students, are actually in place in order for this delivery mode to account for quality education as a result of its use. The use of SLMs in a DLM setting presupposes a positive attitude and adequacy in learning autonomy skills. This is because the principles of learning autonomy pervade the entire systematic application of DLM. With DLM, the traditional teacher and learner roles are crumbled, paving the way for the greater empowerment of learners as they take over greater responsibility over their learning.

Learner autonomy, otherwise known as "self-directed learning" (SDL) refers to the ability of the student to take charge of her or his own learning." (Holec, 1981). In principle, students

assume greater control over their own learning as they become aware of and identify the strategies that they already use or could potentially use (Thanasoulas, 2000). Learner autonomy is a situation in which the learner is totally responsible for all the decisions concerned with her or his learning and the implementation of those decisions (Benson, 2001).

Thus, with inadequate drive and skills for learner autonomy on the part of students, or the inability of teachers to foster learner autonomy, such delivery modes as the DLM and its accessory learning tools cannot be fully maximized. In this regard, this research was conceptualized to deal on this curious and intriguing question. Are the teachers and students adequately informed by the principles of learner autonomy at the time that the DLM was deployed and what challenges they encountered as they were dealing with the requirements of learning autonomy which is necessitated by the alternative delivery mode? If such delivery mode shall continue to push in the next years, it will also require teachers and students to be more adaptable not just to the new school practices per se but its underlying framework which is the culture of learner autonomy that underlies the use of DLM. The successful deployment of DLM is not just about familiarizing with its procedures but its underlying principles as well. In this case, the merits of this research and its findings can serve as bases in developing appropriate extension training for both teachers and students that can be deployed by the University for them to be able to familiarize and be more appreciating of the principles of learner autonomy.

In view of the foregoing discussion, it is deemed worthwhile to conduct this research on several merits. It aims to foster awareness-raising for female and male DepEd SHS teachers and students on the principles of self-directed learning being the underlying matrix of distance learning modality. Likewise, it also aims to inspire empowerment of female and male teachers and students through their greater understanding, appreciation and development of self-directed learning. Moreover, this study can serve as a guide for a more effective implementation and a greater appreciation for distance learning modality on the part of both teachers and students anchored on their efforts to improve their self-directed learning skills (on the part of students) or their ability to foster self-directed learning principles (on the part of teachers).

Methodology

This study is a descriptive study that employs gender analysis approach. The use of gender analysis in research is meant to reveal differences in women's and men's activities, conditions, needs, access to and control over resources and benefits, as well as decision-making power

(UNESCO, 2005, in UNGEI, 2012). This study intends to organize and classify data as sex-disaggregated. Prior studies that employ gender analysis utilizing sex-disaggregated data were accessed to serve as a model and guideline in the proper execution of the analytic procedures (Padlan, C.I.A. & De Vera, 2019); (De Vera, P.V., 2020).

Moreover, this study was designed to generate a descriptive survey of perceptions and conditions occurring among SHS teachers, as well as female and male SHS students in DepEd schools in terms of their experiences on the newly implemented learning modalities set during the COVID pandemic. Since the data gathered in this survey are responses resulting from free writing, all individual responses from the female and male teachers were carefully digested and then using the phenomenographic method, the items were thematically analyzed in their parallelism and similar contents as basis for synthesizing them into descriptive categories. The end result of this procedure was to arrive at a sex-disaggregated phenomenography of the challenges encountered and perceived by SHS teachers when it comes to their use of the SLMs to foster SDL in the context of a modular learning approach in the teaching of different courses. Prior studies that employed the phenomenographic approach and thematic analysis were accessed to ensure that procedures are carried out properly (Medriano, R. S. Jr. & De Vera, P. V., 2019). The aforementioned set of specific research objectives were resolved through the use of relevant data gathering tools that enable a credible and exhaustive means to collect all pertinent and complete set of data. On the merits of the findings, the output is an extension training design that can be deployed by the University, which is meant to assist DepEd schools to enhance the conditions in the implementation of Distance Learning Modality by means of improving the SHS teachers' ability to foster self-directed learning for the benefit of their female and male students.

Respondents. The study was conducted in three (3) selected DepEd Schools that are geographically covered within the jurisdiction of Pangasinan-1 Schools Division, to wit: (a) Calasiao Comprehensive National High School; (b) Daniel Maramba National High School, and (c) Pangasinan National High School. There were two sets of respondents for this study, namely: (a) the SHS teachers and (b) SHS students, disaggregated into female and male representatives. Moreover, the teacher and student respondents were selected in relation to three (3) academic subjects offered in the SHS curriculum, i.e. (a) an English subject, (b) a Mathematics subject, and (c) a Science subject. Random sampling was used to limit the number of teacher respondents into two (2) teachers, i.e. female and male for each subject area. Since there are three subject areas, the expected number of teacher-participants per school is six (6).

Likewise, random sampling was also be used to limit the number of student respondents. Only ten (10) students, i.e. 5 female and 5 male, were selected to represent each subject area. As there are three subject areas, thereby a total of 30 students per school were selected at random and in view of their sex.

Data gathering instruments. The tools include (a) aptitude test; (b) perceptual questionnaires (Likert scale questionnaire), and (c) survey checklist. Data gathered from the different tools were analyzed by reporting directly results that can be quantified with corresponding descriptions and interpretations. Other data sets were analyzed phenomenographically. The data collection instruments of the study include: (a) Socio-Demographic and Employment Profiler for SHS Teachers; (b) Teacher-Aptitude Test in Fostering Self-Directed Learning; (c) Self-Directed Learning (SDL) Profiler; and (d) Survey questionnaire on the challenges in using SLMs in SHS.

Results and Analyses of Findings

Socio-Demographic and Employment Profile of the Senior High School (SHS) Teachers. The study employed a total of 18 participants, equally divided into female and male SHS teachers, who are loosely distributed into 5 age groups. There are more teachers (50%) who register under the upper age brackets (levels 4 and 5) compared to those who register in the lower age brackets, i.e. levels 1 and 2 (38.9%). Moreover, the participants account for varied civil or marital status. The largest fraction is represented by teachers who are single and with no children (50%). Those who are married either have children (33.3%) or have no children (11.1%). There is an isolated case of a solo parent (5.6%). Most of the research participants have pursued education beyond college degree, either as Master's unit earner (44.4%); completed Master's degree (16.7%); Doctorate degree unit earner (16.7%); or completed Doctorate degree (5.6%). The remainder represents a small fraction of SHS teachers with basic educational qualification as college degree holders (16.7%). The research participants are mostly beginners in the teaching service, i.e. having served less than 10 years in a DepEd institution as SHS teachers. Majority of those in this group have been teaching only between 1 to 3 years or between 3 to 6 years. A lesser account of 38.9% of the teachers have more than 9 years in the teaching service. Finally, all participants account for permanent tenure in terms of employment status.

Sex-Disaggregated Data on SHS Teachers' Aptitude in Fostering Self-Directed Learning

I. *English as a Second Language (ESL) teachers*. The SHS teachers who teach English language (EL) subject have "low SDL aptitude". This is true in the accounts of both female and male teachers. The male teachers scored a little bit lower than the female teachers, which may indicate that male teachers have even slightly lower SDL aptitude. That both female and male teachers were found to have low SDL aptitude implies that they may not be ready or that they have a poor attitudinal disposition when it comes to perceiving the beneficial effects of SDL skills in facilitating the teaching or learning of ESL subjects.

II. *Mathematics teachers*. The SHS teachers who teach Mathematics have "low to very low SDL aptitude". This means that the Mathematics teachers do not recognize the favorability of SDL when applied to the enterprise of math teaching and learning, which thus implies that they may also find difficulties in meeting Mathematics instructional expectations in the modular learning setting. The male Mathematics teachers have lower SDL aptitude compared to the SDL aptitude of female Mathematics teachers. That both female and male teachers were found to have low SDL aptitude implies that they may not be ready or that they have a poor attitudinal disposition when it comes to perceiving the beneficial effects of SDL skills in facilitating the teaching or learning of Math subjects.

III. *Science teachers*. The SHS teachers who teach Science have "low SDL aptitude". This means that Science teachers do not recognize the favorability of SDL when applied to the enterprise of Science teaching and learning, which thus implies that they may also find difficulties in meeting Science instructional expectations in the modular learning setting. The male Science teachers have a slightly lower SDL aptitude compared to the SDL aptitude of female Science teachers. That both female and male teachers were found to have low SDL aptitude implies that they may not be ready or that they have a poor attitudinal disposition when it comes to perceiving the beneficial effects of SDL skills in facilitating the teaching or learning of Science subjects to SHS students.

As per gender analysis, there is a pattern or trend in teacher SDL aptitude that cuts across differences in sex and in the subjects that they are assigned to teach. It appears that whether the teachers are handling ESL, Mathematics, or Science subjects, they commonly disfavor the application of SDL as they do not find it suitable to optimize the learning of their SHS students in ESL, Mathematics or Science. The SHS teachers with the least aptitude in fostering SDL are those handling Science (2.0405), followed by those who teach Mathematics (2.072), and those who teach ESL (2.158).

Sex-Disaggregated Data on SHS Students' level of Self-Directed Learning in Different Academic Subjects

I. *English as a Second Language (ESL) course*. Findings indicate a common pattern for both female and male students obtaining "low SDL aptitude". Their skills in SDL are low in terms of how the students apply it in learning ESL. Female students obtained a slightly higher rating compared to the male students.

II. *Mathematics course*. Findings indicate a common pattern for both female and male students obtaining "low SDL aptitude". Their skills in SDL are low in terms of how the students apply it in learning Mathematics. Female students obtained a slightly higher rating compared to the male students.

III. *Science course*. Findings indicate a common pattern for both female and male students obtaining "low SDL aptitude". Their skills in SDL are low in terms of how the students apply it in learning Science. Female students obtained a slightly higher rating compared to the male students.

As per gender analysis, there is a perfectly consistent trend of "low SDL aptitude" among the SHS students regardless of sex and differences in academic subjects. The students with the lowest SDL aptitude are those taking up an ESL course (2.0545), followed by students taking up a Mathematics course (2.095), and Science course (2.191).

Consonance between the Aptitude of Teachers to foster SDL and the SDL Aptitude of Students
There is an almost perfect consonance between the teachers' SDL aptitude and the students' SDL aptitude regardless of sex and the subject area where SDL is assumed to be applied. Female and male teachers have low to very low aptitude to foster SDL across subjects in ESL, Math, and Science. In the same way, the female and male students exhibit low SDL aptitude as they reject SDL practices in their *Challenges related to self-directed learning as encountered by SHS teachers in the use of the self-learning modules (SLMs)*
The female and male SHS teachers handling ESL, Mathematics and Science courses perceive several challenges in using the SLMs to facilitate full development of SDL skills in the students. The challenges emanate from deficiencies found in the different aspects and characteristics of the SLMs, to wit:

1. Making the students clearly understand the lessons
2. Reliability and accuracy of knowledge imparted by the SLMs
3. Competitiveness of learning activities in the SLM
4. Clarity of instructions and criteria for evaluating student performance

5. Convenience in using the SLMs (formatting and elements of lay-out)

6. Other aspects that give rise to challenges in using the SLMs

The distribution of the different challenges as they are classified into the above list of categories are as follows:

Area / Aspects of Teaching	List of Challenges
1. Making the students clearly understand the lessons	• There are questions of students about some of the contents of the SLMs but which they no longer raise or clarify with the teacher • Students tend to deal with the SLM merely as a matter of compliance to pass the subject and not really see it as a learning material • Students are less motivated to learn the lessons when dealing the SLM • With so many confusions and difficult aspects of the SLM, it raised greater need for students to depend on the teachers to answer their questions and clarifications
2. Reliability and accuracy of knowledge imparted by the SLMs	• Some lesson presentations in the SLM are not localized. Examples and even some figures do not reflect authentic situations that students can directly relate to • The SLM is overloaded with so many contents and information to learn • There are incidences of spelling and typo errors in the SLMs • Certain pictures or graphic representations used in the SLM are not accurate or are ambiguous

	• Proposed answers to some questions in the SLM are not correct which are confusing for students • Topic discussions in the SLM are too lengthy which makes it unsuitable for module purposes. They are too lengthy that the discussions do not enable the student reader to understand the explanations provided • The way lessons are explained in the SLM are not suited to the schema and academic level of the students
3. Competitiveness of learning activities in the SLM	• The learning activities in the SLM are not learner-centered activities and they tend to be knowledge-based instead of evaluating skills and the practical applications of knowledge learned • Answers or solutions to some learning activities can actually be accessed in certain online sites (the possibility that some activities were copied directly from articles published online) • Students tend to skip dealing with some learning activities and prefer to deal with those whose answers are found in the internet
4. Clarity of instructions and criteria for evaluating student performance	• Students and their parents do not understand why the results of the learning activities are not graded but simply recorded by the teacher

5. Convenience in using the SLMs (formatting and elements of lay-out)	• Some learners received modules with omitted pages/ words.
6. Other aspects not covered by the above that give rise to challenges in using the SLMs	• It is difficult to monitor cheating and if students are really the ones answering the activities in the SLMs • With the use of the SLMs, there is an issue as to whether assessment is even useful at all

Recommended Extension Training Program to enhance SHS teachers' skills in deploying Modular Learning across different Courses. The research findings justify the formulation, design and deployment of an extension training program to the DepEd institution employed as the locale for this study. An Extension Team will be formed composed of GAD and other relevant specialization experts to meet and deliberate on the training syllabus. The study offers a set of general guidelines that will be adopted in the extension training design.

Conclusions and Recommendations

Based on the findings of the study, the following conclusions are drawn:

1. The participants of the study are female and male senior high school (SHS) teachers handling courses in English as a Second Language (ESL), Mathematics, and Science, who register under upper and lower age brackets, varied civil or marital status, whose maximum educational attainment range from college, Master's Degree holders and Doctorate Degree holders, whose teaching service longevity range from 1 to more than 9 years, and all of whom account for permanent tenure in their respective institutions.

2. The SHS teachers handling ESL, Mathematics, or Science subjects commonly disfavor the application of SDL as they do not find it suitable to optimize the learning of their SHS students.

