

Lingcure

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Effects of Best-Practice based Materials in Receptive Language Learning Behaviours in Improving Receptive Language Skills

2 **Haryanto Atmowardoyo**

English Education Department, Universitas Negeri Makassar, Makassar, Indonesia

Geminastiti Sakkir

English Education Department, Universitas Negeri Makassar, Makassar, Indonesia

Abstract--This is a part of the research results entitled "The Effects of Best-Practice based Materials in Language Learning Behaviors in Improving Language Skills". Best practice can generate good theory. In the field of language learning, many experts who have developed language learning theory based on best practices. Theory developed based on best practice has been used for complementary learning materials in the course Belajar dan Pembelajaran (Learning and Teaching) in English Department in a state university as an experimental study. This study aims to find out the effects of Best Practice-based materials in language learning behaviors in improving the subjects' receptive language skills (Reading, Listening Skills). To find out the effects, researchers conducted qualitative experiment by giving open-ended questionnaires as the pretest and posttest, and treatment. The researchers chose 20 students with the lowest grade points. The differences of subjects' answers in pretest and posttest indicate the effects of treatment with best practice-learning materials. Data analysis involves observation, open coding, and axial coding. The results reveal the effects on learning strategies to improve the for language skills used by students with the lowest grade point average. The effects cover the new learning materials, learning strategies and the new learning media used by the research subjects to improve their receptive language skills.

Keywords--best-practice, coding, effect, learning beviour, receptive language skill.

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Corresponding author: Atmowardoyo, H.; Email: haryanto@unm.ac.id

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Introduction

Studies of good language learners have been developed since 1975. Language Learning Behaviors refer to actions to improve learners' language skills developed in outside of school. This study was inspired by Rubin (1975), entitled "What can we learn from the good language learners (GLL)?" After the Rubin's article published, many experts of language education have conducted studies with focus on the good language learners. Rubin (1981), has conducted another study related good language learners. These two studies have revealed the characteristics of good language learners. Naiman (1978), has also conducted a study to further explore the characteristics of good foreign language learners. Besides Rubin and Naiman, some others have conducted studies to reveal the characteristics of good language learners, including Stern et al. (1983) and Reiss (1985). Another expert, Stevick (1989), has conducted the good language learners. He reveals 7 types of good language learners. Sakkir (2016), conducted an investigation into the English language learning process that occurred in three English language lecturers who were attending the postgraduate program at IKIP Malang (now State University of Malang). Haryanto (1999), has tried to study more deeply about the figure of a successful English learner in a high school student whose English proficiency is very prominent. Another researcher is Weda (2005), who examines the learning strategies used by successful English learners at SMA 9 Makassar. Griffith (2008), edited 23 articles in Lessons from Good language Learners.

Atmowardoyo et al. (2020), conducted a study about the language learning strategies used by good language learners in millennial era. This study has revealed two articles. The first article deals with the information technology (IT) media used by the research participants (Atmowardoyo et al., 2020). The second article deals with the learning strategies used by good language learners in millennial era (Atmowardoyo et al., 2021). The last two articles were used as complementary learning materials to find out the effects of these materials on language learning strategies to improve their 4 language skills. This study aims to describe the effects of the learning materials based on Best Practice on English learning behaviors at Makassar State University. The description is specified into 2 (two) points: the effects of the learning materials towards the learning behaviors to improve their reading and listening skills.

The description of the effect of Best Practice-based course material on English learning strategies will be useful for; (a) language teaching researchers, in particular foreign language teaching researchers; (b) practitioners, including policy decision makers and English teachers; (c) other learners; and even (d) parents. For researchers, the descriptions generated through this research can be used as consideration or discussion to conduct further relevant research. Researchers may be able to use it as one of the reasons in choosing a relevant research title. He can also use it as a comparison material against the results of similar studies using other subjects. For practitioners, this description can be used as a basic reference for making decisions in determining policies regarding English language teaching. For teachers, this description can also be used as a consideration in treating students, especially individually; for English learners, the description can be used as a technical guide in learning English. And, for

parents, these descriptions can be used as a natural consideration to help their children learn English (Meteyard & Davies, 2020; Kumar et al., 2021).

This research is focused on the effects of Best Practice-based Learning and Learning course material on English learning behavior. With this focus, the research problem can be formulated as follows: "What are the Effects of Best Practice-based Learning and Learning Course Materials on English Learning Strategies?" This question is broken down into 4 more specific questions, namely:

- What is the effect of Best Practice-based learning and learning course materials in improving English reading skills?
- What is the effect of Best Practice-based learning and learning course materials in improving English listening skills?

