SELF-DIRECTED LEARNING IN EFL DURING COVID-19 PANDEMIC: AN ANALYSIS OF TEACHER'S PERCEPTIONS AND STUDENTS' LEARNING AUTONOMY IN SMAN 1 SEMARAPURA

Made Surya Adi Putra[1*], Luh Putu Artini[2], Ni Nyoman Padmadewi[3]

[123]Universitas Pendidikan Ganesha, Singaraja-Indonesia

A R T I C L E I N F O

A B S T R A K

Tujuan dari penelitian ini adalah untuk menganalisis bagaimana persepsi guru bahasa Inggris tentang pembelajaran mandiri, mendeskripsikan aktivitas yang ditugaskan oleh guru dalam pembelajaran online, dan untuk mengidentifikasi komponen pembelajaran mandiri yang muncul dalam aktivitas yang ditugaskan oleh guru. Rancangan penelitian dalam penelitian ini menggunakan desain penelitian metode campuran yang datanya dominan disajikan dalam bentuk data kualitatif dan kemudian didukung dengan data kuantitatif. Subjek penelitian ini adalah seorang guru bahasa Inggris yang mengajar pada siswa kelas X di SMA 1 Semarapura Kabupaten Klungkung. Instrumen penelitian yang digunakan dalam penelitian ini ada empat, yaitu peneliti, angket, tabel observasi, dan tabel identifikasi. Ada tiga hasil utama dari penelitian ini. Pertama, guru memiliki respon yang positif untuk semua aspek persepsi dalam angket yang mana berpengtahuan luas dari segi pengetahuan, sangat diantisipasi dari segi implementasi dan berpengaruh dari segi dampak. Kedua, kegiatan yang diberikan belum optimal terutama pada pasca kegiatan dan pra kegiatan. Ketiga, ada dua komponen Pembelajaran Mandiri dengan empat indikator muncul dalam kegiatan yang diberikan oleh guru. Data menunjukkan bahwa terdapat ketidaksesuaian antara persepsi guru dengan aktivitas yang diberikan guru dalam pembelajaran online.

A B S T R A C T

The purpose of this study is to analyze how the English teacher perception about Self-directed learning, to describe the activities assigned by the teacher in online learning, and to identify Self-directed Learning components that appear in the activities assigned by the teacher. The research design in this study used embedded mix-method research design which the data was dominantly presented in a qualitative data and then supported by quantitative data. The subject of this study was one English teacher who teach in tenth grade students in SMA 1 Semarapura in Klungkung Regency. There were four research instruments used in this study, those are researcher, questionnaire, observation table, and identification table. There were three main result of this research. Firstly, the teacher has positive responses for the all of the aspects of perception in questionnaires which knowledgeable in terms of knowledge, very anticipated in terms of implementation and, influential in terms of impact. Secondly, the activities assigned is not optimal yet especially in the post activity and whilst activity. Thirdly, there are two Self-directed Learning components with four indicators appeared in the activities assigned by the teacher. The data showed that there was a mismatch between teacher perception and activities assigned by the teacher in online learning.

---

[1] Corresponding author.
E-mail : Suryaadiputra694@gmail.com
(Made Surya Adi Putra)

1. Introduction

In recent years, there has been a change in education in Indonesia which is characterized by the shift from teacher-centred to student-centred learning. In the later trend, students become subjects of the learning, not the object anymore. Muganga and Ssenkusu(2019) explained that through the trend of student-centred, students cannot only actively participate in learning but students can also do and search for what they want to know both inside and outside the classroom activities to create their own knowledge through real-world experience. A teacher can do many methods to make a better way of teaching in this current trends. According to Tri et al. (2017), good learning activities are like a self-directed learning model.

Knowles (1989) as cited in Caravello et al., (2015) self-directed learning is a process in which individuals take their own initiative with or without the help of others in preparing their learning needs, formulating goals, identifying resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. Basically, the term Self-directed Learning (SDL) is based on learning, which refers to students' capacity to take control of their own learning, which means that students are responsible for managing their own learning.

In developing self-directed learning in the 21st century learning, students must be given the 4c skill in order to make the student hone their self-directed learning. Sipayung et al., (2018) explained that students' 21st-century skills in Indonesia are still less competent and must continue to be improved. Self-directed learning can play an important role in teaching because it will make the student keep motivated and monitor their own learning process.

