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EXPLORING TEACHERS' PERCEPTIONS OF MEDIA IMPLEMENTATION FOR TEACHING LISTENING AT ISLAMIC SENIOR HIGH SCHOOLS

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ABSTRACT

Learning media plays an important role in the teaching and learning process. In listening skills, it is necessary to apply effective media to support the teaching and learning process in the classroom. However, there is still a limited understanding of which media is most effective for improving students' listening skills, especially in actively involving students during the lesson. This study aims to analyze learning media and their implementation to improve listening skills in English language learning. The method used in this research is qualitative method, with data collected through interviews with English teachers in Senior High School. The main findings of this study show that the application of media provides many benefits in teaching listening skills, with the TikTok application emerging as a very effective tool. The use of technological media in listening learning is considered effective because it makes students more enthusiastic, active, and less bored, and provides authentic listening exposure. The implication of this study is that integrating popular technology platforms such as TikTok can improve the effectiveness of listening learning and increase student engagement in the English classroom.

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1. INTRODUCTION

Teaching media are tools that can be used to convey messages, stimulate students' attention and interest, and engage their thoughts and feelings during learning activities to achieve learning objectives. As one component of a learning system, media play a critical role in helping students understand learning content while supporting teachers to teach more effectively (Kosanke, 2019). Media, as part of physical learning resources, provide instructional content in learning environments and can motivate learners to learn more actively and independently (Prabawati, 2021). Listening skill is an essential aspect of language learning, requiring concentration to comprehend spoken messages accurately (Saragih et al., 2022). Listening is a fundamental component of communication that enables individuals to exchange ideas and respond appropriately (Afriyuninda & Oktaviani, 2021). Effective listening involves hearing, identifying speech sounds, interpreting meaning, critically evaluating messages, remembering key information, and responding verbally or nonverbally (Herlina et al., 2021).

In the context of 21st-century education, technology plays a pivotal role in providing opportunities for collaborative and flexible learning (Shatri, 2020). Technological integration in language learning can enhance students' motivation and engagement while offering access to diverse resources for listening practice, such as podcasts, Spotify, TikTok, and other online platforms (Izzah & Hadi, 2020; Rahayu, 2024). However, challenges remain, including digital distractions, inadequate digital literacy, and unstable internet connectivity that can hinder effective technology integration (Ajizah, 2021).

Recent studies have shown the effectiveness of technology-enhanced language learning in improving listening skills. For instance, interactive digital media and mobile-assisted language learning applications have been found to increase students' engagement and listening comprehension (Brugliera, 2024). Additionally, the use of platforms like TikTok and podcasts has been reported to foster learner autonomy and increase exposure to authentic listening materials (Hasibuan & Male, 2022; Susanto, 2024). However, studies have also highlighted the challenges in integrating these tools effectively into instructional practices due to limited pedagogical strategies among teachers (Rohadi et al., 2023; Salam et al., 2023).

Despite the increasing availability of technology and media for language learning, a research gap remains regarding teachers' perceptions and practices in implementing technology to teach English listening skills in high schools, particularly how they integrate these tools pedagogically to enhance student engagement and learning outcomes. Previous studies have primarily focused on student outcomes, while the perspectives and practices of teachers in using technology for listening instruction remain underexplored.

To address this gap, this study adopts the Technological Pedagogical Content Knowledge (TPACK) framework as conceptual guidance, which has been widely used in recent studies to analyze how teachers integrate technology into their pedagogy effectively (Lume et al., 2024; Rustanto et al., 2020; Taopan et al., 2020). The TPACK framework emphasizes the intersection of technological, pedagogical, and content knowledge that teachers need to deliver effective instruction in technology-enhanced learning environments.

Based on this context, the research question guiding this study is: "How do teachers perceive and implement media and technology in teaching English listening skills in high schools?". Accordingly, the purpose of this study is to identify and investigate teachers' perceptions and practices in the implementation of media and technology to teach listening skills in high schools, using the TPACK framework to understand how teachers integrate technology within pedagogical and content domains to support listening instruction effectively.

2. METHODS

In this research using qualitative methods. Qualitative researchers strive to explain their work in ways that are understandable to those in the quantitative tradition (Gerring, 2017). Qualitative research methods are referred to as new methods, because their popularity is not long, referred to as post-positivistic methods because they are based on the philosophy of post-positivism (Royadi, Susiana, & Khumaida, 2019). Qualitative methods can use interviews or observations in collecting data. In this study, the data collection technique used was interviews. Interviews aim to record opinions, feelings, emotions, and other things related to individuals in the organization (Fadli, 2021).

Data collection is done by interview. The participants in this study were two English teachers from an Islamic Senior High School. Both teachers had more than five years of teaching experience in EFL (English as a Foreign Language) classrooms and had experience in using various media in teaching listening skills. The interviews are intended to identify and investigate the implementation of media to teach students' listening skills. The interview instrument was adapted from Putri (2019) that his research addressed the same problem, namely the use of media to teach listening skills. The interview questions explored four main areas, namely the teachers' competence regarding media and technology in learning, the types of media used for teaching listening, the process of implementing these media, and the perceived results and challenges faced during implementation. The data collection procedure began with contacting the teachers to explain

the research objectives and to obtain their consent, followed by scheduling interview appointments based on their availability. Face-to-face, semi-structured interviews were then conducted, each lasting approximately 45 to 60 minutes. During the interviews, audio recordings were made with the participants' permission to ensure accuracy, accompanied by note-taking to capture important observations. After the interviews, the recordings were transcribed verbatim to prepare the data for analysis.

Data analysis was carried out in several stages. First, conducting interviews with the teacher concerned, namely the English teacher. This is to determine teacher competence regarding media and technology in learning, the media used, the media implementation process, and the results of implementing media to teach listening skills. Second, the results will look at differences or similarities in the answers of the two English teachers who were the subject of the interview. Third, look at the effectiveness of the media. Fourth, each group's data is described and compared with the literature to show how effective the media is from the teacher's point of view. Finally, conclusions are drawn based on an analysis of all the descriptions of the findings.

3. RESULTS AND DISCUSSION

The purpose of this study was to identify and investigate the use of media to teach listening in high schools. The resulting data will be given through descriptions based on the outcomes of data acquired through interviews with English teachers in two separate high schools. Both institutions have used media to teach listening skills in their English classes. However, there are several limitations to using it.

3.1 Teacher's competencies

a. The Importance of Technology for Learning

The use of technology plays an important role in the world of education. Apart from its use for teaching information and communication technology (ICT), technology also facilitates teaching and learning activities (Maulina et al., 2022).

Teacher 1 : "Technology is very necessary at this time because it has a very large influence on the educational process itself."

Teacher 2 : "Technology is very important, especially in today's era where everything always relies on technology."

Based on the statements from Teacher 1 and Teacher 2, it is clear that both teachers acknowledge the crucial role of technology in the current education system. Teacher 1 explained in more detail the influence of technology in education, indicating an understanding of technological developments and their impact on learning. Meanwhile, Teacher 2 emphasized that the reliance on technology in all aspects of life makes it essential in education as well. These findings align with Maulina et al. (2022, who asserts that technology facilitates teaching and learning activities, supporting teachers in delivering learning effectively. It can be concluded that teachers have widely understood the importance of technology, considering it a necessity to avoid being left behind in the current era of digital learning.

b. Advantages of technology for learning

Technological advances provide digital resources for educational curricula that significantly contribute to learning digital literacy. Technology has advantages such as personalized learning, taking learning everywhere, decreasing behavior issues, and others (Turayeva & Kholmurodova, 2022).

Teacher 1 : "Technology makes it easier for us to transfer knowledge, students are also easy to accept it and also to seek additional knowledge."

Teacher 2 : "Technology is very beneficial for students and teachers because it supports creative and not boring learning."

Both teachers highlighted the benefits of technology in learning. Teacher 1 emphasized that technology eases the transfer of knowledge from teachers to students, while also aiding students in accessing and seeking additional learning materials independently. Teacher 2

underlined how technology transforms learning into a more creative and engaging process, making it less monotonous for students. These interpretations align with Turayeva & Kholmurodova (2022), who mention that technology contributes to personalized and accessible learning while reducing behavioral issues in class. The findings indicate that both teachers not only understand but also actively utilize the advantages of technology in their teaching practices, as it facilitates the delivery of learning and encourages students to engage more actively in the learning process.

c. Disadvantages of technology for learning

One of the drawbacks of technology that is worrying is that information technology by students is often misused by students who spend long hours in front of the computer and use it for useless things like Facebook and various games (Shatri, 2020).

Teacher 1 : “Technology also has negative impacts such as students easily looking for bad news, so it is also the teacher's job to direct students in good use of technology.”

Teacher 2 : “During the use of technology in this school, it seems that there are no obstacles and weaknesses that are felt.”

Teachers provided different perspectives regarding the disadvantages of technology in learning. Teacher 1 acknowledged that technology could negatively impact students if they misuse it for unproductive activities, emphasizing the teacher's role in guiding students to use technology positively. In contrast, Teacher 2 stated that they did not experience significant obstacles in using technology at school, suggesting that technology has been integrated effectively in their teaching environment. These findings are in line with Shatri (2020), who noted that technology could be misused by students without proper supervision. It can be concluded that while technology provides numerous advantages, it also presents potential challenges that require teachers to guide and monitor students to ensure technology is used productively for learning purposes.

3.2 Using media

a. The use of media for learning listening skills

Media use is effective in improving listening skills among students. In addition, using media is very beneficial because it can help relieve and reduce teacher time to review and carry out lessons and prepare in a short time (Maulina. et al., 2022).