3. The SHS students regardless of sex and differences in academic subjects have low SDL aptitude.

4. There is consonance between the teachers' SDL aptitude and the students' SDL aptitude regardless of sex and the subject area where SDL is assumed to be applied.

5. Regardless of the sex and differences of subjects handled, SHS teachers perceived challenges in using the SLMs to facilitate full development of SDL skills in the students.

6. The research findings justify the formulation, design and deployment of an extension training program to the DepEd institution employed as the locale for this study.

Based on the salient research findings and the conclusions drawn therefrom, the following recommendations are advanced:

1. To the administrators, teachers and students of the concerned institutions, there is a need to lobby for awareness raising and intensive orientation on the significance of self-directed learning (SDL) to the modular learning approach adopted for the instruction of English as a Second Language (ESL), Mathematics and Science in the Senior High School curriculum.

2. There is a need to revise the self-learning modules (SLMs) intended for SHS courses in ESL, Mathematics, and Science to retool their design, contents, and overall structure to make them suitable instruments to facilitate the students' development of SDL skills and practices.

3. The study highly recommends the formulation, design and actual deployment of a comprehensive extension training program for the benefit of the administrators, teachers, students, and stakeholders of the concerned schools in order to reinforce their familiarity and development of SDL skills and how it can be fostered in the modular learning of ESL, Math, and Science subjects in the senior high school curriculum.

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How to Be Civil with Words

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Abstract

Literature on civility ignores inspecting it from a pragmatic perspective. The present study thus explores the main concerns about civility from both theoretical and practical perspectives. In this paper, a pragmatic model is proposed in an attempt to operate civility principles to express rules of civil communicative conduct in legal contexts. It is helpful in capturing the way in which pragmatic strategies control the functioning of civility principles in legal contexts. The operationality of this model is tested through an analysis of some traffic trials in "Caught in Providence" court show. The proposed analytical model comes up with a reproducible

framework that can be vividly used to examine civility in various contexts. The results stressed the significance of civility for teachers and students. These findings illustrate that this pragmatic approach to civility can facilitate the composing of effective civil discourse by learners where such civility is highly recommended. The paper concludes with pedagogical implications that may help improve the current course of pragmatics based on the students' needs.

Introduction

The aim of this study is to propose a pragmatic model which examines the operation of pragmatic strategies to fill the slots of civility principles in legal contexts. The proposed model is applied to the legal context of some traffic trials taken from "Caught in Providence" court show from which the data of this paper are drawn. Such trials can be systematically analysed if a pragmatic model is designed to capture the ways in which pragmatic strategies operate in the slots of civility principles. To test the operationality of this model, some civility principles are offered to examine the pragmatic workability of civility in legal contexts, precisely in the traffic trials that are broadcasted in "Caught in Providence" court show where Judge Caprio, who is known for his civility when communicating with the traffic lawbreakers, presides over this court. Communication in the legal context of "Caught in Providence" can be considered as a regimented type of communication by which the judge and the traffic lawbreakers are communicating in order to reach a final court decision. Such communication requires civility principles which are pragmatically operated by means of some pragmatic strategies (Alkhalidi, 2021.

Literature review

In this section, the basics of the proposed model are described. In this model, the focus is on how pragmatic strategies fill the slots of civility principles to shape the structure of the model. This view can be highlighted by proposing some civility principles that need to be followed in communication together with some pragmatic strategies that are drawn from some pragmatic theories. These civility principles construct the analytical model of this study which helps in capturing and systematically describing civility through the lens of pragmatics. As will be

argued in this study, "Caught in Providence" provides the best legal context in which interlocutors follow certain civility principles.

Civility principles

Dealing with civility as a communicative praxis that has some principles is inspired by Troester and Mester's (2007: 85) view that practicing civility requires "using language that empowers rather than disparages, builds trust rather than deceives, and helps others rather than hurts them". The following sub- sections, thus, briefly discuss civility principles that are used in legal contexts together with their pragmatic strategies.

Facts ascertainments

This principle means finding facts out for certain. Civility helps interlocutors to respect differences without sacrificing the truth of facts. Due to the fact that courtroom interaction demands careful examination of facts, ascertainments of true facts surrounding the cases in the court trials are needed. Substantially, this principle reads that "to be civil, you have to be truthful when representing facts ascertainments". To pragmatically realize this principle, there is a need for some pragmatic strategies that show the speaker's thoughts on the truthfulness of what they utter to communicate existing state of affairs. Whenever possible, this could be accomplished by means of representative speech acts because these acts truly express the speaker's beliefs, comments, and observations. Searle (1976: 3) states that the speaker's intention in performing representative speech acts is to commit himself to the belief that the propositional content of the utterance is true. To follow this principle, interlocutors have to use a sequence of representative speech acts. Normally, courtroom interaction requires an exchange of ideas and claims between the judge and the defendants to present explanations and justifications. As Lanius (2019: 76) elaborates, ascertainment of facts, in courtroom contexts, requires representative claims which are issued by means of representative speech acts to support the argument over the truth

of a particular claim. The principle of facts ascertainments can manifest itself in the performance of representative speech acts in legal discourse.

Respect for legitimate authority

In legal discourse, respect for legitimate authority entails appreciation and due regard for others due to their authority, status, ability, quality, or achievement (Surana, 2021: 33). Civility calls for respectful behaviors among interlocutors even when they disagree with each other. This principle can be stated as "to be civil, you have to respect legitimate authority". Pragmatically speaking, directive speech acts can be used as indications of such principle in the courtroom

interaction because both the judge and the traffic lawbreakers must reflect such respect. Thus, directive speech acts can be the output of this principle for the reason that when directive speech acts are used by powerful authoritative speakers like a judge, they indicate his respect for his position and powerful role. However, they can be used by defendants in courtroom interaction but with some restrictions because sometimes they need to perform a request to get permission and this also shows the defendants' respect for the legitimate authority.

Shared commitments

This principle indicates the interlocutors' shared commitments to civility and their commitments to treat each other civilly. It denotes the communicative relation between the speaker and the hearer in order to coordinate their actions and reactions in the course of a particular exchange. This principle can be stated as "to be civil, you have to appreciate others' strengths, contributions, and shared commitments". From a pragmatic perspective, it can be put into action by the use of the strategy of commissives speech acts which commit the speaker to do future acts as in promising, offering, accepting, covenanting, etc. This idea can be explained by the fact that civility takes an interest in the shared commitment among interlocutors and such commitment forces the interlocutors to depend on each other and to appreciate others' strengths and contributions.

Mannerliness

This principle refers to the state of being mannerly as an indication of civility. This principle can be stated as "to be civil, you have to express your state of mind, attitudes, and feelings mannerly". It can be pragmatically performed via expressive speech acts such as greeting, welcoming, thanking, apologizing, and praising, to name just a few. Expressive speech acts can be seen as inherently civil acts which reveal the ideology of civility and good manners. In this study, these acts stand for the principle of mannerliness which can be considered as reflections of being well-mannered. In courtroom contexts, the opening and closing of most interactions typically typified by the stylized greetings that are, by all means, customary concomitants.

Justice

This principle signifies just behaviors and just treatments without favoritism or discrimination and this justice is part of civility, especially in courtroom interactions. In the traffic trials broadcasted on "Caught in Providence", this principle can be realized by the fairness and the moral rightness of Judge Frank, by showing no bias towards some interlocutors, and by declaring the final verdict where everyone receives his/her due. This principle can be understand as "to be civil, you have to declare justice, fair, and balanced views of public

affairs". Predominantly, this principle can be triggered by the pragmatic performance of declarative speech acts. These acts can be used in legal contexts to vouchsafe justice because such acts have judicial functions to administer the law in the court of justice. For this reason, declarative speech acts are used to trigger the civility principle of justice.

Cooperativeness

Cooperativeness underscores the view that civility requires active cooperation and the maintenance of such cooperation demands communicative effort and diligence among interlocutors. This principle can be put into words as follows "to be civil, you have to be cooperative and to pursue effective communication". Grice's (1975: 45-47) cooperative principle and its conversational maxims, whether observed or not, can perform the pragmatic duty of realizing this principle because they can adjust any goal-directed cooperative human behavior. Accordingly, cooperative principle and its conversational maxims are appropriate in this study because they have luminous implications for civility and honesty and they can the resource of the application of the principle of cooperativeness which is, generally speaking, a personality trait regarding the degree to which interlocutors are generally agreeable in their relations with other.

Outspokenness

This principle refers to the trait of being outspoken in stating views, opinions, or ideas, especially if they are critical or controversial to avoid the danger of seeming manipulative. It can be read as "to be civil, you have to be outspoken, upfront, and explicit, whenever necessary". It is best suited to be carried out by the pragmatic strategy of bald on record politeness. As Brown and Levinson (1987: 71) illustrate, by going on record, the speaker can potentially get credit for outspokenness which entails honesty and avoiding the danger of being seen to be a manipulator. Hence, the use of bald on-record politeness demonstrates the principle of outspokenness.

Common good

This principle implies care for common interests that the members of the same community have in common. It reflects group reciprocity among interlocutors where the speaker recognises the hearer's desire to be respected. It is important to note that this principle can be construed as "to be civil, you have to consider the common good and to rely on the mutual knowledge, rights, and duties". Significantly, it is pragmatically implemented by the strategies of on-record positive politeness. As stated by Brown and Levinson (1978: 101), strategies of on-record positive politeness are redressive strategies directed to H's positive face with the intention of satisfying his desire by communicating in some respects similar to his wants. On-

record positive politeness implies getting involved in communicating with other people using appropriate utterances (Revita and Trioclarise, 2020: 17).

Respect

This principle indicates deference, esteem, and due regard for the feelings, wishes, and rights of others. It also refers to the distance among interlocutors to reflect civility by way of respectful behaviors. It can be stated as "to be civil, you have to respect others and to satisfy their want to maintain deference". Importantly, it is accomplished through the pragmatic strategies of on-record negative positive politeness. These strategies cover, for instance, the strategies of being conventionally indirect, hedging, giving deference, and stating the face threatening act as a general rule. A remarkable rationale behind the use of on-record negative politeness is that its strategies imply showing respect, giving deference, or emphasizing the speaker's want to not impinge on the hearer. Therefore, on-record negative politeness is "the heart of respect behavior", as asserted y Brown and Levinson (1978: 129). Against this background, on-record negative politeness is used in this study to stand for the civility principle of respect which is a way of treating others with deep admiration due to their abilities, qualities, or achievements, for example. In the example below, the defendant, Steven, has two speeding and two red light traffic violations. His mother comes with him to request the Judge to give him enough time to pay. Her utterance counts as a conventionally indirect request because the use of if-clause results in lifting the normally assumed ability condition on the request.

Tactfulness

This civility principle means consideration in dealing with others and avoidance of giving offense to others. This principle reads that "to be civil, you have to be tactful and non-coercive" and this can be carried out by means of the strategies of off-record politeness. These strategies comprise, for example, the strategies of hints, presupposing, understatement, overstatement, using contradictions, irony, metaphor, being vague As Brown and Levinson (1978: 71) explicate, by going off record, the speaker can get credit for being tactful and non-coercive. In view of this, off-record politeness stands for the principle of tactfulness. Giving hints means saying something which is not explicitly relevant in order to invite H to seek for the intended meaning and the possible relevance of S's utterance (ibid.).

Caught in Providence

"Caught in Providence" is a traffic courtroom show that features real people and real-life court cases about careless drivers who have traffic violation tickets. Judge Frank Caprio, the Chief Judge, presides over these traffic cases in Providence, Rhode Island (RI) which is a constituent

state of the United States of America (USA). The present study focuses on examining civility in the interaction that takes place in this traffic courtroom. In legal contexts, civility, as Rosulek (2015: 172) states, is a lawful standard and behavioural code that must be followed within legal settings, as in the courtroom setting for example, because all those people in the courtroom interaction are expected to act considerably with civility and respect toward each other. This legal setting is endorsed in this study for its uniqueness and authenticity which make it worth scrutinizing.

Method

The analytical model

It is worth noting here that Searle's (1976) taxonomy is adopted in this study due to its comprehensive and thoroughness in the sense that it embraces all speech acts that are expected to be exploited in the data under scrutiny. Moreover, Grice's (1975) cooperative principle and its conversational maxims are also adopted in the model. Furthermore, Brown and Levinson (1978) model of politeness strategies is embraced in the analytical model as it offer s sets of pragmatic strategies. Additionally, Toulmin's (2003) argumentative patterns are employed as they put forward a delicate layout of arguments. What is more, Eemeren and Houtlosser's (2002) strategic maneuvering is also applicable in the targeted model. Add to this, McCormack's (2014), persuasive appeals are workable in this study. Such various theories collaborate to produce a constellation of civility principles in order to put the model into practice. As civility principles and pragmatic strategies, that construct the basics of the model, have already been described in Section 2, the spotlight is now on the operation of the intended model. Fig. 1 below describes the analytical model on the basis of the rudiments outlined in Section 2. In this model, identifying civility principles, on the one hand, results in a systematic and in-depth examination of how civility can be realized in interaction. Examining these principles through the lens of pragmatic strategies, on the other hand, grants a determination of the pragmatic dynamics of civility in legal contexts.
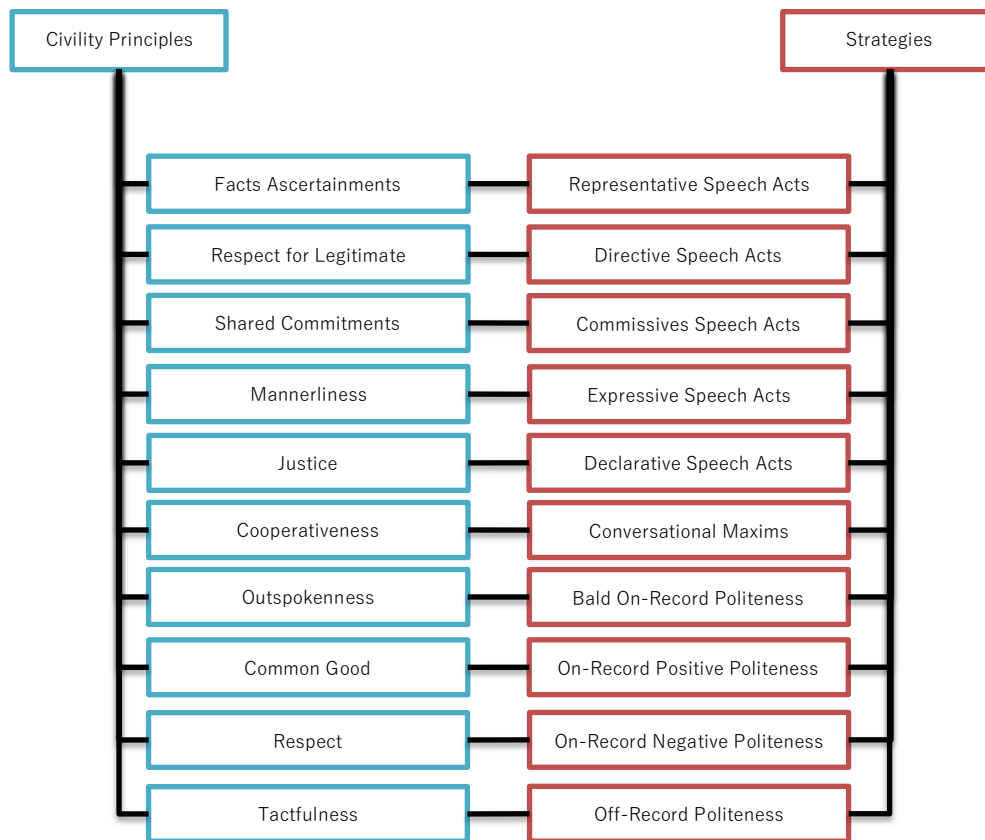
Fig. 1. Civility principles and strategies.

