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THE EFFECT OF INSTAGRAM ON SENIOR HIGH SCHOOLS STUDENTS' VOCABULARY

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Abstract

This research investigates how Grade XI senior high school students utilize Instagram for vocabulary enhancement and the platform's impact on their language proficiency. Employing a qualitative approach, the research uses interview to gather data from Grade XI students. Findings reveal that students actively engage with diverse content on Instagram, employing strategies like dictionary apps and Google Translate to understand new vocabulary. Instagram's visual and interactive nature, coupled with incidental learning opportunities, significantly contributes to vocabulary development, as evidenced by students' increased confidence and active use of new words in their communication. The study concludes that Instagram serves as a valuable tool for incidental vocabulary learning, complementing traditional methods. It suggests further research into the long-term impact of Instagram on vocabulary retention and the development of pedagogical frameworks for integrating Instagram into language learning.

Keywords: Effect, senior high school, students, vocabulary, instagram.

BACKGROUND

In recent years, the integration of technology and education has become a significant area of interest among researchers and educators. Traditional teaching methods are being supplemented and, in some cases, replaced by innovative approaches that leverage the power of technology and digital platforms. One such platform that has gained immense popularity, especially among the younger generation, is social media. Among the various social media platforms, Instagram stands out as a visual-centric platform that offers an array of opportunities for educational purposes. The platform is used by college students across the world (Korich, 2016).

Instagram, with its emphasis on images and short videos, has become a ubiquitous part of teenagers' daily lives (Afrian et al., 2020). With one billion users worldwide, Instagram is a common topic in media and

scholarly debates (Caldeira, 2021). Its accessibility and ease of use make it an attractive tool for educators seeking to engage students in new and meaningful ways. The platform's capacity to efficiently deliver visual stimuli aligns with contemporary pedagogical strategies focused on visual learning and engagement (Al-harbi, 2017). Modern social media platforms have transcended their original function as simple communication tools, now offering a diverse range of features encompassing entertainment, social networking, career development, e-commerce, and even education (Engelbrecht & Borba, 2023), especially in language learning.

Language learning, particularly vocabulary mastery, is a fundamental aspect of education. The ability to effectively communicate and comprehend written and spoken language is crucial for academic

success and personal development. Vocabulary proficiency has been linked to improved reading comprehension, writing skills, and overall cognitive development.

Vocabulary plays a pivotal role in empowering students to construct intricate sentences effortlessly. Sentences, the building blocks of communication, are intricately woven from the threads of vocabulary. However, a considerable number of secondary school students face a formidable challenge in enriching their lexical repertoire. Within the realm of English language learning, vocabulary holds a significant position, serving as a bridge for students to comprehend this novel language, foreign to their linguistic milieu (Hernawati, 2015).

The acquisition of vocabulary demands an understanding of the contextual meanings of words. The essence of vocabulary can be likened to the cornerstone of a language's edifice; without it, the act of speaking would unravel into meaninglessness, potentially rendering the exchange of ideas insurmountably arduous. Joklova (2009) succinctly captures the essence of the term "vocabulary" as a collection of words or their amalgamations within a specific linguistic domain. Given that English is not the native tongue for many, the divergence between Indonesian and English vocabulary exacerbates the challenge, often rendering mastery an elusive pursuit.

Many researchers have explored the potential of digital tools in enhancing vocabulary acquisition (Engelbrecht & Borba, 2023), including Instagram. Acknowledging the potential of Instagram as a vocabulary-building tool, this paper aims to delve into its impact on senior high school students. Therefore, this research undertakes a rigorous examination of Instagram's potential to influence vocabulary acquisition among senior high school students, with the goal of determining how this visually oriented social media platform can be strategically leveraged to foster enhanced

vocabulary development and overall language proficiency.

METHOD OF THE RESEARCH

In this research, the researcher applied qualitative research. Qualitative research is one of the research method that produces descriptive data in the form of speech or writing and the behavior of those observed (Creswell & Creswell, 2017). Qualitative research is a holistic approach that involves discovery and is often described as an unfolding model that occurs in a natural setting, enabling the researcher to develop a high level of detail from actual experiences. This study was considered qualitative because it was concerned with a qualitative phenomenon. That there are two characteristics of qualitative research: first, qualitative research has the natural setting as the direct source of data, and the researcher is the key instrument. Second, qualitative research is descriptive. In summary, the researcher selected a descriptive qualitative research approach because it dealt with the phenomenon of vocabulary mastery. The results of this research were described descriptively. The data for the research were collected using questionnaires and student interviews.

The participants in this study specifically consisted of Grade XI students of SMK Negeri 1 Sausu, Central Sulawesi. This choice of participants allowed for a focused investigation into how Instagram influenced vocabulary enhancement among this particular group within the defined educational institution. Inclusion Criteria:

- Grade Level: Participants will be limited to Grade XI students at SMA Negeri 1 Sausu.
- Instagram Users: Participants should have active Instagram accounts and use the platform regularly.

The research employed purposive sampling to select 10 Grade XI students of

SMK Negeri 1 Sausu. The sample size was determined based on the research design and statistical considerations, aiming to ensure that the sample was both representative of this specific group and statistically significant. Informed consent was obtained from each participant, and their privacy and confidentiality were maintained throughout the research process. This focused approach provided valuable insights into the vocabulary development of the students through their use of Instagram.

Data was indeed the most important part of this study because, with data, the researcher could discover the results of the research. In this study, the researcher used interviews as the research instrument. Interviews were conducted with students. The decision to solely use interviews was driven by the need for in-depth exploration of the research topic. Interviews provided a platform for participants to express themselves freely and share rich, detailed narratives about their experiences and perceptions related to Instagram and vocabulary enhancement.

Data collection techniques are the most strategic step in research, because the main goal of research is getting data. In this research, data was collected exclusively through face-to-face interviews with the participants. To ensure the collection of relevant and comprehensive data, a structured interview approach was adopted. The researcher prepared a set of predetermined questions that aligned with the research objectives, focusing on the participants' experiences, perceptions, and practices related to Instagram and vocabulary enhancement. During the interviews, the researcher created a comfortable and open environment to encourage participants to share their thoughts and experiences freely. The researcher actively listened to the participants' responses, asked follow-up questions for clarification, and probed deeper into specific areas of interest. Detailed notes were taken during each

interview to capture the nuances of the participants' responses and non-verbal cues.

To ensure data quality and consistency, the researcher maintained a consistent interview protocol across all participants. The interviews were conducted in a private setting to ensure confidentiality and allow participants to speak openly without fear of judgment or reprisal. The researcher also obtained informed consent from each participant before conducting the interview.

By employing this systematic and thorough approach to data collection through interviews, the researcher aimed to gain a deep and nuanced understanding of how Instagram influenced vocabulary enhancement among Grade XI students of SMA Negeri 1 Sausu. The data collected through the interviews provided valuable insights into the participants' experiences, strategies, and perceptions, contributing to the overall findings and conclusions of the research. After the data are collected through doing questionnaire and interview, then the data are analyzed. The data analysis for the present study is done by applying the procedures suggested by Miles and Huberman (2014) covering data reduction, data display, and conclusion drawing that is done interactively.

Data Reduction

Data reduction is a form of analysis that sharpens sorts, focuses, discards, and organizes the data in such a way that a final conclusion can be drawn and verified. In data reduction, the researcher selects, focuses, simplifies, abstracts, and transforms the data that appear in written up fieldnotes or transcriptions.

Data Display

Data display is a form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to draw a final conclusion. In this research, the researcher will use cross – case analysis. The principles applied in analyzing

across cases essentially parallel those employed in the intra-case analysis.

Conclusion Drawing

Conclusion is the last of procedure of analyzing the data of the study. In the context of the study, after the data is displayed, a conclusion is drawn. There are two kinds of conclusions that the researcher draws in this study, they are temporary and final conclusion drawing. If the temporary conclusion drawing is valid in that it can answer the research problem being investigated in the study, the researcher can use it as a final conclusion drawing. On the other hand, if the data does not valid or the result unclear, the researcher should repeat the process starting from displaying the data in order to check whether the data display are in line with the formulation of the research problems being investigated in the study or not. In other words, final conclusion can be made whether the data display answer the research problems being investigated in the present study or not.

FINDING AND DISCUSSION

Findings

The research findings of this research concerning the utilization of Instagram as a tool for vocabulary enhancement among Grade XI Students of SMK Negeri 1 Sausu, Central Sulawesi. The primary objectives of this research are twofold: to investigate and understand the diverse strategies and methods employed by students to harness Instagram as a valuable resource for enriching their vocabulary and to evaluate the impact of Instagram on the vocabulary development of students, examining the extent to which it contributes to expanding their lexicon and overall language proficiency. By addressing these objectives, this research aims to shed light on the practical applications of Instagram for educational purposes and assess its effectiveness in fostering vocabulary growth among students. The findings presented in

this chapter are based on data collected through questionnaires and interviews, providing insights into how students utilize Instagram for vocabulary learning, the types of content they engage with, and the perceived impact on their vocabulary development. The data patterns are presented below.

First, students were asked about their content consumption, educational resources, engagement with vocabulary, and vocabulary sources. The findings are presented in the following table.

Table 1. Enhancing Vocabulary through Instagram

| Questions | Students' Responses |
|--|---|
| Content Consumption: What types of content do you engage with most often on Instagram, such as posts, stories, reels, or IGTV? | <p>Student 1: A lot of things! I follow my friends, of course, but also some funny meme pages, art accounts, and a few "studygrams" – you know, those accounts about studying and learning.</p> <p>Student 2: It's a mix. I follow friends and family, of course, but I also really enjoy travel accounts. Seeing beautiful places from around the world is my favorite! I also follow a few English-language news accounts and some meme pages for a good laugh.</p> <p>Student 3: I'm a big fan of music, so I follow a lot of bands and singers, both Indonesian and international. I also like seeing what my friends are up to and enjoy funny animal videos.</p> <p>Student 4: I'm a big fan of sports, jadi I follow a lot of athletes and sports clubs, both Indonesian and international. I also enjoy seeing what my friends are up to, especially if there are funny memes or cool sports videos.</p> <p>Student 5: Many things. I follow my friends, and then some news contents, motivation quotes. Sometimes I like to see fun videos and makeup tutorial.</p> <p>Student 6: I really like art and photography, so I follow a lot</p> |

| Questions | Students' Responses | Questions | Students' Responses |
|---|--|---|--|
| | <p>of artists and photographers, both Indonesian and international. I also like to see what my friends are up to and look at funny memes.</p> <p>Student 7: I really like fashion, so I often look at fashion accounts, both from Indonesia and abroad. I like seeing outfit inspiration, makeup tutorials, fashion news, basically anything related to fashion.</p> <p>Student 8: I'm really into gaming, so I often see accounts that discuss games, esports, reviews of the latest games, tips and tricks, basically everything related to games.</p> <p>Student 9: I'm really into food, so I often look at culinary accounts, food bloggers, restaurants, cafes, basically anything related to food. I also follow some international chefs and food accounts.</p> <p>Student 10: I really like reading books, so I often look at the accounts of publishers, bookstores, <i>bookstagrammers</i>, book reviews, basically everything related to books. I also follow some international authors and book clubs.</p> | <p>words or phrases on Instagram, and what steps do you take to understand them?</p> | <p>Student 2: Uses Google Translate or a dictionary app.</p> <p>Student 3: Looks up the word or phrase.</p> <p>Student 4: Uses Google Translate.</p> <p>Student 5: Uses Google Translate.</p> <p>Student 6: Looks up the meaning.</p> <p>Student 7: Looks up the meaning to understand.</p> <p>Student 8: Looks up the meaning to understand.</p> <p>Student 9: Looks up words they do not know.</p> <p>Student 10: Looks up words they do not know.</p> |
| Educational Resources: Which educational or language-learning accounts do you follow on Instagram, and how do they influence your vocabulary? | <p>Student 1 mentions following "<i>studygrams</i>," which are accounts about studying and learning. They say these accounts have helped them learn new study-related words and more sophisticated words used in inspirational quotes.</p> <p>Student 2 follows a few educational accounts that sometimes use challenging vocabulary, contributing to their English learning.</p> <p>Students 3, 4, 5, 6, 7, 8, 9, and 10 do not mention following educational or language-learning accounts.</p> | <p>Vocabulary Sources: Describe the types of accounts where you frequently learn new vocabulary and explain how this happens.</p> | <p>Student 1: <i>Studygrams</i> and news accounts, as well as some fashion accounts that use descriptive language.</p> <p>Student 2: Travel, news, meme, and educational accounts.</p> <p>Student 3: Music accounts (through lyrics), news accounts, and accounts that share interesting facts or quotes.</p> <p>Student 4: Sports, news, and accounts that share interesting facts or quotes.</p> <p>Student 5: News accounts and accounts that post motivational quotes.</p> <p>Student 6: Art and photography accounts, news accounts, and educational accounts.</p> <p>Student 7: Fashion accounts, particularly those from other countries, and fashion news or</p> |
| Engagement with Vocabulary: How do you handle encountering new | <p>Student 1: Looks up new words in a dictionary app.</p> | | |

| Questions | Students' Responses |
|-----------|---|
| | beauty accounts discussing the latest trends. |
| | Student 8: Gaming accounts, especially those from other countries, and gaming news or review accounts. |
| | Student 9: Food accounts, both Indonesian and international, cooking shows, and food documentaries in English. |
| | Student 10: Book-related accounts, both Indonesian and international, literary magazines, and websites that share articles and essays in English. |

Table 1 presents the responses of the students on how they use Instagram to enhance their vocabulary. The students were asked about their content consumption, educational resources, engagement with vocabulary, and vocabulary sources. The responses reveal that students primarily use Instagram for entertainment and social connection, following friends, family, and accounts related to their interests like memes, art, music, sports, travel, fashion, gaming, food, and books.

While some students mentioned following educational or language-learning accounts, most did not actively seek out such resources on the platform. When encountering new words or phrases, students generally rely on dictionary apps or Google Translate to understand their meanings. They learn new vocabulary from various sources, including studygrams, news accounts, fashion accounts, travel accounts, music lyrics, sports accounts, motivational quotes, art and photography accounts, gaming accounts, food accounts, and book-related accounts. Overall, the patterns in Table 1 suggest that while Instagram is not primarily used for educational purposes by these students, it still plays a role in incidental vocabulary learning through

exposure to diverse content and the use of tools to look up unfamiliar words.