Teacher 1 : “I use media for listening. The media that I use is the quizizz application.”

Teacher 2 : “I use several media for learning listening such as using audio, speakers, and recordings to listen to in front of the class. The audio that I play is obtained from several YouTube channels.”

Both teachers have implemented media in teaching listening skills in their classrooms. Teacher 1 uses the Quizizz application, indicating the teacher's readiness by first studying the application before implementing it in learning. Meanwhile, Teacher 2 uses various media, including YouTube videos, audio, and speakers, to facilitate students' listening activities in class. These findings align with Maulina. et al. (2022), who emphasize that using media can help improve listening skills while also assisting teachers in managing their teaching time efficiently. It can be concluded that the use of media, such as Quizizz and YouTube, makes listening learning easier and more enjoyable, increasing student engagement during the learning process.

b. Use of Podcast, JOOX, Spotify, TikTok and Duolingo media for learning listening skills

The use of applications such as Podcasts, Spotify, Joox, TikTok, and Duolingo is very effective for improving listening skills in students. The podcast service is very useful and helpful for teachers in giving instructions to teach listening skills (Wulandari & Sya'ya, 2021). Spotify has a very important potential in improving students' listening skills in accordance with the development of the 21st Century (Aruan, Dallion, & Hafniati, 2022). JOOX has many benefits for learning listening skills, such as making learning more attractive and using a

variety of audio (Deliyanti et al, 2023). The TikTok application for students' listening skills has succeeded in improving students' listening skills for the better (Clara, Feni, & Purba, 2021). This program was created to assist students in studying languages in a fun and easy way (Sukarya, Kamil, & Utami, 2022).

Teacher 1 : “Currently, I have not implemented these five applications to teach listening. However, students already know apps like TikTok. They use it to learn English too.”

Teacher 2 : “I use the TikTok application to teach listening so students don't get bored. Usually, I play English songs in the application or watch English videos for learning.”

Teacher 1 has not implemented Podcast, Spotify, JOOX, TikTok, or Duolingo in teaching listening but acknowledges that students are already familiar with TikTok and even use it independently to learn English. On the other hand, Teacher 2 has applied TikTok in the learning process by using English songs and videos from the application to avoid boredom during listening lessons. These findings align with previous studies highlighting the effectiveness of these applications in improving listening skills (Clara et al., 2021; Wulandari et al., 2021). It can be concluded that while both teachers recognize the benefits of TikTok in supporting listening learning, its implementation varies according to the teacher's strategy and classroom management. TikTok, in particular, has proven to be a useful medium for improving students' listening skills while making learning enjoyable and engaging.

3.3 Process of implementation media

a. Implementation of the media used for learning listening skills

Implementing media in learning can achieve better and more effective teaching and learning goals. Media implementation can be done in various ways according to the direction of the educators (Maulina. et al., 2022).

Teacher 1 : “To implement the Quizizz application, I usually use it before implementing it in class. Then I make questions that contain audio / video for students to listen to. After that I shared the Quizizz link and the students worked on it. After completing all the questions, the score and ranking will appear at the end and that will be the value for daily practice.”

Teacher 2 : “The implementation itself is carried out in a computer laboratory where headphones and computers are available. Then students have to open the video title that I wrote in the previous class. After that students have to watch the video and do the questions that I have given. But there is a way ‘ that I usually use, namely by just watching videos from YouTube and TikTok using a projector.”

Both teachers have clear strategies for implementing media in teaching listening skills. Teacher 1 prepares by testing the Quizizz application in advance, creating listening-based questions, and sharing the link with students to complete and assess their understanding. Teacher 2 uses a computer lab with headphones to facilitate individual listening and also utilizes projectors for collective video viewing using YouTube and TikTok. This demonstrates that both teachers are capable of implementing media effectively by adapting the available facilities to the needs of the lesson, in line with Maulina. et al. (2022)., who highlight that media implementation can be carried out in various ways according to the teacher's direction. It can be concluded that the systematic preparation and appropriate media utilization by teachers help facilitate effective listening learning in the classroom.

b. Obstacles in implementing media for learning listening skills

Based on the research Lukas & Yunus (2021) found several obstacles and difficulties for teachers in implementing media to teach listening.

Teacher 1 : “Obstacles experienced so far may only be a problem with internet connection or running out of quota as well.”

Teacher 2 : “Obstacles during the implementation of the media were that students found it

difficult to focus because they did not understand the correct pronunciation and writing and did not understand what was being said.”

Both teachers experienced obstacles when implementing media in listening lessons, but the nature of these obstacles differed. Teacher 1 encountered external technical issues, such as unstable internet connections and insufficient data quota, which hinder the smooth implementation of online media like Quizizz. Meanwhile, Teacher 2 faced internal challenges, such as students struggling to understand the pronunciation and meaning of what they hear, which affects their focus during listening activities. These findings align with Lukas & Yunus (2021), who identified various obstacles teachers face in integrating media into listening instruction. It can be concluded that obstacles in implementing media can arise from both external factors (technical/internet issues) and internal factors (students' listening comprehension challenges), requiring teachers to anticipate these issues during planning and implementation.

c. How to overcome obstacles in implementing media for learning listening skills

Teachers can utilize a variety of strategies to overcome listening obstacles. Teachers can assist kids learn to listen better by utilizing problem-solving techniques (Lokanita. et al., 2020).

Teacher 1 : “To solve obstacles when using media, students can use hotspots from friends or teachers to fix their internet connection problems because students don't have Wi-Fi facilities yet.”

Teacher 2 : “When it comes to bad connections, the school has provided Wi-Fi. However, for students' ignorance of the material, maybe students should learn some of the English songs that I often use more often.”

Teacher 1 addresses internet-related issues by suggesting students use mobile hotspots shared by peers or teachers as a temporary solution due to the lack of Wi-Fi facilities. Teacher 2 highlighted that the school already provides Wi-Fi to overcome internet problems and suggested that students could improve their understanding of the material by listening to English songs more frequently. These findings align with Lokanita. et al. (2020), who emphasize the need for problem-solving strategies to overcome listening barriers in learning. It can be concluded that while both teachers have attempted to address obstacles encountered during the implementation of media, their strategies remain adaptive and situation-based, showing that anticipating and addressing obstacles is essential for creating conducive learning environments when using media in listening lessons.

3.4 Result of implementation media

a. Enhancement of students' listening skills after the implementation of the media

According to Afriyuninda & Oktaviani's research (2021) there is a correlation between students' improved listening abilities and the implementation of the media.

Teacher 1 : “Students are more enthusiastic in learning listening, and it's easier to remember the correct pronunciation.”

Teacher 2 : “Students become more interested in learning listening and they don't get bored easily while learning.”

Both teachers observed that the use of media in teaching listening skills increased students' enthusiasm and interest in the learning process. Teacher 1 noted that students found it easier to remember the correct pronunciation, indicating that media supports pronunciation acquisition effectively. Meanwhile, Teacher 2 highlighted that students became more engaged and less prone to boredom, indicating improved motivation in learning listening. These findings align with Afriyuninda & Oktaviani's research (2021), who confirmed the positive correlation between media use and the improvement of students' listening abilities. It can be concluded that the implementation of media has a positive impact on enhancing students' listening skills, as it fosters active participation, enthusiasm, and better pronunciation retention during listening activities.

b. Effectiveness of media for students' listening skills

According to research by Tasya. et al. (2018) states that teaching listening through one of the media they use, namely VOA news videos is the right and effective way.

Teacher 1 : "The implementation of media to teach listening skills is clearly very effective for teachers and students."

Teacher 2 : "I think it is more effective because children are happier when learning outside the classroom, such as in a computer laboratory. They like to get a new atmosphere outside the classroom."

Both teachers acknowledged the effectiveness of using media in teaching listening skills. Teacher 1 emphasized the clear effectiveness for both teachers and students, while Teacher 2 noted that media use allowed students to experience a new learning environment outside the traditional classroom, increasing their happiness and engagement in the learning process. These findings align with Tasya. et al. (2018), supporting the claim that media use in listening instruction is effective in facilitating learning and increasing student engagement. It can be concluded that media provides an effective tool for teaching listening skills by creating a more engaging, interactive, and enjoyable learning environment for students.

c. Comparison between teach listening using media and without media

Teacher must be able to determine an effective method of teaching listening. Whether using media and technology or without media and technology, the teacher must be able to combine them (Prayudi et al., 2021).

Teacher 1 : "The two methods, with or without media, are equally effective. The teacher's only responsibility is to implementing both of these methods to every student's learning."

Teacher 2 : "In my opinion it is more efficient to use media as a tool to help teach listening skills, because students will be more active in learning."

Teacher 1 believes that both methods—using media and not using media—are effective when applied appropriately and advocates for a blended learning approach to balance both. In contrast, Teacher 2 prefers using media for listening instruction, emphasizing its efficiency and ability to increase student activeness in the learning process. These findings align with Prayudi et al. (2021), who suggest that teachers should be able to flexibly utilize both methods to enhance students' listening skills effectively. It can be concluded that while both methods have their benefits, the integration of media in listening instruction offers additional advantages in making the learning process more engaging and efficient for students.

In this study identified that the media has been implemented to teach listening. In addition, this research states that implementing media is very effective for teaching listening. Media and technology are interrelated and help facilitate learning to be more relevant and reliable (Maulina, Sri Andriyani, et al., 2022). However, in this study also found obstacles and the way teachers solve these obstacles. Barriers to media implementation can occur due to internal factors or external factors (Alrawashdeh & Al-zayed, 2017). External obstacles experienced in the form of a bad internet connection and internal obstacles in the form of students who find it difficult to focus on learning.