Self-directed learning is also very suitable to be applied in the K13 curriculum in Indonesia. According to the Gunawan (2017) curriculum in Indonesia, K13 curriculum emphasizes the development of relevant skills based on students' interests and needs and develops thematic approaches that benefit students' cognitive abilities. Nowadays, in order to develop skills based on students' interests and need, Self-directed learning is one of the most effective and suitable strategies that can be used by language learners and teacher.

Self-directed learning is also a pushing factor or drive that makes learners become autonomous learners(Gharti, 2019). According to Ricard (2015) as cited in Adianingrum(2017), in recent years, learning autonomy has become an important trend in language teaching, which has been a key theme in foreign language teaching for more than 30 years. Learning autonomy is the student's learning ability to understand and manage their learning process responsibly and effectively Gharti(2019). In autonomous learning, Learners have complete control over their own learning process and determine their own learning direction in which They have the scope to carry out their responsibility for their own learning (Begum, 2018). Alonazi(2017) explained that learning autonomy is very important to be applied because it can help students achieve high levels of independence and creativity. Within the autonomy of learning, students can learn from their own successes and failures with strategies that will help them become more competent learners in the future.

By reflecting on the current pandemic situation, which requires students and teachers to carry out the learning process from home and requires students to take a more active role in understanding what the teacher deliver to students applying Self-directed learning for students is a perfect way to streamline the learning process during a pandemic situation. Self-directed learning can be implemented inside or outside the

school, structurally or un-structurally as long as the key features of SDL are presented (Tan & Ling, 2014). The first key features or component of Self-directed Learning is developing students' ownership in learning. This component is divided into three indicators "providing learners' autonomy in task design and involving the students in identifying the learning gaps, and facilitating students' investigative inquiry, goal setting and planning. The second feature or component is developing students' self-management and self-monitoring. This component divided into two indicators providing scaffolds for students' self- monitoring and monitor students' learning and provide just-in-time assistance. The third feature is providing opportunities for the student to extend their learning. This component divided into two indicators engaging students' prior knowledge, engaging students in reflection of learning, and allow students to make connections of what they learn in and out of school.

Furthermore the study about Self-directed Learning was conducted by(Arizatul Humaira' & Ajeng Hurriyah, 2018). The objective of their study is to explore students' perspectives toward self-directed learning (SDL) out of classroom. The result of this study shows students will become real independent learners when they have high motivation and interest in learning something. Gharti(Gharti, 2019) also conducted study which the objective of this study is to identify difficulties and challenges in SDL to develop autonomy in learning. The result of the study found that the teacher has positive perceptions regarding the SDL helps learners to be autonomous learners. It claims SDL is a pushing factor or drive which makes learners self-responsible about own learning and makes learners conscious about learning is their own duties. Curran et al., (2019) conducted study about Adult learners' perceptions of self-directed learning and digital technology usage in continuing professional education: An update for the digital age. The result of the study Respondents described the process of self-directed learning as being learner-led and managed, completed on one's own time, and "pace".

From theories and studies, self-directed learning is very important to be developed in 21st century learning. Therefore, there is a need for other research to find out how teacher perceptions towards self-directed learning. Especially in the midst of the COVID-19 pandemic, the development of Self-Directed Learning is urgently needed. This study tries to analyze the teacher's perception toward self-directed learning, describes activities are assigned by the teacher in supporting the student's self-directed learning autonomy and identify what Self-Directed Learning components can be promoted during teaching and learning process. The theory from Tan and Ling(Tan & Ling, 2014) was used as the main theory to identify Self-directed Learning component in the activities assigned by the teacher.

2. Method

This research used embedded mixed-method research design which the data is dominant presented in a qualitative data and then supported by quantitative data (Creswell, 2014). This research was conducted in SMA Negeri 1 Semarapura, which is located in Klungkung Regency in the academic year of 2020/2021. SMA Negeri 1 Semarapura was chosen as the setting in this study, it is because SMA Negeri 1 Semarapura is one of the favorite schools in Klngkung Regency and it consider as a government school in Bali. The subject of this research is one of the English teachers in SMA Negeri 1 Semarapura. English teacher becomes a subject of this study in order to get the data. The researcher observed the teacher who is conducting online learning during this pandemic (COVID-19) or learning from home.