Table 2. Instagram Effect on students' vocabulary development

| Questions | Students' Responses |
|---|---|
| Usage Patterns: How frequently do you use Instagram, and how much time do you spend on it daily? | Student 1: Almost every day, for around an hour total, checking it a few times throughout the day. Student 2: Almost every day, for 30 minutes to an hour. Student 3: A few times a day, adding up to 30 minutes or so. Student 4: A few times a day, adding up to 30 minutes or so. Student 5: Almost every day, for around an hour total, checking it throughout the day. Student 6: Almost every day, for around an hour, on and off throughout the day. Student 7: Almost every day, for around an hour, in small chunks throughout the day. Student 8: Almost every day, for around an hour, in small chunks throughout the day. Student 9: Almost every day, for 30 minutes to an hour, in small chunks. Student 10: Almost every day, for 30 minutes to an hour, in small chunks. |
| Active Learning: How do your interactions, such as commenting on posts or participating in discussions on Instagram impact your vocabulary building? | Student 1: Sometimes uses new words in comments to sound funny or impress others. Student 2: Chats with people from other countries, encouraging them to use and practice new vocabulary. Student 3: Sees commenting as a chance to practice writing and receive corrections. Student 4: Sees commenting as a chance to |

| Questions | Students' Responses | Questions | Students' Responses |
|---|---|--|--|
| | practice writing and receive corrections. | | word choice, which they see as a learning opportunity. |
| | Student 5: Practices writing, even with occasional typos or grammar mistakes, and learns from corrections. | | Student 6: Compliments on their English and occasional corrections, which they appreciate. |
| | Student 6: Practices writing, though sometimes feels nervous about making mistakes. | | Student 7: Corrections from others on grammar or word choice, as well as compliments, which they find encouraging. |
| | Student 7: Sees commenting as a way to practice and improve, even though mistakes happen. | | Student 8: Compliments and corrections from other gamers. |
| | Student 8: Sees commenting as a way to practice, and is not afraid of making mistakes. | | Student 9: Corrections from others on grammar or word choice, as well as compliments, which they find motivating |
| | Student 9: Practices writing and chats with other "foodies" from different countries. | | Student 10: Corrections from others, which they appreciate, and occasional compliments. |
| | Student 10: Practices writing and discusses books with other readers. | Comparison to Other Platforms: In what ways do you find Instagram different from other social media platforms regarding vocabulary learning opportunities? | Student 1: Finds Instagram more visual, making words stand out and easier to remember. |
| Feedback and Reinforcement: What kind of feedback have you received on your use of vocabulary in comments or posts? | Student 1: Playful teasing from friends for using "big words," but also positive feedback from the English teacher on using more advanced vocabulary in essays. | | Student 2: Finds Instagram more engaging due to the combination of visuals and storytelling captions, aiding memory. |
| | Student 2: Occasional corrections from others, which they appreciate as a learning opportunity. | | Student 3: Appreciates the visual nature of Instagram, making it feel like mini-English lessons while scrolling. |
| | Student 3: Positive feedback from their English teacher on using a wider range of vocabulary in writing. | | Student 4: Finds the visual nature of Instagram helpful for learning, as words and captions stand out. |
| | Student 4: Positive feedback from their English teacher on using a wider range of vocabulary in writing. | | Student 5: Finds Instagram more visually appealing, making words and captions eye-catching and aiding learning. |
| | Student 5: Corrections from friends on grammar or | | |

| Questions | Students' Responses |
|-----------|---|
| | Student 6: Believes Instagram's visual nature requires interesting words and captions to grab attention, making it a fun and creative way to learn. |
| | Student 7: Finds it easier to connect words with images on Instagram, making it a fun and engaging way to learn. |
| | Student 8: Finds it easier to connect words with images and videos of games on Instagram, making it a fun and engaging way to learn. |
| | Student 9: Finds it easier to connect words with images of food on Instagram, making it a fun and "delicious" way to learn. |
| | Student 10: Finds the visual aspect of Instagram, with book covers and illustrations, makes it more interesting to learn new words and expressions. |

Table 2 details the influence of Instagram on the vocabulary development of ten students. It explores their usage patterns, active learning, feedback and reinforcement, and comparison to other platforms. All students reported using Instagram almost daily, spending between 30 minutes to an hour on the platform, usually in small chunks throughout the day. Students engage in active learning by commenting on posts and participating in discussions. They use this as an opportunity to practice writing, receive corrections, and learn new vocabulary. Some students even use new words in comments to impress others or make jokes. Students receive feedback in the form of playful teasing, corrections, and compliments. This feedback, both positive and negative, contributes to their vocabulary development. Some students have even noticed improvements in their essays and writing due to the vocabulary they've learned on

Instagram. Students generally find Instagram more visually appealing and engaging than other platforms. The combination of visuals and captions makes learning new words easier and more enjoyable. They appreciate the bite-sized nature of the content, which feels like mini-English lessons while scrolling.

Overall, Table 2 suggests that Instagram, while primarily used for entertainment and social connection, also serves as an incidental language learning tool. The platform's visual nature, combined with active engagement and feedback, contributes to vocabulary development in a fun and engaging way.

Discussion

The research findings reveal that students actively employ Instagram as a tool for vocabulary enhancement. They engage with diverse content, including posts, stories, reels, and IGTV, from various accounts such as friends, family, meme pages, studygrams, travel accounts, news sources, music accounts, sports accounts, food accounts, and book accounts. This active engagement aligns with the concept of incidental learning, where students encounter new words and phrases in context, as highlighted by Hiebert and Kamil (2005). Students reported utilizing various strategies to understand unfamiliar vocabulary, such as using dictionary apps, Google Translate, or inferring meaning from context. This proactive approach to learning demonstrates their commitment to vocabulary development, as emphasized by Moeller et al. (2009), who highlighted the importance of vocabulary in language learning. The research also reveals the influence of Instagram on students' vocabulary development. Students reported a noticeable increase in their vocabulary, particularly in areas related to their interests. They attributed this growth to their exposure to diverse content and interactions on the platform. For example, Student 1 mentioned that their English teacher noticed they were

using more advanced vocabulary in their essays, while Student 2 reported picking up new words related to different cultures, food, and travel destinations. These findings align with previous research by Dewi (2023), who found that students exposed to vocabulary instruction through Instagram achieved higher average scores than those taught using conventional methods.

Furthermore, the study highlights the role of Instagram in fostering active learning and providing feedback and reinforcement. Students engage in discussions, comment on posts, and interact with others, using these opportunities to practice their English skills and receive feedback. This aligns with Social Cognitive Theory, which emphasizes the role of observation, imitation, and reinforcement in learning. The positive feedback and corrections received on Instagram serve as reinforcement, encouraging students to continue using and expanding their vocabulary. For instance, Student 3 mentioned that their English teacher commented on their wider range of vocabulary in writing, which they attributed partly to their use of Instagram. The research also found that students generally find Instagram more visually appealing and engaging than other platforms. The combination of visuals and captions makes learning new words easier and more enjoyable. They appreciate the bite-sized nature of the content, which feels like mini-English lessons while scrolling. This aligns with the findings of Auly et al. (2021), who highlighted the potential of Instagram's interactive features to enhance students' language learning experiences and vocabulary retention. In addition, the study revealed that students actively use Instagram's features to enhance their vocabulary learning. They follow educational accounts, participate in language challenges, and use the search and explore feature to find vocabulary-related content. They also save or take notes on posts that introduce new words or phrases, and actively practice and use newly learned words in their

writing or speaking. These findings suggest that students are not passive consumers of content on Instagram but active learners who utilize the platform's features to intentionally enhance their vocabulary.

The research findings align with previous studies on the use of Instagram for vocabulary enhancement. For instance, Dewi (2023) found that students exposed to vocabulary instruction through Instagram achieved higher average scores than those taught using conventional methods. This study further supports the notion that Instagram can be an effective tool for vocabulary development, particularly when students actively engage with content and utilize features like dictionary apps and Google Translate to understand unfamiliar words. Additionally, the findings resonate with Auly et al. (2021), who highlighted the potential of Instagram's interactive features to engage students and promote vocabulary acquisition. The current research confirms that students actively participate in discussions, comment on posts, and use new vocabulary in their interactions, reinforcing their learning and expanding their lexical repertoire. Furthermore, the study's emphasis on the visual nature of Instagram as an aid to vocabulary learning aligns with previous research. Putri (2022) examined the broader impact of Instagram on students' vocabulary development, emphasizing its relevance in education. The current findings support this notion, with students reporting that the platform's visual appeal and bite-sized content make vocabulary learning more enjoyable and accessible. This research not only confirms the findings of previous studies but also provides a deeper understanding of how students utilize Instagram for vocabulary enhancement. The study's focus on active engagement, incidental learning, and the role of visual aids contributes to the growing body of evidence supporting the use of social media platforms like Instagram as valuable tools for language learning. In conclusion, this research reveals that Instagram is not merely

a platform for social interaction but a dynamic tool for incidental vocabulary learning. Students actively engage with diverse content, employ various learning strategies, and benefit from the platform's visual and interactive nature. The findings align with existing literature on vocabulary acquisition, social learning, and the role of visual aids in language learning.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, this research confirms that Instagram significantly influences vocabulary development among Grade XI students at SMA Negeri 1 Sausu. Students actively utilize Instagram for vocabulary enhancement by engaging with diverse content, utilizing various learning strategies, and benefiting from the platform's visual and interactive nature. The findings highlight Instagram's potential as a valuable tool for incidental language learning, complementing traditional methods and providing students with a unique and engaging way to expand their vocabulary.

This research contributes to the growing body of evidence supporting the use of social media platforms like Instagram as valuable tools for language learning, highlighting the need for further exploration into their long-term impact and integration into educational practices.

Suggestions

It is crucial to acknowledge the potential distraction and need for guidance in maximizing Instagram's educational potential. Future research could explore the long-term impact of Instagram on vocabulary retention and the development of pedagogical frameworks to integrate Instagram effectively into language learning curricula.

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USING SONGS IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL: STUDENTS' PERCEPTION

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Abstract

The Songs can provide attractive and instructional media in learning activities. Song has been designed to motivate students to participate in English teaching and learning. The study aims to identify the students' perception of using songs in teaching English. Interviews are conducted as the research instruments to get students' perceptions towards English songs in teaching English. The interviews show that most students feel English songs are very helpful for them in improving their Speaking skills. They also feel that the English songs they listen to have the power to encourage students' motivation to learn. Correct pronunciation and learn English more deeply. In addition, the beauty of the tone and rhythm of the music also makes students feel happy and relaxed. They also feel that by listening to the lyrics of English songs carefully, they can easily get information about the correct pronunciation from native speakers. It makes them enthusiastic and increases their interest in learning.

Keywords: students' perception, song, English teaching, senior high school

BACKGROUND

Difficulties in learning English are often experienced by learners in Indonesia. Many learning problems arise due to differences between the elements of the mother tongue and the target language. There are two types of factors that influence a person in learning English, namely internal and external factors. Internal factors originate from within the learner, including motivation, interest, talent, and intelligence. Meanwhile, external factors come from outside the learner, such as the situation and environmental conditions, learning materials, and learning programs. In addition to these factors, teachers need to have special tricks to motivate students to learn English (Hendriani et al., 2020).

Students can be attracted to learning English through the use of interesting media and fun activities that can be tailored to their age and level, such as singing English songs.

Singing English songs greatly contributes to increasing student motivation. These contributions include vocabulary enrichment and the development of listening and speaking skills.

Songs can serve as an interesting and instructional learning medium. Its use is designed to motivate students to participate in the English language teaching and learning process. This study aims to determine students' perceptions of the effectiveness of songs in increasing their motivation to learn English. According to Saricoban and Metin (2000), a classroom environment that uses songs can entertain students, make them feel comfortable, and eliminate an uncomfortable atmosphere when learning linguistic structures. In addition, the positive and relaxed atmosphere created by songs facilitates problem-solving in the classroom, especially

for certain emotional cases in students, such as anxiety, lack of confidence, and feelings of threat, and can positively influence the learning process or facilitate it by stimulating students emotionally (Kramsch, 1993). Songs also motivate students by creating a positive atmosphere. Students are encouraged to actively engage in the learning process by utilizing their musical knowledge. In this context, songs are an effective way to help students improve their confidence in learning languages (Şahin & Shelley, 2008).

In this study, the researcher identified the effectiveness of using songs as a medium to motivate students to study English at SMA Madani Palu.

LITERATURE REVIEW

English Language Teaching

English language learning in Indonesia often faces various challenges, including differences between learners' first languages and the target language, which can cause difficulties. In addition, the socio-cultural context also plays an important role in the language learning process, where intercultural sensitivity is very important. Teaching English is not easy. Teachers and students in Indonesia face various problems and challenges in language teaching and learning.

Factors that influence English language learning can be grouped into internal factors (motivation, interest, talent, intelligence) and external factors (environment, materials, learning programs). Improvements in external factors can support internal factors. In this case, students' motivation, interest, talent, and intelligence can be shaped by the environment, materials, and learning programs available at school.

Therefore, teachers, as part of these external factors, need to be able to provide appropriate stimuli so that students are more motivated to learn English. English teachers are encouraged to implement creative and

adaptive teaching strategies, which are designed not only to increase student motivation but also to optimize learning outcomes.

These efforts must also consider and overcome potential obstacles that may arise to create a learning experience that is relevant, interesting, and effective for students. To improve the value of an integrated and dynamic multi-skill learning model, teachers can focus on meaningful communication and the development of communicative competencies in students.

Learning media plays an important role in increasing student motivation, especially in the context of multiple classes where students may experience difficulties. In such situations, media that combines various sensory elements such as visual, audio, and kinesthetic can be very effective in stimulating student engagement and interest, as well as accommodating diverse learning styles, so that lesson material can be delivered more effectively and remain in students' memories. Thus, the appropriate use of media in English language learning acts as a crucial bridge between teachers and students, ensuring that the learning process is effective and that learning objectives are optimally achieved.

The Use of Songs in English Language Teaching

The use of songs in English language learning is designed to increase student participation and motivation. Singing songs can enrich vocabulary and develop students' listening and speaking skills. Saricoban and Metin (2000) state that songs can create a pleasant and comfortable classroom atmosphere, helping students overcome difficulties in learning language structures. The positive and relaxed atmosphere created by songs can also reduce students' emotional problems, such as anxiety and lack of confidence, which in turn can facilitate the learning process.

In addition, songs motivate students by creating a conducive atmosphere and

encouraging active involvement in learning through the use of their musical knowledge. Şahin and Shelley (2008) emphasize that songs are an effective way to build students' confidence in learning languages. Songs also serve as a means of instilling cultural elements in language learning.

Songs serve as a versatile tool that can be used in various classroom activities, facilitating language learning and reinforcement in a fun and meaningful way. The use of songs in English language teaching can help students improve their language skills, language components, knowledge, confidence, relaxation, mood, and focus.

This study aims to identify students' perceptions of the effectiveness of using songs in improving their motivation and language learning skills. Specifically, this study seeks to understand how the use of songs can improve students' listening skills, focus, and motivation in language learning.

METHOD OF THE RESEARCH

This is a chapter where the researcher shares what the foundations of the methodology are. This research was qualitative. The research used interviews as a technique of data collection. Comprehensive explanations are needed so that this research is arranged systematically, starting from the research design, the object of the study, and the method of data collection.

The researcher identified that the perception of students on the effectiveness of teaching English using songs can improve students' listening and focus before and after treatment. The researcher only takes a class which, in the interview, consists of 5 students.

This research was conducted in the SMAN Model Terpadu Madani Palu. This school is located on Jalan Soekarna Hatta Bumi Roviga. The subjects of this research

were five students of SMAN Model Terpadu Madani Palu.

In this research, the researcher used interviews given to the five students. According to Creswell & Creswell (2017), when researchers ask one or more subjects general, open-ended questions and record their responses, they are conducting an interview. The data is subsequently transcribed and typed into a computer file for analysis by the researcher.

In qualitative research, researchers require more in-depth and clear information about the case they wish to investigate. As stated by Creswell (2009), data collection methods in qualitative research are based on interviews, observations, and several documents. In this study, researchers will use interview questions as primary data collection to obtain in-depth information from participants. Additionally, the researcher will conduct interview sessions with participants to inquire about their perceptions regarding the effectiveness of using songs in English language teaching. The researcher will interview participants using audio recordings to record the discussions between the researcher and participants. The data collected by the researcher will then be transcribed from spoken words into writing and analyzed using relevant theories related to the research topic. The interview instruments are shown below.

In this study, researchers use thematic analysis to analyze data from interviews. According to Alhojailan (2012), thematic analysis allows researchers to accurately determine the relationship between drafts and compare them with data collected by researchers. Researchers will then analyze the data using the step-by-step guide from Braun & Clarke (2006). The first step is familiarizing oneself with the data, where the researcher must understand all aspects of the collected data. This step may involve transcribing the interviews, rereading all the data, and taking notes. The second step is generating initial codes, where the

researcher needs to code the data by highlighting participants' responses that are relevant to the theoretical framework and adding comments. The third step is to search for themes by classifying different codes into potential themes and organizing all relevant coded data. In the fourth step, reviewing themes, the researcher must review and ensure that the themes are useful and accurate. The next step is to define and name the themes. Defining themes involves formulating precisely what each theme means and finding out how it helps to understand the data. After that, naming themes involves assigning a short and easy-to-understand name to each theme. The final step is to write the report. After the researcher analyses the data, the writer will present the data and draw conclusions based on the findings.