Incorporating technology in teaching listening skills has a significant impact on the success of the learning process. Various technological tools benefit from being a better listener (Maulina, et al., 2022). Based on this statement, in this study it has also been examined that technology has many benefits for education. Then with the development of technology there are also many media that are modified into an application to support learning.

In this research, we suggest five effective applications to be implemented in listening learning, such as Podcast, Spotify, JOOX, TikTok, and Duolingo. However, the two teachers we interviewed used only one of the five applications. The application used is TikTok. The use of TikTok media in learning to improve students' listening skills is currently booming, and this media can be used in classroom learning (Clara, Feni, & Purba, 2021). Through this

research, TikTok is proven to be a medium for improving students' listening skills. TikTok can also make learning more effective with its implementation in the classroom.

4. CONCLUSION

This study examined the implementation of media in teaching listening at two secondary schools, highlighting the use of technology and media, particularly TikTok as effective tools in enhancing student engagement and reducing boredom during listening activities. The findings indicate that integrating media into listening instruction increases students' enthusiasm and participation, contributing to a more interactive and enjoyable learning environment. Despite these advantages, the study also identified obstacles in media implementation, including connectivity issues and students' difficulties in understanding material, which teachers addressed through various strategies.

The practical implication of this study is the need for teachers and curriculum planners to integrate engaging media strategically within listening instruction to improve students' motivation and learning outcomes. Providing professional development for teachers on effective media use and incorporating media-based activities into the curriculum can further enhance listening skill instruction in secondary schools.

This study faced limitations, including limited source information and insufficient detail in the explanation of materials. Future research should consider employing quantitative or mixed-method approaches with a larger participant pool to gain deeper insights into the effectiveness of various media platforms in teaching listening skills. Additionally, further studies should include a comprehensive literature review and explore comparative analyses of different media to support evidence-based curriculum planning in listening instruction.

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EXPLORING THE CHALLENGES OF GENERATING IDEAS IN ACADEMIC WRITING AMONG EFL STUDENTS AT UIN SIBER SYEKH NURJATI CIREBON

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ABSTRACT

This study aims to identify the challenges faced by English Language Education (ELT) study program students in generating ideas when academic writing and strategies that support students in overcoming the challenges. This study used a qualitative approach that included a study of documents and in-depth interviews with five final semester ELT Department students who were conducting research in higher education. The results showed that students experienced various difficulties, including lack of interest in the topic, difficulty starting the introduction, too much information, limited academic vocabulary, writer's block, lack of confidence, and time pressure. To overcome these challenges, several strategies were implemented, such as relating the topic to personal experiences or current issues, creating a conducive learning environment, and the use of brainstorming, mind mapping, and group work techniques. These strategies proved to help students generate ideas, organize their writing in a structured way, and build confidence in writing. The findings are expected to be a reference for educators in designing writing lessons that are more effective and support the development of students' critical thinking skills and creativity.

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1. INTRODUCTION

Academic writing can be a daunting task, especially when it comes to generating ideas. The main writing exercise is academic writing, which is a challenging task for students (Kadek et al., 2024). Because of academic writing will be crucial in the academic world, there are some students who may not understand the importance of academic writing and how it can affect their success in their studies and careers in the future. Improving students' academic writing skills is a concern for higher education institutions, even in English-speaking countries (AlMarwani, 2020, p. 115). Academic writing is a very important skill for anyone in the academic world. However, in certain instances, the students receive little to no specific instruction in academic writing to accomplish this successfully.

Generating ideas is a crucial skill in various contexts, whether for academic writing, creative projects, problem-solving, or brainstorming sessions. Generating ideas is a systematic process of creating and capturing ideas according to predefined requirements and includes elements related to

creativity and details to support the process (Monticolo & Gabriel, 2016 as cited by Alwaasi, 2022). The challenges faced by students in academic writing include finding a topic or idea to write about. There are frequent difficulties for students in organizing their ideas in a logical manner, connecting disparate concepts, and evaluating strong arguments (Bram & Angelina, 2022 as cited by Kadek et al., 2024). To increase effectiveness in idea generation, various strategies such as brainstorming, mind mapping, and free writing can be used, each of which provides a unique approach to stimulating creative thinking.

Experts have extensively researched various aspects of academic writing challenges faced by EFL students. Previous research concerns exploring academic writing needs in student EFL and investigates students' needs emerging in academic writing (Maros & Juniar, 2016, Ratnawati et al., 2018). Another concern is that EFL students face several difficulties in research writing, including general skills, language problems, limited ideas, and difficulties in developing writing structure and vocabulary (Alsied & Ibrahim, 2018, Wahyuni & Inayati, 2020, Ariyanti & Fitriana, 2017). Then, explores students' perspectives and difficulties in writing English academic writing challenges (Nenotek et al., 2022, AlMarwani, 2020). The last concern is to explore the importance of idea generation and the challenges of academic writing and essays (Georgiev & Milara, 2018, Pratiwi & Julianti, 2022, Brittain, 2019).

In the 10 journals described above, there are no similar things researched in these journals. The first criticism for this journal is that no one explains the process of generating ideas in academic writing. By knowing how the idea generation process occurs when writing academically, one can become more creative and create new ideas. Ideas are vital to organisations as they are a source of innovation and in turn an endless source of competitive advantage (Dorow et al., 2015, p. 51). Therefore, this study will explain how the idea generation process for academic writing works.

2. METHODS

This researcher used qualitative methods. This is because this method is very appropriate to provide an in-depth understanding of the experiences and perceptions of students in exploring the challenges of generating ideas. Tracy (2020, p. 7) states that qualitative research can uncover important issues that can later be researched using more structured methods. Five students from final semester students of EFL were involved as respondents in this study through interviews. The interviews were conducted to explore the views of students regarding the challenges faced by students in generating ideas of academic writing. Respondents were selected based on criteria determined by the researcher, including students with students who are writing a thesis. Data analysis used three elements: data reduction, data display, and verification or conclusion.

3. RESULTS AND DISCUSSION

This chapter explores the various challenges encountered by students in generating ideas during academic writing, as well as the strategies they employ to overcome these difficulties.

3.1 The Challenges of Generating Ideas in Academic Writing

Researchers have identified several challenges faced by students in generating ideas of academic writing. These findings were obtained through interviews with final semester students. These challenges will be described in more detail in this section.

3.1.1 Lack of interest in the topic

Based on the interview results, students admitted that their lack of interest in the topic. In research or academic writing, a topic is needed as the basic and direction of

research. However, in practice not everyone finds it easy to find suitable topic ideas, so when faced with inappropriate topics many have difficulty in coming up with ideas and making arguments.

Student A: "I often find myself having to write about topics that I'm not good at or that I'm not interested in."

Student B: "Getting started with writing such as finding the initial idea or topic is the most difficult for me."

Student C: "My biggest challenge is finding a relevant and original topic."

Student D: "... because the topic chosen is too broad, I am confused about where to start."

Based on the above explanation, it can be concluded that interest in the topic has an important role in the smooth process of academic writing. This is in line with the study of Silaswati (2020) who stated that writing activities are impossible to do without topics. Therefore, the first activity that must be done in the pre-writing stage is to choose a topic. Such topics can motivate the author to continuously seek useful data in discussing the problems faced and motivate the author to solve the problems of his scientific work properly. For readers, such topics contain an interest in reading them. When someone is asked to write about a topic that is not of interest, the process of finding an idea becomes more difficult due to the lack of interest. On the other hand, choosing a topic that suits your personal interests can make it easier to explore ideas and develop your writing in a more natural and targeted way.

3.1.2 Confusion in Designing the Initial Structure of Writing

When a person starts writing then the main idea is not yet clearly formed, the writer feels doubtful about where to start writing, what to be informed, and how to relate it to the purpose of writing. This doubt makes writing feel very difficult to write because the writer does not have a strong concept or framework for writing.

Student A: "Without a clear structure, our arguments can be messy and difficult for readers to understand. However, what is more challenging is to keep us consistent to complete the writing."

Student B: "The biggest challenge for me is getting started, especially when I'm not sure about the idea."

Student C: "... part of making an argument. It's like playing a puzzle, it's fun to match the ideas so that they connect. Sometimes it's really hard to consistently keep the flow of writing focused and not wandering off."

Difficulties in starting academic writing are often caused by confusion in determining the main idea, point of view, or direction of the writing. When ideas are not clearly formed, writers hesitate to start writing because they do not know where to start, what to say, and how to connect it with the purpose of writing. This is in line with study Wardani et al (2020) which states that the complexity of writing lies in the demands of the ability to organize and arrange ideas coherently and logically, and present them in a variety of written language and other writing rules. This is reinforced by students' statements highlighting that the main challenge lies in the process of generating logical, critical and structured ideas. In addition, keeping the flow of writing focused and not deviating is also a challenge.

3.1.3 Lack of confidence in their ideas

Many students are not confident and anxious when writing. Students doubt whether the ideas they have are good enough, relevant, or feasible to be developed in academic

writing. This doubt makes them tend to delay starting, and it is not uncommon to experience writer's block.

Student A: "I'm not confident in my own ideas because they feel too ordinary and out of touch".

Student D: "Regular writing practice can reduce inhibitions as it improves skills and confidence".