Literature Review

Characteristics of good language learners

Rubin has conducted at least two studies (1975) and (1981). The first was aimed at exploring the characteristics of GLL; while the second research tries to investigate more deeply about the learning strategies that affect the success of foreign language learning. In the first study, using the method of observation and the use of intuition, Rubin (1975), succeeded in formulating that GLL has certain characteristics. Then, in the second study, Rubin (1981), managed to identify learning strategies that have a direct effect and learning strategies that have an indirect effect. Learning strategies that have direct effects include guessing and inductive thinking; while learning strategy with indirect effect includes creating opportunities to practice (Achmat et al., 2021; Tamsah et al., 2021; Umanailo, 2021; Mislia et al., 2021; Setiawan et al., 2021).

Naiman (1978), conducted a study to further explore the characteristics of successful foreign language learners. They used the interview method which was divided into two types: interviews about curriculum vitae and discussions about the strategies used by participants in various learning situations. From the results of the research they found, they concluded that there were several types of strategies that were thought to be the key to success. Stern et al. (1983), conducted research on the characteristics of GLL. With the method of observation and the use of intuition, Stern succeeded in presenting a list of characteristics of learners that are thought to have an effect on the success of learning foreign languages. Reiss (1985), conducted a study to validate Rubin's findings. He examined the characteristics of successful language learners using the self-report survey method and found findings that were almost the same as Rubin's findings.

The results of these studies have led to the formulation of a list of GLL characteristics as follows:

- Having a strong urge to communicate;
- Constantly trying to find linguistic patterns;
- Like to do exercises;
- Monitoring own speech as well as the speech of others;

- Be able to find learning situations that they like.
- Being actively involved in the language learning process;
- Recognizing language as a system and means of communication.
- Constantly expanding and revising individual understanding of the target language.
- Gradually developing a habit of thinking in the target language.
- Showing affective demands in language learning.
- Tending to use guessing techniques.
- Paying more attention to meaning than form.
- Being able to take advantage of the opportunity to practice language.

Types of good language learners

Stevick (1989), through a study of GLL found seven types. The first is the intuitive learner. These learners use more intuition in interpreting the meaning of discourse, and use hearing more than sight in understanding pronunciation. In addition, these learners are also able to take advantage of opportunities wherever they can learn a foreign language naturally (Mashudi Gani et al., 2019; Prakoso et al., 2021; Sumarni et al., 2021). The second is the formal learner. This type tends to use a more grammatical approach in learning foreign languages. Therefore, he felt that it was more suitable to study formally through the grammar-translation method and the audio-lingual method. The third is the informal learner. Informal learners have the characteristics of being willing to take risks (risk taking) and open. Unlike the formal learners, these learners do not really understand and remember grammar rules in developing their foreign language skills. They rely more on learning techniques by paying attention to the way native speakers speak both via television and in person (Arfan et al., 2021).

The fourth is imaginative learner. He used a lot of imagination to think of foreign grammar rules. He realized that the rules of every language differ from one another. Therefore, he tried to create his own ways of understanding each language. The fifth is active learner. He tends to activate himself by reading aloud techniques for himself, memorizing known material, and using tapes to understand pronunciation. In short, it can be said that this type of learner is very serious in activating himself with various independent learning activities to master a foreign language (Lukman et al., 2016; Suryasa et al., 2019).

The sixth is deliberate learner. This type of learner does not like the audio lingual method where he has to repeat a phrase or sentence orally without first reading the writing. He prefers to be actively involved in language practice. For example, when he was about to do something he did not know, he would ask another person in that foreign language until the other person really understood the meaning of the question. Learners with this type claim to be suitable learning using the Total Physical Response method, where the teacher gives commands in a foreign language until the student understands what is meant (van der Lee et al., 2020; Hannant, 2018; Hartono et al., 2021). The last is self-aware learner. He studied foreign languages starting from grammar rules that appealed to him. Then, he did the exercises to understand the rule and tried to apply it in conversation.

Language learning behaviors

Sakkir et al. (2021), conducted an investigation into the English language learning behaviors used by three English language lecturers who were attending the postgraduate program at IKIP Malang (now State University of Malang). Two of these subjects could be categorized as GLL. From the investigation of the two GLLs, it was obtained a different story, but it had little in common. The first, Joe Paijo (pseudonym), started learning English while in junior high school in a small town in East Java. After graduating from junior high school, he continued to the Teacher Education School. During his junior high school, Paijo never seriously studied English. It was only when he succeeded in entering the English Education Department at an IKIP that he began to seriously study it.

In developing his speaking skills, Paijo and three of his classmates formed a study group. This group meets three times a week with the aim of practicing English. In fact, to support these activities, the three of them rented a house and lived together. In this way, they can practice speaking English more intensively together. Paijo also tries to practice speaking English with native speakers. To do this, he goes to tourist spots where he can meet native English-speaking foreign tourists. Another effort he did was to ask questions or ask the lecturer to explain again what he did not understand. He does so freely without feeling afraid of making mistakes. In improving his reading skills, Paijo read simple short stories with which he was familiar with the story line. In this way, it remains only to concentrate on the language. When he encountered difficult words, he opened a dictionary, jotted them down in a book, stuck them to the wall, and tried hard to memorize them. He prefers to use a monolingual (English-English) dictionary than a bilingual dictionary, because with this dictionary he feels that he benefits from the explanations stated in English (Cotterall, 1999; de Larios et al., 2008).