FINDING AND DISCUSSION

Findings

Based on the responses from the students, the researcher can discuss the effectiveness of English songs as a learning medium for English language learners.

Using English songs as one of the mediums for learning English

Student 1 and Student 4 use English songs often or occasionally, finding them helpful for vocabulary improvement. Student 2 does not prefer songs, favoring other methods like movies or books. Student 3 and Student 5 use songs less frequently or find them less effective for focusing on language learning.

Most students (3 out of 5) use English songs as a learning medium, albeit to varying degrees. They find it enjoyable and less stressful than traditional studying methods. However, two students do not find English songs effective for their learning, citing reasons such as the fast pace of songs and the difficulty in understanding lyrics.

The appropriateness of English songs as a learning material

Student 1, Student 3, and Student 4 find English songs suitable depending on the song or as a break from traditional methods. Student 2 and Student 5 do not find songs suitable, preferring structured learning materials.

It can be inferred that students have different preferences when it comes to learning materials. Some students, such as Student 1, Student 3, and Student 4, find English songs to be suitable learning materials. They might find songs enjoyable and engaging, which can enhance their motivation to learn.

On the other hand, Student 2 and Student 5 prefer structured learning materials over songs. They might find structured materials more effective for systematic learning.

A relaxing learning atmosphere

Student 1, Student 3, and Student 4 agree that songs create a more relaxed learning atmosphere. Student 2 and Student 5 do not find the atmosphere relaxed when using songs for learning.

The use of songs in a learning environment is perceived differently by different students. Three out of five students (Student 1, Student 3, and Student 4) agree that songs create a more relaxed learning atmosphere. This aligns with research suggesting that music can help create a conducive learning environment, reduce stress and anxiety, and improve focus and concentration.

However, Student 2 and Student 5 do not find the atmosphere relaxed when using songs for learning. This could be due to individual learning preferences, as different people have different ways of learning, and what works for one might not work for another. For instance, some students might find music distracting, especially if it has lyrics.

Satisfaction with using English songs as a learning medium in learning English

Student 1, Student 3, and Student 4 enjoy using English songs as a learning medium. Student 2 and Student 5 do not enjoy it as much, finding other methods more effective.

It can be inferred that students have different preferences when it comes to learning English. Some students, such as Student 1, Student 3, and Student 4, find using English songs as a learning medium enjoyable and effective.

On the other hand, Student 2 and Student 5 do not find using English songs as effective, preferring other methods instead. This reflects the fact that individuals acquire learning styles and techniques according to their differences.

English songs make it easier to listen to English words

Student 1 finds songs helpful for understanding pronunciation and intonation.

Student 4 agrees but also needs to read the lyrics. Student 2, Student 3, and Student 5 have mixed feelings or do not find songs effective for listening to English words correctly. Student 1 finds songs beneficial for understanding pronunciation and intonation. Student 4 shares Student 1's view but also relies on reading the lyrics. This implies that visual aids like lyrics can boost some learners' comprehension of the song and help them notice pronunciation and vocabulary.

On the other hand, Students 2, 3, and 5 have mixed feelings or do not find songs effective for listening to English words correctly. This reflects the diversity in learning styles among individuals. While some learners may find music a helpful tool for language learning, others may not find it as effective.

Distinguishing the correct pronunciation of English sounds through English songs.

Student 1 and Student 4 can distinguish pronunciation to some extent,

especially with clear enunciation. Student 2, Student 3, and Student 5 find it challenging due to unusual pronunciation in songs.

The ability to distinguish the correct pronunciation of English sounds through songs varies among students. Student 1 and Student 4 have some ability to distinguish pronunciation, especially when the enunciation is clear.

On the other hand, Student 2, Student 3, and Student 5 find it challenging to distinguish pronunciation in songs, particularly due to unusual pronunciation. This could be because songs often contain colloquial language and slang, and sometimes artists may not enunciate words clearly or may use regional accents. These factors can make it difficult for learners to understand and replicate the correct pronunciation.

English songs help in becoming more fluent in speaking English

Student 1 feels more confident in speaking English after singing along. Student 4 finds it helpful but also needs separate speaking practice. Student 2, Student 3, and Student 5 do not think songs have much impact on their fluency.

The impact of English songs on fluency in speaking English varies among students. Student 1 feels more confident in speaking English after singing along. Student 4 finds English songs helpful but also needs separate speaking practice. This suggests that while songs can be a beneficial supplement to language learning, they may not be sufficient on their own for some learners.

Students 2, 3, and 5 do not think songs have much impact on their fluency. This suggests that the effectiveness of songs in language learning can depend on individual learning styles and preferences. Some learners may not find songs as helpful as others in improving their language skills.

In summary, the effectiveness of English songs as a learning tool varies among students. While some find it

engaging and helpful for vocabulary acquisition and pronunciation, others prefer more structured learning methods and find songs less effective.

Discussion

The Use of English Songs as a Learning Medium

The results showed that most students (3 out of 5 respondents) utilized English songs as a learning medium, although with varying degrees of frequency. These students, such as Student 1 and Student 4, found that these songs were useful in enriching their vocabulary. This view is in line with Saricoban and Metin's (2000) findings, which state that songs can make students feel happy and eliminate discomfort when learning linguistic structures, as well as enrich their vocabulary. In addition, they feel that learning through songs is more enjoyable and less stressful than traditional learning methods (Hursepun & Rijoly, 2022; Tilwani et al., 2022). This is also aligned with the idea that the use of interesting teaching aids, such as songs, enables the creation of an enjoyable learning environment among students and simplifies the learning process, especially in mastering vocabulary (Husain et al., 2021). This shows that songs can be an attractive and instructional medium in learning activities.

However, it is important to note that two students did not consider English songs effective for their learning. The reasons they gave included the fast tempo of the songs and difficulty in understanding the lyrics. Student 2 specifically preferred other methods, such as films or books, while Students 3 and 5 rarely used songs or felt they were ineffective for focusing on language learning. This indicates that individual preferences for learning media vary greatly, and not all students respond positively to the use of songs in the learning process.

Suitability of English Songs as Learning Materials

In terms of the suitability of songs as learning materials, the findings show clear differences in preferences among students. Student 1, Student 3, and Student 4 consider English songs suitable, depending on the song or as a break from traditional methods. They may find songs enjoyable and interesting, which can increase their motivation to learn. This supports the view that songs can be designed to motivate students to participate in English teaching and learning. As stated by Şahin and Shelley (2008), songs are indeed an effective way to build students' confidence in language learning.

Conversely, Students 2 and 5 do not view songs as suitable, preferring structured learning materials. These preferences may stem from their learning styles, which necessitate a more systematic approach to learning. These differences underscore the importance for educators to offer a variety of learning materials and methods to accommodate diverse learning styles (Xing, 2023).

Relaxed Learning Atmosphere

The majority of students (Student 1, Student 3, and Student 4) agreed that songs created a more relaxed learning atmosphere. This is consistent with research showing that music can help create a conducive learning environment, reduce stress and anxiety, and improve focus and concentration (Kumar et al., 2022). The positive atmosphere and calming mood brought about by songs can also facilitate the learning process by stimulating students emotionally (Triwardani, 2022).

The relaxed learning atmosphere created by songs can have a significant impact on student motivation and learning outcomes. When students feel more relaxed, they are more likely to participate actively in learning activities, ask questions, and take risks in using the language (Xiao-Wei, 2021). By involving songs, teachers can create a fun

classroom atmosphere and motivate students.

However, Student 2 and Student 5 did not feel relaxed when using songs for learning. This could be due to individual learning preferences; some students may find music distracting, especially if there are lyrics. This shows that although songs can motivate students by providing a good atmosphere, their effectiveness greatly depends on the students themselves.

Satisfaction with Using English Songs as a Learning Medium

Satisfaction with using English songs as a learning medium also shows diversity in perception. Students 1, 3, and 4 enjoyed using songs, finding them effective and enjoyable. This reinforces the idea that songs can positively influence learning by stimulating students emotionally. The integration of songs can enhance the affective dimension of learning, fostering a sense of enjoyment and personal connection to the material, ultimately leading to a more enriched and meaningful educational experience (Luo et al., 2022; Wardiman et al., 2022).

However, Student 2 and Student 5 did not particularly enjoy or find the songs effective, preferring other methods. This again reflects that individuals acquire learning styles and techniques according to their differences. This reminds educators of the importance of customizing learning experiences to meet the specific needs and preferences of each student (Xiao, 2022).

Ease of Hearing English Words and Distinguishing Pronunciation

Regarding the ease of hearing English words, Student 1 felt that songs helped in understanding pronunciation and intonation. Student 4 agreed but was also required to read the lyrics. This suggests that visual aids such as lyrics can enhance some learners' understanding of the song and help them pay attention to pronunciation and vocabulary (Husain et al., 2021). This finding also

supports the statement that carefully listening to the lyrics of English songs can help students obtain accurate pronunciation information from native speakers (Suciati & Zarkasih, 2021).

In contrast, Student 2, Student 3, and Student 5 had mixed feelings or did not consider songs effective for listening to English words correctly. When it came to distinguishing correct pronunciation, Student 1 and Student 4 were able to distinguish pronunciation to a certain extent, especially with clear articulation. However, Student 2, Student 3, and Student 5 found it difficult because of the unusual pronunciation of the songs. This may be due to the songs often containing colloquial language, slang, or even unclear pronunciation or regional accents of the artists.

Contribution of English Songs to Speaking Fluency

Regarding the impact of English songs on speaking fluency, students' perceptions varied. Student 1 felt more confident in speaking English after singing along. Student 4 considered it helpful but also required separate speaking practice. (Palupi et al., 2022) May states that the ability to speak fluently is an essential part of language learning, especially for communication, so the use of songs in the classroom can help to improve pronunciation skills. However, the findings show that while songs can be a beneficial supplement to language learning, they may not be sufficient on their own for some learners.

Students 2, 3, and 5 did not find that songs helped with their speaking fluency. They need additional practice to improve their speaking abilities. This again underlines that the effectiveness of songs in language learning may depend on individual learning styles and preferences.

Overall, the findings indicate that English songs have great potential as an engaging and motivating learning tool,

particularly in vocabulary acquisition and creating a relaxed learning atmosphere. Songs can also encourage students to learn correct pronunciation and study English more deeply, as well as make students feel happy and relaxed due to the beauty of the melody and rhythm of the music (Husain et al., 2021; Wardiman et al., 2022). However, their effectiveness is greatly influenced by students' individual preferences and learning styles. Teachers should consider this diversity and may combine songs with other teaching methods to meet the needs of all students. Nevertheless, songs generally can make students enthusiastic and increase their interest in learning.

CONCLUSION AND SUGGESTION

Conclusion

The findings of this study explain important points related to students' perceptions of the effectiveness of using songs in English language teaching. Based on interviews, most students feel that English songs are very helpful in improving their speaking skills. They also feel that the English songs they listen to have the power to motivate students to learn correct pronunciation and study English more deeply.

In addition, the beauty of the melody and rhythm of the music also makes students feel happy and relaxed. They also feel that by listening carefully to the lyrics of English songs, they can easily obtain information about correct pronunciation from native speakers. This makes them enthusiastic and increases their interest in learning. By looking at the reasons for choosing the topic, this study collected data and explained the phenomenon of students' perceptions of the use of English songs to find out how their perceptions obtained positive results that the use of English songs can improve their pronunciation and speaking skills.

Suggestion

Based on the findings of this study regarding students' perception of the use of songs in English language learning, several suggestions can be made for future research. Subsequent researchers need to explore further variations in the use of songs in English language teaching, such as cloze procedures with lyrics or lyric analysis for cultural understanding, in order to identify the most effective approaches for different learning styles. Additionally, comparative studies comparing the effectiveness of songs with other learning media, such as films or books, in developing specific language skills (vocabulary, pronunciation, or speaking fluency) would be highly beneficial. It is also recommended to analyze in greater depth the factors influencing students' preferences for songs, such as musical intelligence or prior experience with music, through the use of more detailed questionnaires or focus groups.

Another interesting area of research is investigating the impact of songs on students' writing skills, which has not been explored much. To obtain a more comprehensive and generalizable picture, future researchers should use larger and more diverse samples and combine quantitative research methods such as large-scale surveys or language proficiency tests to measure the impact of song use more objectively. Finally, studying the role of teachers in integrating songs into the curriculum, including the challenges they face and effective teaching strategies, will provide a more holistic perspective.

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AN ANALYSIS OF SECONDARY EFL TEACHERS' STRATEGIES IN APPLYING A SCIENTIFIC APPROACH TO TEACHING ENGLISH

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Abstract

This descriptive qualitative research aims to describe the procedures used by teachers in teaching English with a Scientific Approach, to know teachers' strategies in applying the Scientific Approach, and the challenges and solutions used by teachers to overcome problems that exist in applying the Scientific Approach. The research subjects were 3 English teachers at SMPN 13 Palu. Data were collected from interviews with teachers, observation of the teaching and learning process, and teacher lesson plans. The research findings show that (1) English teaching procedures in the scientific approach taken by the teacher consists of observing, asking, associating, experimenting, and communicating; (2) The challenges teachers face in applying the Scientific Approach are: lack of student motivation and students' interest in English lessons; (3) The strategies used by teachers to overcome problems in applying the Scientific Approach are: motivating students to be more active in learning, creating a conducive classroom atmosphere, creating varied learning methods, asking some stimulating questions about the material, providing comparisons the material, and translating difficult words that are found students.

Keywords: strategies, Scientific Approach, procedures, challenges.

BACKGROUND

The learning approach can be interpreted as a collection of methods and means used by educators in facilitating learning. Within learning strategies, various approaches can be employed. The learning approach can be used as a guide in preparing the teaching methods to be used. In learning techniques there are tactics that can be used in carrying out learning methods or techniques. In the method, there are several techniques that can increase the productivity of learning. In learning techniques there are tactics that can be used in carrying out learning methods or techniques. The application of various learning activities can lead to the development of a learning model. One approach that can be used in learning is the scientific approach. According to Daryanto (2014:51), applying scientific

steps includes finding problems, formulating problems, putting forward a hypothesis, collecting data, analyzing data, and drawing conclusions.

The scientific approach to learning has become a topic of discussion that has attracted the attention of educators lately, especially after the implementation of the 2013 curriculum, which is the background for the importance of this scientific approach because primary and secondary education has not yet produced graduates with critical thinking abilities comparable to those in other nations. Therefore, important components are formed in teaching using a scientific approach. According to McCollum (2009), the first presents learning that can increase curiosity (Foster a sense of wonder), the second improves observing

skills (Encourage observation), the third performs analysis (Push for analysis), and the fourth communicates (Require communication).

In the 2013 Curriculum, teachers are required to apply a scientific approach or a process-based scientific approach. This approach can utilize various strategies, one of which is contextual learning. According to Ministry of Education and Culture Regulation No. 103 of 2014, a learning model is a form of learning that has a name, characteristics, syntax, structure, and unique culture, such as discovery learning, project-based learning, problem-based learning, and inquiry learning.

The primary objective of the scientific approach is to help students understand, apply, and master subject matter in a scientific manner. Therefore, during the learning process, students are encouraged to explore various sources through activities such as observing, asking questions, experimenting, processing, presenting, drawing conclusions, and creating across all subjects (Sudarwan, 2013).

However, the results of interviews conducted by the researcher in his PLP 1 activities with English teachers in applying a scientific approach most English teachers have difficulties, let alone being required to adapt to the new curriculum, namely K13, where a teacher is more dominant as a facilitator. In contrast, students are required to be more active in achieving goals the learning such as observing, questioning, associating, experimenting, and networking. It is different from KTSP, which only consists of three components: exploration, elaboration, and confirmation.