According to the findings of the interviews, some students continue to challenges with generating ideas for their writing. This challenge is more a result of their lack of confidence in their own ideas than it is of their ignorance. Students often question whether their ideas are viable, pertinent, or good enough to be developed in academic writing. This uncertainty frequently causes individuals to put off writing, and writer's block is a common occurrence. When someone struggles to start, continue, or finish a piece of writing, it's known as writer's block. Many writers often experience this problem, even when writing for academic readers. Writer's block arises as a result of internal factors such as lack of interest in reading and lack of confidence in writing. In addition to lack of ideas, psychological issues such as stress, perfectionism, fear of making mistakes, or lack of confidence in one's ideas can also contribute to writer's block (Unpas, 2023). However, they agree that as they practice writing more often, their confidence in their ideas will increase. Regular writing practice not only improves technical skills, but also builds confidence in developing ideas.

3.1.4 Limited vocabulary or academic language style

In the interview results, some mentioned that the challenge in generating ideas when writing academics is the limited vocabulary or academic language style.

Student A: "Sometimes it is also difficult to stay consistent with the academic language style."

Student E: "An interesting writing style makes people from various fields more interested in reading".

The interview results showed that although the participants recognized the importance of using an engaging and consistent academic language style, they often faced difficulties maintaining it, especially when under time pressure or vocabulary limitations. In addition, the tension between writing attractively and still meeting formal academic standards seems to be a common challenge for novice writers. When it comes to communicating in writing, the brain searches, selects, sorts, formulates, organizes, connects, and combines ideas so that others can understand them (Nurhadi, 2019). The above description makes it clear why writing is difficult for beginning writers. It reflects a broader challenge in academic writing: balancing clarity, structure and reader engagement, while still following formal conventions.

3.1.5 Time constraints to write

One of the main challenges that writers often face, especially in generating ideas of academic contexts, is time constraints in writing. Time pressure not only affects the quality of writing, but it can also interfere with the consistency of academic style that should be maintained in each section of the paper.

Student B: "My biggest challenge is managing time".

Student E: "Sometimes the writing style can change, especially when writing at separate times if in a rush".

Time constraints are one of the most common challenges faced by academic writers, especially students and researchers who are still in the early stages of their careers.

Final semester students are faced with the enormous responsibility of completing a final project, thesis, or thesis to a high academic standard. This is often compounded by tight deadlines, which trigger stress for fear of failure or delayed graduation (Gisela et al., 2025). The pressure to meet deadlines often forces writers to prioritize speed over quality, which in turn can negatively impact the clarity, structure, and consistency of the writing. In academic writing, where formal style, coherence, and precision are crucial, a lack of sufficient time can lead to rushed sentences, inconsistent tone, and underdeveloped ideas. Therefore, time management needs to be recognized as a key factor in successful academic writing, and it is important to provide strategies and support to writers, especially those in the developmental stage, to improve their writing.

3.2 Strategies that Support Students in Overcoming Challenges in Generating Ideas for Academic Writing

Solutions in dealing with the difficulties of generating ideas in academic writing according to the findings of experiences conducted by students are create an outline or initial draft, regular writing practice with a gradual flow, read a lot for reference and insight, relate ideas to personal experiences or current issues, conducive learning environment, brainstorming or mind mapping and study group collaboration and discussion.

3.2.1 Create an outline or initial draft

Based on the interview results, one of the strategies presented by students to overcome difficulties in generating ideas in academic writing is to make an outline or draft first. By making an outline, students can determine the main topic, supporting ideas, and the logical flow of the writing that will be developed.

Student A : "... create an outline of the writing, write an initial draft, and crosscheck for grammar."

Student B: "So I address this by creating a draft or writing outline to connect with my topic."

Student E: "I use an outline so that the initial ideas can be neatly arranged."

Writing in an academic context is often a challenge for students, especially when they face difficulties in developing relevant and structured ideas. One of the strategies used based on the data above is to create an outline or draft before starting to write. Writers of scientific papers can create a concise outline, which contains only the main ideas as part of a topic that has been limited (Mukhlis et al., 2023). Making an outline or draft serves as a guide in the writing process so as not to get off topic and minimize confusion when developing paragraphs. Students who use this strategy claim to feel more confident and directed because they already have a clear framework from the start. Therefore, using an outline or initial draft is an important step in the academic writing process, especially for those who have difficulty in finding and developing ideas directly.

3.2.2 Regular writing practice with a gradual flow

Based on the interview results, one of the strategies presented by students to overcome difficulties in generating ideas in academic writing is to regular writing practice with a gradual flow. By with frequent writing exercises in stages, this will improve writing.

Student A: "That's right. The more we write, the more fluent and confident we become with our writing."

Student C: "Very true. The more we write, the more we get used to facing various kinds of challenges in writing"

Student D: “Regular writing practice can reduce obstacles because it can increase ability and confidence”

Regular writing practice with a gradual flow refers to a consistent and gradual writing strategy that aims to improve students' academic writing skills. This strategy not only emphasizes on the frequency of writing, but also on the process that takes place slowly and continuously - starting from simple exercises to produce complex and well-structured writing. This is in line with study by Stefani (2019) which states that writing skills will improve if you are diligent in writing. One of them is academic writing. The habit of writing with the rules of academic writing will make these difficulties disappear by getting used to students making organized papers so that they become effective.

3.2.3 Read a lot for reference and insight

Based on the interview results, one of the strategies presented by students to overcome difficulties in generating ideas in academic writing is to reading a lot for reference and insight.

Student A: “The more you read, the richer your references and perspectives will be. This can help you come up with fresh new ideas.”

Student B: “The habit of reading can improve the ability to generate ideas because it can expand knowledge and inspiration.”

Student C: “If we read a lot, our brains become richer in ideas. There is also more material for thinking and writing.”

The most mentioned strategy to overcome difficulties in generating ideas is to read a lot to add insight and references. This is supported by a research study from Eveline & Chaterin (2019), one of the effective strategies used by students to overcome difficulties in generating ideas when academic writing is to read a lot as a reference and source of insight. Reading before writing is a crucial first step because it allows students to equip themselves with various information, points of view, and writing styles that can enrich ideas. By reading, students not only get inspiration, but also understand the structure and logic of a good argument, which they can adapt in their written work. The information gained from reading can be a starting point for building an argument, creating an outline, and finding a suitable approach to the topic. Reading can also trigger connections between ideas, so students don't get stuck in thought or feel short of material to write about. Thus, reading before writing is not just a passive activity, but an active process in building the foundation of thinking and pouring ideas systematically in academic writing.

3.2.4 Relate ideas to personal experiences or current issues

Based on the interview results, one of the strategies presented by students to overcome difficulties in generating ideas in academic writing is to relate ideas to personal experiences or current issues.

Student B: “Ideas can come from research, discussions, and personal experiences.”

Student C: “...sometimes from daily experiences as well.”

Student E: “I try to address this with my personal experiences or interests.”

One effective strategy to overcome difficulties in generating ideas in writing is to relate the writing topic to personal experiences or current issues. This strategy is proven to help students develop ideas more smoothly and improve the creativity and coherence of their writing. As revealed by Ningsih & Mahmud (2021), students who are able to connect writing topics with personal experiences or current issues tend to experience fewer obstacles in generating ideas, as well as showing an increase in the creativity and

coherence of their writing. This approach allows students to write more authentically because they do not only rely on outside information, but also explore their personal experiences, views, and emotions as a source of ideas.

3.2.5 Conducive learning environment

Based on the interview results, one of the strategies presented by students to overcome difficulties in generating ideas in academic writing is to conducive learning environment.

Student A: "A positive and responsive environment can provide resources, feedback, and encouragement to keep writing."

Student B: "The learning environment can help students by providing needed resources and support."

A conducive learning environment is one of the key factors in supporting the success of the learning process. A supportive environment not only provides physical comfort, but also creates a positive psychological atmosphere for students to grow and develop. According to Listyani (2021), a conducive learning environment will encourage students to perform better, which in turn will increase their self-esteem. When students feel valued, supported and given space to try, they tend to have higher self-confidence and develop the "I can" principle in facing various learning challenges. This suggests that emotional factors in the learning environment play an important role in shaping students' character and motivation.

3.2.6 Brainstorming or mind mapping

Based on the interview results, one of the strategies presented by students to overcome difficulties in generating ideas in academic writing is to brainstorming or mind mapping. This strategy helps them to express various ideas freely first, then organize them systematically.

Student C: "Yes, I usually make a mind map and then use it as an outline, so that the ideas are more focused."

Student E: "I usually do brainstorming, mind mapping, or reread lecture notes and relevant references."

Another strategy said to be effective in helping students overcome difficulties in generating ideas in academic writing is through prewriting activities such as brainstorming and mind mapping, which are proven to stimulate creative thinking and enrich ideas. Karim Abd et al. (2020) emphasize that brainstorming is one of the main ways to help students overcome the various problems they face in writing tasks. Through brainstorming, students are invited to pour out all the ideas that come up without having to immediately assess or filter them. This process provides freedom of thought that can trigger the emergence of new ideas that may have been previously buried. With a criticism-free atmosphere, students are more comfortable in expressing their ideas, thus creating a wide exploration space in the early stages of writing.

3.1.7 Study group collaboration and discussion

Based on the interview results, one of the strategies presented by students to overcome difficulties in generating ideas in academic writing is to study group collaboration and discussion. Engaging in discussions with peers allows students to exchange perspectives, clarify concepts, and gain new insights that they might not have considered on their own.