To improve his listening skills, Paijo uses tapes of English lessons. In addition, he also often listens to English radio broadcasts. The conclusion drawn from the story is that Paijo, in achieving his success in mastering English, was supported by several factors. These factors include language aptitude, pro-active attitude, independent attitude, and an attitude of not being afraid of making mistakes. The second, Harry Paimin (also a pseudonym), also began to seriously learn English while in college, namely at the Department of English Education at the IKIP. Previously, he was no more than just taking English lessons as compulsory lessons in junior high and high school. Paimin is a type of learner who has a strong memory. He acknowledged that his success in learning English was achieved through teachers and the use of the audio-lingual method. In addition, its success is also supported by several learning techniques which include recording one's own voice, imitating a native speaker's voice and teacher's experiment, reading aloud, and practicing monologue as if talking to someone else.

The conclusion drawn from Paimin's story is that his ability to speak English is influenced by intelligence factors, instrumental motivation, proactive attitudes, independent attitudes, high discipline, and good teachers. From the two success stories, there are differences and similarities (Benasich et al., 2008; Aryani & Rahayuni, 2016). The difference lies in the learning techniques used; while the

similarity lies in some of their characteristics where both of them have high motivation, pro-active attitudes, and independent attitudes.

Factors influencing the success in foreign language learning

Haryanto (1999), has tried to study more deeply about the figure of a successful English learner in a high school student whose English proficiency is very prominent. The student is named Indra, a grade II senior high school student. By using the grounded theory method which is dominated by observation, interview, and document analysis techniques, it was found that Indra's success in learning English was determined by two core factors - motivation and learning strategies. In addition, other peripheral factors were also found, namely attitudes, intelligence, and the role of parents, design of subject matter, school environmental conditions, and school policies. These factors play together and are related one another to lead to successful learning. Regarding the motivation factor, the results of this study reinforce the theory that motivation is a key factor in the success of performing complex tasks. Brown (1987), states that motivation is the most catch-all term in explaining the success or the failure of any complex task. With strong motivation, various kinds of learning actions emerge which ultimately lead to the success of learning English.

Another more important issue regarding motivational factors relates to which types of motivation have a positive effect, as well as how to grow, maintain and increase the motivation to learn itself. From Indra's case, it appears that the subject's motivation in learning English was based on his desire to master the language as a means of communication so that later he would not have difficulty reading books or communicating verbally with strangers. So, the orientation is not based on their desire to enter into the culture of native English speakers. Therefore, based on these data it can be said that it is instrumental motivation that plays a greater role in leading the subject's success in mastering English rather than integrative motivation (Strand et al., 2011; Cornish & Munir, 1998).

Instrumental motivation does not appear solely from within the subject, but also because of the influence of several factors outside of the subject, especially the teacher factor. Therefore, from this case it is not wise to carry out a dichotomy of motivation into the types of intrinsic and extrinsic motivations. In conclusion, it can be stated that the motivation that plays a role in leading to the success of the subject is instrumental motivation which turns out to be intrinsic-extrinsic in nature. This statement is in line with the opinion of Ellis (2010), which states that motivation is clearly a very complex phenomenon, and the types of motivation that exist must be seen as complementary, not as distinct and contradictory. From this description, it can be concluded that motivation is a key factor in determining the success of learning a foreign language. With high motivation, learners can take advantage of every opportunity and every facility to improve their skills in a foreign language. In the Indonesian context, schools cannot be used as a mainstay in developing English language skills. Learners are more required to make extra efforts in the form of self-taught learning using English books or tapes.

Another researcher is Weda (2005), who examines the learning strategies used by successful English learners at SMA 9 Makassar. By using SILL (Strategy Inventory for Language Learning) he distributed questionnaires to a number of sample students. Weda further concluded that successful English learners tend to use Attend to Meaning and Monitor Speech as their learning strategies. Griffith (2008), edited 23 articles in Lessons from Good Language Learners to commemorate Joan Rubin. This book contains 23 articles divided into 2 sections. The first section deals with learner variables such as age, culture, motivation, personality, and aptitude. The second section covers learning variables such as vocabulary, pronunciation, grammar, reading and listening.

Language learning strategies in millennial era

Atmowardoyo et al. (2020), conducted a study about Language Strategies used by Good Language Learners in Millennial Era. Research participants were selected based on their academic achievements. The participants include 40 students of English Department of Universitas Negeri Makassar who have 20% the best academic achievements. This study has revealed two articles. The first deals with the information technology (IT) media used by the research participants (Atmowardoyo et al., 2020). The findings reveal that some information technologies were useful to improve their English Skills. The findings were specified based on the four types of English Skills: Listening, Speaking, Reading, and Writing skills.