Based on the existing problems, this study aims to determine the strategies for implementing the scientific approach in teaching English and the challenges faced in implementing the scientific approach in teaching English. Therefore, to collect valid data, the researcher uses a descriptive qualitative research design to collect data. Four stages will be carried out in analyzing

the data: data collection, data reduction, data display, and conclusion.

LITERATURE REVIEW

Scientific Approach to Education

The scientific approach has become a major focus in various educational curricula around the world, especially in STEM (Science, Technology, Engineering, and Mathematics) fields, and is increasingly being applied in language education. Rooted in constructivist learning theory, the Scientific Approach emphasizes active student involvement in the learning process, mimicking the stages of scientific inquiry (Violla & Fernandes, 2021). The aim is to foster critical thinking skills, problem-solving, and a deeper understanding of concepts by encouraging students to observe phenomena, formulate questions, collect and analyze data, and communicate their findings (Khumraksa & Burachat, 2022).

In the context of teaching English as a Foreign Language (EFL), the scientific approach encourages learners to actively discover language rules and usage rather than passively receiving information (Madina & Kardenia, 2021). This transforms the classroom into a dynamic environment where students are encouraged to explore language through real-world contexts, experiment with new vocabulary and grammatical structures, and engage in meaningful interactions (Anwar & Anjarningsih, 2024). Proponents argue that these inquiry-based and hands-on methods improve long-term retention and encourage learner autonomy in acquiring language skills (Anwar & Anjarningsih, 2024). This shifts from traditional teacher-centered instruction to a more learner-centered paradigm, in line with modern pedagogical trends.

Teacher Strategies in Language Teaching

Effective teaching strategies are essential for achieving successful learning

outcomes, especially in second language acquisition (Mustika et al., 2023). Teachers often use a variety of instructional techniques to cater to different learning styles and encourage active participation. These strategies may include but are not limited to, cooperative learning, task-based learning, inquiry-based activities, and technology integration (Oktafiolita et al., 2024; Subroto et al., 2023). The choice of strategy often depends on learning objectives, the nature of the material, and student characteristics (Oktafiolita et al., 2024).

When implementing approaches such as the scientific approach, teachers' strategies are crucial in guiding students through the inquiry process (Junanto et al., 2024). This involves scaffolding learning, providing clear instructions for observation tasks, modeling effective questioning techniques, facilitating collaborative experiments, and creating opportunities for students to organize and present their findings. Additionally, effective teachers employ strategies to create a positive and conducive learning environment, foster student motivation, and manage classroom dynamics to ensure all students feel comfortable participating and expressing themselves (Arifudin et al., 2024; Ronsumbre et al., 2023). This may involve the use of various motivational techniques, providing constructive feedback, and adapting teaching methods to meet the needs of specific students.

Challenges in Implementing Innovative Teaching Approaches

The integration of new teaching approaches, such as the scientific approach, often comes with a unique set of challenges for educators (Alenezi et al., 2023). One of the main obstacles can be a lack of adequate training or professional development, which leaves teachers unprepared to implement unfamiliar methodologies effectively (Eroglu & Donmus Kaya, 2021). Teachers may also face difficulties in managing class

time effectively, as inquiry-based learning can be time-consuming and require more flexibility than traditional methods (Chu et al., 2021).

Furthermore, student-related factors pose significant challenges. These can include a lack of student motivation, disinterest in the subject matter, or reluctance to engage actively, especially if students are accustomed to a more passive, teacher-centered learning environment (Mohammad, 2022). Students may also struggle with the higher-order thinking skills required by the scientific approach, such as critical analysis, problem-solving, and independent inquiry, due to a lack of prior exposure or underdeveloped cognitive abilities (Qamariyah et al., 2021). Limited resources, such as restricted access to appropriate learning materials or technology, can also hinder effective implementation. Overcoming these challenges often requires ongoing professional development, adaptive teaching practices, and a supportive school environment.

METHOD OF THE RESEARCH

This study utilized a descriptive qualitative design. The aim was to detail the strategies used by English teachers in implementing a scientific approach. According to Whitney (1960), descriptive methods focus on discovering facts, which are then interpreted accurately. To obtain relevant data on the strategies used by teachers in implementing a scientific approach in English teaching, the researcher utilized data collection techniques through observation and interviews.

The subject of this research involved three English teachers from SMPN 13 Palu. This research on teachers was conducted to find out firsthand how a teacher practiced teaching strategies with a scientific approach to students. From this activity, the researcher could obtain valid data.

To obtain data, the researcher collected research data by investigating teachers through observation and interviews. Those techniques fit the research design as qualitative research. Both were used to find out teacher's strategies in applying a scientific approach to teaching English.

1. Observation

The observation was conducted to observe the teacher teach and then observe how they apply the scientific approach. The observation is held in order to get data about teacher's strategies in applying a scientific approach to teaching English. The researcher made observations in class three times. In this case, the steps observation to know how teachers apply a scientific approach in teaching English:

- a. The researcher asked permission from the teacher to do observation. In this case, the researcher followed the English teacher to teach in the classroom. During the observation, the researcher did observation in the classroom, observing the ongoing teaching and learning process. The researcher used the class VIII A, IX B, and VIII D of SMPN 13 Palu to observe directly. Its purpose was to obtain information about teacher's strategies in applying a scientific approach to teaching English in the classroom.
- b. To obtain data, the researcher used lesson plans made by the teacher and then made comparisons while the teacher was teaching.
- c. As a result, researchers were able to find out teachers' strategies for implementing a scientific approach to English lessons. Then, researchers used lesson plans to collect data about teachers' strategies for implementing a scientific approach to English lessons.

2. Interview

The researcher collected data by interviewing English teachers at SMPN 13 Palu to obtain information about how teachers apply a scientific approach in

teaching English, as well as the challenges they face and what solutions to overcome them. In this study, the researcher used an unstructured interview technique. These interviews were free-flowing, in which the researcher did not use a systematic and comprehensive interview guide when collecting data. The only guide used was an outline of the issues. The interviews conducted by the researcher lasted approximately 10-15 minutes for each teacher and were recorded after obtaining permission from the teachers. All interviews were conducted in Indonesian.

After the data were collected completely, the researcher analyzed the data. In analyzing data, the researcher employed the method suggested by Miles and Huberman (1984) as follows:

1. Data Reduction

Refers to the process of selecting, focusing, and summarizing raw data from interviews, observations, documents, or other qualitative data (Miles et al., 2014). The researcher focuses on choosing which parts need to be included in observation and interview transcripts.

2. Data Display

At this stage, the selected data is presented in the form of essays and tables. The purpose of displaying data is to help researchers understand what happened to the data presented and consider what to do next. In this research, observation data will be classified in tabular form, while the interviews are presented in narrative form.

3. Concluding

The last is drawing and verifying conclusions. After displaying the data, the researcher creates a conclusion based on the research findings. Furthermore, the data have to be checked for their credibility and accuracy.

FINDING AND DISCUSSION

This section is divided into two main parts. The first part presents observations about the application of the Scientific

Approach in English Teaching. The second part of the interview supports the first finding.

Result of Classroom Observation

Observing

In teaching practice, T1 and T3 deliver the same material even though they are in different classes. T1 uses images that have been presented on the screen to describe, and T3 uses images that have been printed. They are creative in using media. They present different media for description. Thus, it made students engage easily in the learning process because she asked the students to use their senses to see.

On the other hand, T2 conveys different material, but the method of presentation is the same as T3, namely, using printed media. In terms of observing T2, ask students to read the picture conversation provided by the teacher and has been distributed to students. Apart from that, the T2 teacher also delivers verbal instructions to be listened to and observed. Then, he asked students to note down the instructions given. Based on the research results, all teachers carried out the observation stage well. This shows that all teachers are creative in using relevant media to make observations.

Questioning

At this stage, teachers T1 and T3 involved students in formulating questions orally and asked several representatives to write them down in front of the class. Uniquely, teachers continued to stimulate students to answer and create more questions. They applied active learning to create a conducive atmosphere so that students could easily formulate questions and statements. In contrast, teacher T2 continues to ask relevant questions and hold group discussions to encourage students to ask questions and express their arguments.

Overall, all teachers demonstrate efforts to encourage, stimulate, and motivate students to ask and answer relevant

questions. They strive to build active learning and develop students' thinking skills. However, in practice, this goal has not been achieved well. Therefore, teachers have taken the initiative to ask several relevant questions and hold discussions to encourage students to ask questions.

Experimenting

In conducting experiments, students gain real or authentic learning (Abidin, 2014). T1 and T3 teachers provide opportunities for students to collect relevant data according to the material and practice writing and pronunciation to describe something. T2 divides students into several groups to collect information from the internet. Apart from that, in teaching other material (greetings), the teacher asks students to practice and imitate greeting expressions.

Associating

T1 and T3 invite students to create or write information according to the material. Then, students associate the knowledge obtained from observations and experiments to describe it. Next, T2 asks students to create a conversation.

Communicating

In communicating, T1 and T3 asked students to present the assignments they had made. Then, the teacher observes and gives an assessment. T2 asks students to discuss assignments in groups of two or four while the teacher monitors and leads the discussion activities. The summary of these activities is as follows:

Table 1. Summary of Observation Activity

| procedures | T1 | T2 | T3 |
|------------|---|--|---|
| observing | Asked Students to prepare their family photos which they had printed. | Made conversations with students related to the recent material. | Asked Students to prepare their family photos which they had printed. |

| | | | |
|---------------|--|--|--|
| questioning | Asked the students to ask questions related to the material. | Asked the students to ask questions related to the material. | Asked the Students to ask questions related to the material. |
| experimenting | asked students to introduce their family members in writing in paragraph form. | Divide students into groups. Each group must collect relevant information. | Asked students to introduce their family members in writing in paragraph form. |
| associating | asked students to write about themselves and their families in paragraph form. | Asked students into groups and then made conversation | Asked students to write about themselves and their families in paragraph form. |
| communicating | Asked students to present their task | Asked students to present their task | Asked students to present their task |

Based on the available data, the three teachers have implemented the steps of the scientific approach in teaching English, namely observing, questioning, experimenting, reasoning, and communicating. This is in line with Sani's (2015:53) opinion that the scientific approach can be applied in the teaching and learning process through these stages.

The findings of this study indicate that the three teachers understand the concept of the scientific approach and how to apply it in the classroom. Although they sometimes carry out the scientific steps out of order, they do so very well. This is also supported by the fact that all teachers had previously attended a workshop on the implementation of this approach, so they have a good understanding of how the scientific approach should be applied in the teaching and learning process.

Result of Teacher interviews

The Challenges Faced by Teachers

The interviews were conducted to determine the challenges and difficulties faced by teachers in implementing a scientific approach to teaching English. The

difficulty referred to in this case is the five steps of the scientific approach: Observing, Questioning, Experimenting, Associating, and Communicating.

Based on interview results, the challenges faced by teachers were common, namely, how they motivate and attract students' interest in English lessons and increase their basic knowledge in this learning. Apart from the challenges, there are also difficulties faced by teachers. As for the difficulties faced by teachers, at the experimenting stage, teachers experienced difficulty in motivating students to work independently. At the associating stage, the teacher experienced difficulty in inviting students to analyze the material. At the communicating stage, teachers had difficulty inviting students to present the results of their work in English. There were several factors that caused teachers to experience this difficulty, these being students' difficulty in finding answers, students' inability to analyze material, and students' lack of vocabulary mastery.

Several factors most likely cause this situation. First, students are still accustomed to teacher-centered learning methods, which may hinder the development of their critical thinking skills. Second, the students' environment does not support them in practicing English, so they lack motivation and tend to be passive in class. Support for this view also comes from Astuti's (2013) research, which found that students were less motivated because they did not have friends to talk to. Similarly, Exley (2005) described Indonesian students as passive, shy, and quiet.

Teachers Solutions to Overcome The Problems

The teacher's strategy for increasing motivation and attracting students to be interested in English lessons, based on the results of interviews, was that the teacher started by creating a conducive classroom atmosphere so that students felt safe and comfortable during the learning process.

Creating varied learning methods was emphasized, as educators needed creativity in learning methods.

The learning process could be through songs, audiovisuals, case studies (exercises), and so on. The aim was so that students did not get bored in the learning process; this could also increase students' enthusiasm and eagerness for learning. Learning would have been successful if students had motivation in the learning process.

The solution to the difficulties that teachers face at the stage of implementing the scientific approach is as follows.

Table 2. Teachers' Solutions

| Step | T1 | T2 | T3 |
|---------------|---|--|--|
| experimenting | Gave some questions and examples related to the recent materials | Gave the students some stimulating questions related to the material | Gave some questions and examples related to the recent materials |
| associating | Gave the students the comparisons of the materials | Asked students to compare the previous material with the recent material | Gave the students the comparisons of the materials |
| communicating | Gave students the correct words or sentences while they speak the wrong words | Translated the difficult words | Translated the students' missing word or sentences |

The findings of this study are in line with the study by Apriani (2015). In her study, teachers stated that they applied the Scientific Approach by asking students to observe and identify objects of observation in the observing stage, providing opportunities for students to ask questions in

the questioning stage, giving time and facilitating students to search for information related to the material; and asking students to discuss the information received in group discussions and design the results of the discussion to be presented in the communicating stage.

The similarities in how teachers overcame difficulties in implementing the Scientific Approach may be due to several factors. First, the teachers had previously attended workshops on the implementation of this approach. Second, because the teachers teach at the same school, it can be assumed that they have a similar culture that influences their perceptions. According to Richardson in Rosyida (2015:13), factors that influence teachers' perceptions can come from personal experiences, experiences with education and instruction, experiences with formal knowledge (both school subjects and pedagogical knowledge that influences teaching and learning practices), as well as student abilities and situations.

Research findings indicate that English teachers in grades 8 and 9 at SMP Negeri 13 Palu have implemented a scientific approach in their teaching. They carry out all stages, namely observing, questioning, experimenting, reasoning/associating, and communicating.

Teachers need to consider time allocation so that students have ample opportunity to explore each of these stages. Observation is carried out using a variety of media and delivered creatively. However, the questioning stage needs to be emphasized more, as students tend not to start learning without stimulation and encouragement from the teacher. Therefore, teachers show efforts to stimulate and motivate students to ask questions.

In addition, teachers use discussions to create active, cooperative, and collaborative learning. In line with this, the lesson plans (RPP) they used to cover all components and stages of the Scientific Approach following the 2013 Curriculum.

However, there are also challenges and difficulties that teachers face in implementing this scientific approach. The challenges are how teachers motivate and attract students' interest in English lessons, and the difficulties are experimenting, associating, and communicating. The strategies that teachers use to increase motivation and attract students' interest in English lessons are creating a conducive atmosphere in the classroom and creating creative learning. To overcome the difficulties (experimenting) Gave the students some stimulating questions related to the material Gave the students some stimulating questions related to the material, (associating) Gave the students the comparisons of the materials, asked students to compare the previous material with the recent material, and (communication) Gave students the correct words or sentences. At the same time, they spoke the wrong words, translated the difficult words, and translated the students' missing words or sentences.

Thus, from the discussion above, the application of the scientific approach carried out by teachers in their English lessons is carried out very well. Same as the challenges, they can find solutions to the challenges.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data presentation and research findings above, the following conclusions can be drawn: When teachers apply a scientific approach in English lessons, the teachers apply the steps of a scientific approach. The challenges faced by the teachers in applying a scientific approach to teaching English are motivating and attracting students' interest in English lessons, and the difficulties are experimenting, associating, and communicating.

Suggestion

Because the current study focuses on teachers within the same school, the environments in which they were teaching affected how they answered during the interviews. Therefore, in future studies, it would be beneficial to involve teachers from various schools to enhance the depth and diversity of perspectives. Detailed info Furthermore, future studies could utilize surveys to gather data. Survey to gather a common trend from a larger group of teachers.