The instruments that were used in this research namely self-rated questionnaire, classroom observation table and classification table. The first instruments that were used by the researcher was self-rated questionnaire. Self-rated questionnaire was used to get the data from the respondent which is one of the teachers in SMA Negeri 1 Semarapura about their perceptions about Self-directed Learning. The questionnaire in this study includes three parts namely teacher's perception toward content knowledge self-directed learning, the teacher's perception towards the implementation of self-directed learning during online class, and last is teacher's perception about the impact of self-directed learning during the implementation. The questionnaire was developed based on the theory invented by Tan and Ling (2014) which contains several components and indicators. Observation table was used to collect the data of the activities assigned by the teacher in online teaching and learning process. The observation table is contained of the date of the observation, the lesson segment, the activities, and the remark. Observation table were used in this study to see the activities provided by the teacher in learning during online learning. Identification Table was used to answer the third research question which about self-directed learning indicator was identified by using Identification Table. The data from the activities assigned by the teacher were cross-checked in order to identify the components of self-directed learning that can be promoted during online learning/learning from home.

In order to analyze the data, the results of the Self-rated Questionnaire were classified as quantitative data and analyzed descriptively. There are five criteria used to categorize the final score of teacher's perceptions which adapted from (sugiono,2015). The results of the observation table were classified as qualitative data and analyzed descriptively. In every meeting or activity carried out by the teacher, it was analyzed, such as pre, activity, and post-activity activities. Then it is described and interpreted to see whether there is a general indication of SDL in these activities. The results of the Identification Table were also analyzed descriptively because they were qualitative. The data in this Identification Table has a very close relationship with the observed data in which the observed activity was analyzed and it was described whether it encourages or reflects certain SDL indicators in theory.

3. Finding and Discussion

In this study, the teacher's perceptions are divided into three parts such as perception about the content knowledge of self-directed learning, the perception of the implementation of self-directed learning, and the perception about the impact of self-directed learning. The following are the result of the teacher's perceptions about Self-directed Learning.

Tabel 1. Teacher's Perceptions Result

Number	Aspect of Perceptions	Score on Teachers' Perception	Criteria
1	Knowledge of Self-Directed Learning	4.00	Knowledgeable

2	Implementation of Self-Directed Learning	4.75	Very Anticipated
3	Impact of Self-Directed Learning	3.8	Influential

The result of the self-rate questionnaire that have been completed in terms of knowledge of Self-directed Learning, the teacher was found to be knowledgeable with the the score of 4.0. This English teacher answered all of eleven items with score 4, which belong to knowledgeable. Score 4 here reflected that the teacher from the content knowledge perspective is knowledgeable with self-directed learning. It can be concluded that the English teacher of SMA Negeri 1 Semarapura who teach in tenth grade has knowledgeable knowledge about Self-Directed learning or this score indicated that the teacher was knowledgeable and aware of the importance of self-directed learning. Meanwhile, The teacher was found to be "Very Anticipated" in terms of implementation of Self-directed Learning. It was represented by a score of 4.75. Most of the questionnaire's statements were answered with a score of 5, and other statements answered with a score of 3 and 4. Compared to the perception of content knowledge of Self-directed learning, this result is more than the previous perception. Based on this result it can be concluded that the English teacher's perception on implementation point of view belongs to 4.75 which means that the teacher assumed that she already applied almost all of the self-directed learning strategies in the teaching and learning process. Whereas, The result of this self-rated questionnaire in terms of impact of Self-directed Learning found that the teacher put herself in regards to the "Influential" scale with the score 3.8. From this result, the score of the impact on Self-Directed Learning indicates that in term of impact point of view of Self-directed the English teacher believes that Self-directed learning gives influential impact for the students in teaching and learning process. It is in line with what is stated by (Tan & Ling (2014) that Self-directed learning improve the student's awareness of leaning and make the students can improve the quality of their learning. This result also has the same line with the study conducted by Gharti(2019) which found that the teacher have positive perceptions regarding the SDL helps learners to be autonomy. It claims SDL is a pushing factor or drive which makes learners self-responsible about own learning and makes learners conscious about learning is their own duties.