The data

The data consist of approximately two video-recorded traffic courtroom trials broadcasted on "Caught in Providence". These videos are taken from the official website of the show (www.caughtinprovidence.com) and they are transcribed by the researchers in a simple and accessible way for the sake of analysis. Due to their fame, these videos are very well documented on sundry social media channels. As far the basic topic of the trials, it should be noted that these trials are responsible for disposition of prosecutions for traffic violations to govern the flow of traffic in Providence. It deals with several cases of traffic violations like parking, speeding, and red-light running violations. The preeminent reason behind predominantly choosing this court show to be the source of the target data is that it presents "a courtroom like no other" because it is conditioned by civility and compassion in addition to its formal setting as the next sections demonstrate.

Data analysis

In this section, an analysis of how the proposed model can be put into practice is provided by presenting a systematic account of the pragmatic realizations of civility principles that are embedded in the analytical model. For the sake of clarity, important facts about each case in the traffic trial are set below and followed by the analysis. Eleven extracts are selected as representative examples of the court trials in order to show the workability of the analytical model of this study. In the analysis, the focus is on the dyadic interactions between the Judge and the defendants, i.e. traffic lawbreakers. Amongst other things, it should be noted here that the utterances in each extract are numbered for the sake of ease of reference.

Case one

Case Name: My Husband is Guilty

Case Violation: Running a Red Light

Defendants: Linda Fields and Her Husband

Summary of the Case: Linda's husband was caught in Providence running a red light. Linda comes to the court to make sure that she was not driving the car on the day of the violation, but her husband was driving so she wants to confirm that she is not guilty, but her husband is.

Extract No. 1

Chief Judge: (1) Linda Fields.

Linda: (2) Good morning, Your Honor.

Chief Judge: (3) Good morning, Linda.

Right from the very beginning, in the above extract, the first good impression of this confrontation is formed through the formal and civil manner of interaction. For the sake of maintaining civility, Linda, in utterance (2), starts her entry with salutation by means of expressive speech acts of greeting. Thus, the principle of mannerliness is realised. By applying this principle, Linda, in this regard, dialogically triggers another performance of expressive speech act of greeting by the Judge as shown in the exchanging greeting in utterance (2) and (3).

Extract No. 2

Linda: (1) This is my wonderful husband. (2) I got the ticket. (3) He was driving my car. (4) I'm not guilty, he is. (Audience Laughing). (5) Let me explain what happened.

Chief Judge: (6) I can't wait.

Linda: (7) I get the ticket in the mail, and I go "What's this?" He says, "Just pay it". (8) I said, "What happened?" He says "I'm at the corner of Eddie and Dudley", and I turned right on a

yellow light". (9) I said, "You went through a yellow light?" He says, "Yeah". (10) I said, "I'm not paying it, we're gonna fight this".

Chief Judge: (11) You have to fight him. (Pointing to Inspector Carrigan). (Audience Laughing).

Linda: (12) So anyway, our son was in the hospital, had a very bad car accident. (13) And he was going there three times a day. (14) So I said, "We're gonna fight this". (15) So Wednesday, we looked at the video for the first time. (16) And I said, "You went through a red light" and so, that's where we stand.

This extract is launched by the defendant, Linda, who starts it with the principle of tactfulness which is achieved by the pragmatic strategy of off-record politeness. More precisely, it sets in motion by means of the strategy of irony when Linda performs utterance (1): "my wonderful husband". Used ironically, she thinks that her husband is guilty and her ironic utterance can be understood as indirect negation. This strategy is, of course, used for a certain effect and in this situation, it emphasizes Lind's discontent with her husband's traffic violation and this is done by overtly violating the quality maxim. In this way, the principle of cooperativeness is also triggered. Furthermore, the principle of facts ascertainments is fulfiled by performing representative speech act of reporting in utterances (2) and (3) to report that she had received the traffic violation ticket although she was not the real driver. Representative speech act of asserting is used by Linda in utterance (4) to assert that she is not the guilty, but rather her husband is. Then, she uses directive speech act of requesting in utterance (5) to indicate a permission request which is let-request in this utterance and it can be considered as a polite request that is performed indirectly. Consequently, the effect of her request to grant a legal permission to explain the case dialogically results in utterance (6) by the Judge. Therefore, utterance (6): "I can't wait" by the Judge is used to indicate his permission and to express his eagerness to listen to Linda's explanation concerning her husband's violation. So, it is directive speech act of permitting. Additionally, the Judge feels this way because of Linda's facetious and impulsive manner. The principle of facts ascertainments is also resorted to again by means of representative speech act of reporting in utterances (7-10) to report what happened. Reporting is pragmatically performed by Linda to avoid any responsibility for what he is reporting and for what happened. Interestingly speaking, her reporting takes the form of question-response sequence which lends itself to narrativization. At the end of this extract, utterances (14-16) deem suitable for performing the principle of facts ascertainments as she reports some information surrounding the traffic violation of running the red light.

Extract No. 3

Chief Judge: (1) So you came here today to tell me he's guilty?

Linda: (2) I'm not guilty. (3) The ticket is in my name. (4) I'm not guilty.

Chief Judge: (5) No, I understand that. (6) As if you came here today to tell me he's guilty. (7) So the first thing you did was throw him under the bus. (Audience Laughing).

Linda: (8) I'm not throwing myself under. (Chief Judge Laughing). (9) You know?

Chief Judge: (10) So you think he's really guilty, huh?

Linda: (11) When I looked at that video, if I was a policeman, I would say he was guilty.

Chief Judge: (12) Guilty! (Audience Laughing).

Linda's Husband: (13) Me too.

Inspector Quinn: (14) Raise your right hand and repeat after me.

Linda: (15) I mean it was a little bit close, a little bit close.

To satisfy the purpose of investigation in this extract, the principle of respect for legitimate authority is used and it is realized in performing directive speech act of asking in utterance (1). The Chief Judge's utterance can be considered as indirect interrogative which reports what Linda has elucidated. Along the same lines, the principle of facts ascertainments is applied in utterances (2-4) via representative speech act of objecting as Linda objects assigning the ticket to her because she is not guilty and her husband was driving that day. As a reaction, representative speech act of asserting is used in utterances (5) and (6) by the Judge to emphasize that the picture is clear to him. Linda's response is her representative speech act of asserting in utterance (8) as she tries to avoid any blame and to avoid gaining disadvantage at the expense of her husband's guilt. The use of the abbreviated phrase "you know" which implies saying "you know what I mean" in utterance (9) by Linda in the final position is tinged with the implication of her assertion and emphasis. Once again, the principle of respect for legitimate authority is used in utterance (10) which is directive speech act of asking performed by the Judge to assure Linda's claim. In utterance (11), representative speech act of asserting is used confidently by Linda to tell the Judge to dispel any doubts he may have about her husband's traffic violation. Immediately, the Judge shows his surprise in utterance (12) which arouses a laugh from the audience. Then, Linda' husband resorts to representative speech act of confessing in utterance (13) in order to admit that he has committed this violation. This use of representative speech act mirrors the operation of the principle of facts ascertainments. Linda, then, does not stop asserting that her husband is guilty so that she performs representative speech act of asserting again in utterance (15).

Extract No. 4

Chief Judge: (1) Look at the video, and then look at the time on the video. (2) Let's see the fact sheet, please. (To the court clerk). (The fact sheet is displayed on the court screen). (3) See where it says red time where the arrow over there. (4) That means he went through the light when it was red for three tenths of a second.

Linda: (5) Oh, three tenths, so it was close! (Audience Laughing).

Chief Judge: (6) Well, you just said he's definitely guilty! (7) I try to explain to you.

Addressing Linda, the Judge commands her to look at the fact sheet that is displayed on the screen of the court. Thus, the Judge resorts to the principle of respect for legitimate authority in order to perform directive speech act of commanding in utterance (1). What is remarkable is the shift from commanding to let-request in utterance (2). This speech act shifting is due to different addressees because utterance (2) is directed to the court clerk who is an officer of the court whose responsibilities include playing and maintaining records of the court trials. Furthermore, the principle of common good is activated by means of the strategy of on-record positive politeness which is realized by the politeness marker "please". Again, the Judge uses directive speech act of commanding in utterance (3) to give an authoritative order to Linda to see the fact sheet. Then, representative speech act of stating is used by the Judge in utterance (4) to clearly state that Linda's husband went through the light when it was red for three tenths of a second. As a response, Linda shows her surprise in utterance (5) and this causes audience laughing because of her insistence on the guilt of her husband even after some justifiable illustrations about the low riskiness of the violation. After that, the Judge employs the principle of facts ascertainments in utterances (6) and (7) to perform speech act of asserting.

Extract No. 5

Chief Judge: (1) All right, now let me finish. (Audience Laughing).

Linda: (2) Okay.

Chief Judge: (3) You go through this every day? (To Linda's husband).

Linda's Husband: (4) Yes, Your Honor. (Audience Laughing).

Linda: (5) We've been happily married for 43 years, right?

Linda's Husband: (6) Yes, dear. (Audience Laughing).

Chief Judge: (7) You know. (Chief Judge Laughing). (8) My wife and I meet people, they usually say, "How long have you been married?" (9) And I say, "We've been happily married for five years". (10) My wife is much younger looking than I am. (11) They say, "Oh, you've been happily married for five years? (12) "Is she your second or third wife?" (13) I said, "Oh,

no, we've been married 50 years". (14) "We've been happily married for five". (Audience Laughing).

Linda: (15) That's good.

Chief Judge: (16) You've been happily married for how long?

Linda: (17) Almost 43 years.

Chief Judge: (18) 43 years, all right. (19) Now I'm gonna make you a Judge, okay?

Linda: (20) Okay.

Chief Judge: (21) Can I call you Linda?

Linda: (22) Linda, that's fine.

Chief Judge: (23) All right, Linda, here's the deal. (24) You're the Judge. (25) The statute that set up this offense, all right, allows two tenths of a second to get through the light and they don't charge you.

Linda: (26) Okay, missed it by one. (Audience Laughing).

Chief Judge: (27) How do you handle this case? (28) It's three tenths of a second. (29) Do you give him the benefit of the doubt, or do you say, hey, three tenths, pay the fine? (30) What do you do?

Linda: (31) I'll give him the benefit of the doubt, and he has to take me to dinner. (Audience Laughing).

Chief Judge: (32) Oh. (Chief Judge Laughing).

Linda: (33) That's the deal.

Chief Judge: (34) Well? (To Linda's husband).

Linda's Husband: (35) I have to agree with her, Your Honor. (Audience Laughing).

The first principle used by the Judge in utterance (1) is that of respect for legitimate authority through the performance of directive speech act of requesting with a let-request to finish his speech because Linda is impulsive to speak and that causes the audience laughing. In utterance (2), Linda responds with "okay" to show her agreement. At this moment, the Judge uses directive speech act in utterance (3) which is directed to Linda's husband to ask whether or not she is used to do so, i.e. her impulsiveness. However, this does not stop Lind, but rather she is unable to resist her sudden urge to reply. So, she, in utterance (5), uses representative speech act of stating to state that they have been happily married for 43 years and she terminates her utterance with "right?" to seek agreement. Ironically speaking, she said that they have been happily married for 43 years, but actually she comes to the court just to prove that her husband is guilty. In other words, instead of standing by her husband in the court and trying to defend

him before the Judge, all she wants is to prove that she is not guilty and her husband is. This also reflects the activation of the principle of tactfulness which is achieved by the pragmatic strategy of off-record politeness, precisely irony. Quickly, her husband replies "yes, dear" in utterance (6) with all his possible haste and this makes the exchange seems comic. Then, the Judge resorts to representative speech act of reporting in utterances (8-14). Once again, Linda cannot curb her impulsive speech and she expresses her personal assessment of the Judge's humor in utterance (15). The Judge in utterance (16) uses directive speech act of asking to ask about the amount of the period of their marriage and, as usual, Linda impulsively answers "almost 43 years" in utterance (17). In utterance (18), the Judge recalls Linda's reply as a kind of emphasis and surprise. In utterance (19), declarative speech act of declaring is used by the Judge as he temporarily makes as Linda the Judge of her husband case. She positively replies with agreeing in utterance (20). The Judge, then, asks her in utterance (21) by means of directive speech act of asking if it is possible to call her by her first name. Linda in utterance (22) agrees with this term of address. Then, in utterance (23), representative speech act of stating is used. The Judge, then and again performs declarative speech act of in utterance (24). The Judge starts stating the facts of the case in utterance (25) by means of representative speech act of stating. Linda cannot wait and she performs representative speech act of criticizing in utterance (26) with her critical look at her husband. In utterance (27), (29), and (30), the Judge uses directive speech act of asking to elicit the defendant's reaction. In utterance (28), representative speech act of stating is issued. Having examined all the evidence during the court exchange, the Judge still entertains a degree of doubt concerning the guilt of Linda's husband. Legally speaking, the Judge, in an attempt to practice the principle of justice, encourages resorting to the legal rule "the benefit of the doubt" which is given to the defendant when there is an equal possibility of being guilty or not guilty. Utterance (31) by Linda is commissive speech act of covenanting in which she covenants that she will give him the benefit of the doubt if her husband takes her to dinner. This kind of deal arouses a kind of humor in the court context and causes the audience laughing and the Judge also laughs with a kind of surprise in utterance (32). In utterance (33), Linda asserts her deal using representative speech act of asserting. To check the response of Linda's husband, the Judge employs directive speech act of asking in utterance (34). In utterance (35), Linda's husband responses by means of commissive speech act of accepting Linda's covenanting.