The second article deals with the learning strategies used by good language learners in millennial era (Atmowardoyo et al., 2021). Theory development is carried out by utilizing best practice as a data source. The research question is "What English learning strategies are used by high achievers in the millennial era?" The main questions are translated into 4 (four) questions based on 4 types of language skills: Listening, Speaking, Reading, and Writing. Research subjects were selected based on academic achievement. Subjects were students of the 4th semester of English Department with 20% of the best academic achievement. The selected subjects were 40 students from the English Education Study Program and the English Literature Study Program. They were called as good language learners in Universitas Negeri Makassar. The instrument used to collect data was a list of open questions consisting of 12 questions. The list of questions was distributed from March to May 2020 via google form to the WhatsApp account number of the research subjects. The collected verbal data were analyzed by using coding. The results of the study contain descriptions of the types of strategies used by research subjects in improving English listening, speaking, reading, and writing skills.

There are 4 types of strategies that are most dominantly carried out by good language learners in improving their listening skills, including watching western films 57.5%, listening to English songs 52.5%, watching YouTube 42.5%, and listening to English text conversations via the internet/web 20%. The rest is through listening exercises, listening directly to conversations of English speaking people, social media and so on. Of the 40 respondents, 23 people watch western films as a strategy to improve their listening skills, only 1 (one) person uses social media.

Some of the most dominant strategies carried out by good language learners in improving their speaking skills include 27 students who speak English every day with friends or family (67.5%), 14 students speak alone (35%), 8 students watch western films (20%) and 7 students learn vocabulary (17.5%). The rest via YouTube, speech exercises, courses/ tutoring, social media, reading, singing western songs and Public Speaking Training. Some of the most dominant strategies performed by good language learners in improving their reading skills including reading books/ articles in English as many as 27 people (67.5%); 16 people (40%) read novels/ comics/ other literary works in English; There are 5 people who improve their reading skills by looking for the meaning of difficult words found (12.5%) and there are 3 students who read the Reading Section of the TOEFL test (7.5%). The rest is through watching western films, social media, noting new vocabulary, doing exercises, through YouTube, through dictionaries, making summaries and getting used to using English in the cell phone menu.

Some of the most dominant strategies performed by good language learners in improving their writing skills include reading articles and writing essays by 11 students (27.5%) respectively; there were 9 people writing their social media status and writing diaries in English (22.5%); and there are 7 students who learn grammar to improve their writing skills (17.5%). The rest is through doing exercises, learning vocabulary, writing poetry, courses/ guidance and through writing with the Grammarly application. This description also includes the length of time used to improve the four types of English skills. The result shows that, (1) the millennial good language learners' use a number of language learning strategies to improve their four types of language skills: listening, speaking, reading, and writing (Byrd & Cooper, 1989; Laake & Bridgett, 2014). The last two articles were used as complementary learning materials to find out the effects of these materials on language learning strategies to improve their 4 language skills.

Research Method

This section contains a description of the research approach used, the background and research subjects, procedures for data collection and analysis, and checking the validity of the data.

Research approach

This research uses Qualitative Experiment research. Atmowardoyo (2010), mentions that a qualitative experiment seeks to produce a description, typically without the use of numbers. Thomas (2002), mentions qualitative experiment can be subjective due to the experimenters' point of view. Several methods are used in a qualitative experiment including introspection, surveys & questionnaires, and direct observation. This study seeks to find answers to the effects of the phenomenon of "Best Practice" based learning on students' English learning strategies, in the aspects of listening, reading, speaking, and writing. This research was conducted by giving Pretest and Posttest using Open Ended Questions and Treatment Based on "Best Practice" learning.

Research subject and background

The subjects of this research are the fourth semester students of the English Education Study Program, the English Department in a state university joining the course Belajar dan Pembelajaran in academic year 2020-2021. Twenty students who had the lowest grade point average were selected as the research subjects.

Data collection and analysis procedure

Data collection

- Giving Pre-Test: A Qualitative Experiment research can be done by using several kinds of data collection techniques. The techniques include observation, interviews, and document review. In addition, this data collection technique is also used by giving tests. Each of these techniques is used to complement each other, with the aim of obtaining complete data about the learning process that leads the subject to success in mastering English as a foreign language. Pre-test is given to see and identify the students' initial behavior in learning English.
- Treatment: Treatment was conducted to teach two classes joining subject Learning and Teaching in semester 4 English Department of a state university. For treatment, we facilitate students to learn materials based on best practice as complementary materials. The materials include:
 - Information Technology used by Millennial Good English Language Learners in an Indonesian University to Improve their English Skills
 - Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar.
 Due to pandemic situation, the treatment was conducted on line through the use WhatsApp group and Zoom meeting.
- Posttest: The same test was given after treatment with open ended questionnaires, share in WA groups.