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A STUDY ON THE IMPLEMENTATION OF STORYTELLING METHOD IN IMPROVING STUDENTS SPEAKING SKILL

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Abstract

This study makes a unique contribution to the field of language education by describing how the implementation of storytelling techniques enhances students' speaking skills. It also explains how students' speaking skills improve after the implementation of storytelling. The study uses a qualitative design that applies the Library Research Method. Data were collected from scientific papers on the implementation of storytelling in improving students' speaking skills between 2018 and 2023. Scientific papers were found in libraries and on the internet. Primary data were obtained from an e-book by Ellis, G., & Brewster, J. (2002), entitled "Tell it again!" Meanwhile, secondary data were obtained from six journal articles by Kaet (2023), Pratiwi (2023), Gonçalves (2019), Hardianti (2019), Tambunan (2018), and Megawati (2018), as well as a thesis by Sabila (2022). Through a comprehensive analysis of the seven studies presented above, it is evident that the use of storytelling techniques in teaching English significantly contributes to improving students' speaking skills. Despite using different approaches and activities, all of them show that the use of storytelling has a positive impact on students' ability to speak English.

Keywords: Speaking, Storytelling, Implementation

BACKGROUND

Speaking is the most important skill for people who spend more time interacting orally than in written form. People speak everywhere and every day in their interactions with other people. Despite the importance, teaching speaking skills can be very challenging due to some factors such as inhibition, lack of topical knowledge, low participation, mother tongue use, and lack of vocabulary (Tuan & Mai, 2015; Melendez et al., 2014). Most times, the students are afraid of making mistakes in speaking and taking criticism over the mistakes. Using the storytelling method in teaching speaking skills offers numerous advantages. Storytelling can enhance students' communication skills. For example, the study by Ramadhani et al. (2023) indicated that the Storytelling method not only

improves the students' speaking skills but also builds the students' confidence in speaking, expands vocabulary acquisition, and promotes cross-cultural understanding.

This study delves into the practical implementation of storytelling in speaking classes and the reasons for its effectiveness. How can the storytelling method be effectively applied in teaching speaking skills, and what makes it such a powerful tool for improving speaking skills? While the storytelling method can be applied to all levels of education, this study specifically focuses on its application with senior high school and university students aged between 15-21, empowering educators with practical insights.

Guebba (2021) defines speaking as the physical realization of ideas, concepts, and

assumptions existing in the human schema, it transforms abstract ideas to sounds and utterances that form meaning. It involves more than just pronouncing words. It requires skills like being prepared, interacting with audiences, and structuring speeches effectively. Speaking skills have some components that need to be taken into account. First, *comprehensibility* refers to whether the listeners can understand the message delivered by the speaker. Second is *fluency*, meaning “the natural ability to speak spontaneously as quickly, smoothly, accurately, lucid, efficient and comprehensively with few numbers of errors that may distract the listener from the speaker’s message under the temporal constraints of online processing” (Permana et al., 2021, p.45). Third, *accuracy* refers to how well students can use correct grammar, vocabulary, and pronunciation when they speak. Last is *appropriacy*, which encompasses the word choice, whether a word is suitable for the context and the culture in which it is being used. Storytelling is the art or technique of conveying narratives, anecdotes, or experiences through spoken or written means.

Teaching procedures of the Storytelling method are divided into three parts: pre-telling, while-telling, and post-telling (Ibrahim, 2022). The pre-telling aims to prepare the students and flourish the learning atmosphere to comfort the students' worries about listening to the story without any translation. In the while-telling, teachers act as models in telling the story using well-known narrative techniques. By doing so, students remain motivated to speak and focus on the process. Storytelling serves as a powerful tool for improving speaking skills by providing learners with authentic language input. Through storytelling, they can sequence the events, expand their point of view, and develop their social intelligence competence (Bala, 2015).

LITERATURE REVIEW

This study aims to comprehensively examine how storytelling can effectively improve students' speaking skills and describe the mechanisms behind this improvement.

Challenges and Significance of Speaking Skills

Speaking skills are a fundamental aspect of everyday human communication. However, mastering these skills, especially in the context of a second or foreign language, often faces various challenges. Common obstacles include lack of confidence (inhibition), limited knowledge of the topic, low participation, a tendency to use one's native language, and limited vocabulary (Tuan & Mai, 2015). Students often feel anxious about making mistakes and receiving criticism, which can hinder their ability to speak spontaneously and accurately. This fear often stems from previous negative experiences or pressure to perform perfectly, causing them to avoid speaking practice or become overly cautious, which in turn hinders the development of their fluency.

Amir (2013) defines speaking as an act of verbal communication through vocal sounds and language, which is more than just uttering words, but also involves skills such as preparation, interaction with the audience, and effective speech structuring. To measure speaking proficiency, several key components need to be considered (Permana et al., 2021, p.45):

- **Comprehensibility:** Refers to how well listeners can understand the message conveyed by the speaker. Challenges arise when students have difficulty articulating their ideas clearly, either due to confusing sentence structure or inappropriate word choice.
- **Fluency:** Refers to the natural ability to speak spontaneously, as quickly, smoothly, accurately, clearly, efficiently, and comprehensively as possible with

few errors that might distract the listener within the time constraints of online processing. Lack of fluency is often evident in long pauses, repetition of words, or difficulty finding the right words.

- **Accuracy:** Refers to how well students can use correct grammar, vocabulary, and pronunciation when they speak. Difficulties in accuracy are often caused by interference from the native language or a lack of deep understanding of the grammatical and phonological rules of the target language.
- **Appropriateness:** This includes word choice, whether a word is appropriate for the context and culture in which it is used. Challenges in appropriateness can hinder effective communication and lead to cultural misunderstandings.

Storytelling as an Effective Pedagogical Approach

Amidst these challenges, storytelling has been identified as a highly effective pedagogical strategy for improving speaking skills. Storytelling is defined as the art or technique of conveying narratives, anecdotes, or experiences through oral or written means (Bala, 2015). Recent research continues to support the effectiveness of this method in language skill development.

- a. **Improvement in Speaking Components**
A study by Nair and Yusuf (2022) showed that storytelling significantly improved the speaking skills of junior high school students, particularly in terms of pronunciation, fluency, confidence, and expression. Students who were initially hesitant showed improvement in clarity and natural fluency. Similar research by Rakhima & Sogdiana (2024) reinforces that storytelling successfully improves the fluency of middle school students.
- b. **Self-Confidence and Motivation**
Storytelling has been proven effective in building students' confidence to speak in public. A study by Huang (2023) found

that storytelling improved students' confidence in speaking and encouraged active participation in class, even though challenges such as initial nervousness still existed. Belda-Medina & Goddard (2024) also stated that storytelling can develop confidence, vocabulary, grammar, and comprehension.

- c. **Vocabulary and Language Structure Mastery**

Storytelling provides authentic and contextual language input, which is highly beneficial for vocabulary acquisition and sentence structure understanding. Through stories, students can sequence events, broaden their perspectives, and develop their social intelligence (Badawi et al., 2022; Rini et al., 2021; Swari, 2022). Wibowo et al. (2024) emphasises that storytelling is a natural and engaging way for young learners to learn new vocabulary because it stimulates curiosity and creates memorable experiences.

- d. **Engagement and Interaction**

This method encourages interaction between students, teachers, and learning materials. Liskinasih and Marcelina (2024) highlights story completion techniques as a fun and engaging method that encourages students to express themselves freely and contribute to the narrative, demonstrating a significant positive impact on students' speaking proficiency.

- e. **Various Implementation Techniques**

Storytelling teaching procedures are generally divided into three stages: pre-storytelling (preparing students), storytelling (teacher as a model), and post-storytelling (follow-up activities) (Ibrahim, 2022). Various activities can be applied, such as retelling stories, storytelling circles, role-playing stories, using visual aids, storytelling performances, story sequencing activities, and character interviews (Ellis & Brewster, 2002). This narrative approach allows students to express

themselves through structured yet creative scenarios (Chen & Lee, 2023).

f. Comparison with Other Methods

Although traditional storytelling remains effective, technological advances have introduced digital storytelling as an attractive alternative. Comparative research shows that both methods are effective in improving speaking skills, with digital storytelling offering a more engaging and interactive experience for learners (Sudrajat et al., 2024).

Consistently, recent studies confirm that storytelling is a powerful and versatile tool in teaching speaking skills. This method not only addresses common barriers to learning to speak but also proactively builds confidence, enriches vocabulary, and improves students' fluency and accuracy, making it a highly recommended pedagogical approach in language education.

METHOD OF THE RESEARCH

This study employed a comprehensive qualitative approach known as *Library Research*. Library research is a method of gathering data from various literature sources to analyze and answer research problems without doing fieldwork. It focuses on theories, principles, and ideas from existing literature (Zafira et al., 2022)), providing a comprehensive understanding of the topic. Instead of conducting field research, the researcher gathered data from books, journal articles, and academic writing such as thesis and dissertation.

According to Douglas (2015), research library data sources are divided into two, namely primary sources and secondary sources. Primary sources are original works, while secondary sources are studied by other researchers. This study gathered the primary source from an e-book by (Gail Ellis & Jane Brewster, 2002) entitled "Tell it Again!: The New Storytelling Handbook for Primary Teachers". Meanwhile, the secondary sources were obtained from previous studies

such as theses, journal articles, working papers, magazine articles, and related documents like blogs on the implementation of Storytelling methods in teaching speaking skills published or posted between 2018-2023.

To collect data for this study, the researcher applied a thorough technique, sometimes called *existing documents*. She collected data from a wide range of sources, including books, journal and magazine articles, academic papers such as skripsi, thesis, and working papers, and web pages from the library and the internet. This thorough data collection process instills confidence in the research findings.

The data were analyzed by using the content analysis method. According to Wilson (2016), content analysis is an analysis that can be used, both quantitative and qualitative, to analyze written, verbal, or visual documentation systematically. The following are the steps of content analysis.

1. Review and identify data sources to extract pertinent information.
2. Comprehend the content and crucial details within the data sources.
3. Summarize the information retrieved from the data sources.
4. Arrange the information and explanations into appropriate categories.
5. Draw conclusions based on the descriptions derived from the data sources.

FINDING AND DISCUSSION

Findings

Findings of Primary Data

Tell it Again!: The New Storytelling Handbook for Primary Teachers focuses on the power of storytelling in language learning and teaching. It presents a collection of stories from around the world, carefully selected to engage and captivate language learners. The book provides a framework for using these stories in the classroom, emphasizing the importance of

repetition and storytelling techniques in language acquisition. These activities are designed to engage students in meaningful language practice while fostering their storytelling abilities and improving their speaking skills.

- 1) Retelling Stories: Students can work in pairs or small groups to retell stories they have heard in their own words.
- 2) Storytelling Circles: In this activity, students sit in a circle and take turns adding to a story.
- 3) Acting Out Stories: Students can act out stories they have heard or read, either in small groups or as a whole class.
- 4) Story Retelling with Visual Aids: Provide students with visual aids such as pictures, flashcards, or props to help them retell stories.
- 5) Storytelling Performances: Organize storytelling performances where students have the opportunity to share their own stories or retell familiar stories to an audience.
- 6) Story Sequencing Activities: Give students sets of picture cards or sentence strips from a story and ask them to arrange them in the correct sequence.
- 7) Character Interviews: Students can take on the role of a character from a story and participate in interviews with their classmates.

Findings of Secondary Data

After collecting, organizing, analyzing, and interpreting the secondary data, the researcher found that even though the teaching procedures of the storytelling varied, the results were still the same: the Storytelling method was effective in improving students' speaking skills.

This study brings implications to research and teaching practice of English-speaking skills. Most studies in the past focused on the implementation of the Storytelling method in improving students' speaking skills without specifically mentioning what characteristics it has that can improve the students' speaking skills.

The findings of this study provide more information pertaining to the implementation and implication of the Storytelling method; thus, the teachers can learn about it and make some modifications to either tailor it to the student's needs or make it better. Future researchers, through these findings, can get the ideas to carry out studies on using the Storytelling method to teach other language skills and components.

Discussion

This study aims to describe the implementation of the storytelling method in improving students' speaking skills and explain how students' speaking skills improved after the implementation of storytelling. Through a comprehensive analysis of primary and secondary data, the findings of this study consistently show that the storytelling method has a significant contribution to improving students' speaking skills.

Implementation of the Storytelling Method

Primary data from the e-book 'Tell it Again!: The New Storytelling Handbook for Primary Teachers' by Ellis and Brewster (2022) highlights the power of storytelling in language learning. This book provides a framework for using stories in the classroom, emphasizing the importance of repetition and storytelling techniques in language acquisition to improve fluency. Activities that can be applied in the storytelling process include:

- Retelling Stories: Students can work in pairs or small groups to retell stories they have heard in their own words. This activity enhances comprehension and fluency as students reconstruct the narrative using their own vocabulary and sentence structures (Henao, 2024).
- Storytelling Circles: Students sit in a circle and take turns adding to a story, fostering collaborative storytelling and enhancing their ability to build upon each other's ideas (Yulianawati et al., 2022).

- **Acting Out Stories:** Students can act out stories they have heard or read, either in small groups or as a whole class. This helps in kinesthetic learning and allows for a deeper understanding and engagement with the material (Anrasiyana, 2021).
- **Story Retelling with Visual Aids:** Providing visual aids like pictures or flashcards can significantly enhance students' ability to retell stories. These tools serve as memory aids, helping students recall the sequence of events and key details more effectively. The visual support also caters to different learning styles, making the activity more accessible and engaging for all students (Andrian & Faudi, 2020).
- **Storytelling Performances:** Teachers can hold storytelling performances where students have the opportunity to share their own stories or retell stories that are familiar to the audience. This activity helps build confidence and provides a platform for students to practice their speaking skills in a supportive environment (Sumarsih et al., 2022).
- **Story Sequencing Activities:** Provide students with a set of picture cards or sentence fragments from a story and ask them to arrange them in the correct order. This enhances their understanding of the narrative structure and improves their ability to recount events logically (Dilfuza, 2021).
- **Character Interviews:** Students can take on the roles of characters from a story and participate in interviews with their classmates. This exercise not only encourages creative thinking but also hones their ability to articulate thoughts and ideas in character. By stepping into the shoes of different characters, students learn to express diverse perspectives and emotions, thereby enhancing their speaking skills and overall communicative competence (Tompunu et al., 2021).

The storytelling teaching method is generally divided into three parts: pre-telling, while-telling, and post-telling. The pre-telling stage aims to prepare students and create a comfortable learning atmosphere that alleviates their worries about understanding the story without translation. During the while-telling stage, the teacher acts as a model, employing well-known narrative techniques to tell the story, which can motivate students to speak and stay focused on the process. This method serves as a robust tool for enhancing speaking skills by providing learners with authentic language input. Through storytelling, students can sequence events, broaden their perspectives, and cultivate their social intelligence (Badawi et al., 2022; Rini et al., 2021; Swari, 2022).

Improvement of Students' Speaking Skills

Secondary data analysis from seven studies (Kaet, 2023; Pratiwi, 2023; Gonçalves, 2019; Hardianti, 2019; Tambunan, 2018; Megawati, 2018; Sabila, 2022) consistently shows that although storytelling teaching procedures vary, the results remain the same: the storytelling method is effective in improving students' speaking skills. These findings are in line with the research by Ramadhani et al. (2023), which shows that the storytelling method not only improves students' speaking skills but also builds their confidence in speaking, expands their vocabulary acquisition, and promotes cross-cultural understanding.

The importance of storytelling in improving speaking skills can be explained through several relevant aspects of speaking skills:

- ✓ **Comprehensibility:** Storytelling provides authentic language input, helping students convey messages that are understandable to listeners.
- ✓ **Fluency:** Through storytelling practice, students can develop the ability to speak spontaneously, fluently, and accurately.