3. 2. Case two

Case Name: Homeless, but Hopeful!

Case Violation: Parking Ticket

Defendant: Carl Smith

Case Summary: Carl Smith is a homeless motorist who sleeps in his car. He gets a parking ticket for left wheels to curb violation.

Extract No. 6

Chief Judge: (1) Carl Smith.

Carl Smith: (2) Good morning, Your Honor.

Chief Judge: (3) Good morning, Mr. Smith.

In extract (7) above, it is fairly obvious that one civility principles is used which is mannerliness. When it comes to the principle of mannerliness, Carl initiates this principle in utterance (2) by means of the pragmatic implementation of expressive speech act of greeting. In return, this greeting generates the same responsive salutation as clear in utterance (3). In this case, all of these utterances can be considered as civil in this dialogic direction of communication.

Extract No. 7

Chief Judge: (1) Well, this is a very serious matter, Mr. Smith.

Carl Smith: (2) I know, I owe you money.

Chief Judge: (3) You have a parking ticket, and you made a down payment of $10.

Carl Smith: (4) No, it was a left wheel to the curb. (5) It wasn't a parking. (6) It was a left wheel to the curb.

Chief Judge: (7) Yes, a parking ticket.

Carl Smith: (8) Well.

Chief Judge: (9) It is parking left wheel to the curb.

Carl Smith: (10) Yeah.

Chief Judge: (11) Okay.

Importantly, the Judge starts his speech with the pragmatic marker "well" in utterance (1) which serves as a green light for the defendant to tell him that the violation of his case needs to be identified. This utilization of "well" contributes to civility in the sense that it is used here as an utterance launcher which invites consensus. To identify the exact violation of this case, different civility principles appear to fulfill this dialogic exchange. By resorting to the principle of free exchange of ideas, the Judge makes use of representative speech act of asserting in utterance (1). Responsively, Carl, in utterance (2), replies with representative speech act of asserting to express his awareness of the case. Then, the Judge also resorts to representative speech act of stating in utterance (3) to identify the case in question and to demonstrate that

Carl has a parking ticket and he makes a down payment on it. This stating motivates Carl to raise an objection in utterances (4-6) via representative speech act of objecting, and thus, the principle of free exchange of ideas is motivated again. This objection is raised due to Carl's lack of legal knowledge as he does not know that "left wheels to curb" is subsumed under the legal term "parking ticket". Therefore, a quick assertion comes from the Judge in utterance (7) which leads to Carl's emphatic agreement "well" in utterance (8) which indicates his positive attitude towards the Judge's assertion. To avoid any misunderstanding, the Judge again asserts, by pragmatically performing representative speech act of asserting in utterance (9), that Carl's violation is a "parking left wheel to the curb". Once more, Carl accepts the Judge's assertion in utterance (10). To ensure successful perception, understanding, and topic continuity, the Judge terminates with "Okay" in utterance (11). By relying on the principle of cooperation which is manifested in keeping to conversational maxims, both the Judge and Carl cooperate effectively to achieve maximally efficient communication by being informative, truthful, relevant, clear, brief, and orderly. One exception is that, in utterances (4-6), quality maxim is flouted, precisely the sub maxim "Do not say that for which you lack adequate evidence".

Extract No. 8

Carl Smith: (1) I just haven't had the money to pay, Your Honor. (2) I'm homeless right now. (3) I'm actually sleeping in my car right this minute. (4) It's been a rough year.

Chief Judge: (5) Mr. Smith, this is a $30 parking ticket charging you with parking left wheel to the curb.

Carl Smith: (6) Yep.

Chief Judge: (7) You received the ticket, and then in a timely fashion, you made a part payment of $10.

Carl Smith: (8) Yep.

Chief Judge: (9) It is a $20 balance.

Carl Smith: (10) Yep.

Chief Judge: (11) And I don't have the heart to charge you the $20, okay?

Carl Smith: (Chuckles). (12) I just ran out of money.

The first thing that Carl does in this extract is to argue his case by means of representative speech act of complaining in utterance (1-4) which is situation-directed complaint by which he expresses his dissatisfaction as he has no money, he is homeless, and he sleeps in his car. The use of complaining in this context is comprised under the principle of free exchange of ideas. Add to this, the principle of deference is also resorted to by means of "just" in utterance (1)

which does the job of hedging on the illocutionary force of the utterance in this context. The use of "just" also prompts another civility principle which is tactfulness that is employed by means of off-record politeness by the implementation of the strategy of understatement. Within the same scope of this principle and this utterance, the use of the honorific form of address also indicates an avoidance of imposition by following the principle deference through on-record negative politeness. Then, the Judge exercises representative speech act of stating in utterances (5), (7), and (9) to demonstrate the main issue in Carl's case and his parking ticket. As a response, Carl performs representative speech act of affirming in utterances (6), (8), and (10) which are represented by "Yep" which serves, in this context, as an agreement and confirmation of the Judge's utterances and also as a floor- holding signal to show that he is still there. Utterance (11) counts as representative speech act of stating by the Judge as he sets forth that he does not have the heart to charge Carl, the homeless defendant. Furthermore, the principle of common ground is pragmatically employed in utterance (11) by the Judge by means of on-record positive politeness because the Judge uses the strategy of noticing H's interests. Moreover, noticing H's interests by the Judge in utterance (11) is employed to meet the audience demand. In response, Carl asserts, using representative speech act of asserting in utterance (12), that he is broke and runs out of money. It seems that Carl succeeds in persuading the Judge by his warm and passionate style and this apparent in (11) by the Judge as he says "I don't have the heart to charge you the $20". Additionally, it is important to note that extract (9) represents a rationalist and purposive dialogic interaction that is characterized by observance of conversational maxims by relying on the principle of cooperation. In other words, both the Judge and the defendant are informative, truthful, relevant, clear, brief, and orderly.

Conclusion

In this section, some general conclusions are drawn from this study. In this paper, a model of pragmatic analysis is proposed by bringing together civility principles and pragmatic strategies in legal contexts. This model is helpful in capturing the legal interaction which is in fact fuzzy in nature. Importantly, this proposed model is not intended to stand against other analytical models. Rather, it is designed to propose an alternative analytical framework that systematically examines the perplexity of civility in human interactions, especially in legal contexts in which good manners should be the norm. Traffic court trials broadcasted on "Caught in Providence" can be regarded as the prime examples of such legal contexts and interactions. Predominately, the analysis has demonstrated that civility principles tend to be realized through various pragmatic strategies. The system of pragmatic strategies used to fill

the slots of civility principles provides a systematic framework for capturing the phenomenon under investigation. Due to space limitations, the study is restricted to the aforesaid civility principles along with their strategies. However, the analysis of this study could be further extended by considering other civility principles and other pragmatic strategies that can be in areas worth exploring in future research. In this paper, only a single context, i.e. legal context, has been analysed. Nevertheless, the analytical model of this study can be applied in everyday interaction due to the fact that everyday interaction is imbued with civility so that the analytical model can be workable to study many other types of interaction.

Pedagogical Implication

This study has important pedagogical implications that may help to improve the English language course offered to students who are interested in the field of pragmatics and language studies. Another implication is that teachers need English proficiency to use pragmatic strategies that enable them to be civil. Furthermore, the pedagogical implication that supports civility in language use is the provision of opportunities for learners to focus, not only on civility but also on learning the pragmatic strategies that help them to be civil with words.

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Website Sources of the Analysed Data

Website Source (1): My Husband is Guilty

https://www.youtube.com/watch?v=_R_qJgBX8XI.

Website Source (2): Homeless, but Hopeful!

https://www.youtube.com/watch?v=15NnJiPEUf4

Redesign Online Learning During the Pandemic of Covid-19

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Abstract

Online learning has become a necessity and is fascinating to develop during the Covid-19 Pandemic. However, numerous students' opinions stated that online education would be boring if the lecturers merely applied monotonous methods from the beginning to the end of the semester. It caused students to be less motivated to take lectures seriously. Up to now, students mostly join their classes through Teams Meet or zoom only to fulfill their attendance. This study aims to determine the students' learning motivation and provides alternative solutions

for a more enjoyable learning process during the pandemic. The writers recommend several alternative explanations for learning English and designing engaging online learning. The methodology employed is descriptive qualitative, which analyses the data by explaining the problems using words, not statistics. The participants were 45 UKI students who contributed their opinion by answering some questions concerning their last semester online learning. One of the results indicated that 90 percent of the students were less motivated to participate in each lesson using Teams Meet or Zoom because the learning was less varied. The researchers give alternative solutions from these findings by adding various learning models, both synchronous and asynchronous.

Introduction

The COVID-19 pandemic in March 2020 has changed teaching and learning drastically from offline to online. In other words, the coronavirus pandemic has ushered education into a new era, namely the new normal era (Valiyev, 2020). The impact is significant because the change caused many parties to be unprepared (Hickland et al., 2020). After all, it happened in a hurry. Those who have never taught and studied online turn out to be very awkward and do not enjoy the learning because they still miss face-to-face classes. It becomes impossible due to the coronavirus spreading, so online learning is the only choice, no matter if people like it or not. In other words, there are many obstacles faced when learning online at the beginning of the transition of online learning amid the Covid-19 Pandemic. They include lack of motivation, difficulty understanding teaching materials, and direct communication between lecturers and students (Alawamleh et al., 2020).

For some lecturers, the obstacles include a less stable internet network caused by inadequate e-learning support. The others use a learning application that requires training to use it, such as Microsoft Teams and Google Classroom. It is essential and urgent to master online learning applications that take up much time and effort to learn (Ohanu & Chukwuone, 2018). Another problem is the feeling of worry about not teaching attractive and good quality material to students because of the imposition of online learning that has never been done before. Moreover, lecturers do not need to deliver printed materials or assessments since students can download them from the platform provided by the university that they use for the online course (Parlindungan et al., 2021).

At the Indonesian Christian University (Universitas Kristen Indonesia or UKI for short), online learning using the Microsoft Teams platform has been provided by the university for all UKI academics. There are four features available: teams, meetings, calls, and activities. We can create the channel using the Teams feature, hold meetings, and share conversations and files. The meeting feature allows us to sync up the outlook calendar to ensure that all members can attend a meet and take a phone call. The calls feature is used to make a phone call to all members of the Microsoft Teams. The last component, activity, focuses on all activities available in the application, for instance, doing any unread task in the application (Wolverton & Davidson, 2020). Using this application, the lecturer and students can interact in real-time in one video conference using Teams Meet as a virtual classroom for synchronous study. In doing so, the physical face-to-face meeting has been replaced by the virtual meeting of the real-time. Besides, the application can share files, videos, links, either for download or upload. Another facility is sharing and discussing Chat during video conferences, and the same Chat is also for offline conversations.

Although numerous lecturers have been given training on using the online platform of Microsoft Teams, its implementation is not as easy as imagined. At the beginning of online learning in March 2020, many lecturers were not ready to use it because they did not feel comfortable and did not master it, and so did the students. Unpreparedness for its use was because previously, the tools needed to conduct online learning have not been prepared, such as online learning manuals. It obliges students and lecturers to manage 'learning by doing' by trying and employing applications and technology so that the learning can be carried out, even with incredible difficulty.

Learning by doing has been implemented since no turning back to traditional teaching. The learning process is ultimately left to the lecturer to provide online learning methods as far as the lecturer can apply. It causes teaching to be done sparingly because mastery of technology cannot happen automatically. It results in a tedious and less varied learning process. For this reason, lecturers are required to create structured online material presented in soft copy. They previously used printed textbooks but now need to master technology or adequate applications to convey the teaching properly.

Obstacles for students in online learning include understanding teaching materials because they take online lessons that only use gadgets without meeting the lecturer face-to-face physically. Students who study in onsite class automatically concentrate and listen to each lecturer's explanation because they face it in the actual situation. Lecturers easily reprimand students who are sleepy or doing other things. This condition cannot be done in online learning since a

lecturer cannot control all students because of virtual contacts. It will be worse for those who do not open the camera during a meeting in the video conference. Those students manage to close their cameras because the network is less stable or the camera is damaged on the laptop or cellphone. The lecturers also became less enthusiastic in their teaching because it was like teaching the walls with nobody paying attention. When the lecture calls students names during a video conference in online lessons, they can avoid it by not answering the lecturer. Afterward, the student explained that the internet network was less stable, making him leave the online class. This student could also leave the network if he did not want to answer the lecturer's call, even though the internet network runs appropriately. It makes learning run less smoothly.

Another obstruction experienced by students is the less stable internet network. As a result, the delivery of lecturers is sometimes lost, or the voice is not heard, which makes it difficult for students to understand the learning material fully. The unstable internet network affects students who live in remote villages. Those who live in big cities also experience the same thing. It should be a concern for the government to provide adequate internet facilities in all places in Indonesia so that online learning can take place well. Estimates of the Covid-19 pandemic, which we do not know when will end, will cause online learning to continue in the future. Therefore, a good internet network is a primary need that the government must facilitate.