Data analysis

- Observation: Data analysis was conducted firstly by observation the answers of pretest and posttest. Observation was conducted to see the difference research subjects' answers in pretest and posttest.
- Open Coding: Open coding was conducted to give conceptual labels to the differences pretest and posttest answers. The results of open coding reveal categories of the effects of learning materials developed based on best practice.
- Axial Coding: Axial coding is the activity of recombining parts of the data generated through open coding. This merging is done to make relationships between one category and another, and between categories and their subcategories. The results of the axial coding reveal the categories and subcategories of effects.

Findings and Discussions

The results of coding reveals the effects of learning behavior performed about 20 students with low grade points. The effects are categorized in several categories and subcategories. The first category effects in Reading Learning Behaviors and Listening Learning Behaviors.

Effects in reading learning behaviors

Effects in Reading Learning Behaviors consist of two subcategories: New Learning Materials and New Learning Media.

New language learning materials

Language learning material refers to any source containing the material used by learners to improve their four language skills. Based on verbal data, the answers to question: "What did you do in improving your reading skills?" Fifty percent (50%) research subjects change to learning materials to improve their reading skills after treatment. The subjects include subjects 1, 2, 4, 5, 7, 8, 9, 10, 15, and 19.

These are the new materials used by 50% subjects to improve their reading skills.

- English book and reading exercises in internet (Subject 1)
- Book, dictionary (Subject 2)
- Book entitled Mr. Bob from English Village (Subject 4)
- Full English novels and movies with English subtitles. (Subject 5)
- Comics, short articles, picture stories in English (Subject 7)
- Comics in English (Subject 8)
- English translated novels, English short stories, blogs and journals on Google (Subject 9)
- Comics, novels, English subtitles and then translate them into Indonesian (Subject 10)
- Reading song lyrics, reading news on social media in English, changing my cellphone settings to English and increasing my vocabulary by watching (Subject 15)
- Articles in English journals (Subject 20)

Subject 1:

Pretest: I will look for books and download reading materials on the internet and then I will continue to read them until they are fluent.

Posttest: To improve my reading skills, I read books in English as often as possible, even if the titles are whatever, because here we don't need reading titles if we have to practice. Whatever book I see, I will definitely take it and read its contents so that my reading skills will be more fluent. If you don't have books, try searching the internet and looking for questions there because there are lots of questions or materials about reading skills.

Researchers' Comments: Subject 1 did not specify the books and reading passage in internet before treatment. After treatment he specified the book that he used English book and reading exercises in internet.

Subject 2:

Pretest: By diligently reading and understanding the correct reading technique.

Posttest: What I do to improve reading skills is to always read books, dictionaries or articles.

Researchers' Comments: Subject 2 did not specify the material he used to improve his reading skill before treatment. After treatment, he explained the learning materials including book, dictionary.

Subject 4:

Pretest: By reading English novels.

Posttest: For reading I also read the book that I bought Mr. Bob from English Village.

Researchers' Comments: There is the difference on pre-test from posttest answers. Subject 4 read English novels. In posttest he bought book entitled Mr. Bob from English Village.

Subject 5:

Pretest: I always practice for that. And following what the Lecturer explains about that subject.

Posttest: I always get used to reading full English novels. Collecting questions whose readings contain journals and watching Movies with English subtitles.

Researchers' Comments: There is the difference on pre-test from posttest answers. In pretest, Subject 5 did not specify the materials in improving his reading skill. In posttest, he specified the learning materials in improving his reading skill, including full English novels and movies with English subtitles.

Subject 7:

Pretest: Read books, blogs, journals, articles, and so on that use English. Although a book is available in Indonesian, it would be better if you read the English version so that you can improve your English skills quickly. Start with light reading such as comics, short articles, picture stories, and the like. Change the language setting to English. Thus, it will be faster to increase your English vocabulary; at least it will be faster to memorize words that often appear on the cellphone menu.

Posttest: I start with light reading such as comics, short articles, picture stories, and the like in English. If you feel challenged to try it, you can try reading short novels in English or you can download a dictionary application. Thus, you will increase your English vocabulary more quickly; at least you will memorize words that often appear on your cellphone menu faster.

Researchers' Comments: Subject 7 was affected in using learning materials in improving his reading skill. In pretest, he used books, blogs, journals, articles in English. After treatment he used comics, short articles, picture stories in English.

Subject 8:

Pretest: I try to read artist news or foreign news using English to get used to it.

Posttest: One of my hobbies is reading comics, I am trying to get used to reading comics in English and it also helps me improve my English as there are lots of unique slang and abbreviations.

Researchers' Comments: Subject 8 read artist news or foreign news using English before treatment; after treatment he changed to reading comics.

Subject 9:

Pretest: By reading a lot of course. Also accompanied by learning the pronunciation, and at least knowing basic grammar but first, we learn how to understand the text even though we only know a word it doesn't matter.

Posttest: Read more English translated novels, English short stories, blogs and journals on Google.

Researchers' Comments: Subject 9 does not specify the learning materials before treatment, and after treatment he specifies the learning materials in improving his reading skill including English translated novels, English short stories, blogs and journals on Google.