- The ability to sequence events through storytelling also contributes to fluency.
- ✓ Accuracy: Through repetition and structured practice, students have the opportunity to improve their use of grammar, vocabulary, and pronunciation.
 - ✓ Appropriateness: Storytelling allows students to choose words that are appropriate for the context and culture, which is an integral part of speaking politeness.

Implications and Suggestions for Further Research

This study has clear implications for research and practice in teaching English-speaking skills. These findings provide further information on the implementation and implications of the storytelling method, which can help teachers modify and adapt this method to suit the needs of their students.

While previous research has focused on the implementation of storytelling methods in improving students' speaking skills, this study provides insights into the specific characteristics that make this method effective. For further research, these findings can provide ideas for conducting studies on the use of storytelling methods to teach other language skills and components. This includes further exploration of how storytelling can improve listening, writing, or reading skills, as well as the development of students' social-emotional competencies.

CONCLUSIONS AND SUGGESTIONS

Conclusion

This study comprehensively examines the implementation of the storytelling method and its impact on improving students' speaking skills. Through primary data analysis from the e-book 'Tell it Again!: The New Storytelling Handbook for Primary Teachers' by Ellis and Brewster (2002), as well as secondary data from seven relevant previous studies, it can be concluded that the

storytelling method is a very effective tool in teaching English speaking skills.

The implementation of storytelling involves a series of structured procedures, ranging from the pre-story stage, the storytelling stage, to the post-story stage, all of which are designed to create a conducive and authentic learning environment.

Various activities such as retelling stories, storytelling circles, role-playing stories, using visual aids, storytelling performances, story sequencing activities, and character interviews have been proven to engage students in meaningful language practice actively. Specifically, the storytelling method contributes to the improvement of speaking skill components such as comprehensibility, fluency, accuracy, and politeness.

The ability of storytelling to provide authentic language input, develop students' confidence, expand vocabulary, and promote cross-cultural understanding are key factors in its effectiveness. Despite using varied approaches, the studies analyzed consistently show the positive impact of storytelling on students' speaking skills, overcoming common challenges in speaking teaching, such as inhibition and lack of participation.

Suggestions

Based on the findings and conclusions of this study, several suggestions can be made:

- For English Teachers: Teachers are strongly encouraged to integrate storytelling methods into their speaking skills teaching curriculum. Teachers can utilize the various techniques and activities outlined in this study and modify them according to the specific characteristics and needs of their students to maximize the potential of this method in improving students' speaking skills and confidence.
- For Learning Material Developers: English teaching materials, especially those focusing on speaking skills, should include more elements and guidelines

related to storytelling methods. The development of textbooks or modules equipped with story examples, activity guidelines, and storytelling assessment rubrics would greatly assist teachers and students.

- For Further Researchers: This study paves the way for further exploration of the storytelling method. Future researchers may consider the following:
 - Investigating the effectiveness of the storytelling method in developing other language skills such as listening, writing, or reading. Analyzing factors that may influence the success of storytelling implementation, such as class size, students' cultural backgrounds, or the duration of the method's application.
 - Conducting comparative studies between storytelling and other speaking teaching methods to identify comparative advantages.

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WRITING PERFORMANCE OF ELEVENTH GRADE SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to measure the writing ability of eleventh-grade students at SMA Negeri 1 Parigi. A descriptive qualitative research design was used. The research subjects consisted of 10 eleventh-grade students at SMA Negeri 1 Parigi. Data were analyzed from students' writing worksheets. The researcher analyzed and described the students' descriptive texts based on content and organization aspects. The study results showed that the majority of students' writing (60%) was at the good level, 20% at the very good level, and the rest at the poor level. These findings indicate that students are able to write descriptive texts well in terms of content and organization. Based on these results, it is recommended that teachers maintain the writing teaching strategies that have been implemented.

Keywords: Descriptive Text, Writing Performance, Senior High School Students.

BACKGROUND

Descriptive text is a text that clearly describes the characteristics of people, animals, plants, and inanimate objects as form, characters, amount, etc. (Lubis, 2024; Sinaga, 2022). The purpose of this text is to provide clear information about the object being described to the reader. The descriptive text has a generic structure and language features. Generic structure refers to the stage of information contained in the text as identification and description, and Language features refer to sentence structure, punctuation, nouns, vocabulary, phrases, etc. (Sipayung et al., 2021). Based on the explanation above, descriptive text is a text that describes an object that has a generic structure and language features.

In addition, the problem that students face is the difficulty in writing English. Descriptive is a text that students find difficult when they create descriptive writing. According to students' opinions, they do not know what to write, cannot develop ideas, students find it challenging to use grammar, and lack vocabulary and mechanics (Amalia et al., 2021).

Vocabulary is one of the crucial elements in learning English (Syafrizal & Haerudin, 2018). Mastering vocabulary will make it easier for students to understand English and support them in mastering other language components. Rai et al. (2011) argue that language comprehension and production are hampered by this limitation. To increase interest and motivation in learning vocabulary, teachers are expected to apply varied teaching strategies and ensure the accuracy of teaching methods.

Based on the 2013 curriculum, students are expected to be able to understand the social functions, structure, and language features of descriptive text. Furthermore, several basic competencies of the 2013 curriculum syllabus mention that capturing meaning in spoken and written descriptive as being texts is included in learning. In this curriculum, applying language features and generic structure in descriptive text includes identifying, understanding, compiling text, and giving and asking for information about particular objects, whether the object is a person, place, event, or feeling, in detail and

clearly. In addition, students are expected to be able to express their ideas through writing on topics given by the teachers. Students are also expected to read and listen to the text to understand the content of the message and how students express their ideas by using the components of writing well.

Regarding the goal of learning on the syllabus, students must be able to write descriptive texts based on writing components such as organization, content, vocabulary, grammar, and mechanics. In organizing ideas, students can use brainstorming and pre-writing techniques designed to bring subconscious ideas into conscious ideas. In addition, students can also develop ideas by making lists, in which they have to record ideas that are directly related to specific subjects and read a lot so that there are many references in developing ideas. In determining ideas, active readers will tend to have a lot of creative ideas, making it easier for students to do writing activities, while passive readers tend to have a lack of vocabulary, so they rush through reading to get it done. In writing content, the body of paragraphs and topic sentences must be considered; in vocabulary, students must master much vocabulary in order to write correctly; in grammar, students need to pay attention to verbs and tenses; in mechanics, students must be able to write punctuation, capitalization, and spelling correctly. By mastering the components of writing, students can write well and correctly.

Based on the explanation above, the researcher wants to find out the writing performance in the descriptive text of the eleventh-grade students at SMA Negeri 1 Parigi in organizing and developing ideas and content in descriptive texts.

LITERATURE REVIEW

Writing Performance

Writing performance is a complex language skill involving various cognitive and linguistic aspects. This ability is not

merely stringing words together into sentences but also involves thinking processes, organizing ideas, and mastering grammar and vocabulary to convey messages effectively (Carvalhais et al., 2021). Previous studies have consistently shown that writing performance is influenced by various factors, ranging from student motivation and teaching strategies used by teachers to the learning environment (Nabhan & Sa'diyah, 2021; Purnamasari et al., 2021; Suastra & Menggo, 2020; Vacalares et al., 2023).

According to Hyland (2003), writing performance in second language learners is the result of a complex interaction between linguistic knowledge (grammar, vocabulary, spelling), rhetorical knowledge (text organization, genre), and cognitive processes (planning, drafting, revising). He argues that difficulties in writing are often not only due to a lack of linguistic knowledge but also due to a lack of strategies for managing ideas and organizing them into coherent texts.

According to Hyland (2003), writing performance in second language learners results from a complex interplay of linguistic and rhetorical knowledge alongside cognitive processes. Hyland (2003) posits that writing challenges often stem not only from linguistic gaps but also from deficits in managing and structuring ideas into cohesive texts. Therefore, a comprehensive approach to teaching writing should address these multiple facets, equipping students with the necessary linguistic tools and cognitive strategies to enhance their writing proficiency (Dunn, 2021; Jiang & Kalyuga, 2022).

Furthermore, Richards and Renandya (2002) emphasize the crucial role of effective teacher feedback in enhancing students' writing performance. Constructive feedback aids students in pinpointing weaknesses and offers direction for refinement. Conversely, unclear or overly critical feedback may diminish students' motivation to write (Steiss et al., 2024).

Variability in writing performance is also often associated with affective aspects. Krashen (1985), with his Affective Filter Hypothesis, states that anxiety and motivation levels can affect how effectively learners acquire language. In the context of writing, students with high anxiety levels may find it difficult to express their ideas freely, which ultimately affects their writing performance.

Descriptive Text

Descriptive text is one of the basic types of text taught in the English curriculum to describe something, be it people, places, objects, or experiences, in clear and vivid detail so that readers can imagine it (Maulana & Sibarani, 2021). Mastery of descriptive text is an important foundation before students move on to more complex text genres. However, students often face challenges in descriptive writing, particularly in employing varied and precise vocabulary to create sensory details and in adhering to grammatical accuracy, especially in adjective usage and sentence construction (Kristiana et al., 2021; Nurfidoh & Kareviati, 2021). Effective instruction should address both cognitive and affective dimensions, fostering a supportive environment that encourages experimentation and risk-taking. (Acedo, 2020) Furthermore, teaching should encourage students to consider their audience and the desired effect of their descriptions, prompting them to make deliberate choices about language and structure.

Gerot and Wignell (1994) explain that descriptive texts have a distinctive generic structure, namely 'Identification' (introduction of the object to be described) and 'Description' (detailed explanation of the characteristics of the object). This structure is important to ensure that the description is presented in an orderly manner and is easy for readers to understand. In addition to generic structure, language features in descriptive texts are also crucial

elements. As outlined by Feez (1999) in Text-based Syllabus Design, descriptive texts are rich in adjectives, action verbs, and prepositional phrases that serve to provide sensory and spatial details. The use of the simple present tense is also every day because descriptive texts usually describe permanent facts or characteristics.

Research on descriptive text learning often highlights students' difficulties in using appropriate and varied vocabulary to create vivid descriptions, as well as in applying correct grammar, especially in the use of adjectives and sentence construction. Horwitz (2020) argues that to master a particular genre; students need sufficient exposure and meaningful practice opportunities. Therefore, teaching descriptive texts should involve not only theory but also plenty of practical exercises and targeted feedback.

Writing Descriptive Text

Descriptive writing, while seemingly straightforward, presents multifaceted challenges for senior high school students. Beyond the basic mastery of generic structure and language features, as highlighted by Gerot and Wignell (1994) and Feez and Joyce (2002), lies the crucial ability to craft vivid and engaging descriptions that resonate with the reader. Students often struggle with employing varied and precise vocabulary to create sensory details and with adhering to grammatical accuracy, particularly in adjective usage and sentence construction, as Lightbown and Spada (2013) note. Moreover, affective factors, as underscored by Krashen's Affective Filter Hypothesis (1985), play a significant role; anxiety and lack of motivation can hinder students' capacity to express ideas, ultimately affecting their writing performance freely. Therefore, effective pedagogy should address both the cognitive and affective dimensions of descriptive writing, fostering a supportive environment that encourages

experimentation and risk-taking (Billa et al., 2021; Risnawaty et al., 2021).

Furthermore, the purpose of descriptive writing extends beyond mere listing of attributes. It requires students to develop a critical eye, selecting details that are not only accurate but also contribute to a specific impression or theme. Teaching descriptive writing should encourage students to consider their audience and the desired effect of their descriptions, prompting them to make deliberate choices about language and structure (Werner, 2021). The low-achieving students often do not believe that they receive respect for their ideas but that their teacher is interested only in their texts' basic organization and display of proper grammatical conventions (Potter et al., 2001). This highlights the importance of addressing the student's individual needs in the classroom (Chen, 2020).

METHOD OF THE RESEARCH

In this study, the researcher applied a descriptive qualitative approach. Qualitative research aims to understand the experiences of research subjects and describe them in words and language appropriate to the context using various scientific methods (Moleong, 2007). This type of descriptive qualitative research aims to analyze students' writing performance. The research subjects were eleventh-grade students at State Senior High School 1 Parigi. To determine the subjects, the researcher selected research informants. Class A, with 10 students, was selected based on the Minimum Passing Criteria (KKM).

The subjects of this research were the eleventh-grade students at SMA Negeri 1 Parigi. To get the research subject, the researcher determined the research informants. The reason the researchers chose class A with 10 students is that it is based on the (KKM).

In this research, the data are collected through a writing test based on the scoring rubric from Brown (2004) as follows:

Table 1. Writing Scoring Rubric

| Aspect | Score | Performance Description |
|------------------|-------|---|
| Content | | |
| - Topic | | |
| - Details | 4 | The content is complete, and the details of the sentences are related to the topic. |
| - Unity | | |
| - Coherence | | |
| | 3 | The content is complete, and the details of sentences are almost related to the topic. |
| | 2 | The content is almost complete, and the details of sentences are almost related to the topic. |
| | 1 | The topic is not complete, but the details of the sentence do not relate to the topic. |
| Organization | | |
| - Identification | | |
| - Description | 4 | The identification is complete, and the description is understandable |
| | 3 | The identification is complete, and the descriptions are almost understandable. |
| | 2 | The identification is almost complete, and the descriptions are almost understandable. |
| | 1 | The identification and descriptions are difficult to understand |

In high school, the scoring system usually takes a 10 to 100-point scale. The researcher used the system 0-4. Kriteria Ketuntasan Minimal (KKM) for English lesson in SMA Negeri 1 Parigi. The researcher converted the scoring system as in the following:

Table 2. Score Range, Category, and Qualification

| Score Range | Category | Qualification |
|-------------|-----------|---------------|
| 86 – 100 | Very Good | Successful |
| 70 – 85 | Good | Successful |
| 56 – 69 | Fair | Successful |
| 36 – 55 | Poor | Failed |
| 10 – 35 | Very Poor | Failed |

To determine the individual standard score, the researcher converted the raw scores obtained by using Arikunto (2006: 276) as follows:

$$\sum = \frac{X}{N} \times 100$$

Where:

\sum = Standard score

X = Obtained score

N = Maximum Score

Then, the researcher computed the mean score of students by using the formula by Hatch and Farhady (1982:55) as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

x = Mean Score

$\sum x$ = Sum of students' score

N = Total number of students

FINDING AND DISCUSSION

Findings

In this stage, the collected data were students' writing that have been composed by the students. Next, the data were analyzed and categorized by adapting Brown's scoring rubric (2004). The result of the students' descriptive writing in terms of content and organization is presented as follows:

Table 3. The Result of Students Descriptive Writing

| No. | Initials | Content | Organization | Obtained Score | Maximum Score | Standard Score | Category | Qualification |
|-------------|----------|---------|--------------|----------------|---------------|----------------|-----------|---------------|
| 1 | AA | 4 | 3 | 7 | 8 | 87 | Very Good | Successful |
| 2 | AB | 3 | 3 | 6 | 8 | 75 | Good | Successful |
| 3 | AI | 3 | 3 | 6 | 8 | 75 | Good | Successful |
| 4 | AS | 2 | 2 | 4 | 8 | 50 | Poor | Failed |
| 5 | DP | 3 | 3 | 6 | 8 | 75 | Good | Successful |
| 6 | DZ | 3 | 3 | 6 | 8 | 75 | Good | Successful |
| 7 | FI | 4 | 4 | 8 | 8 | 89 | Very Good | Successful |
| 8 | MF | 4 | 4 | 8 | 8 | 89 | Very Good | Successful |
| 9 | RI | 2 | 2 | 4 | 8 | 50 | Poor | Failed |
| 10 | SN | 3 | 3 | 6 | 8 | 75 | Good | Successful |
| Total Score | | | | | | | | 740 |

Based on table 3, most of the students' writing, 60%, are at a good level, 20% are at a very good, and the others are at a poor level. At a good level, the students have difficulties in developing ideas, while at a very good level, students have difficulty lack the motivation to learn or use grammatical features properly and lack experience in grammar learning; at the poor level, students make mistakes in term grammar, lack vocabulary, developing the term of content, organizing and mechanism.