From Face-to-face to Online Class

Face-to-face classes are ideal traditional classes and are more in demand because, first, direct interaction between lecturers and students does not occur in online classes. Second, discussions between lecturers and students or fellow students are preferred in onsite classes because physical discussions will directly involve everyone in the traditional class. Students' expressions will be seen from their speaking tone and facial appearance of how one's emotions and thoughts are expressed. In online discussions where everyone is talking, not face to face, it does not look lively. The lecturer discussed the materials only to pictures or names (if the person concerned does not turn on the camera). Third, lecturers or students who explain or say something in traditional classes will be audible clearly. If not, students can move to the front chairs to listen to the lecturer's voice. Although the lecturers and students can do similarly in online classes, sound barriers often occur. In other words, offline classroom interactions are more satisfying than online classes (Summers et al., 2005).

With the Covid-19 pandemic, teaching and learning have shifted to an online mode, where everyone has to stay at home since it would be dangerous to go out and crowd on campus.

Online learning has changed the paradigm of learning more to learning independently and with a strong motivation so that mastery of the material can occur. Furthermore, online learning looks more manageable and fun because students do not need to wake up early and struggle to arrive at campus. They open their laptops or gadgets; learning occurs according to a set schedule (synchronous) or flexible time to do assignments (asynchronous). In an online class, the interaction between students and lecturers can go smoothly and relax since they can communicate directly but not face to face in the real world. It will facilitate those who are shy to talk physically in front of the lecturer. As Ni (2013) stated, participation will be less intimidating, yet interaction can increase in online classes.

Activity during online class

Having similar activities every day in front of the computer makes students unable to be creative as they were on campus. After some time passes, online learning at home makes students lazy to move and only spend time in their rooms. Much time is spent sleeping and playing games because it is impossible to leave the house due to the spread of COVID-19, which is still dangerous. As the transition from face-to-face, virtual class is not very effective because the situation leads students not to think productively but lazily. Lecturers talk a lot and give explanations, while students only occasionally actively participate during learning through video conferencing. Continuous monotonous learning like this makes students bored and sluggish. One of the compensations is that students are reluctant to open the camera during synchronous learning because they feel comfortable not showing their faces to the lecturer. As a result, students are not serious about attending lectures. They can do other things without being observed and reluctantly listen to the learning material. The learning situation, which is always at home and less moving, makes students sooner or later feel comfortable and often fall asleep while attending lectures. If this continues, learning will not achieve the expected goals. Then, it is vital to have various teaching and learning situations to avoid boredom. Habbash (2021) stated that students' preferences are engaging in multiple classroom activities. It will encourage more involvement for them to take part in every action.

The implementation of online learning as a chosen learning mode amid the covid-19 pandemic should be evaluated regularly to improve the quality of online education, which has been going on for more than a year. The evaluation includes the planning, process, and learning outcomes. Supposedly, teaching and learning activities were carried out modestly to continue learning at the pandemic's beginning. In that case, after a year has passed, lesson planning should now be better prepared and can be implemented better.

Learning planning consists of learning materials in soft copies made by lecturers systematically, expecting to facilitate students more straightforwardly understanding the presented material. Furthermore, lecturers should be concerned about how learning materials are delivered in online learning so that students are motivated and enthusiastic about attending lectures by applying some applications. Third, lecturers need to manage the learning process from the beginning to the end of the semester is always fun to maintain learning motivation. For this, lecturers need to be creative to use different types of learning interaction so that the students enjoy participating in each task.

The process of teaching and learning during the Covid-19 pandemic uses Microsoft Teams platforms, which have many difficulties at the very onset, now have been operated at ease by most lecturers. Furthermore, WhatsApp and email are still utilized to equip different platforms for sharing information or data (Mishra et al., 2020). It indicates that more lecturers operate online platforms or applications to provide more about technology. It suggests a good signal of technological achievement. Without it, the lecturers will be categories as disrupted.

On the other hand, learning outcomes were not too visible a significant difference compared to face-to-face learning during online learning. Students tried to do the assignments given by the lecturer, even though they admitted that the tasks assigned at online meetings were quantitatively more than onsite meetings. In other words, the learning outcomes in online and face-to-face learning should produce the same effective results if the learning process is carried out correctly (Yen et al., 2018).

Students' motivation in an online class

Learning outcomes will be improved if students are motivated to study well. In the classroom of face-to-face learning, motivation will be built stronger because of the direct interaction between lecturers and students. However, the same motivation will not commonly occur in online learning if students do not have a strong drive to participate actively in a virtual class. Lecturers cannot supervise students directly in face-to-face meetings.

Motivation is very crucial in achieving educational goals. Strong intrinsic or extrinsic motivation will enable students to achieve the ultimate learning goal. Concerning global motivation, students who have a positive attitude towards learning will become competent in their fields (Lamb & Arisandy, 2020). Students with less motivation will obtain it challenging to achieve goals, even with great effort. Without motivation, students will not achieve their goals optimally.

Determining students' motivation to learn, we delivered a questionnaire about their opinions concerning the learning they had experienced during the past semester amid the pandemic of Covid-19. This research aims to explore how students think about the learning that has taken place to determine their motivation during past education. Then, the second research purpose is to investigate what they expect as an alternative solution to intensify this motivation so that the next lesson can be better.

Methodology

This study applied a qualitative method that explains students' motivation during online classes and the alternative solution of improving teaching and learning.

Participants and Procedure

The participants of this study consisted of 45 Universitas Kristen Indonesia (UKI) students, 73% females and 27% males majoring English Department from the Faculty of Letters and Languages. The students needed to answer eighteen questionnaires concerning their previous online class. The questions consist of sixteen multiple choices and two open questions regarding their opinion of online courses and the good and bad aspects of an online class. To minimize misunderstanding, we delivered the questionnaires in the Indonesian language. The focus of the questionnaires focused on three parts. First, students' current perspective of online class practice for about one semester, next, their motivation to study online during the pandemic of Covid-19, and last, the alternative solution to increase students' motivation were elaborated. The questionnaires were given through google forms after they finished one semester of online learning.

Analyzing the data

After collecting the data by administering the questionnaire via a google form, the authors described each data entirely based on the percentage of each option. The rate obtained from every question was also elaborated in detail. Every question was explained to get students' viewpoints concerning online class, motivation, and solutions to better learning that increases their motivation. Students' feedback from the various open questions was also described in line with each statement to enrich the multiple-choice questions. Hence, the multiple choice results were described in detail, together with students' answers to the open questions.

Results And Discussion

The results of the questionnaires are as follows:

Table 1

No	Questions	Agree	Disagree	No Idea
1	Online learning is fun.	62	27	11
2	Online learning is boring.	49	42	9
3	I expect online learning every week.	24	49	27
4	I join online learning because of necessity.	53	38	9
5	Online learning is fun because I become more creative and innovative through the assigned tasks.	60	29	11
6	Online learning provides motivation to learn.	56	31	13
7	I am motivated by online learning because learning is relaxing at home.	78	18	4
8	I am motivated in online learning because of the flexible learning place.	82	13	5
9	Online learning is motivating because I am encouraged to use technology.	84	9	7
10	I am not motivated in online learning because the internet network often doesn't work well.	58	27	15
11	I am not motivated in online learning because it costs a lot for quota.	40	44	16
12	Online learning is engaging if the lecturer teaches with various learning models.	91	2	7
13	Online learning is fun if lecturers teach not only in video conferences (face-to-face online) but also in the form of giving structured assignments.	76	15	9
14	Online learning in the form of video conferencing is fun if the lecturer provides exercises/quizzes that involve all the participants.	62	27	11
15	Online learning in the form of video conferencing is fun if the lecturer provides exercises/quizzes/materials with applications.	71	18	11

16	I feel comfortable in video conferencing learning because I can playback recorded lessons.	93	2	5

The questionnaires using google forms delivered to students total eighteen questions consisting of sixteen multiple-choice questions and two open questions. Those 16 multiple choice questions focused on online learning, motivation, and the solutions to fun learning that can increase students' motivation to learn excellently. The statements about online education were from number 1-5, motivation number 6-11, and attracting teaching methods number 12-16. Question 17 and 18 were engaged students' opinions about the online learning they experience, either beneficial or terrible.

The first question concerns whether online learning is joyful, 62% agree, 27% disagree, and 11% do not know. It is revealed that online learning is positive for more than 60% of the respondents. Students began to like online education because they joined their home classes. This evidence was obtained from students' answering of the open questions. Hence, they did not have to get up early and go to college as previously routine before. They also felt comfortable because they could avoid the coronavirus at home.

The second question asked if online learning is boring. Almost 50% of the participants agreed, while 42% disagreed, and 9% did not know. If the participants who disagreed and did not know were added, the percentage would reach 50-50. It means that online learning is both fun and tedious. Students' answers to the open questions stated that once fun, online learning turned into dull over time. The reason was that it was not too different or no variation in online learning in each meeting. If the lecturer gave various activities, it was enjoyed at first, but then it became boring. Compared to a student who likes to play a game, he will quickly get bored with one game and need the next one.

The third question asked whether students were enthusiastic about online learning. After more than one semester of online education, almost 50% of students disagreed, 24% agreed, and 26% did not know about the statement. At the beginning of online learning, where everything was new, students were enthusiastic about learning new things. Online classes indeed made changes in academic activities. Another change was flexible learning in virtual courses. Students who live at home or stay in other places or in the middle of ways can access the class anywhere. Online learning caused it possible for students not to live or stay close to campus. Another flexibility is that students who work either part-time or permanent jobs can join the

virtual course. It means that more students will have a chance to pursue higher education which was impossible previously.

The fourth question concerned whether students agreed to attend class due to obligation. 53% agreed, 38% disagreed, and 9% did not know. It meant that students realized they followed their lecture because it was crucial. Those who want to pass the course must attend classes, whether they like it or not. More than 50% said that students attended lectures because they were obliged to, not because they felt happy. So, attending classes was treated as a compulsory activity for students.

In the fifth question, 60% of students agreed they became more creative and innovative through the tasks. Students also stated that they had significant assignments in online lectures. The given lessons also required them to use several applications to complete them. It needed them to learn more applications to improve their ability to use learning technology and develop their creativity and innovation in carrying out their duties.

56% of the students agreed that online learning motivated them to learn in the sixth question. 31% of students disagreed, while 13% did not know. On the other hand, from their answers to the open questions, they were motivated to learn online and took lessons from webinars, workshops, and many other things because they had much time at home. Students who were not motivated feel bored because they should always be at home. Not being motivated was also because the internet network was difficult to connect, especially in remote areas. They had to leave the house and find a place to access the internet well, but the network was sometimes unstable. It caused students to go in and out of applications to attend lectures.

In the seventh question, 78% of students were motivated in online learning because they studied leisurely at home. So, almost all students enjoyed online learning at home. They arranged a comfortable place to learn to avoid obstacles to the internet network. While studying at home, students could attend lectures even though they had not showered, which does not happen in traditional learning. Moreover, students can attend courses by wearing shorts because only the face is visible on the camera. For more than a year of studying at home, students got used to virtual classes comfortably and felt reluctant to do face-to-face learning again. Another thing was that students had a comfortable experience learning at home because they could eat or drink in the middle of zoom meeting if not on camera.

In the eighth question, 82% of students were motivated in online learning because of the flexible learning place. It was one of the most preferred by students. They could follow the lesson when they were at home, traveling elsewhere, or outside the home. Even students could

study in their favorite Café. As long as the internet network could be accessed properly, they could do learning anywhere.

In the ninth question, 84% of students were motivated in online learning because they were encouraged to use technology. It also encouraged students enthusiastically about online learning, which might not be the case in old-fashion education. The reality was that there were still several students who did not know and use technology formerly. Online learning forced them to be users of technology. Likewise, lecturers become more capable of using technology and are forced to study it if they do not want to be eroded by the progress of the times. Usually, when lecturers give quizzes, students will be pleased to operate the application. These applications can be used later on to hone their skills. Another thing is that students can take part in several online competitions. Technology also required students not to photocopy the material or their task because they should submit their files in soft copy.

In the tenth question, 58% of students were not motivated in online learning because the internet network often did not function well. Due to the poor network, many students complained that their Teams application often crashed, forcing them to leave the network suddenly. They tried to re-enter the web; sometimes, it could be fast. Nevertheless, it takes a long time to reconnect if a problem happens. A poor network also caused the lecturer's explanations to be less apparent or disjointed so that online learning became less enjoyable. Another issue that often arose was running out of internet quota, which broke network contacts. If this was in the middle of a video conference, it caused students to feel very uncomfortable.

In the eleventh question, 44% of students stated that they were not motivated in online learning because they spent much money on quotas, 40% agreed, and 16% did not know. There was almost the same number of students who agreed and disagreed. For some students, purchasing quotas was not a problem because their parents provided them at home. Others had to buy their quota with a hefty fee every month. Government assistance provided 15GB of quota for lecturers and students several times. Still, it was minimal and was not offered throughout the year. So students must always check the amount of internet quota every time they study.

In the twelfth question, 91% of students agreed that online learning was engaging if lecturers taught using various learning models. It is related to mastery of learning applications. Students were motivated if the lecturer did not teach monotonously every week, let alone interspersed with quizzes using other applications. Of course, students were enthusiastic about learning, and there was no reason not to participate either in synchronous or synchronous. It indicated that mastery of technology was indispensable for lecturers and students. Lecturers who provided several applications would attract students and not create a dull learning atmosphere.

From the thirteenth question, 76% of students agreed that online learning was fun if the lecturer taught, not always in the form of a video conference (face-to-face virtually). They also need structured assignments (offline classes). This mode will occasionally give the feeling of having a break or relaxation. The online courses are divided into two ways, synchronous (direct) and asynchronous (indirect). In synchronous learning, direct online interaction occurs. The lecturer delivers the material, and students listen and ask questions or discuss with the lecturer simultaneously at the schedule provided by the study program. Asynchronous learning gives assignments to be done by students based on the materials in the Course Outline. They may finish it within one week, where students may pick up the best time to accomplish it during the week. This type of learning exists merely in an online class; the model is only face-to-face in a traditional style. Finishing their assignments within a deadline of one week, students will be considered present at the meeting after they have submitted their jobs on time. Both of these learning methods need to exist in every course. Lecturers need to decide which session will be taught synchronously which one is asynchronous from the beginning of the semester. They should decide and prepare well. The ideal class requires more percentage on synchronous than the asynchronous. More synchronous meetings are demanded because students still need a lecturer to explain the learning material.