Subject 10:

Pretest: The most important thing is reading, if we read often then there is an increase that arises from us, namely, the way we pronounce our pronunciation is good, the articulation of appreciation will also increase.

Posttest: To improve my Reading Skills I usually read more comics, novels, English subtitles and then translate them into Indonesian.

Researchers' Comments: Subject 10 explains no clear material before treatment, and after treatment he explains that he read more comics, novels, English subtitles and then translates them into Indonesian.

Subject 15:

Pretest: Read more like Harry Potter novels; watch movies and always read.

Posttest: Improving reading skills in my opinion is the most difficult thing for me to do because I am a person who rarely reads books, novels or comics. To improve my reading skills, I also do simple things like reading song lyrics, reading news on social media in English, changing my cellphone settings to English and increasing my vocabulary by watching.

Researchers' Comments: Subject 15 reads Harry Potter novels, watch movies before treatment, after treatment he explains that in improving his reading skill he uses these learning strategies: reading song lyrics, reading news on social media in English, changing my cellphone settings to English and increasing my vocabulary by watching.

Subject 19:

Pretest: Read news in website and read books.

Posttest: Read articles in English journals.

Researchers' Comments: Subject 19 reads news and book before treatment. After treatment, he reads articles in English journals.

New learning media for reading skills

Learning media is a tool that is used by learners to improve their language skills. From the subjects' answers to question: What kind of media you used to improve

your reading skills? This study finds that there is effect in learning media used by 12 (60%) research subjects 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 15, and 19 after the treatment. The subjects use new media, including online application such as Cake, Instagram, Facebook, Wattpad, Webtoon, Mengabat.com, Mangadex, Google, Twitter, Webtoon, Google scholar, Social media, Musixmatch, Twitter, and YouTube.

Subject 1:

Pretest: The media that I use is google, and the results are very good because on google there is a lot of material that can be learned.

Posttest: I often open YouTube and watch any video. Looking for material is also about listening. Listening to songs can also improve our listening skills. How to use it is also easy, just searching for what material you want to find and then all the material you want to watch on YouTube will appear. And the results must be very good if we regularly study and understand it.

Researchers' Comments: Subject 1 used google before treatment, after treatment he watched any video on YouTube.

Subject 2:

Pretest: To improve reading skill I read books or internet.

Posttest: To improve my reading skills, I usually look for articles or novels in English.

Researchers' Comments: There is difference the media used by Subject 2 in pretest and posttest. In pretest she used books or internet, and in posttest she used English novels.

Subject 5:

Pretest: I don't use website but always repeat and memorizing who Lecturers said about that and those structures.

Posttest: I always follow various things that I have to do in English learning groups that I follow either on Instagram, Facebook which explains various things about English, Watching western films with English subtitles to practice my Reading skills.

Researchers' Comments: Subject 5 used new media in posttest: Instagram and Facebook.

Subject 6:

Pretest: That is by reading English novels, with that our skills will be felt along with the number of books we read.

Posttest: I download usually English novels on Google; I just search for interesting books on Google and download them.

Researchers' Comments: Subject 6 used new media after treatment, English Novels in internet.

Subject 7:

Pretest: By reading media through applications and websites on mobile phones. <https://id.mtlnovel.com> which is a website that reads novels in English. And has many novels that are quite exciting to be able to read novels in English.

Posttest: If the media I do is to improve my reading skills, I only try to read comics or light novels. I randomly opened the website. You can try searching on Wattpad

if you want to find light novels but you have to organize them or search for them in English.

Researchers' Comments: Subject 7 used new media after treatment: Wattpad and English novels.

Subject 8:

Pretest: I read articles on cnn.com they have complete news.

Posttest: I use the Webtoon but change the language to English and use the mangabat.com and Mangadex websites.

Researchers' Comments: Subject 8 used new media after treatment, Webtoon, mangabat.com and Mangadex.

Subject 9:

Pretest: I prefer to read books or novels, one of which is J. K. Rowling; the author of Harry Potter, there's a lot to learn.

Posttest: Google/ Twitter. Mostly I found interesting short story there.

Researchers' Comments: Subject used new media in posttest: Google, Twitter.

Subject 10:

Pretest: Reading books.

Posttest: Usually I learn reading by reading novels or comics online often; I often read from Webtoon, if you want to read comics in English then we only need to change the language setting in the application.

Researchers' Comments: Subject used new media in posttest: Webtoon.

Subject 11:

Pretest: Reading English-based books, if I find a new word or sentence or don't know the meaning I will mark the word using a highlighter. And again I watch movies using English subtitles and this method helps me to improve my reading skills.

Posttest: Reading books that are interesting for me to read to improve reading skills, and when we experience confusion while reading try to stop. Besides that I use online applications such as cake.

Researchers' Comments: Subject 11 read English books. After treatment he used online application such as Cake.