The researcher computed the mean score after calculating the total score by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{740}{10}$$

$$\bar{x} = 74$$

It can be seen that the mean score of students writing was 74.

After calculating the data, in organization and content, six students are categorized as good level, two students are categorized as very good level, and two students are categorized as poor level.

Discussion

This study carefully examined the descriptive writing performance of eleventh-grade students at State Senior High School 1 Parigi, providing a comprehensive overview

of their abilities. In general, the findings indicate a promising alignment between the 2013 curriculum objectives and student achievement; they can understand the social function, structure, and features of descriptive texts and express their ideas through writing. This is a positive indication that the existing teaching approach has successfully instilled a solid foundation in descriptive writing. Students' ability to organize ideas clearly and in detail, even with strong supporting details, reflects a solid understanding of the generic structure of descriptive texts—identification and description, which is the core of this genre.

However, behind these satisfactory achievements, this study also highlights critical gaps that require in-depth attention. Although students' performance is good overall, difficulties in developing ideas and, more worryingly, a lack of motivation and experience in using grammatical features correctly are crucial areas that need to be addressed. These issues are not mere details; they are root problems that often hinder the overall quality of students' writing. Students' complaints that they 'do not know what to write' and 'cannot develop ideas,' coupled with difficulties in grammar and a lack of vocabulary, confirm that these challenges are real experiences faced by learners.

The phenomenon of limited vocabulary, in particular, is a fundamental issue that has long been highlighted in English language pedagogy. Nation (2001) explicitly states that vocabulary is 'one of the most important components of language,' and its absence can hinder not only production but also overall language comprehension. This means that if students do not have an adequate vocabulary, even brilliant ideas will struggle to be realized in coherent and effective writing. Therefore, investment in varied vocabulary teaching strategies is necessary to increase students' interest and motivation.

Furthermore, the difficulties experienced by students at the 'poor' level, such as significant grammatical errors,

limited vocabulary, and problems in organization and writing mechanics, are indicators that mastery of the basic components of writing is still uneven. This reaffirms the argument that comprehensive mastery of organization, content, vocabulary, grammar, and mechanics is an absolute prerequisite for producing quality writing.

Without a strong foundation in these areas, students' efforts to express their ideas through writing will always be hampered. Therefore, although this study identified relatively good performance, the implications go far beyond statistics. Teachers are not only advised to maintain effective teaching strategies but are also encouraged to actively integrate approaches that specifically target idea development and grammar mastery.

Utilizing high-achieving students as 'role models' or 'peer work' is a smart pedagogical strategy; they can not only share ideas and improve their peers' abilities but also indirectly sharpen their writing skills. This is an essential step forward to ensure that every student, regardless of their initial level, has the opportunity to reach their full potential in writing effective and engaging descriptive texts.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings of the data in this study, the result of students in writing descriptive text can be concluded that:

The content of the descriptive text by eleventh-grade students is classified as very good, good, and poor. Two respondents are categorized as very good, six respondents are categorized as good, and two respondents are categorized as poor. The way students arrange paragraph text based on topic. Students construct their ideas clearly and in detail. They can create their ideas by providing supporting details to make their text easy to understand. The organization of descriptive text written by

students is categorized as very good, good, and poor. Four respondents are categorized as very good, four respondents are categorized as good, and two respondents are categorized as poor. They identify very well and also describe clearly understandable they explain their ideas in brief detail.

Suggestion

Based on the interpretation of the data and previous conclusions, the researcher proposes several suggestions for teachers, students, and other researchers. Teachers can place high-achieving students as role models or peers to help their friends who are experiencing difficulties in developing their writing skills. They can share ideas to improve their ability to compose texts. Therefore, high-achieving students should continue to pay attention to their writing characteristics to improve their skills further. For other researchers, the authors invite them to conduct similar studies to achieve improvements by selecting different aspects to obtain more diverse and in-depth results. They may also choose subjects of varying levels.

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ENGLISH EDUCATION STUDENTS' EXPERIENCE IN USING LEARNING MANAGEMENT SYSTEM

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Abstract

This research was conducted to investigate students' experiences with using the features in the Learning Management System (LMS). The subjects of this research are fourth-semester students from the English Education Study Program at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Palu. This research uses descriptive qualitative methods. The instruments used were questionnaires, interviews, and observation checklists. Questionnaires are used to guide researchers in administering questionnaires to students or subjects. Furthermore, the interviews are used to strengthen the results obtained from questionnaires administered to students by researchers. The final instrument is an observation checklist. The researchers conducted observations on students directly in the classroom and outside the classroom. The research results show that the LMS features most frequently used by students are the notification feature, the assignment upload feature, the attendance list feature, the search feature, the change account feature, and the 'My Class' feature. Meanwhile, there is a student response to the current LMS display, namely that it needs to be improved for the convenience of future LMS users.

Keywords: Students' experiences, learning management systems, English education.

BACKGROUND

As time passes, the development of digital technology continues to advance. It makes it easier to do many things quickly (Ebadi & Asadi, 2022). Distance is no longer a problem (Rannastu-Avalos & Siiman, 2020). Time is used more for practical things. The world feels smaller, and space no longer seems distant because of technology.

Digital technology plays a vital role in enhancing the efficiency and effectiveness of learning in educational institutions (Haleem et al., 2022). With digital technology, the learning process becomes more interactive and exciting for students. Various online learning platforms enable students to access learning materials flexibly, both inside and outside the classroom.

Additionally, digital technology allows collaboration between teachers and students through various applications and platforms,

thus expanding the space for discussion and understanding. Haleem et al. (2022) state that digital technology can help teachers produce learning materials, allowing them to spend more time with students. Meanwhile, Anggraeny (2020) argues that learning with technology can make it easier for students to understand and deepen their learning concepts, thereby increasing their enthusiasm for learning, as the material presented captures students' attention. It also facilitates the use of more diverse learning media, such as videos, animations, and simulations, to help students better understand complex concepts. Thus, digital technology not only increases learning accessibility but also enriches students' educational experiences.

In education, various technologies are used to improve the learning experience (Al-Labadi & Sant, 2021). Computers and

software have become essential tools in the educational process, serving both learning, research, and administrative purposes. The internet provides instant access to educational resources from around the world, while e-learning utilizes online platforms to offer courses, learning videos, and discussion forums. Learning Management Systems (LMS) facilitate online learning by managing learning materials, assignments, and student progress. Augmented Reality (AR) and Virtual Reality (VR) offer interactive and immersive learning experiences, while mobile applications provide easy access to learning materials at any time and from anywhere. Artificial Intelligence (AI) is utilized to tailor learning to individual student needs and deliver personalized feedback. Applications such as Google Classroom and Edmodo are also used in education. All of this reflects the ever-expanding role of technology in changing how we learn and teach. For the sophistication of digital technology created by humans, educational institutions utilize digital technology facilities as systems to input data, manage data, automate processes, and many other purposes. One of them is the Learning Management System (LMS).

LMS is a digital technology-based software designed to manage and deliver learning content in educational institutions, organizations, and companies. According to Sumardi (2021), a Learning Management System (LMS) is software used for administrative purposes, documentation, finding materials, reporting activities, and providing training materials for online teaching and learning activities that are connected to the internet. LMS provides a variety of tools to facilitate services such as uploading and sharing teaching materials, hosting online discussions, chatting, administering quizzes and surveys, and generating reports.

Educational institutions have implemented Learning Management Systems (LMS) in both private and state

universities. This system enables lecturers to plan learning, input learning materials, manage student learning activities, create attendance lists, track student absences, and perform various other tasks (Veluvali & Surisetti, 2022). Apart from making it easier for lecturers to plan the online learning process, it also enables students to access learning content from anywhere and at any time.

In Central Sulawesi, especially in the city of Palu, several institutions have used the Learning Management System. One of the institutions is Universitas Muhammadiyah Palu. The Learning Management System used at Universitas Muhammadiyah Palu is called Si-elok. Although it has a different name from other institutions, its function is similar.

Si-elok, the Learning Management System (LMS) at Universitas Muhammadiyah Palu, was created in 2019. However, it has been actively utilized by students since 2020. Although it has been used for almost four years, this system has yet to be evaluated from the students' perspectives. In response to the situation, the researcher aims to investigate the students' experiences with using the Si-elok Learning Management System (LMS). This investigation aims to assess students' satisfaction with learning through Learning Management Systems (LMS).

LITERATURE REVIEW

Learning Management System (LMS)

Universities and schools use several applications as the media for learning. They are Google Classroom, Edmodo, Schoology, Moodle, etc. Individual teachers and lecturers typically use Google Classroom. Edmodo and Schoology are intended for teachers in school to create an online classroom. Moodle, an online learning management system (LMS), was designed to enable educational institutions to create private websites featuring courses that

extend learning and can be utilized by teachers and lecturers.

Teachers and lecturers can utilize Learning Management Systems (LMS) for various purposes. Putra et al. (2020) explain that LMS is a term for an online system that is applied to manage online classes, such as providing materials and evaluations, checking the progress achieved by students in working on materials and tests, interacting audio-visually with students, and various other learning activities that are integrated into the system. Apart from that, LMS also makes it easier for students to access content and lecture materials.

Due to the existence of LMS, difficulties related to time and distance are alleviated. Students can access syllabi, learning materials, discussion rooms, and follow-up quizzes provided by the lecturers. Moreover, all these activities are performed from their cellular phone.

Challenges in Using LMS

LMS has the advantage of helping universities to manage data. It has also become an essential tool for learning in the digital era. Additionally, it offers various benefits, such as flexibility, efficiency, and ease of learning.

However, using LMS also gives several challenges for users in higher education. Regita (2023) explains that instructors often face several challenges or problems, such as:

- a. **Data Integration Issues**
This challenge arises when combining data from the Academic System (SIKAD) with the Learning Management System (LMS). These two systems have different data formats, making data synchronization complicated and time-consuming.
- b. **Difficulty Entering Grades and Attendance**
Lecturers must update grades and attendance in two places because the Learning Management System (LMS) must still be well-connected to the

academic information system. It increases the workload and wastes lecturers' time.

- c. **Implementation of Payment Policy**
Sometimes, students who still owe tuition fees can still access exams or learning materials. This occurs because the LMS is not designed to limit access based on student payment status.
- d. **Technical Difficulties and Adaptation**
Technical challenges and difficulty in adapting are often the primary problems associated with using an LMS. An unstable internet connection or limited devices can be an obstacle. Additionally, adapting new technology can also take time.

The Advantages and Disadvantages of Using LMS

The use of Learning Management Systems (LMS) has significant advantages. For example, with LMS, we can learn anytime and anywhere, according to students' needs. Teachers can also monitor students' progress and provide feedback quickly. However, there are also drawbacks. Some people have difficulty accessing the LMS due to unstable internet or inadequate devices. Several ways can solve those problems. Firstly, improving internet access and secondly, providing printed books or offline platforms. Thirdly, training on the use of LMS can help reduce technical issues. In an article by anonymous (2021), there are lists of advantages and disadvantages of using LMS. They are explained as follows.

- a. **The Advantages of LMS**
 1. **Economics:** Utilizing Learning Management Systems (LMS) in schools is more cost-effective compared to monthly student tuition fees, such as SmartSchool from MySCH.id, which costs only Rp 2,000 per student per month.
 2. **Time-efficient:** LMS ensures smooth scheduling of lessons, even when teachers and schools have other agendas.

3. Easy Material Management: Learning materials on LMS are easy to organize and locate.
 4. Flexibility: LMS can be accessed from anywhere, avoiding missed lessons.
 5. Engaging Learning: Various learning media, such as images, animations, and videos, make learning more engaging.
 6. Independent Learning: LMS encourages students to learn independently through mobile access.
 7. Documentation: All teaching and learning activities are digitally documented.
 8. Easy Administrative Management: Administration can be handled digitally, avoiding paper stacks.
 9. Convenient Interaction: Interaction via mobile devices makes students more comfortable and expressive.
 10. Technology Education: LMS provides an opportunity to educate students and parents about the beneficial use of technology.
- b. The Disadvantage of LMS
1. Requires internet access to access learning materials on the LMS, yet not all areas in Indonesia have extensive internet coverage.
 2. Reduces direct interaction between teachers and students as well as among students, which can impact the psychological aspects of social interaction.
 3. Requires devices such as computers, laptops, or smartphones, which not everyone possesses.
 4. Requires parental guidance for the use of mobile devices and the internet to prevent technology misuse by teenagers or younger children.

In summary, although LMS has many benefits, accessibility challenges must be overcome so that everyone can benefit from it.

METHOD OF THE RESEARCH

This research employed a qualitative descriptive design. Sugiyono (2016) explains that qualitative descriptive is a research method based on postpositivist philosophy used to investigate natural object conditions (as opposed to experiments) where the researcher acts as the key instrument, data collection techniques are performed through triangulation (combination), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning over-generalization. The research aims to describe students' experiences using the Si-elok Learning Management System (LMS) in the English Education Study Program of the Teacher Training and Education Faculty at Universitas Muhammadiyah Palu.

FINDING AND DISCUSSION

The researchers collected three types of data: questionnaires, interviews, and observations. The researcher then gave the questionnaire to the students. After conducting the questionnaire, the researcher conducted interviews with the lecturers. Then, the researcher carried out the observations.

Findings

Questionnaire Results

The questionnaire was administered to 11 fourth-semester students of the English Education Study Program. The responses to the questionnaire items are summarized in the tables below.

The following table presents data on how students use the Learning Management System (LMS), their primary reasons for using it, where they typically access the LMS, their actions when encountering problems, and their suggestions for future LMS improvements based on questionnaire responses.

Table 1. Student LMS Usage Patterns

| Questionnaire Item | Response Category | Percentage of Students | Number of Students (out of 11) |
|-------------------------------------|--|------------------------|--------------------------------|
| 1. LMS Usage Frequency | Only during class/material provided by lecturers | 36.4% | 4 |
| | Directly use LMS when lecturers ask | 63.6% | 7 |
| 4. Primary Reason for LMS Usage | When the internet quota is still a lot | 0% | 0 |
| | Only during the lecture, not used anymore | 36.4% | 4 |
| | Just when I finish the task and then upload it | 63.6% | 7 |
| 16. Location of LMS Usage | At home | 18.2% | 2 |
| | In the classroom | 36.3% | 4 |
| | In the gazebo | 45.5% | 5 |
| 17. Seeking Help for LMS Problems | Not asking and looking for information | 0% | 0 |
| | Directly ask the lecturer | 100% | 11 |
| 18. Suggestions for LMS Improvement | No suggestions | 18.2% | 2 |
| | Suggestions for improving the LMS in the future | 81.8% | 9 |

Table 1 indicates that a majority of students (63.6%) use the LMS directly when instructed by lecturers, while a smaller group (36.4%) uses it only when material is provided or during class. The primary reason for usage is that 63.6% of students use the LMS specifically for completing and uploading tasks. Students most frequently use LMS in the gazebo (45.5%), followed by the classroom (36.3%). Notably, all students (100%) seek help directly from lecturers when facing LMS problems. Furthermore, 81.8% of students expressed suggestions for future improvements to the LMS.

The following table presents students' perceptions of the Learning Management System (LMS) 's appearance, design, and speed, including their preference for the current or previous interface, as gathered from questionnaire responses.