In this study, the findings about the activities assigned by the teacher were explained through the data guided by an observation in the online class.The observation in this study was conducted five times when the researcher joined the online class in the platform used by the teacher in teaching. The following are the result of activities assigned by the teacher.

Tabel 2. Activities Assigned by The Teacher

Number	Aspect of Perceptions	Observation Segments	Activities Assigned by The Teacher
1	Observation 1	Pre-activity	The student to fill attendance list
		Whilst-activity	The teacher posted the material in the form of "word and book", give a chance to the student to find other sources or references on the other platform, gives an assignment "making video" to the student, give feedback to the student's assignment, give a chance to the student to ask when they have problem during the learning process
		Post-activity	the teacher asks the student to tell about the problem they found during the learning activity
2	Observation 2	Pre-activity	The student to fill attendance list
		Whilst-activity	The teacher posted the material the form of "word", give a chance to the student to find other sources or references on the other platform, gives an assignment "making sentences" to the student, give feedback to the student's assignment, give a chance to the student to ask when they have problem during the learning process
		Post-activity	the teacher asks the student to tell about the problem they found during the learning activity
3	Observation 3	Pre-activity	The student to fill attendance list
		Whilst-activity	The teacher posted the material the form of "word and video", give a chance to the student to find other sources or references on the other platform, gives an assignment "making dialogue" to the student, give feedback to the student's assignment, give a chance to the student to ask when they have problem during the learning process
		Post-activity	the teacher asks the student to tell about the problem they found during the learning activity
4	Observation 4	Pre-activity	The student to fill attendance list
		Whilst-activity	The teacher posted the material the form of "book", give a chance to the student to find other sources or references on the other platform, gives an assignment "making dialogue" to the student, give feedback to the student's assignment, give a chance to the student to ask when they have problem during the learning process
		Post-activity	the teacher asks the student to tell about the problem they found during the learning activity
5	Observation 5	Pre-activity	The student to fill attendance list
		Whilst-activity	The teacher posted the material the form of "video", give a chance to the student to find other sources or references on the other platform, gives an assignment "making descriptive text" to the student, give feedback to the student's assignment, give a chance to the student to ask when they have problem during the learning process
		Post-activity	the teacher asks the student to tell about the problem they found during the learning activity

In the activities assigned by the teacher is still not optimal yet. This is seen in the pre-activity where the teacher only asks students to fill out the attendance list to check the attendance of each student. Whereas, according to Gulchekhra(2016) pre-activities are a very important segment in learning where teachers can prepare students to follow the learning process. In whilst activities, the activities provided by the teacher varied greatly, starting from making students read the material that is sent by the teacher to watching videos provided by the teacher. Besides that, the teacher here also gives freedom to students to find other sources that can support their understanding of the topic being studied. This in line with Moradi (2018) that explained that by giving freedom to students in obtaining material from other sources is very important in Self-directed Learning because in Self-directed Learning, students can make choices about what they will use in learning as learning material. In addition to providing varied material, the teacher also gives students very different assignments at each meeting. Starting from creating text, making videos, creating dialogues and making sentences. Giving this assignment is very good because with the assignment of the teacher can measure the level of understanding that students have related to the material that has been studied. The activities provided by the teacher are in line with Andariyani & Nurhajati (2016) which states that whilst activities or main activities are the most important part of student learning, the teacher should provide an activity that can make students understand the material. The next whilst activity was students read their feedback to the assignment. According to Bijami et al., (2013) feedback is very important for students as a reflection of student learning. From the feedback can correct their misunderstanding of the material that has been studied. The last activity is a post activity in which the teacher asked the student for telling the problems or difficulties during the learning process in order to make the teacher know the extent of students' understanding of the learning.

In this study, Self-directed Learning components are divided into three components with eight indicators. The following are the result of Self-directed Learning components which appeared in the activities assigned by the teacher.