Student A: "Take a break from stress. If necessary, discuss with friends or lecturers to get feedback and motivation to perfect our ideas."

Student C: "... discussions with friends often bring up ideas that we hadn't thought of before."

Collaborative learning strategy and group discussion or group work is one of the collaborative learning strategies that has been proven effective in improving students' writing skills while reducing the psychological pressure that often arises when facing individual writing tasks. In a study conducted by Ramauli et al. (2024), it was explained that group work helps students to learn collaboratively, so they feel more supported and less burdened in the writing process. This collaboration allows for the sharing of responsibilities, discussion of ideas, and emotional support between group members which can significantly reduce anxiety and increase students' confidence in writing.

4. CONCLUSION

The purpose of this study is to determine the challenges EFL students encounter while generating with ideas for academic writing. According to the findings, students face a number of challenges, including a lack of interest for the topic, trouble launching the introduction or becoming confused while organizing their writing, a lack of confidence in their ideas, a lack of academic language, and time constraints. The fluency, coherence, and caliber of students' academic writing can be greatly impacted by these issues, which are frequently connected. This study comes to the conclusion that generating ideas for academic writing is a challenging process that is impacted by both affective and cognitive variables.

Students stated that in order to overcome these challenges, they used a various of techniques that improved their ability to come up with and arrange ideas. Some strategies can be used to get beyond the challenges, include making the writing topic more relevant and engaging for students by relating it to personal experiences or contemporary topics. Building confidence and lowering anxiety also require a supportive learning environment. Additionally, group work promotes motivation, cooperation, and idea sharing, while brainstorming and mind mapping strategies assist students in methodically organizing their thoughts. These techniques work well together and can be applied in a variety of ways to help students become better writers overall.

This study comes to the conclusion that generating ideas for academic writing is a challenging process that is impacted by both affective and cognitive variables. However, students can overcome these challenges if they have the proper guidance, strategies, and learning environment. The strategies found in this study are not only useful but also readily adjustable, and they may be included into writing lessons to assist students in developing their academic writing proficiency in greater detail.

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BARRIERS FACED BY EFL STUDENTS FOR ACCESSING CYBER LEARNING IN RURAL SCHOOL

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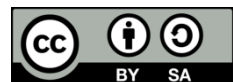
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ABSTRACT

This study aims to identify the obstacles faced by EFL students in accessing cyber-based learning in rural schools. Using a qualitative approach, data were collected through interviews with twelve students in grades VII to IX. The findings reveal several interconnected challenges, including low English proficiency, limited digital learning support, anxiety, and low self-confidence. Students also struggle with low motivation, minimal interest and aptitude in English, and the dominance of local languages. Difficulties in adapting to online learning are exacerbated by limited digital literacy and poor access to devices and internet services. Economic hardship further hinders access to necessary technology and connectivity. These challenges reflect a complex interplay of individual, environmental, and socio-economic factors. Therefore, it is essential for educators and policymakers to consider students' experiences in developing inclusive and context-sensitive strategies for EFL learning. This study also highlights the need for further research at the high school level to better understand the broader dynamics of cyber-based English education in rural settings.

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1. INTRODUCTION

Barrier or issue is the stage where a policy is designed and understood (Gilardi, 2020, p.5). Barriers are difficulties that come up naturally in human life, connecting different components and gaining prominence in the face of swift change and worldwide concerns (Horikoshi, 2023, p.1). A barrier is a difficulty encountered by humans that may be expressed and comprehended in basic terms using general human understanding of the circumstance.

EFL students are those who study English as a foreign language in a setting where it is not the primary language. Although this method is frequently criticized for producing confusion, in

countries like Pakistan and India, EFL has the potential to be a tool for learning English as a second language that promotes local culture while also contributing considerably to education and knowledge (Ud Din, 2023, p. 3). EFL students are people who study English in a setting where it is not the predominant language of communication, and their learning process is influenced by a variety of individual elements such as personality, motivation, and cultural background. These factors influence how well they understand and absorb English (Ulivia et al., 2023, pp. 123–127). EFL students are those who study and learn English as a second language in countries where English is not the native language, such as Indonesia, Thailand, and China.

Cyberlearning is the process of learning through the use of electronic devices and the internet (Dewantoro, 2022, p. 976). Cyberlearning is a modern learning approach that integrates digital technologies, such as virtual reality, to develop interactive, immersive and effective learning experiences (Levin et al., 2020, p.10). Cyberlearning is an educational technology that supports the teaching and learning process without taking the place of the teacher by offering digital materials, learning statistics, and an interactive learning environment.

The majority of rural schools teach students their local language as their mother tongue. However, local languages can be a barrier to EFL students learning English as a foreign language. Students in rural schools find it difficult to learn English because the local language is their mother tongue. The lack of exposure to English outside the classroom in rural areas also further reduces students' interest in learning it (Juárez et al., 2021, p. 136). This is one of the challenges faced by EFL students in rural school.

The low level of English proficiency among students is not only a challenge for them, but also for English teachers in rural schools. In the context of cyber learning, this issue is further complicated by limited digital infrastructure in rural areas, such as slow or unstable internet connections. In addition, many students have difficulty using electronic devices due to low digital literacy, which hinders them from effectively utilizing online learning platforms. Economic constraints are also an important factor, as many families in rural cannot afford adequate technological devices to support cyber learning.

Previous studies have addressed this issue, such as teachers' efforts in teaching English (Ergashevna, 2022; Khulel, 2021; Setiyadi, 2020), the importance of motivation in English language learning (Leona et al., 2021; Souriyavongsa et al., 2024), differences in learning quality and outcomes between rural and urban students (Boy Jon et al., 2021; Ma et al., 2024), the development of flexible curricula and training for English teachers (Yhomaly et al., 2020; Kilhoffer et al., 2023), and limitations in digital literacy (Bhatt & Upadhyay, 2021; Mudra, 2020).

Most previous studies have focused solely on the teachers' perspective. Understanding the students' perspective can help teachers identify the difficulties students face and adjust their

teaching methods, thereby improving their English language skills (Iryanti & Fitri Oviyanti, 2024, p. 2). It is important for research to include the students' perspective to ensure data accuracy. Additionally, this is useful for developing more effective teaching approaches in rural schools.

Previous studies have not discussed in depth the challenges of cyber-based English learning experienced by students and teachers. Teachers must constantly strive to develop students' talents by reviewing English learning methods (Singh et al., 2020, p. 45). This is because teachers play an important role as intermediaries in imparting knowledge to students. A deeper understanding of the challenges faced by teachers and students can help design more inclusive learning strategies. What are the barriers faced by EFL students for cyber learning in rural school? Raised as a question in this research.

2. METHODS

This researcher used qualitative methods. Qualitative research aims to understand and explain social processes by looking at the perspectives, experiences, and conditions of the parties involved (Ardiansyah et al., 2023, p. 3). Twelve students from grades VII to IX participated as respondents in this study through interviews. The interviews were conducted to explore the students' views on the obstacles faced by students in rural schools in learning English through cyber-based learning. Respondents were selected based on criteria determined by the researcher, including students with high, average, and low grades in English. The interview instrument included a collection of questions with 33 topics that were arranged into five primary categories: challenges, cyber learning, rural school, EFL students, and solutions. Data analysis used three elements: data reduction, data presentation, and conclusion drawing.

3. RESULTS AND DISCUSSION

Researchers have identified several obstacles faced by students in rural schools. These findings were obtained through interviews with junior high school students in one of the villages. These obstacles will be described in more detail in this section.

3.1. Students' low level of English proficiency

Based on the interview results, students admitted that their English proficiency was low. Students had difficulty reading, writing, listening, and speaking. In addition, memorization and translation skills were also obstacles for students in learning English.

Student A: "I still have difficulty understanding English even though I use modern methods. My English skills are limited."

Student B: "The difficulties in learning English are speaking and writing."

Student C: "I have difficulty with speaking, listening, and writing in English."

Student D: “My obstacles in learning English are reading and writing, and I'm afraid of mispronouncing words.”

Student E: “I find it difficult to understand, translate, and I forget easily.”

The students said that their English skills were hampered because they had difficulty mastering writing, speaking, reading, and listening skills. Forgetfulness and translation skills also posed obstacles for rural students in learning English. In a study by Özmat & Senemoglu, (2021), one of the factors influencing the difficulties faced by students when learning English was the lack of effective language teaching approaches. EFL learners in rural schools indicate that writing, listening, and reading are difficult skills to master. This is in line with Khasawneh's (2022) research. In many studies, writing is considered the most challenging skill because it involves complex grammar, a wide vocabulary, and the ability to organize ideas in a structured manner. Additionally, students often struggle to develop coherent paragraphs, use proper grammar rules, and spell words correctly.

There are several reasons why many EFL students studying in rural schools face difficulties in learning English. The first is that students have difficulty understanding English because many of them are not familiar with foreign languages, making it difficult to master all skills, especially writing and speaking. In addition, students face difficulties in memorizing and translating English.

3.2. Lack of learning facilities at the rural school

Schools are faced with many barriers to cyber learning. One of the main obstacles in the education process is the lack of resources, as cyber learning requires adequate resources. Data from student interviews show that current facilities are not enough to support their learning.

Student A: “It is rare to use school facilities in learning English”.

Student B: “Cyber learning is rarely implemented at school because there are no facilities”.

As stated by Santoso (2025), school facilities and equipment play an important role in supporting effective learning. Thus, facilities in rural schools are inadequate as cyber learning has not been fully integrated. EFL students face problems such as internet network interruption, lack of technology tools such as infocus, computer lab, wifi, and absence of language lab. In addition, many students do not have mobile phones and do not understand how to use applications.