In the fourteenth question, almost 70% of students agreed that online learning in video conferencing was fun if the lecturer provided exercises or quizzes with applications. It suggests that lecturers are expected to master techniques applied in their teaching. Some applications used during Teams meeting include Mentimeter, Kahoot, Padlet, or Quizziz. The application does not have to be distributed in every session but depends on class readiness. Lecturer are giving quizzes with applications that provides an impressive experience for students. Supposedly it might be challenging to follow the quiz utilizing a particular application. In that case, if it is delivered several times, students will remember it and be constantly motivated to follow the lesson.

In the fifteenth question, 62% of students agreed that online learning in a video conference was fun if the lecturer provided exercises or quizzes by involving all students. It can be done, for instance, using an application, Padlet. The lecturer provided one open question and then asked all participants to submit their answers to Padlet, already prepared before class. However, online learning had difficulties, especially from the students' side. Every study schedule using Teams Meet (video conference), some students were less motivated to participate thoughtfully in the ongoing lectures. All students were required to open the camera during learning to show students' appearance and seriousness in actively participating in all activities. Usually, students

who opened the camera were those who had a super motivation to learn. Students who did not open the camera can be categorized into two: first, active students with broken cameras or lousy networks; second, inactive students took part in learning only for attendance. The latter was not engaged because they did not respond when their names were called. Probably the student was sleeping or doing other activities away from gadgets or not paying attention to lectures.

Lecturers must have a technique to involve all students in learning actively. One way is to ask questions, and all students are required to answer and submit in the chatroom. It is very effective because almost all students are required to be active. In other words, this can be a sign of their activeness in class. The second way is with a break-out room, separating students into several groups according to the students' numbers. Students are motivated to discuss in their respective rooms with the breakroom actively. Group discussion is an effective tool to engage well in their learning to express their thinking or ideas. The passive students who have group work experience, share thinking, and debate will increase their motivation to study (Gyori & Czakó, 2020). Because the number is limited, for example, 4-6 people in one room, all students must actively discuss to answer the previously given questions. It pushes and keeps students following the lecture from beginning to end.

In the sixteenth question, 93% of students feel comfortable having video conferencing (synchronous) because they can playback recorded learning. It is the advantage of online learning over offline. Nonetheless, it is not automatically recorded, but someone must record it to be played back by students who do not understand the material. Lecturers can assign several students to take turns to record. By using Teams Meet, all participants can do it. Unlike zoom users, only the host can record it.

Conclusion

Students' motivation in an online class fluctuated due to learning models designed by lecturers or students' moods. Fluctuated means unstable or changing quickly. On one occasion, they are happy and enthusiastically join their class. At other times they may feel reluctant to participate actively. They may report having an unstable internet connection and intentionally disconnecting the video conference merely due to not being prepared to answer a question. In many cases, students avoid switching on their cameras because they are lazy to participate in a discussion and hide behind the off-camera. Moreover, the situation where students spent most of their time at home with many assignments affected their mood to join their class seriously or not.

For this, lecturers should have some ways to motivate their students to participate actively in every class situation. Firstly, the lecturers should equip themselves with various learning applications that can be operated during a class discussion in synchronous mode. The applications include Quizzizz, Kahoot, Padlet, Mentimeter. Those applications are required to be employed as breaking the ice or an assessment to encourage all students to join.

Secondly, Lecturers must implement various teaching models to increase students' awareness not to miss any single activity. It means that students need synchronous learning models (direct teaching using Microsoft teams or Zoom at the scheduled time provided by the Study Program) and asynchronous (no video conference or video call, but providing assignments based on the syllabus). In synchronous classes, in Team Meet or Zoom, the lecturer can break out room to let students freely discuss one particular topic in their small group. It is an effective method since the limited number of participants in the break-out room must speak up. The results of their discussion can be submitted to Padlet or the Chat Room.

Thirdly, providing the students with links to additional materials will also be helpful, especially for asynchronous teaching. Fourthly, it would be challenging to ask students to apply some applications in their presentation and force them to engage technology in their assignment/ preparation. For example, they may use Canva for presentation, where they can insert some pictures, videos, animation, sound, and some other things appropriate to the topic of their presentation.

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Unpacking the Critical Thinking and Problem Solving, Communications, Collaboration, Creativity and Innovation Skills (4cs) of the New Learning Paradigm to Language Materials

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Abstract

Teaching the students for they become well-equipped with the 21st century skills is the new learning paradigm. These skills fall into four domains which the Partnership for 21st Century Skills (P21) identify as the Traditional Core Skills, the Career and Life Skills, the Digital Literacy Skills, and the Learning and Innovation Skills, also known; as the critical thinking and problem solving, communications, collaboration, creativity and innovation. Arguing that the traditional core skills, such as reading, writing, and arithmetic are well known, and might need no elaboration. This paper discusses the Learning and Innovation Skills domain to extend an understanding of this domain in three ways. First, it discusses about the domain and the skills integrated to the domain. Second, the process of the skills of the domain taught they will be ready to use these skills after graduation and combine with language skills and linguistic aspects. Third, the significance of this domain to each of the other domains; and to the success

of studying, working, living and being a productive citizen in the realities of the Digital Economy. The research methodology that used is research development (RnD). This research will find and develop language teaching materials consist of skills aspect; such as the listening, speaking, reading, and writing, and linguistic aspects; such as the grammar, vocabulary, language awareness, and language for cultural awarenes, and combining with aspects of learning and innovation skill as the critical thinking and problem solving, communications, collaboration, creativity and innovation.

Introduction

The assumption of English as a International language or lingua franca is the result of observations at universities ,especially the Kalbis Institute Indonesia (Jenkins, 2009). Teaching materials generally only teach linguistic theory without teaching skills. In the previous language teaching, students only understood the meaning of language, the meaning of paragraphs, the meaning of effective sentences, and the lecturer considered that language learning had been successful. In fact, language teaching is not only conveying knowledge, but also how students become skilled in language skills, and even better when combined with other skills that are most needed in the 21st century. so that students will be more enthusiastic because language teaching is no longer monotonous and according to their needs (Mulyana, Rasyid, Zuriyati, 2018). Another assumption is that the English course is only a compulsory subject or supplementary, does not affect their careers in the future. Therefore, the students do not want to study English seriously; they do not think the importances English for the future (Dastgahiyan and Ghonsooly, 2018). It is caused by they do not have the intrinsic motivation to study English. In other words, they do not think that English has the direct objective with their purpose. In this case, some of the students do not think that English does not direct function to business.

Today, English itself has several functions in business. In the global world, English has the function as the tool of communication for trading. Even, Indonesia and other ASEAN countries has passed the ASEAN Economic Community (Crocco and Bunwirat, 2018). It means all the countries integrated to ASEAN has freedom to run the business in some ASEAN countries. Because all ASEAN countries have different languages, they need a standard language for making the communication. The standard language chosen is English. English was chosen

because some of ASEAN countries use English as the second language besides their first language, such as Singapore, Philppines, Malay, etc. However, although English is chosen as the first language, still some people in other ASEAN countries cannot speak English well such as Indonesia, Vietnam, Thailand, etc. Thus, it is hard for people that cannot speak English to make the communication.

Therefore, in the business world, the English used should be related to the business world. That is why some Indonesia schools try to make some students to be capable to speak English related to Business. One of the subjects related to business is "English for Specific Purposes" that is still confused by some students in campus. In "English for Specific Purposes", there are some registers related to the terms used in such a field. In his case, "English for Specific Purposes" here is for business that can be called as "English for Business." It means some specific terms will be based on the context, in this case the terms for business. However, science is being improved. Today, business is not only direct business but it is also indirect business. In direct business, some business terms will be based on the high technology terms, especially in the 21st century.

Since the improvement of world, especially in the Industrial Revolution 4.0, all must change, including in learning and teaching. The method in 21st century has changed also. In the traditional method, some teachers try to give some theories to the learners. Even, in Indonesia, some teachers focus on cognitive only, not the psychomotor or social affective. In the 21st century the focuses are improved on psychomotor and social affective. Even, since the communication is so important in 21st century, social affective is needed especially in communication.

English courses should be considered not only as a complement to courses, or only considered as mandatory courses that have no effect on their future. For example, the English course is given to accounting students, or given to management students. Most of the students think that what is the purpose of taking English courses, even in Indonesia, English is not used at all. and English in Indonesia is not considered a second language but as a foreign language. Therefore, students do not want to study English seriously; they don't think about the importance of English for the future. Students think it is better to focus on the core subject skills of their course majors, such as accounting and management.

The 21st century learning paradigm to lead to success and prosperity in the 21st century invites change and caring to change the teaching, learning and assessment contained in teaching materials with 21st century skills or the Partnership for 21 Century Skills (P21), and in this case focusing on Learning and Innovation skills (LIS) consists of: critical thinking and problem

solving, communications, collaboration, creativity and innovation. All of these skills are needed by students as a provision for life now and in the future (Trilling & Fadel, 2009). And integrating it with skill aspects; listening, speaking, reading and writing, and linguistic aspects of skills; such as grammar, vocabulary, language awareness, and language for culture (Mulyana, Rasyid, Zuriyati, 2018).

Literature Review

In this section the researcher outlines theories related to the concept of model development; the concept of the model being developed, the theoretical framework, and the design of the model. The theoretical study is the basis for developing the English language teaching model as a General Course based on the 21st century learning paradigm on aspects of Learning and Innovation Skills (LIS) at the Kalbis Institute Jakarta Indonesia.

Concept of Research and Development

Research and Development of the model is intended to facilitate the needs of students so that their enthusiasm for learning, standards, and achievement increases. Lee and Owens (2004) in Adam, (2018: 55) states that the need for development research is research that involves: needs analysis, design, development, implementation, and evaluation. Even Joyce and Well argued that the model is a description of the learning environment, including the treatment of lecturers when the model is used in learning (Joyce, Wel, Emly, 2009). Then according to Gay, Mills and Airsian that "Research and development (RnD) is The purpose of R & D is to develop effective products for use in schools, "Research and development (RnD) is the process of researching the needs of students and then develop into products to meet these needs. The purpose of RnD in education is not to formulate or test theories but to develop effective products for use in schools (Gay, Mills, & Airasian, 2012).

One aspect of model development in the field of education is the development of teaching material models. Brown states that the model of teaching materials is related to cognitive processes. When the learning process is controlled, attention is focused on the performance of formal learning rules, performance information is automatic, for example in exam situations. While other formal characteristics, under controlled conditions related to learning-based performance that is implicit or analogical what happens is automatically in communication situations (Brown, 2008).

Based on the above opinion, it can be concluded that in developing teaching materials, some very important principles must be very serious attention, such as material relations with

curriculum, material authenticity, material impact on improving students' language skills, and exercises developed in the material teach.

The development model of teaching materials is not separated from learning models proposed by experts. There is a learning model that is Dick & Carey model, Jolly & Bolitho, Hutchinson& Waters, Barnard & Zemach, 4D, ADDIE, instructional system development procedures, and Tomlinson model. This study uses the Tomlinson development research model because this model is specifically for language research and using Hutchinson& Waters, Barnard & Zemach teaching material models, this model was chosen by researchers because it is a practical model on how to develop teaching materials. In addition, the Tomlinson models have 15 stages of the system approach to education research and development models, 1) rationale for participant needs, (2) independence/autonomy, (3) self-development, (4) critical thinking and problem solving, (5) communication, (6) collaboration/cooperation, (7) creativity (8) innovation, (9) content of language teaching materials, (10) suitability of business, communication, and IT teaching materials, (11) task authentication, (12) image display, (13) ease of access, (14) links, (15) stimulus (Tomlinson, 2003; Ampa, 2013); (Tomlinson, 2007).

The Concept of Developing English Teaching Materials

Teaching materials are used to help lecturers in doing teaching and learning activities. The material in question can be in the form of written material or unwritten material. Teaching materials consist of two words teaching and material. Brown said that teaching material is anything related to a systematic description of the techniques and exercises used in classroom learning. This definition can include textbooks used, material derived from audio and visual programs, games, or various types of activities in the classroom. developing appropriate material is ensuring that these materials are described and well organized so the teacher is not confused (Brown, 1995). Teaching materials consist of learning instructions, competencies to be achieved, learning content, supporting information, exercises, work instructions, worksheets, evaluations, and feedback on evaluations.

Most people associate teaching materials with books, but thus teaching materials are not just textbooks. Language teaching materials are all things used by teachers or students to facilitate language learning (Mulyana, Rasyid, Zuriyati, 2018). Teaching materials can be in the form of CD, textbooks, student workbooks, recordings, online / offline videos, material from newspapers, or whatever presents or provides information about the language being studied. The development of teaching materials is what writers, teachers, students do to provide sources of input for various experiences designed to improve language learning (Thomlinson, 2014).

The purpose and benefits of preparing teaching materials is for (1) providing teaching materials in accordance with the demands of the times regarding output, curriculum demands, by considering the needs of students, according to the characteristics and settings or social environment of students, (2) helping students in obtaining alternative teaching materials besides text books that are sometimes difficult to be obtained, and (3) facilitate the teacher in carrying out learning.

Related to the purpose and benefits of compiling teaching materials, then the development of language teaching materials must be managed based on a systematic approach or life cycle model. Brown mentions five hierarchical steps, (1) needs analysis, (2) modeling design, (3) development of activity programs, (4) implementation of activity programs, (5) evaluation of processes and results or implementing self-assessment.

Development of English Teaching Materials

English teaching materials are four aspects of skills, that is : listening skills, speaking skills, reading skills and writing skills. A description of the four aspects will be presented in the following.

a. English Skills

There are three positions of English in some countries around the world; English is as the first language, English is as the second language and English is as the foreign language. English as the first language used mostly in Great Britain, Scotland, Australia, United States, etc. English as the second language used mostly in some countries as the ex-imperialism of English, such as Malay, Singapore, India, Hongkong, etc. And as the rest is English is as a foreign language used in some countries that have no relationships with England at past or just for a while.

Indonesia is one of the countries that uses English as a foreign language. It means all the people cannot speak English. It is really hard for some Indonesian people to speak English. In addition, there are some obstacles or contraries of Bahasa Indonesia to English. The obstacles or the contraries will form some errors in studying English. The errors that may be made by some students while studying English are syntax, morphology, semantic or even pragmatic. Those can be serious in making the communication in English.