Tabel 3. Self-directed Learning Components in Activities Assigned by The Teacher

Number	Self-Directed Learning Indicators	Activities Assigned by The Teacher
1	Provide learner autonomy in task design.	Watching video Reading a book or material Making video Searching a source of the material Write sentences Make a dialog Reading Instruction
2	Involve students in identifying learning gaps.	Telling the problem
3	Provide scaffolds for students' self- monitoring	Getting feedback

4	Monitor students' learning and provide just-in-time assistance	Asking Question

There are several indicators of self-directed learning that appear in learning activities carried out by the teacher. Read and watch the material that was posted by the teacher in the Google Classroom is included into Self-directed learning indicator. That activity is included into "provide autonomy task design". This activity has been carried out well because in every learning activity the teacher has provided clear instructions for what students should do and teacher uses other applications apart from existing books such as using Youtube as a medium to provide material and also the teacher can create their own material on Google Classroom to help students in their independent learning process. This is in line with the opinion of Tan & Ling (2014) which states that the role of the teacher is needed to guide students in Self-directed learning, which means that students become autonomous learners, but teachers cannot assume that students are naturally independent. Besides that, do the assignment which is posted in Google Classroom also included into "provided autonomy task design" indicator. According to Tan & Ling (2014) the teacher role has is to be a facilitator for the students. It can be done by providing learning sources to help the students finish their assignment (Tan & Ling, 2014). Getting feedback from the teacher and asking question to the teacher also included into Self-directed learning indicator. The indicator is "Provide scaffolds for students' self- monitoring indicators". All of this has been done well by the teacher because in giving feedback the teacher corrects student mistakes while still appreciating student answers or assignment. The next activity which is include in the self-directed indicator is asking question. This activity includes to "Monitor students' learning and provide just-in-time assistance". This indicator appears when the teacher monitors the learning process and provides assistance when students need or have difficulties. The teacher gave a solution to the student when they faced a problem during teaching and learning process. The next activity that includes the Self-directed Learning indicator is telling a student's problem or something that student do not understand during the teaching and learning process. This indicator includes to the "Involve students in identifying learning gaps." This indicator appears when the teacher wants to know how far the student understands the material by asking the student to tell the problem or something that they do not understand to the teacher. Through this activity, the teacher will find out the differences in understanding or learning gaps among students.

Based on the result of the observation there is a tendency that the teacher asked the student to become autonomous learner. This happened in the activity "gives a chance to students to find other sources that can support their understanding of the topic being studied". This activity indicates that the activity assigned by the teacher the student is starting to become an autonomous learner because they take all decision in choosing the source they need in supporting their learning. This is in line with the Boyadzhieva(2016) which explained that learners autonomy refers to the psychological capacity of students to be able to explore their own learning abilities, the capacity to take charge of decision-making about their learning needs. The other activity that reflects autonomous learning is when the student tells about the problem that they faced during learning process. It indicates that the students have started to apply learning autonomy from the activities made by the teacher because here students have evaluated their learning so that students know the problems faced during learning. This is in line

with Zulaihah and Harida(2017) that explained autonomous learning is students' ability to know his own learning needs, set his own learning goals, determine the most appropriate way for his own learning, and how to monitor and evaluate learning progress or evaluate what has been learned. From those activities, it can be seen that The teacher has started to build the autonomy of learning from students even though students are not yet fully become autonomous learners because there is still guidance from every activities assigned by the teacher so that students are not fully autonomous learners. Overall, there are only four Self-directed learning indicators that can be identified in online teaching and learning activities.

4. Conclusion

Based on the objectives, the result of the findings and the discussion of this study, it can be concluded that the teacher claimed herself knowledgeable and very anticipated implements Self-directed learning in teaching and learning process. Based on the teacher perception she very anticipated implements Self-directed learning components in handling learning from home activities and she believes that self-directed learning has influential impact to the student in teaching and learning process. The activities assigned by the teacher in online teaching and learning process is complete but still not optimal especially in pre-activity and post-activity. It can be concluded that the teacher is difficult to assign the activity for pre-activity and post-activity in online learning. There are two components with four Self-directed learning indicators that can be promoted by the teacher during learning from home activity.

The result of this study cannot be generalized because in this study was limited in term of number of subject and coverage, this study was only conducted to observe one English teacher in a high school. However, there are some suggestions that can be given to teachers, other researchers, and policy makers. The findings reveal that there was a relatively small proportion of self-directedness in learning, or in other words, there were a few activities designed by the English teacher that conform the characteristics of SDL. As self-directedness in learning is very important, it is suggested that policy makers in education to consider special trainings for teachers to conduct self-directed learning activities. It is also suggested for the teachers to be aware about the importance of independent learning for students so that they can apply it to the learning activities they create to make the learning process successful. Not only for the teacher and policy maker but it is also suggested for the further researcher, this study is expected to be used as a reference for other researcher who has the same field of research which is about Self-directed learning. This study could be developed to be more complex through conducting similar study but in eleven or twelve grade students or any other variables such as observing the student's perception.