3.3. Students feel anxious for English learning

Many students are not confident and anxious when learning English. Students often experience anxiety and lack of confidence during learning. Student interview data shows that they feel anxious and have difficulty believing in themselves.

Student C: “I feel anxious because I can't speak English”.

Student D: “I'm afraid my English score will be small and not up to standard”.

Student A: "I feel scared that I won't understand English material and worried about the future". The study by Waluyo & Panmei (2021) did not determine whether anxiety in English assessment could have an impact on EFL students' English proficiency. However, the results showed that overall, improving students' English proficiency can contribute to improving their academic performance. Meanwhile, Ferdiant et al. (2023) argued that in the world of work, English is very important. This confirms the findings of previous research. The verdict is that many students still feel insecure and worried about what the future holds. Factors that cause this anxiety include fear of receiving poor or substandard grades, worry about the future, and lack of confidence to participate in English activities in class.

3.4. Students are not motivated

Motivation is very important for learning because it can increase students' enthusiasm, focus and perseverance in understanding the material. Without motivation, it is difficult for students to show a strong interest in learning. Data collected from students showed that there was no motivation.

Student B: "I'm not motivated to learn English because I don't really like it. English is difficult, it's hard to understand the explanation of English material".

Student C: "Every time the teacher explains the material, I lose focus".

According to Nadya & Pustika's study (2021), the role of family is very important in fostering students' desire to learn. They can experience decreased motivation, difficulty concentrating, and lack of commitment to completing their academic tasks if they do not have family support. This is supported by Anggraeni et al. (2024), who state that lack of focus is one of the factors that can affect learning motivation. When someone faces difficulties to concentrate, they tend to lose their interest and passion for learning, which in turn reduces their motivation to learn. So, the only thing that can affect motivation is concentration. Parental encouragement also has an effect.

3.5. The influence of mother tongue on English as a foreign language

In rural schools, English language learning faces some important issues. Students lack exposure and confidence when using English due to their habit of being more comfortable communicating in local languages, this is a major problem. The results of interviews conducted by the researcher with students prove this statement.

Student D: "I'm a rural person who usually speaks local language or Indonesian, so I find it difficult to learn English, especially when speaking".

Student A: "I find it difficult because the language used at home is Cirebon".

Student B: "I had difficulty adjusting when learning English, because English is a foreign language".

Kim & Kim (2021) shows that students' native language can affect their English comprehension and learning. This is in line with this research. It can be concluded that the fact of local language as a mother tongue affects students' difficulties in mastering English.

3.6. Students do not have talents and interests

Students who do not have interest and talent in the subject is one of the problems often faced by teachers. Students who do not have interest and talent in a subject tend to feel bored and unmotivated to learn. The interview results show that students do not have interest and talent in learning.

Student C: "I have no interest in English yet".

Student D: "My friends who are good at English are more diligent than me who doesn't understand, so I don't have a talent for foreign languages".

In short, many students still consider English unimportant, leading to a lack of interest and talent among students. The role of parents is also very important. Papadopoulos (2021) emphasizes that parents should help gifted and high-achieving children meet their social-emotional needs. As a result, strong parental guidance can serve as a solid foundation for developing students' interests and talents and helping them achieve their best academic and personal potential. This is also consistent with research conducted by Bai et al. (2022).

3.7. Students have difficulty adapting to cyber-based English learning

Students who have difficulty adjusting to modern learning are also one of the reasons why schools are not yet ready to implement cyber learning. Data collected from student interviews shows that students have difficulty adapting to cyber learning. This is a significant obstacle for rural students.

Student E: "I have difficulty adapting to cyber learning."

Student A: "There is no need for cyber learning because it is difficult to understand on a cell phone and I often forget. I prefer to use textbooks."

Student B: "*Students will continue* to not understand if they learn through cyber learning."

It is possible that students feel that cyber learning is less effective, which causes difficulties in adapting. However, these findings contradict Hadiati's (2024) research, which found that cyber learning encourages students to explore, discuss, and learn independently. Therefore, cyber learning is considered useful and in line with the independent curriculum.

3.8. The influence of family economics on cyber learning

Researchers have discovered new information showing how the financial circumstances of some students affect their education. Thus, the financial situation of students' families can influence cyber learning in rural areas. This phenomenon is based on data from interviews conducted by researchers with students as respondents.

Student C: “Yes, finances affect me. I use a lot of internet, so I need more money to buy data.”

Student D: “Yes, family finances affect students’ education.”

The study conducted by Yan & Qi (2021) is in line with this research. Previous studies have shown that family financial conditions affect students' education. Families play an important role as the main source in building financial literacy and positive attitudes towards money from an early age, which has a direct impact on students' ability to manage their own finances during their studies.

4. CONCLUSION

To implement cyber-based learning in schools, EFL learners encounter difficulties. Data analysis shows that many students still struggle to master English. This is evident in their limited skills in reading, listening, speaking, writing, and translation, as well as their limited vocabulary and extensive vocabulary. Another factor contributing to students' difficulties in learning English as a foreign language is the use of the local language in daily life. Additionally, anxiety, lack of self-confidence, insufficient classroom space, and lack of motivation to learn are also issues. Furthermore, low interest and aptitude, difficulty adapting to internet-based learning, and the impact of family circumstances are other factors contributing to learning difficulties.

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NEED ANALYSIS OF WEB BASED VOCABULARY TEACHING FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT (11 pt)

This study aims to conduct a need analysis on the implementation of web-based vocabulary teaching for junior high school students. The research investigates two main questions: (1) What are the characteristics of web-based vocabulary teaching for junior high school? (2) What are the needs of web-based vocabulary teaching for junior high school? Data was collected through a combination of literature review and interviews with two teachers and two students from SMPN 12 Kota Cirebon. Thematic analysis was used to analyze the data, identifying key themes related to the characteristics and needs of web-based vocabulary instruction. The findings highlight that effective web-based vocabulary teaching involves multimedia resources, interactive platforms, and personalized learning experiences. Additionally, the study identifies the need for adequate technology access, teacher training, and user-friendly platforms to successfully implement web-based vocabulary teaching. This research provides valuable insights for educators and policymakers in enhancing vocabulary instruction through digital tools, ensuring that web-based learning meets the needs of both students and teachers in junior high school settings.

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1. INTRODUCTION (11 PT)

By providing students with dynamic, interactive, and multimodal learning environments that improve engagement and retention, the incorporation of web-based tools into vocabulary instruction is revolutionizing language education. Web-based vocabulary learning has been shown to be especially successful in boosting motivation and promoting autonomy in junior high school students. According to Puspitasari (2020), these tools greatly increase student autonomy and engagement because web-based platforms provide a more engaging and interactive learning environment than conventional techniques. For junior high school pupils, who frequently find active learning methods difficult and would rather use more captivating, tech-driven methods, this is especially important.

Web-based resources not only increase student engagement but also let them study at their own speed, go over difficult vocabulary again, and get quick feedback. Learner autonomy and retention are greatly enhanced by this personalised learning path. Digital platforms like Wordwall and Quizlet provide efficient ways to get around the drawbacks of conventional memorisation methods, according to Rahman & Fadhillah (2021). These tools improve retention and make learning more fun by giving students the opportunity to practise vocabulary in an interactive setting. This helps students learn new words more quickly.

Adding gamification components to web-based vocabulary tools is crucial to their efficacy. According to Susanto & Nurkamto (2019), using gamified elements such as badges and online tests

to improve vocabulary learning increases student engagement and motivation. This method supports the results of other studies that show game-based learning can improve vocabulary retention and enjoyment. Additionally, by promoting student participation rather than passive information absorption, these components foster a more dynamic learning environment, which is essential for sustaining interest and enhancing comprehension.

Furthermore, the caliber and context of the materials offered are critical to the success of web-based vocabulary tools. For web-based vocabulary instruction to be most successful, it must be in line with both the national curriculum and the everyday lives of the students. By ensuring that the vocabulary students learn is applicable and relevant, this contextualization increases the vocabulary's usefulness and the probability that students will remember and apply it in everyday situations. Web-based resources increase the significance and impact of learning by fusing vocabulary with students' everyday lives.

Furthermore, Nation (2022) highlights the value of integrating intentional and incidental vocabulary learning, which can be made easier with the help of online resources. For example, students' learning can be reinforced by combining direct instruction through platforms such as Quizlet with contextual exposure to vocabulary through web articles. This method increases the likelihood that students will retain and use new vocabulary appropriately in a variety of contexts by exposing them to it at different levels of difficulty and in a variety of contexts.

The importance of retrieval and repetition in vocabulary acquisition is further supported by Webb & Nation (2017), especially when using digital tools that provide spaced repetition algorithms. By using spaced repetition strategies, platforms like Anki assist students in reviewing and remembering vocabulary over time, guaranteeing that words are not just committed to memory but become embedded in long-term memory. By encouraging long-term retention, this approach enables students to retrieve vocabulary when needed, even after some time has elapsed.

Another important factor in vocabulary acquisition is mobile-assisted learning, which frequently consists of location-based games and applications. Chen & Li (2010) discovered that by making learning more interactive and contextually relevant, context-aware systems like vocabulary games with GPS or camera features improve student engagement and recall. These mobile learning platforms help students expand their vocabulary outside of traditional classroom settings by giving them the freedom to interact with vocabulary content at any time and from any location.