Subject 12:

Pretest: What I do is read a lot of articles or those that are in English

Posttest: What I do is read books (in English) by scanning or speed reading

Researchers' Comments: Subject 12 before treatment did not explain the learning strategy he used. After treatment he used new language learning strategies: scanning and speed reading.

Subject 15:

Pretest: The media I use for reading skills is like Netflix because it's fun and exciting.

Posttest: Like listening and speaking skills, I use social media to improve my reading skills because I rarely read books. The social media that I use are Musixmatch in reading song lyrics, Instagram or Twitter in reading news in

English and usually watching on YouTube. The result has made me a good habit of studying and I think it's quite developed.

Researchers' Comments: Subject 15 used new media after treatment: Social media, Musixmatch, Instagram, Twitter, and YouTube.

Subject 19:

Pretest: English stories through e-books and Wattpad.

Posttest: Google Scholar is one of my mainstay websites to improve reading skills because it contains a lot of useful research journals.

Researchers' Comments: Subject 19 used new media in posttest: Google scholar.

Effects on listening learning behaviors

Effects of Best-Practice material on Listening Learning behaviors used by the 20 subjects with the lowest grade points comprise New Media and New Learning strategies.

New media

45% research subjects change the media they used in improving their listening skills. They used the following media:

- YouTube (Subject 1, 3, 5, 6)
- YouTube and Podcast (Subject 3)
- Podcast, Spotify (Subject 8)
- YouTube and Tiktok (Subject 4)
- Jooks (Subject 10)
- Podcasts (Subject 13)
- New media: TV, YouTube, and Netflix (Subject 18)
- YouTube and Netflix (Subject 19)
- New media: cooking video, gaming video, and tutorial video (Subject 20)

Subject 1:

Pretest: The media that I use is google, and the results are very good because on google there is a lot of material that can be learned.

Posttest: I often open YouTube and watch any video. Looking for material is also about listening. Listening to songs can also improve our listening skills. How to use it is also easy, just searching for what material you want to find and then all the material you want to watch on YouTube will appear. And the results must be very good if we regularly study and understand it.

Researchers' Comments: Subject 1 used new media in posttest: YouTube.

Subject 3:

Pretest: Usually I use or search on google I download and listen to it and I also usually use music applications to listen to English music.

Posttest: I use media such as YouTube listening to podcasts, and often there are assignments and we are told to listen to audio, and the result is that our listening skills can be even better.

Researchers' Comments: Subject 3 used 2 types of new media after treatment: YouTube and Podcast.

Subject 4:

Pretest: By listening to music, watching movies.

Posttest: Usually I listen to English music I listen to while writing the lyrics of the song, and watch YouTube how to read words correctly and also I follow lessons related to English on the Tiktok application so I can watch while learning and practicing it.

Researchers' Comments: Subject 4 used 3 types of media after treatment: YouTube and Tiktok.

Subject 5:

Pretest: I'm just watching a movie western since when I was 9 years old. My sister always teaches me for watching those movies like that. Listening music and try to understand what she said in it. And I ever registering myself in a course that I get in Instagram for upgrading my listening skill. Following another task for practice.

Posttest: Film media through cinema, video or YouTube because you can find out how the pronunciation and writing are different.

Researchers' Comments: Subject 5 used new media after treatment: YouTube.

Subject 6:

Pretest: Spotify, which is an application for listening to music because we can listen to music in full and also if we want to know there is a lyric figure provided.

Posttest: I don't use the website but through YouTube to improve my listening skills, namely listening to podcasts or songs in English.

Researchers' Comments: Subject 6 also used new media after treatment: YouTube.

Subject 8:

Pretest: Listening to the song then translating the words I don't understand.

Posttest: I listen to podcasts and western songs on Spotify and that's really helping me to improve my English.

Researchers' Comments: Subject used two types of new learning media after treatment: podcast and Spotify.

Subject 10:

Pretest: Trained myself by: Watching movies, listening to music.

Posttest: To improve Listening Skills, I usually study using cellphones and other tools that are commonly used to listen to things from cellphones or other electronic devices, and then I usually use the Jooks music application to listen to English songs and watch English films so that I can improve my listening.

Researchers' Comments: New learning media: Jooks.

Subject 13:

Pretest: In improving my listening skills, I usually watch TV shows or listen to western songs and can also listen to native speakers on the TED TALKS Application.

Posttest: Listen to podcasts.

Researchers' Comments: New media: Podcasts.

Subject 18:

Pretest: What I do to improve listening skills is to listen to English songs, and get used to watching English movies or YouTube.

Posttest: I use TV, YouTube, and Netflix with picture and audio. With those media, I easily understand information.

Researchers' Comments: Subject used 3 types of new media: TV, YouTube, and Netflix.

Subject 19:

Pretest: English songs and English films that can be easily found via YouTube or Instagram. Train the ear's ability to understand and get used to listening to English dialogues so that they are more familiar with English dialogues.