In studying English or other languages, there are four skills that should be gained by the students. The skills are receptive and productive skills. The receptive skills the skills that can be the cognitive for the students. It means the students can gain the information such as listening and reading. The receptive skills also mean that the students can use two of

their sense devices such as the visual and auditory. The productive skills mean that the students can produce something from their devices; it means it is the visible skills that the students have by using their mouth and hand; speaking and writing. Those skills are useful for mastering English.

In making teaching materials, will combine 4 language skills (listening, speaking, reading, writing skills) with 21st century skills (Critical Thinking and Problem Solving, Communications, Collaboration, Creativity and Innovation Skills) or 4cs. as for the understanding of the 4 language skills will be explained below.

1. Understanding Listening Skills

Listening is a process of understanding to oral symbols, appreciating, and interpreting to obtain information, capture content or messages delivered by the speaker through speech (Eliastuti, Muharomah, Yolanda, 2016). Listening makes one able to know the information or knowledge , listening also facilitates speaking and writing skills. The better listener, the better get the information or knowledge. Listening is basically very much related to hearing, but in listening requires intensity of attention.

However, listening in English is so different to Bahasa Indonesia. Sometimes, some Indonesia listeners cannot hear some pronunciation and meaning. In Bahasa Indonesia, some people have some difficulties to differ "d" to "t" in the last word, as an example, the word "wanted" will be heard as "wantet" or even some consonant clusters such as "world"; they will hear it as "word." It is also for speaking.

The other problem in listening is about context, in this case about cultural context. As the context in listening is not universal, sometimes it is really hard for some Indonesian listeners to have some images in their mind. As an example, for some Indonesians, it is really hard to imagine that the steer position in the car is in the left side of the car. As the contrary, in Indonesia, some people will steer on the right side of the car. The other example is about the condition of snow as it does not exist in Indonesia. So students must be motivated to learn listening skills according to their needs (Wang, 2007:4)

2. Understanding Speaking Skills

Daily activities cannot be separated from speaking or communicating between someone or a group with other groups. Communication events are realized or not, the feeling of mutual need between one another. In essence, speaking is a productive language skill. Speaking is a complex ability which simultaneously involves several aspects. This aspect various and its development resulted in different forms of development. Based on the reality of language, we

communicate more orally verbally than in other ways. More than half of the time is used to talk and listen (Ahmad & Alex, 2016).

In English, speaking is different also to Bahasa Indonesia. There are some rules in English that is not so important in Bahasa Indonesia. Besides the differences as above, Speaking English need prosody also. Prosody also can be said as the technique or the song while making the conversation. There are so many parts of prosody that some Indonesians should have such as "register." Register here is not like the register in sociolinguistics. Register in prosody means that pitch should be high or low based on the context of the speaker wants to utter. Sometimes, the use of register will differ the meaning. Then, "pace" is the slow or fast of the conversation. It depends on how the listener could understand the utterance. Then, "space" is the pause that can be used in communication. Space is also used for giving the opportunity for the listener could understand the meaning. Sometimes, the speaker could give long space or space to give the opportunity for the listener could process the intention or the meaning of an utterance. Volume is the next part of prosody that can be used to utter the volume of the speaker while speaking. Last, stress is the way of stressing part of the word, in this case whether the first, second or the last syllable of the word. Therefore, prosody is like the art of making an English conversation.

3. Understanding Reading Skills

Basically reading is an activity to obtain meaning. This is as William and Frederica put it: Reading is the ability to draw meaning from the printed page and this information is appropriately. Similarly, Andrew argues: Reading is the practice of using text to create meaning. (Jhonson, 2008). Reading improves the ability of conceptual thinking which is reflected when someone formulates his thoughts and ideas through words, sentences, or expressions so that the reading process is a process of understanding the reader activates prior knowledge and experience for understanding text comprehension and making meaning.

4. Understanding Writing Skills

Writing is a skill which drains the mind because sometimes someone is difficult to express ideas and thoughts in writing. Writing is a creative process of moving ideas into writing symbols, good writing can be understood by the reader. Achmad revealed that writing is a skill to create information on a media using letters. Measurement of good writing criteria include: (1) suitability of the topic, (2) conformity between paragraphs, and (3) selection of words and series of sentences (Achmad, 2016: 52).

b. English

1. English Grammar

People who want to learn languages need information about grammar. According to Keraf in the Muslich grammar is a set of language structures. The language structure includes sound, form, speech, sentence and meaning. So that when someone wants to learn a language, it certainly requires knowledge about grammar. Keraf divides grammar includes the fields of phonology, morphology, syntax and semantics (Muslich, 2010). Thus the dimensions of form in grammar includes the form of sounds, words, and sentences to support accuracy. Dimension means meaningfulness. And, the dimensions of usage are related to the suitability of the use of the language form in achieving the purpose of communicating or appropriateness.

2. English Vocabulary

Vocabulary, Tomlinson stated that "the topic of developing vocabulary teaching materials will be effective and more developed if you use a personalization approach in a context, so that students want to be involved in it". Setyawan, et al. stated in his research that vocabulary mastery also affects language skills, the importance of emphasizing vocabulary mastery serves to: (a) make students aware of the use of new words and (b) motivating students to learn and use new words (Setyawan, 2015).

3. Teaching Materials for English Awareness

Language awareness is a responsible attitude have a language that is English, willing to participate in developing English. Language awareness has characteristics including: (1) a positive attitude towards language (2) having responsibility for language, (3) having a sense of belonging to language, (4) a willingness to foster and develop language (Tomlinson, 2014). A positive attitude toward language produces a feeling of language. Language is considered an essential personal need which must be maintained.

4. Teaching Materials for English Cultural Awareness

Language is very important in the lives of individuals and society in one nation and state community. Through Indonesian language teaching materials, a community can develop its culture and build a positive image in its community and can improve cultural promotion society, especially English. In most language programs, the teaching materials are the key component. Richard argues that the teaching materials can be in terms of textbooks or the teacher's own materials which are specially designed for teaching instruction or eaching resources that were not specially prepared for the pedagogical process (Nur & Syarifuddin, 2018:94).

Language can be a means of delivering information while reflecting people's culture, by understanding language, people can know the culture and life patterns of the people who own

the language. Language can be part of the communication of nations different cultures. Teaching language is essentially teaching culture. Language and culture two sides that cannot separated from one to another, because the language is unique from one culture. As a result, ideas about language and culture must be integrated in pedagogy. language teaching material should involve sociocultural problems, and aspects of language culture (Tomlinson, 2014).

21st Century Learning Paradigm

The paradigm according to Proctor is a partnership of trust that is believed to be a group of people or a model of a thinking framework (Proctor, 2009). Thomas Khun stated that paradigm is a set of mental images or forms of thought that are outlined in a model to explain how things work. The paradigm is also to establish a conceptual framework for seeing social phenomena. In addition, the paradigm is also a prerequisite to convince yourself (Khun, 1996).

The learning paradigm is a conceptual model, or perspective, or mindset that represents ways of thinking or understanding of relationships involved in the learning process such as teaching materials, control learning, and generate new learning paradigms.
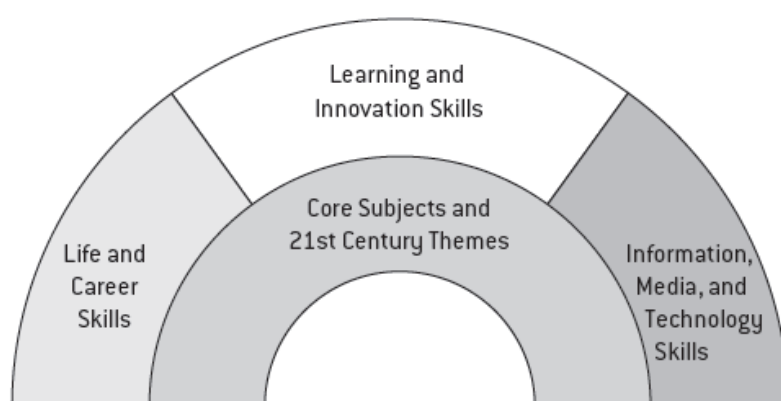
Picture 1.1 The 21st Century Knowledge-and-Skills Rainbow

The 21st Century Knowledge-and-Skills Rainbow, illustrates the desired student outcomes most needed for our times including learning through traditional school subjects and contemporary content themes, combined with 21st century skills. The framework adds to the traditional subjects interdisciplinary 21st century themes relevant to some of the key issues and problems of our times, such as global awareness. the core subjects and interdisciplinary 21st century themes are surrounded by the three sets of skills most in demand in the 21st century:

- Learning and innovation skills
- Information, media, and technology skills

- Life and career skills

In this case the researcher will focus on Learning and Innovation Skills (LIS), because university less teach applied skills such as: critical thinking and problem solving, communications, collaboration, creativity and innovation, (4Cs) (Triling & Fadel, 2009).

Learning to Learn and Innovate

The first set of 21st century skills focuses on critical learning skills and innovation: (1) Critical thinking and problem solving (expert thinking), (2) Collaboration, (3) Communication , (complex communicating), (4) Creativity and innovation (applied imagination and invention). These skills are the keys to unlocking a lifetime of learning and creative work.

Critical thinking and problem solving, and communication and collaboration, are the key learning and knowledge work skills that address these new work skill demands. The 21st century global economy is also requiring higher levels of imagination, creativity, and innovation to continually invent new and better services and products for the global marketplace. The following will discuss the details of Learning and Innovation Skills, (Triling & Fadel, 2009).

Critical Thinking and Problem Solving

Critical thinking and problem solving are considered by many to be the new basics of 21st century learning. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high demands on thinking, and active use of knowledge (Lee and Gong, 2019). What's more, the lockstep, one-before-the-other learning sequence that teachers have been taught in education schools and enshrined in the famous "Taxonomy for Learning first knowledge, then comprehension, then application, then analysis, then synthesis, and finally evaluation has been shattered by decades of accumulated research that proves this is not how students really learn most effectively or in many cases, not how they learn at all, (Triling & Fadel, 2009).

The revised version of the taxonomy uses the updated terms remember, understand, apply, analyze, evaluate, and create, and it provides defi nitive proof that, as the authors point out, "these processes can be learned at the same time or even in reverse order. Furthermore, research has shown that combining many of these thinking skills improves learning outcomes. Creating, applying, remembering, analyzing, understanding, and evaluating can all be used together in rich, well designed learning activities and projects to improve the effectiveness and longevity of learning results. The project team had to present the results.

Table 1.1 Critical Thinking and Problem Solving Skills

Students should be able to:
Reason eff ectively • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
Use systems thinking • A nalyze how parts of a whole interact with each other to produce overall outcomes in complex systems
Make judgments and decisions • Effectively analyze and evaluate evidence, arguments, claims and beliefs • Analyze and evaluate major alternative points of view • Synthesize and make connections between information and arguments • Interpret information and draw conclusions based on the best analysis • Reflect critically on learning experiences and processes
Solve problems • Solve diff erent kinds of nonfamiliar problems in both conventional and innovative ways • Identify and ask signifi cant questions that clarify various points of view and lead to better solutions
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Of its research in a way that appealed to other students, engaging their interest through images, animations, video, and interactive games, as well as through clear and concise writing.

Communication and Collaboration

While education has always been concerned with the basics of good communicating correct speech, fl uent reading, and clear writing digital tools and the demands of our times call for a much wider and deeper personal portfolio of communication and collaboration skills to promote learning together, (Triling & Fadel, 2009).

Table 1.2 Communication and Collaboration

Communication and Collaboration Skills
Students should be able to:
Communicate clearly
• **Articulate thoughts and ideas eff ectively using oral, written and nonverbal communication skills in a variety of forms and contexts**
• **Listen eff ectively to decipher meaning, including knowledge, values, attitudes and intentions**
• **Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)**
• **Utilize multiple media and technologies, and know how to judge their eff ectiveness a priori as well as assess their impact**
• **Communicate eff ectively in diverse environments (including multi-lingual)**
Collaborate with others   • **Demonstrate ability to work eff ectively and respectfully with diverse teams**   • **Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal**   • **Assume shared responsibility for collaborative work, and value the individual contributions made by each team member**

Skills can be learned through a wide variety of methods, but they are best learned socially by directly communicating and collaborating with others, either physically, face to face, or virtually, through technology. Team learning projects that involve intense communication and collaboration during the course of the project are excellent ways to develop these skills (more on this and other powerful learning methods

Creativity and Innovation

Given the 21st century demands to continuously innovate new services, better processes, and improved products for the world's global economy, and for the creative knowledge work required in more and more of the world's better paying jobs, it should come as no surprise that creativity and innovation are very high on the list of 21st century skills, (Triling & Fadel, 2009).

Traditional education's focus on facts, memorization, basic skills, and test taking has not been good for the development of creativity and innovation. Creativity is based on something that virtually everyone is born with: imagination. People from widely diverse backgrounds and educational experiences have made creative, innovative contributions to all aspects of art, culture, science, and knowledge through the ages. Creativity and innovation can be nurtured by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures. They can be developed, like many other skills, through practice over time.

Table 1.3 Creativity and Innovation Skills

Creativity and Innovation Skills
Students should be able to:
Think creatively   **Use a wide range of idea creation techniques (such as brainstorming)**   **Create novel, new and worthwhile ideas (both incremental and radical concepts)**

- **Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts**

Work creatively with others

- **Develop, implement and communicate new ideas to others Effectively**
- **Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work**
- **Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas**
- **View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes**

Implement innovations

- **Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur**

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Critical thinking and problem solving, communication and collaboration, and creativity and innovation are three top drawer skill sets in our toolbox for learning, work, and life in the 21st century.

Methodology

Research design Tomlinson declared research and development teaching materials there are 15 stages of the system approach to education research and development models, 1) rationale for participant needs, (2) independence/autonomy, (3) self-development, (4) critical thinking and problem solving, (5) communication, (6) collaboration/cooperation, (7) creativity (8) innovation, (9) content of language teaching materials, (10) suitability of business, communication, and IT teaching materials, (11) task authentication, (12) image display, (13) ease of access, (14) links, (15) stimulus (Tomlinson, 2003; Ampa, 2013). The design of this

learning process will be effective if the teaching material model adapts to the needs of students and the times.