Furthermore, studies on mobile-assisted learning reveal that it performs noticeably better than conventional paper-based approaches in terms of effectiveness and engagement. According to a meta-analysis by Lin & Lin (2019), mobile learning platforms which frequently incorporate multimedia content like audio and video perform noticeably better than paper-based learning tools. Students are engaged through both visual and auditory channels when multimedia elements are used, which improves their comprehension and retention of new vocabulary.

Although web-based platforms and mobile learning offer many advantages, it is important to remember that successful implementation hinges on the tools being carefully chosen and in line with curriculum goals. According to Kohnke and Moorhouse (2021), students believe that online vocabulary resources are more efficient and entertaining than conventional approaches; however, in order to optimize their usefulness, these resources need to be carefully incorporated into the curriculum. In order to ensure that the digital resources are utilized effectively and support the students' overall learning objectives, teachers are crucial in assisting students in using these tools.

To sum up, there are many advantages to using web-based vocabulary learning resources, such as improved retention, higher student engagement, and the capacity to customize instruction to meet the needs of each individual. Junior high school students' learning experiences are further improved by the addition of gamification components, multimedia content, and mobile accessibility. But in order for these resources to work best, they need to be well selected, incorporated into the curriculum, and assisted by teachers. Therefore, it is essential to comprehend the requirements and preferences of junior high school students when it comes to web-based vocabulary learning in order to create resources that optimize their learning outcomes. The purpose of this study is to perform a needs analysis of junior high school students' web-based vocabulary instruction, looking at the elements that affect these tools' effectiveness and determining the most effective ways to use them.

2. METHODS (11 PT)

This study uses a qualitative methodology. Many researchers employ the qualitative method because it is simple to comprehend. According to Subadi, qualitative research is highly sought after because it is simple for researchers to comprehend its advantages and is frequently employed in studies, particularly in the social sciences, education, psychology, and culture (2006, p.10). A case study is used to analyse the data. Given the requirements of this study, the case study is an appropriate research design. A case study is a type of research design used to describe a particular item. Moreover, a case study focusses on the who, what, and where of a case, whether it is positive or negative (Cresswell, 2003, p. 17). Lodico et al.'s case study, on the other hand, is qualitative research that examines the procedure to gain a thorough grasp of the situation, both individually and collectively (2006, p. 269).

3. RESULTS AND DISCUSSION (11 PT)

Incorporating web-based resources into vocabulary instruction has grown in popularity recently, providing junior high school students with fresh chances to interact and participate in language learning. A thorough literature review has led to the identification of several essential elements of successful web-based vocabulary instruction. These consist of individualized learning experiences that address the various needs of students, interactive platforms, and multimedia resources. By giving students access to a range of learning resources, web-based vocabulary instruction makes use of the adaptability of digital tools to improve student engagement and retention.

The literature also emphasizes how crucial it is to use web-based platforms that are in line with educational objectives and curricula in addition to being easily accessible. To make learning more interesting and pleasurable, effective web-based vocabulary instruction uses a variety of strategies, including gamification, tests, and virtual flashcards. A deeper comprehension of new words and their context-based usage is fostered by these features, which guarantee that vocabulary learning becomes more interactive and student-centered. These features are summarized in the findings that follow, which also give a better idea of how web-based vocabulary instruction can be successfully used in junior high school classrooms.

Table : Summary of the Critical Literature Review

Theme	Quote	Reference
Engagement and Motivation	"Web-based tools for vocabulary learning are more engaging compared to traditional methods, incorporating interactive features that capture students' attention."	Puspitasari, 2020
	"Gamified vocabulary apps increase student motivation and engagement, with elements like points, leaderboards, and badges making learning more competitive and enjoyable."	Yunus, M. M., & Salehi, H., 2012; Deterding, S., et al., 2011
Personalization and Adaptive Learning	"Adaptive learning systems adjust difficulty based on learner performance, enhancing retention by providing personalized learning pathways."	Chen, C. M., & Li, Y. L., 2010
Multimedia and Contextual Learning	"Multimedia resources such as images, videos, and interactive activities are crucial for improving comprehension and recall, especially for younger learners."	Mayer, R.E., 2009
	"Vocabulary materials should reflect students' daily lives and cultural backgrounds to make learning more relevant."	Widodo, W. A., & Perfecto, A., 2022
Collaborative and Social Learning	"Web platforms enabling group quizzes, peer discussions, and collaborative vocabulary exercises significantly enhance long-term retention."	Warschauer, M., 1996
	"Structured use of social media platforms for vocabulary activities (e.g., Twitter word challenges, Instagram	Blattner, G., & Lomicka, L., 2012

Theme	Quote	Reference
	vocabulary posts) can enhance engagement and incidental learning among teens."	
Feedback and Teacher Readiness	"Real-time feedback, such as pronunciation corrections or synonym suggestions, helps students correct their mistakes and enhance their vocabulary knowledge."	Heift, T., & Schulze, M., 2007
	"The success of digital vocabulary instruction depends heavily on teacher readiness and access to technology."	Hockly, N., 2013; Burstion, J., 2013

It has been demonstrated that in ELT contexts, web-based vocabulary learning resources greatly increase student motivation and engagement. Interactive features and gamified components, like leaderboards, badges, and points, make learning vocabulary more fun and competitive and are more effective at holding students' attention than conventional approaches (Puspitasari, 2020; Yunus & Salehi, 2012; Deterding et al., 2011). Additionally, by modifying the level of difficulty of the content according to student performance, the incorporation of adaptive learning technologies allows for personalised instruction, which can enhance student autonomy and retention (Chen & Li, 2010). Multimedia components like pictures, videos, and interactive exercises are frequently included in these resources, which are particularly advantageous for younger students as they improve understanding and memory (Mayer, 2009). Vocabulary materials become more meaningful and relevant when they represent students' everyday experiences and cultural contexts, which helps with long-term retention (Widodo & Perfecto, 2022).

When compared to conventional approaches, web-based vocabulary teaching resources have dramatically increased student motivation and engagement, revolutionizing language learning. Puspitasari (2020) asserts that dynamic visual and aural stimuli on interactive and multimedia-rich platforms capture students' attention and enhance the effectiveness and appeal of the learning process. According to Mayer's (2014) Cognitive Theory of Multimedia Learning, which holds that integrating words with pertinent sounds and images promotes deeper cognitive processing, these digital tools turn passive learning into an active experience. Web-based platforms' instantaneous interactivity fosters an engaging learning cycle in which students receive prompt responses to their inputs, keeping them attentive and interested throughout classes (Plass & Jones, 2005).

These tools' use of gamified components, like leaderboards, digital badges, and point systems, which offer immediate rewards and promote healthy competition, is one of their main advantages. According to research by Deterding et al. (2011), these game mechanics cause the brain's reward system to release dopamine, which reinforces learning behaviors. This is consistent with research by Yunus and Salehi (2012), who found that students who used gamified vocabulary platforms had 30% higher participation rates than those who used conventional approaches. Adolescent learners benefit most from the competitive elements since they satisfy their developmental needs for achievement and social comparison. Wigfield & Eccles (2002).

Self-Determination Theory provides additional insight into the motivational advantages of web-based resources. Deci and Ryan (2000). Three basic psychological needs are met by these platforms: relatedness (through social features), competence (through increasing difficulty levels), and autonomy (through self-paced learning). According to a study by Wang et al. (2021), vocabulary apps that applied these ideas had a 40% longer user retention rate over time than those that weren't. Digital platforms' instantaneous feedback loops produce what Hattie (2008) calls one of the most effective educational interventions: timely formative assessment, which directs further learning initiatives.

Students in Generation Z, who are digital natives accustomed to using technology in the classroom, are especially drawn to digital vocabulary tools. Prensky (2001). 85% of teenagers prefer mobile learning for vocabulary acquisition because it fits with their regular tech use habits, according to research by Kukulska-Hulme (2018). According to Felder and Silverman (1988), the multimodal nature of these resources which combine text, images, audio, and occasionally video accommodates different learning preferences and makes vocabulary acquisition more approachable and pleasurable. Additionally, mobile-based apps' portability makes it possible to take advantage of microlearning

opportunities throughout the day, which builds on the advantages of distributed practice for memory retention as noted by Ebbinghaus (1885).

Understanding current vocabulary learning practices is essential before implementing any new instructional approach, such as web-based or multisensory methods. These existing practices reflect how vocabulary is presently taught and learned in the classroom, including the strategies used by teachers and the experiences of students. To gain a clearer picture of this, data was collected through interviews with two teachers and two students from SMPN 12 Kota Cirebon. The following table presents the summarized findings from these interviews, highlighting the techniques currently in use, their perceived effectiveness, and the challenges faced in vocabulary learning at the junior high school level.

Table : Interview Results for Current Vocabulary Learning Practices

Sub-Theme	Participant	Quote Made by Participant
Traditional Methods Used	Teacher 1	"I mostly use textbook-based vocabulary lists and ask students to memorize them."
Traditional Methods Used	Teacher 2	"We usually rely on written exercises, translations, and repetition drills in the classroom."
Common Student Learning Strategies	Student 1	"I just write the new words in my notebook and try to remember them before the test."
Common Student Learning Strategies	Student 2	"Sometimes I use Google Translate, but mostly I just ask my friend or guess from the context."
Effectiveness of Current Practices	Teacher 1	"The students often forget the vocabulary quickly, so I think the current method is limited."
Effectiveness of Current Practices	Teacher 2	"It works for some students, but many get bored or confused, especially with abstract words."
Student Engagement & Motivation	Student 1	"It's hard to enjoy learning when the words are difficult and there are no pictures or games."
Student Engagement & Motivation	Student 2	"I feel sleepy sometimes when the class is just about memorizing; I like games better."