Table 2. Student Perceptions on LMS Display and Performance

| Questionnaire Item | Response Category | Percentage of Students | Number of Students (out of 11) |
|--|---|------------------------|--------------------------------|
| 2. Perceived LMS Appearance & Access Speed | Accessing it was slow | 18.2% | 2 |
| | The current LMS appearance makes students feel constrained | 27.3% | 3 |
| | Understand LMS easily, and the lecturer provides instructions | 54.5% | 6 |
| 11. Preference for LMS Display | Disappointed with the current LMS view | 0% | 0 |
| | Preferred current LMS appearance compared to before | 27.2% | 3 |
| | Preferred the appearance of the previous LMS | 72.7% | 8 |
| 12. LMS Speed | Option B (specific unknown option) | 0% | 0 |
| | LMS speed was excellent | 18.2% | 2 |
| | Chose answers A and B (specific unknown options) | 81.8% | 9 |

Table 2 shows that 54.5% of students find the LMS easy to understand, especially with lecturer instructions; however, 27.3% feel constrained by its current appearance, and 18.2% experience slow access. A significant majority (72.7%) expressed a preference for the previous LMS appearance over the current one. Regarding LMS speed, 81.8% of students selected options suggesting good speed.

Next, a table presents students' experiences and perceptions related to downloading learning materials, online attendance, the effectiveness and utilization of various Learning Management System (LMS) features (including calendar, search, and profile editing), and their use of the English mode within the LMS.

Table 3. Student Perceptions on Learning Material and Features

| Questionnaire Item | Response Category | Percentage of Students | Number of Students (out of 11) |
|----------------------------------|--|------------------------|--------------------------------|
| 3. Material Download Difficulty | Material is rigid to download | 0% | 0 |
| | Still confused | 36.4% | 4 |
| | Understand material is very easy to download | 63.6% | 7 |
| 5. Online Attendance Experience | Lecturers usually do not have active online attendance | 0% | 0 |
| | Lecturers provide a short duration of deadline | 45.5% | 5 |
| | Sometimes, online attendance does not work properly | 54.5% | 6 |
| 6. Effectiveness of LMS Features | Features in LMS are easy to learn | 0% | 0 |
| | Not effective because the feature is still less good | 18.2% | 2 |
| | It is very effective because the information is conveyed online | 81.8% | 9 |
| 7. Feature Utilization | Used all features of LMS | 0% | 0 |
| | Not all features are used | 27.3% | 3 |
| | Have not studied all features; too many features | 72.7% | 8 |
| 8. Calender Feature) Usage | I have seen it but never tried to use it | 9.1% | 1 |
| | It was never used because students had not studied this feature | 90.9% | 10 |
| 9. Search Feature Interest/Usage | I am less interested in the features of the LMS | 9.1% | 1 |
| | Never been taught by a lecturer using the search feature | 18.2% | 2 |
| | Very helpful when searching for data quickly | 72.7% | 8 |
| 10. Profile Editing Usage | Use this feature to help me change my profile and my data | 54.5% | 6 |
| | never used it because I do not know and have never been taught to use this feature | 54.5% | 6 |
| 15. Use English mode | Do not use English mode | 9.1% | 1 |
| | Automatic English due to the phone language setting | 36.4% | 4 |
| | Use Englihs mode to enrich my English vicabulary | 54.5% | 6 |

This table indicates that 63.6% of students find learning materials easy to download. For online attendance, a significant portion (54.5%) reported issues with it not working correctly, and 45.5% noted the fast pace of deadlines. A substantial majority (81.8%) found the LMS features very effective due to their online information delivery capabilities. However, 72.7% acknowledged that they had not studied all the features. The search feature was highly valued by 72.7% of students, while 90.9% had never used the calendar feature because it was not taught to them. Regarding profile editing, responses were split evenly, with 54.5% using it and 54.5% never using it due to lack of knowledge or instruction. Lastly, 54.5% of students use the English mode feature to enrich their English vocabulary.

The following table illustrates students' perceptions of whether the Learning Management System (LMS) contributes to the improvement of their English language skills based on questionnaire responses.

Table 4. Impact of LMS on English Language Skills

| Questionnaire Item | Response Category | Percentage of Students | Number of Students (out of 11) |
|---------------------------------------|---|------------------------|--------------------------------|
| 14. LMS Improvement in English Skills | LMS did not improve their English language skills | 9.1% | 1 |
| | LMS helps students' English language skills | 90.9% | 10 |

This table clearly shows that a large majority of students (90.9%) believe the LMS helps improve their English language skills, while only 9.1% indicate that it does not.

Interview Results

Interviews were conducted with four lecturers (LK, RP, DA, and IM) on May 28th and 29th, 2024, to gather data on their experiences with students' LMS usage. The interview process was recorded and documented.

- *Question 1 (LMS Operation Instruction):* Lecturers LK, DA, and RP did not

explicitly teach LMS operation, as students had taught it in the first semester. Lecturer IM stated that students were informed about LMS usage in their initial lecture contract.

- *Question 2 (Student Problems with LMS):* Lecturers LK, RP, and IM reported that students frequently asked about problems such as attendance and assignment uploads, and they provided solutions to these issues. Conversely, Lecturer DA stated that students never experienced problems.
- *Question 3 (Main Difficulties for Students):* Lecturer LK identified unstable internet networks or quotas as the main difficulty. Lecturer RP noted that students often forgot to access the LMS or register attendance, and she always reminded them. Lecturer DA maintained that students had no difficulties. Lecturer IM explained that new students struggled with adapting to the Learning Management System (LMS), especially those in remote areas, and lecturers provided them with assistance.
- *Question 4 (Lecturer-Student Interaction on LMS):* All lecturers (LK, RP, DA, IM) confirmed interaction with students on the LMS, including providing materials, assigning tasks, and communicating via the chat feature.
- *Question 5 (Assignment Submission Timeliness):* Lecturers RP and DA observed that students consistently uploaded assignments on time. Lecturers LK and IM noted that some students uploaded on time while others were inconsistent.
- *Question 6 (Ease of Student LMS Use):* Lecturers RP and DA believed students used the LMS efficiently. Lecturer IM stated that it was not easy initially, but they helped students understand it better. Lecturer LK was unsure about students' ease of use.
- *Question 7 (LMS Usage Location):* Lecturers LK and RP stated that students used the LMS in the classroom. Lecturer

DA observed usage in the classroom and at home. Lecturer IM reported that students used LMS whenever necessary.

- *Question 8 (LMS Features Taught by Lecturers):* Lecturers LK and RP did not teach LMS features to students. Lecturer DA mentioned that students commonly used features connected directly to YouTube. Lecturer IM taught "blue bottom features" such as Zoom, Documentation, and Link features that connect to Google Drive and other links.
- *Question 9 (Attendance List Filling Consistency):* Lecturers IM and DA stated that students consistently filled in the attendance list and were constantly reminded. Lecturers LK and RP noted inconsistency, possibly due to forgetfulness or unstable networks.
- *Question 10 (Frequency of Student LMS Usage):* Lecturer LK noted that students used the LMS when they were active during lectures. Lecturers IM, RP, and DA stated that students often used the LMS, for example, to fill attendance lists and enter lecture notes.

Observation Results

Observations were conducted both in the classroom and outside to understand their behavior and comprehension regarding LMS usage. Observations were conducted on all the students studied. The result is shown in the following table. It presents observed student activities when interacting with the LMS, including their use of the English mode and various features such as learning materials, assignment uploads, search, and notifications, along with their usage patterns.

Table 5. Observed Student Activities on LMS

| Activities Observed | Percentage of Students |
|--|------------------------|
| Students use the English mode | 90.9% |
| Students use the learning material features (my courses) | 100% |
| Students use the assignment upload feature | 100% |
| Students use the calendar feature | 0% |

| | |
|---|-------|
| Students use the search feature | 72.7% |
| Students use the change profile feature (edit profile) | 45.5% |
| Students use the information feature (notification) | 100% |
| Students use the attendance feature | 100% |
| Students use the LMS only when learning is taking place | 100% |
| Students access LMS anywhere and anytime | 100% |

Observations revealed that a very high percentage of students (90.9% or higher) consistently engaged with core Learning Management System (LMS) functions. Specifically, 100% of students utilized learning material features, assignment upload, notification, and attendance features and accessed the LMS only when learning was taking place or anywhere and anytime. A notable 90.9% used English mode. While the search feature was used by 72.7% of students and the change profile feature by 45.5%, the calendar feature was not used by any observed students (0%).

Discussion

This research explored the experiences of English Education Study Program students at Universitas Muhammadiyah Palu in using Learning Management System (LMS) features. The findings, derived from questionnaires, interviews, and observations, shed light on student interaction with the LMS, perceived difficulties, and its impact on their learning.

The questionnaire results indicated varied student engagement with the Learning Management System (LMS). While a majority (63.6%) directly used the LMS when instructed by lecturers, a significant portion (36.4%) only used it during class or when material was provided. This suggests a reactive rather than proactive engagement for some students. The user interface presented some challenges, with 27.3% of students finding the current Learning Management System (LMS) appearance constraining; however, 54.5% found it easy to understand, especially with

the support of lecturer instructions. Notably, a significant portion (72.7%) preferred the previous LMS appearance, indicating a potential area for improvement in the current design. Issues with internet connectivity and speed were also apparent, with 18.2% experiencing slow access and 81.8% agreeing that the LMS speed was good (implying some issues for the remaining students).

Regarding content accessibility, 63.6% of students found the materials easy to download, while 36.4% were still confused. This could be influenced by external factors, such as internet stability, as highlighted by lecturer LK, who identified unstable internet networks or quotas as the primary difficulty for students. Student usage patterns also varied; 63.6% used the LMS primarily to finish and upload tasks, while 36.4% used it only during lectures and not afterward. Online attendance presented its challenges; 54.5% reported that it sometimes did not work correctly, and 45.5% noted that deadlines for online attendance were too fast. This aligns with lecturers LK and RP's observation that students inconsistently filled out attendance, possibly due to forgetting or unstable internet connections. However, lecturers IM and DA reported that students consistently filled in the attendance list, and they always reminded students to do so.

The perceived effectiveness of LMS features was largely positive, with 81.8% finding it very effective due to its capabilities for online information delivery. The most frequently used features identified in the research were notification, assignment upload, attendance list, search, changing account, and 'My Class' features. Observation results confirmed that 100% of students use learning material features, assignment upload, and notification features. The search feature was beneficial for 72.7% of students in quickly finding data, contrasting with 18.2% who had never been taught to use it. This highlights the importance of comprehensive instruction on

all available features. While 72.7% of students acknowledged not having explored all features due to their number, 90.9% had never used the calendar feature because they had not studied it. Interestingly, 100% of students indicated they directly asked lecturers for help when facing LMS problems.

Lecturer interviews provided further insights. Lecturers LK, DA, and RP indicated that students had already learned how to operate the Learning Management System (LMS) by the end of the first semester. At the same time, Lecturer IM explained that initial lecture contracts covered the usage of the LMS. Most lecturers (LK, RP, IM) confirmed that students asked about problems such as attendance and assignment uploads, reinforcing the need for ongoing support. Lecturer IM also noted that new students faced adaptation difficulties, especially those in remote areas with limited access, and lecturers would provide assistance. All interviewed lecturers interacted with students on the Learning Management System (LMS) by providing materials and assignments and communicating via chat. Lecturers RP and DA reported that students were committed to uploading assignments on time, while LK and IM observed inconsistency in timely submissions from some students. The ease of use varied among lecturers' perceptions; RP and DA found it easy for students, IM noted initial difficulties but provided help, and LK was unsure.

Previous research consistently emphasizes the benefits and challenges of LMS implementation in education. For instance, Anggraeny (2020) highlighted the importance of learning technology in primary education, and Putra et al. (2020) discussed Learning Management Systems (LMS) as a digital learning medium. The findings regarding internet connectivity issues and adaptation difficulties resonate with challenges identified by Regita (2023) concerning LMS usage in higher education. Similarly, the observation that students

mainly use the LMS for specific tasks, such as uploading assignments, aligns with studies suggesting that students often leverage the LMS for their most immediate needs (Sumardi et al., 2021). The student preference for a previous Learning Management System (LMS) display and the suggestion for improvement are consistent with the idea that user interface and experience are critical for effective adoption, as highlighted by Irawan (2019) in their work on service quality.

The impact of the LMS on English learning is mainly positive. A significant 90.9% of students believed the LMS helped their English language skills. This suggests that despite the technical and usability challenges, the platform generally serves as a valuable tool for language acquisition. The ability to access learning materials, submit assignments, and receive notifications through the Learning Management System (LMS) likely facilitates consistent engagement with English content and tasks, thereby supporting the development of skills. The fact that 54.5% of students use English mode to enrich their English vocabulary further supports this positive impact.

Furthermore, the LMS provides a structured environment for independent learning and practice, which is crucial for language learners. The features enabling material access and assignment submission allow students to reinforce classroom learning at their own pace and convenience. While some students only use the LMS when prompted, the overall positive perception of its contribution to English skills suggests that even reactive engagement can lead to beneficial learning outcomes, especially when lecturers provide clear instructions and support. The consistent use of English mode by a majority of students also suggests a direct application of the LMS for language enhancement, extending beyond merely content consumption.

CONCLUSION AND SUGGESTION

Conclusion

This study examines the experiences of students in the English Education Study Program at Muhammadiyah University of Palu, utilizing a Learning Management System (LMS). The findings indicate that while the majority of students (63.6%) use the LMS directly as instructed by their instructors, a smaller group is more reactive in its use. Students generally face challenges related to the interface design, which is perceived as limiting (27.3%) and slow internet connectivity issues (18.2%). A strong preference (72.7%) for the previous LMS interface indicates the need for a redesign. Although learning materials are generally easy to download (63.6%), online attendance features often malfunction (54.5%) with short deadlines (45.5%), which is also confirmed by instructors' observations regarding inconsistent attendance submissions.

LMS features are considered very effective (81.8%) in delivering information online, with notifications, assignment uploads, attendance lists, searches, and "My Classes" being the most frequently used features. Observations confirm that 100% of students utilize learning materials, assignment uploads, and notifications. The search feature is beneficial (72.7%), but there are indications that not all features are comprehensively learned or taught. Lecturers are generally aware of the technical issues and adaptation problems experienced by students, especially those in remote areas, and they interact actively with the Learning Management System (LMS). Finally, key findings indicate that the majority of students (90.9%) perceive the LMS as helping to improve their English language skills, which is reinforced by the use of the English mode by 54.5% of students to enrich their vocabulary.

Overall, the LMS at Muhammadiyah University Palu has been an effective tool in supporting English language learning;

however, there is still room for significant improvement in technical aspects, interface design, and training in the use of features to optimize the learning experience for students.

Suggestion

Based on the findings and conclusions of this study, here are some suggestions that can be made:

- Improvements to the User Interface and System Stability: LMS administrators are advised to consider student feedback regarding the LMS display, which is perceived as limiting, and their preferences for the previous display. Optimizing the user interface design can improve comfort and learning experience. In addition, efforts should be made to improve system stability, especially the online attendance feature, which is often problematic, and ensure faster access for all students.
- More Comprehensive Training and Socialization of LMS Features: Although students are familiar with the basics of the LMS, many features remain unexplored (72.7%), such as the calendar feature, which is not used at all. Lecturers or the IT team need to organize more comprehensive training sessions or guides on the functions and benefits of each LMS feature, especially for new students and those who may not have been taught certain features (e.g., the search feature).
- Improved Infrastructure and Technical Support: Given that internet connectivity and data quotas pose significant challenges for students, universities should consider upgrading their campus network infrastructure or providing adequate internet data quotas if online learning remains a significant component. Responsive and accessible technical support mechanisms are also crucial, given that 100% of students directly ask their instructors when they encounter problems.
- Optimization of Language Learning Support Features: Given the positive impact of LMS on English language skills

(90.9% of students reported benefits) and the use of the English mode to enrich vocabulary (54.5% of students), LMS developers or lecturers can further optimize features that directly support language acquisition. This could include integrating dictionary features, interactive exercises, or additional language learning resources within the Learning Management System (LMS).

- Strengthening Instructor Communication and Consistency: Instructors can improve consistency in reminding students about online attendance and assignment deadlines, given the observed inconsistencies. Clear and consistent communication from instructors will help students manage their use of the Learning Management System (LMS) more effectively.

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