References

Adianingrum, E. K. (2017). Learner Autonomy in Language Learning : English Education Students ' Attitudes. *Conference on Language and Language Teaching*, *1999*, 473–478.

Alonazi, S. M. (2017). The Role of Teachers in Promoting Learner Autonomy in Secondary Schools in Saudi Arabia. *English Language Teaching*, *10*(7), 183. https://doi.org/10.5539/elt.v10n7p183

Andariyani, N., & Nurhajati, D. (2016). the Implementation of Teaching English Based on Curriculum 2013 Applied By an English Teacher of Junior High School. *English Education: Journal of English Teaching and Research*, *1*(2), 9. https://doi.org/10.29407/jetar.v1i2.480

Arizatul Humaira', S., & Ajeng Hurriyah, I. (2018). Students' Perspectives towards Self-Directed Learning out of Classroom. *Advances in Social Science, Education and Humanities Research*, *145*(Iconelt 2017), 6–11. https://doi.org/10.2991/iconelt-17.2018.2

Begum, J. (2018). Learner autonomy in efl/esl classrooms in bangladesh: Teachers' perceptions and practices. *International Journal of Language Education*, *2*(2), 96–104. https://doi.org/10.26858/ijole.v2i2.6411

Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer Feedback in Learning English Writing: Advantages and Disadvantages. *Journal of Studies in Education*, *3*(4), 91. https://doi.org/10.5296/jse.v3i4.4314

Boyadzhieva, E. (2016). Learner-centered Teaching and Learner Autonomy. *Procedia - Social and Behavioral Sciences*, *232*(April), 35–40. https://doi.org/10.1016/j.sbspro.2016.10.008

Caravello, M. J., Jiménez, J. R., Kahl, L. J., Brachio, B., Ed, D., Morote, E., & Ed, D. (2015). Self-Directed Learning : College Students ' Technology Preparedness Change in the Last 10 Years. *Journal for Leadership and Instruction*, *14*(2), 18–25.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches*. Sage.

Curran, V., Gustafson, D. L., Simmons, K., Lannon, H., Wang, C., Garmsiri, M., Fleet, L., & Wetsch, L. (2019). Adult learners' perceptions of self-directed learning and digital technology usage in continuing professional education: An update for the digital age. *Journal of Adult and Continuing Education*, *25*(1), 74–93. https://doi.org/10.1177/1477971419827318

Gharti, L. (2019). Self-Directed Learning for Learner Autonomy: Teachers' and Students' Perceptions. *Journal of NELTA Gandaki*, *1*, 62–73. https://doi.org/10.3126/jong.v1i0.24461

Gulchekhra, K. (2016). Benefits of Implementation of Pre- While and Post Reading Activities in Language Learning. *International Journal of Science*, *1*(4), 45–46.

Moradi, H. (2018). Self-directed Learning in Language Teaching-learning Processes. *Modern Journal of Language Teaching Methods (MJLTM)*, *8*(2007), 59–64.

Muganga, L., & Ssenkusu, P. (2019). Teacher-Centered vs. Student-Centered. *Cultural and*

Pedagogical Inquiry, *11*(2), 16–40. https://doi.org/10.18733/cpi29481

Sipayung, H. D., Sani, R. A., & Bunawan, W. (2018). Collaborative Inquiry For 4C Skills. *Advances in Social Science, Education and Humanities Research*, *200*(Aisteel), 440–445. https://doi.org/10.2991/aisteel-18.2018.95

Tan, L., & Ling, J. K. H. (2014). *Self-Directed Learning : Learning in the 21st Century* (Issue December). Ministry of Education.

Tri, T. M., Hong, B. Van, & Xuan, V. T. (2017). Self- directed learning in the context of internationalization in TVET in Vietnam. *Tvet-Online.Asia*, *9*, 1–14.

Zulaihah, S., & Harida, R. (2017). Autonomous Learning Strategy of the Successful Nontraditional Students. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, *5*(2), 71. https://doi.org/10.22460/eltin.v5i2.p71-84