Posttest: YouTube, Netflix. After listening to a song or movie on YouTube, I feel that my listening skill has increased because it is easier for me to catch what is being said (as usual because I can).

Researchers' Comments: Subject used two types of new media after treatment: YouTube and Netflix

Subject 20:

Pretest: I watch western movies through YouTube which is in English.

Posttest: Video learning media, to improve listening skills is video. There are many types of videos in English that I usually look for on the internet, ranging from cooking videos, gaming videos, tutorial videos, to vlogs videos. Although we can freely choose the type of video, we should not use the same video. Try the videos used in learning listening skills vary so that the vocabulary you get is also diverse.

Researchers' Comments: Subject used new media: cooking video, gaming video, and tutorial video.

New learning strategies to improve listening skills

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Language learning strategies (LLS) are specific actions used by learners intentionally, to improve and develop foreign language skills (Green and Oxford, 1995). Six (6) or 30% subjects use new language learning strategies:

- Repeating audio related to English (Subject 2)
- Applying new words that are rarely heard (Subject 5)
- Watching without subtitle, attending English seminars, talk shows (Subject 7)
- Listening carefully and well, repeat audio. And listen to songs (Subject 14)
- Listening to English songs and watching movies without subtitles (Subject 15)
- Trying to watch vlogs of foreign people who of course speak English. Learn pronunciation well, and speak with native speakers through the app (Subject 16)

Subject 2:

Pretest: Familiarize yourself with listening or learn listening skills through YouTube.

Posttest: What I do to improve my Listening skills include, often listening to audio through applications from YouTube or applications that can be a means to improve Listening. And usually I repeat audio² related to English.

Researchers' Comments: New Learning strategy: Repeating audios related to English.

Subject 5:

Pretest: Just practicing for own my self-hearing a music western, watching a movie, and always following practice in group learning in Instagram.

Posttest: Often listen to western songs and western movies. And always apply new words that are rarely heard.

Researchers' Comments: New learning strategy: Applying new words that are rarely heard.

Subject 7:

Pretest: TV, movies, radio, and so on are the right media to practice your listening skills. At first you might need subtitles, but slowly work your way up until you can enjoy watching a show that uses English without subtitles at all.

Posttest: Attend seminars, talk shows, or other events organized by institutions, schools, universities, and so on that use English as the main language.

Researchers' Comments: New learning strategy: watching without subtitle, attend seminars, and talk shows.

Subject 14:

Pretest: To improve listening skills, I listen to songs more, and after hearing them I write them on paper and study them.

Posttest: I listen carefully and well, repeat audio. And listen to songs.

Researchers' Comments: New learning strategy: listen carefully and well, repeat audio. And listen to songs.

Subject 15:

Pretest: What I usually do to improve my listening skills is by listening to songs, watching movies and listening to great podcasts.

Posttest: to improve my listening skill. I choose simple things that can become a habit to hone my listening skills. Such as: listening to English podcasts, listening to English songs and watching movies without subtitles.

Researchers' Comments: New learning strategy: listening to English songs and watching movies without subtitles.

Subject 16:

Pretest: In improving listening skills I usually do the following: (1) Listening to music in English, (2) Watching movies or videos in English, and (3) Try to watch vlogs of foreign people who of course speak English.

Posttest: In improving listening skills I usually do the following. Listening to music or audio in English, watching movies or videos in English, and trying to watch vlogs of foreign people who of course speak English. Learn pronunciation well, and speak with native speakers through the application.

Researchers' Comments: New learning strategy: trying to watch vlogs of foreign people who of course speak English. Learn pronunciation well, and speak with native speakers through the application.

Conclusions and Recommendations

This study has revealed that the use of Best-Practice based materials have effects on the students with the lowest grade point average on their receptive language learning behaviors covering Reading learning and Listening learning behaviors. The effects on their learning behaviors to improve their Reading Learning Behaviors include the new learning materials and the learning media used by the subjects. Based on verbal data related learning reading behaviors: 50% research subjects change to learning materials to improve their reading skills after treatment; 60% subjects use new media, including online application such as Cake, Instagram, Facebook, Wattpad, Webtoon, Mengabat.com, Mangadex, Google, Twitter, Google Scholar, Social Media, Musixmatch, Twitter, YouTube.

In relation to the effects on Listening Learning Behaviors: 45% research subjects use new media in improving their listening skills including YouTube, Podcast, Spotify, Tiktok, Netflix, Cooking video, Gamming video, and Tutorial video. And 30% subjects use new learning strategies including applying new words that are rarely heard; watching without subtitle, attending English seminars, talk shows; listening carefully and well, repeating audio, listening to songs; watching movies without subtitles; trying to watch vlogs of foreign people who of course speak English; learning pronunciation well, and speaking with native speakers through the application . These supplementary materials are recommended to be carefully developed as the materials for the course of Belajar dan Pembelajaran for English Education Study Program students.

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