Data

This research is included in the mix method. This type of data consists of qualitative and quantitative data. Qualitative data in the form of descriptive data and reactive data. Descriptive data in the form of comments, criticisms, and suggestions, corrections, and assessments provided by experts. Reactive data in the form of comments and interpretations or interpretations of descriptive data by researchers. Quantitative data is a post test of English language learning outcomes in "English for Specific Purposes" course at Kalbis Institute from the implementation of the product effectiveness test. Qualitative and quantitative data obtained through: needs analysis model feasibility.

Data source

Data sources are obtained from students, lecturers, experts, learning documents like textbooks the value of learning outcomes, reading material related to research problems. Data regarding syllabus needs, lecture event unit, and teaching materials: existing lecturers, students, and learning documents. Data analysis was collected by questionnaire techniques, documentation, and interviews.

Data analysis

Analysis activity selected in two (a) analysis of data from experts (b) analysis of product trial data. Expert analysis activities carried out with domain analysis techniques. Data is grouped based on content domain, format, and language based on the model of teaching material developed. Each data domain is reflected to make conclusions. The conclusions of the results of the analysis were used to revise the "English for Specific Purposes" teaching material as a General Course in higher education.

Findings

This research was conducted by trial in small groups and large groups, then experimented and tested its effectiveness, and apply the four indicators, much needed, needed, less needed, and not needed. The following are research findings based on several indicators presented, including: Rationale/Requirements for Indonesian Business, Communication and IT, Independence and Autonomy, Self-development, Critical Thinking and Problem Solving,

Communication, Collaboration/Cooperation, Creativity, Innovation, Contents of Language Teaching Materials, Suitability of Business, Communication, and IT Teaching Materials, Task Authentication, Image display, Ease of Access, Link, Stimulus. and almost all answers are **much needed.** Then for the results of the effectiveness test is:

Tabel 1.4 Small Group Experiment Class

	Small Group Experiment Class					
	Small Group Experiment Class Code=1					
No	Small Group	Pretest	Post	N-Gain Score (%)	Score	Persen
1	1	60	85	63		
2	1	60	84	60		
3	1	50	83	66		
4	1	60	84	60		
5	1	60	85	63		
6	1	60	85	63		
7	1	60	84	60		
8	1	60	85	63		
9	1	62	85	61		
10	1	60	84	60		
11	1	62	85	61		
12	1	60	84	60		
13	1	60	84	60		
14	1	50	85	70		
15	1	50	80	60		
16	1	60	84	60		
17	1	60	85	63		
18	1	60	85	63		
19	1	62	85	61		

20	1	50	83	66
21	1	60	85	63
22	1	60	84	60
23	1	58	85	64
24	1	50	85	70
25	1	60	85	63
26	1	60	84	60
27	1	60	85	63
28	1	60	85	63
29	1	60	84	60
30	1	50	85	70

Picture 1.2 Small Group Trial Test Chart
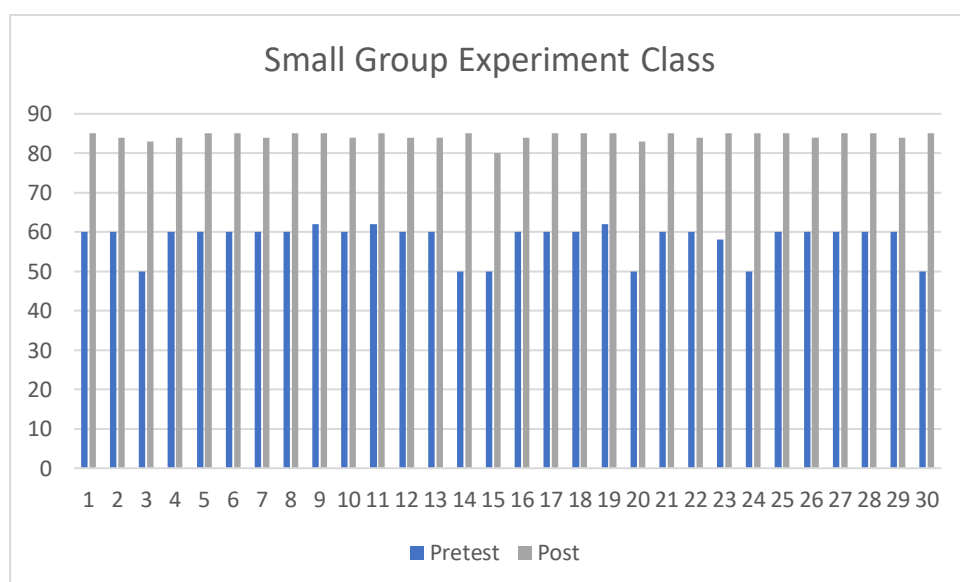
Value Category:

86-100= Very Good

76-85 = Good

60-75 = Good Enough

<59   =Less

Based on the table and graph data above, it can be seen that almost all students experienced an increase in grades in the **good** category. And for the large group effectiveness test is:

Tabel 1.6 Large Group Experiment Class

No	Large Group	Pretest	Postest
1	2	80	98
2	2	80	99
3	2	80	100
4	2	80	98
5	2	80	100
6	2	80	98
7	2	80	100
8	2	80	99
9	2	85	100
10	2	80	100
11	2	80	100
12	2	80	99
13	2	80	98
14	2	80	100
15	2	80	100
16	2	85	99
17	2	80	100
18	2	80	99
19	2	80	100
20	2	80	99
21	2	80	100
22	2	80	99
23	2	80	100
24	2	84	100
25	2	83	99
26	2	85	100
27	2	84	100
28	2	80	99
29	2	80	98
30	2	80	100
31	2	80	100

32	2	82	100
33	2	87	100
34	2	85	99
35	2	80	100
36	2	81	99
37	2	82	100
38	2	84	100
39	2	84	100
40	2	80	100
41	2	84	100
42	2	84	99
43	2	80	99
44	2	81	100
45	2	80	100
46	2	83	100
47	2	83	100
48	2	85	99
49	2	85	99
50	2	83	100
51	2	84	100
52	2	81	99
53	2	83	100
54	2	82	100
55	2	81	99
56	2	82	100
57	2	81	100
58	2	82	100
59	2	82	99
60	2	81	100
61	2	82	100
62	2	81	100

Picture 1.3 Large Group Trial Test Chart
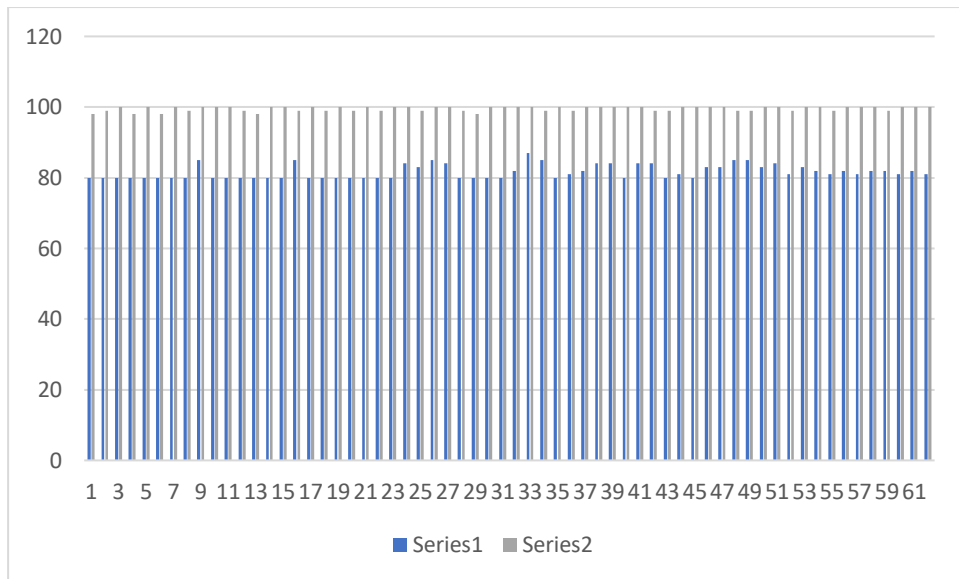
Based on the table and graph data above, it can be seen that almost all students experienced an increase in grades in the **very good** category.

Tabel 1.7 For the results of calculating the N-Gain Score

No	Small Group Class	No	Large Group Class
	N-Gain Score (%)		N-Gain Score (%)
1	63	1	90.0
2	60	2	95.0
3	66	3	100.0
4	60	4	90.0
5	63	5	100.0
6	63	6	90.0
7	60	7	100.0
8	63	8	95.0
9	61	9	100.0
10	60	10	100.0
11	61	11	100.0
12	60	12	95.0
13	60	13	90.0

14	70	14	100.0
15	60	15	100.0
16	60	16	93.33
17	63	17	100.0
18	63	18	95.0
19	61	19	100.0
20	66	20	95.0
21	63	21	100.0
22	60	22	95.0
23	64	23	100.0
24	70	24	100.0
25	63	25	94.74
26	60	26	100.0
27	63	27	100.0
28	63	28	95.0
29	60	29	90.0
30	70	30	100.0
		34	93.33
		35	100.0
		36	94.74
		37	100.0
		38	100.0
		39	100.0
		40	100.0
		41	100.0
		42	93.75
		43	95.0
		44	100.0
		45	100.0
		46	100.0
		47	100.0
		48	93.33

	49	93.33
	50	100.0
	51	100.0
	52	94.74
	53	100.0
	54	100.0
	55	94.74
	56	100.0
	57	100.0
	58	100.0
	59	94.44
	60	100.0
	61	100.0
	62	100.0
	Average	97,3364
	Max	100
	Min	75

So it can be concluded that students need contemporary teaching materials with the needs of the 21st century, especially in the aspect Learning and Innovations Skills, and after testing all got **very good results.**

Pedagogical Implication

Research on developing models of English teaching materials by applying Critical Thinking and Problem Solving, Communications, Collaboration, Creativity and Innovation Skills (4cs) of the New Learning Paradigm to Language Materials. The development of this model of teaching materials has been adapted to the needs of teachers and participants through a series of stages of Tomlinson, Hutchinson and Waters, and Barnard and Zemach. This development model was chosen because it has a complete structure from information gathering to implementation which is passed through development planning, several trials, and revisions. Meanwhile, the development of the Hutchinson and Waters model was chosen because this

research is task-based and this model is the most suitable for the research objective, namely developing various skills.

English language teaching materials will be equipped with a syllabus. In addition to focusing on input, content, and language, the development of Hutchinson and Waters model teaching materials also focuses on tasks and exercises about language and its use. Finally, the reason for choosing the Barnarz and Zemach model is because the purpose of this research is to produce special purpose teaching materials on campus that are characterized by business, communication, and IT. Based on the research that has been done, the following conclusions can be drawn.

First, based on the analysis of participant needs obtained through a questionnaire consisting of 13 dimensions, namely the rational dimensions of student needs, independence, self-development, creativity, cooperation, content, suitability, task authenticity, cultural sensitivity, appearance, ease of access, links, and stimuli. (Tomlinson, 2003; Ampa, et al, 2013), the results show that the need for a model of teaching materials that teaches Critical Thinking and Problem Solving, Communications, Collaboration, Creativity and Innovation Skills (4cs) skills is very high. The results of the needs analysis obtained a high average percentage. The average respondent's answer is 3.95. Based on the description of the need, it can be concluded that the respondent's answer really needs all the dimensions proposed.

Based on the analysis of lecturer needs obtained through a questionnaire consisting of 10 dimensions, namely guidelines, choices, reflection/innovation, methodology, flexibility, image display, ease of access, cultural sensitivity, links, and stimuli (Tomlinson, 2003; Ampa, 2013) it can be concluded that the respondent's answer is 3.75, it can be said that all respondents really need all the dimensions proposed.

Second, based on observations and interviews with lecturers, data regarding the syllabus and available teaching materials can be said to be not in accordance with the needs of students and have not been updated according to campus characteristics. The preparation of the syllabus has not been based on the results of the analysis of the needs of students and lecturers, nor has it been based on certain theoretical studies so that it is not clear what types and approaches are used in the existing syllabus. Thus, learning objectives and achievements, evaluations, and competencies are not yet available.

Based on Tomlinson's theory of selecting teaching materials based on 13 dimensions for students and lecturers, it was found that the design of the Indonesian language teaching material model was developed based on the Ajeng Tina Mulyana development model, namely ATM which is able to present teaching materials that are able to make students into figures

who have skills, both skills and abilities. language and skills Critical Thinking and Problem Solving, Communications, Collaboration, Creativity and Innovation Skills (4cs) and adapt to the uniqueness of the campus research place.

Third, the model of English teaching materials by applying Critical Thinking and Problem Solving, Communications, Collaboration, Creativity and Innovation Skills (4cs) has been tested in large and small classes, the results of implementation and effectiveness tests can be seen that the average increase of all respondents is 80%. This shows the effectiveness of using the developed teaching material model. Thus, based on the entire series of research conducted, the shortage of previous teaching materials has now been resolved.

In addition, qualitatively it can be concluded that English teaching materials by applying Critical Thinking and Problem Solving, Communications, Collaboration, Creativity and Innovation Skills (4cs), based on the lecturer's perception are as follows. 1) Teaching materials have a complete syllabus and task design, accompanied by varied assignments and touch all skills so that they can help lecturers in teaching, 2) Teaching materials are equipped with participant workbooks and make lecturers more confident in learning activities .

Based on participants' perceptions, the topics and language tasks are very training various skills, and helping students to study independently so as to make participants enthusiastic about learning English even if it is only as a complementary course.

Conclusion and Discusion

Referring to the results of research and discussion, teaching materials English for Specific Purposes now not suitable with the needs of students and lecturers so that there is a gap in needs between students and the world of work. Development of English for Specific Purposes materials by integrating 21st century learning on Learning and Innovation Skills (LIS) developed by following the principles of research and development so that material is relevant to its use in the 21st century and the demands of work and integrate aspects of skills and linguistics.

Recommended development of teaching materials that adjust to the times and demands of work, because the output from education is not only the achievement of learning outcomes in the form of numbers but also how they (students) can survive in real life after graduating from college.

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