The results of two teachers' and two students' interviews at SMP Negeri 12 Kota Cirebon show that traditional methods still play a significant role in vocabulary instruction. Teachers mostly use rote memorization, written exercises, and word lists from textbooks. Teacher 2 shared that "we usually rely on written exercises, translations, and repetition drills in the classroom," while Teacher 1 said, "I mostly use textbook-based vocabulary lists and ask students to memories them." These techniques mirror Schmitt's (2008) criticism of narrow approaches that don't engage students in meaningful language use and lack contextual depth.

Learning vocabulary is also passive and repetitive from the students' point of view. While Student 1 added, "I usually just ask my friend or guess from the context, but sometimes I use Google Translate," Student 2 clarified, "I just write the new words in my notebook and try to remember them before the test." This supports Stockwell's (2013) findings that students typically employ surface-level strategies that do not promote long-term retention in the absence of interactive or technological tools.

It's also debatable whether these practices are thought to be effective. Teacher 1 observed, "I believe the current method is limited because the students frequently forget the vocabulary quickly," and Teacher 2 acknowledged, "It works for some students, but many get bored or confused, especially with abstract words." This observation is consistent with Nation (2022), who highlighted that for vocabulary learning to be effective, it must involve more than just repetition; it also requires contextual exposure and active engagement.

One issue that surfaced was student engagement and motivation. Student 1 said, "I get tired sometimes when the class is just about memorizing; I prefer games." Student 2 said, "It's hard to enjoy learning when the words are difficult and there are no pictures or games." These feelings corroborate the findings of Deterding et al. (2011), who claimed that gamified learning, particularly

for digital native learners, can greatly boost student motivation and engagement through the use of badges, quizzes, and visual components.

In summary, SMP Negeri 12's vocabulary instruction methods are primarily traditional and, although they might be useful for basic memorization, they are ineffective at encouraging student participation, retention, and real-world language use. These results demonstrate the pressing need for a change to vocabulary instruction that is more contemporary, contextual, and supported by technology, such as web-based learning strategies. Nation (2013) and Schmitt (2008), who support the integration of digital tools and interactive strategies that accommodate the preferences and cognitive development of adolescent learners, also support this shift.

The following table presents the findings from interviews with two teachers and two students from SMPN 12 Kota Cirebon, focusing on their perceptions of the benefits and challenges of web-based vocabulary learning. This table summarizes their insights regarding how digital tools impact vocabulary acquisition, including both the advantages they see in using technology and the difficulties they face in its implementation. By examining these perspectives, we can better understand the potential of web-based learning and identify areas that need attention to ensure its success in the classroom.

Table : Interview Results for Perceived Benefits and Challenges of Web-Based Vocabulary Learning

Sub-theme	Participant	Quote made by participant
Increased motivation	Student 2	"I like it better when we use games or websites; it's more fun than just writing words."
Interactive learning experience	Student 1	"When we play vocabulary games online, I can remember the words faster because it's exciting."
Accessibility of digital tools	Teacher 1	"Web tools like Quizlet or Wordwall are easy to use and save time in making vocabulary tasks."
Challenge: Internet connection	Teacher 2	"Sometimes the internet is slow, so using web-based tools in class is not always possible."
Challenge: Student distraction	Teacher 1	"If not supervised, some students open YouTube or games instead of focusing on learning."
Benefit: Multimedia helps memory	Student 2	"I like when the words come with pictures or sounds it helps me remember better."
Challenge: Teacher's digital skill	Teacher 2	"Some of us need more training to use digital tools properly in class."

This section examines the opinions of educators and learners on the perceived advantages and difficulties of online vocabulary instruction. The analysis combines the viewpoints of the participants, taking into account both the advantages and difficulties they face, and combines these with pertinent research on the use of digital learning resources in vocabulary training.

The greater motivation and engagement that web-based tools enable is a recurrent advantage that both teachers and students emphasise. The motivational power of gamified learning environments is demonstrated by Student 2's statement, "I like it better when we use games or websites; it's more fun than just writing words." This is consistent with research by Alqahtani (2019) and Nation (2013), which indicates that digital platforms that include game elements can increase vocabulary retention and learner motivation.

Another major theme that surfaced was interactive learning experiences. Student 1 mentioned that because of the excitement they create, playing online vocabulary games helped with word recall. This supports the findings of Sung, Chang, and Yang (2015), who contend that learner engagement and memory consolidation are improved by digital tools that are interactive.

Teacher 1 acknowledged the effectiveness and accessibility of digital tools, saying, "Web tools like Quizlet or Wordwall are easy to use and save time." This demonstrates the useful advantages that digital tools provide teachers with regard to lesson planning and delivery; this

conclusion is corroborated by Reinders and White (2011), who highlight the tools' time-saving and user-friendly features.

Furthermore, as Student 2 noted, multimedia components (such as sounds and images) were thought to improve memory retention. Mayer's (2009) multimedia learning theory, which holds that dual-channel processing (visual and auditory) enhances comprehension and recall, lends credence to this advantage.

Notwithstanding the advantages, a number of difficulties were noted. Internet connectivity is a major issue, particularly in educational environments. "Sometimes the internet is slow," Teacher 2 observed, restricting the regular use of online resources. Studies on ICT integration in schools, especially in settings with limited resources, frequently mention this technical obstacle (Tondeur et al., 2017).

Distraction among students is another problem. Teacher 1 pointed out that some students might abuse technology by using it to access irrelevant content, such as games or YouTube, when left alone. This emphasises the value of digital literacy and classroom management techniques, as covered in Kessler's (2018) work, which suggests teacher supervision and structured digital environments.

Lastly, a barrier that surfaced was teachers' digital competency. Teacher 2 acknowledged that some teachers "need more training" in order to effectively use digital tools. This result is consistent with the larger body of research that highlights the necessity of professional development for teachers in order to facilitate the integration of technology into language instruction (Hockly, 2012).

The following table presents insights into the readiness of both teachers and students for web based vocabulary teaching, as gathered from interviews with two teachers and two students from SMPN 12 Kota Cirebon. It outlines the preparedness of educators in integrating digital tools into their teaching practices, as well as the students' comfort and willingness to engage with online vocabulary learning. Understanding the readiness of both groups is crucial for the successful implementation of web based learning methods, as it highlights the areas where support or training may be needed to ensure effective use of digital resources in vocabulary instruction.

Table : Interview Results for Teacher and Student Readiness for Web-Based Vocabulary Teaching

Sub-theme	Participant	Quote made by participant
Teacher Preparedness	Teacher 1	"I have to admit, sometimes I feel unprepared to fully integrate web tools in my lessons."
Student Enthusiasm for Digital Learning	Student 2	"I enjoy using the internet for learning because it's easy to find and learn new words online."
Need for Teacher Training	Teacher 2	"We need more training to effectively use web-based tools, especially for vocabulary lessons."
Student Readiness for Technology	Student 1	"We use the internet for everything, so I'm familiar with it. But we need guidance on how to use it for learning."
Teachers' Confidence in Digital Tools	Teacher 1	"Once I understand the tools, I believe they'll help me engage students better, but the learning curve is steep."

Important insights into the readiness and difficulties that teachers and students encounter when incorporating web-based tools into vocabulary instruction are provided by the theme of "Teacher and Student Readiness for Web-based Vocabulary Teaching."

One of the teachers, Teacher 1, said that even though they are aware of the potential of web-based vocabulary tools, they still feel unprepared. "I have to admit, sometimes I feel unprepared to fully integrate web tools in my lessons," she says. This reveals a sizable gap in teacher preparedness, which is in line with findings from earlier research that indicates a lack of professional development frequently causes teachers to struggle with implementing new technologies. Stockwell (2013). Teachers must not only comprehend how web tools work but also create pedagogical plans to

effectively integrate them into their lessons. Hockly (2013). Teachers' comfort level with digital tools and their ability to incorporate them into their teaching strategies are often key factors in determining their readiness to adopt technology, especially when it comes to teaching vocabulary.

Students' enthusiasm for digital learning is evident from their point of view. Students generally prefer using digital platforms in the learning process, as evidenced by Student 2's statement, "I enjoy using the internet for learning because it's easy to find and learn new words online."

Student 1 adds to this sentiment by stating, "I'm familiar with the internet because we use it for everything." However, we require instructions on how to use it for education. According to these quotations, most students are amenable to utilising technology and feel at ease with its incorporation into the classroom. According to studies, teenagers are typically very accustomed to using digital tools, which can be used to improve learning engagement. Salehi & Yunus (2012). Even though students might feel at ease using technology, they still need organised instruction to make sure they use it wisely for learning.

The remark made by Teacher 1 that "We need more training to effectively use web-based tools, especially for vocabulary lessons" highlights the necessity of continuous professional development in digital literacy for teachers. In addition to fundamental technical abilities, the use of web-based tools in language instruction necessitates the capacity to modify and successfully match digital resources with the curriculum (Graves, 2016). To guarantee thorough language development, teachers require assistance in comprehending how digital tools can meet various learning needs and how to strike a balance between them and conventional teaching techniques. Teachers may feel overburdened without proper training, which could lead to them using the resources that are available less effectively. Hockly (2013).

Teacher 1 acknowledged the advantages but also mentioned how difficult it can be to gain confidence when using digital tools, especially because of the steep learning curve. "I think the tools will help me engage students better once I understand them, but the learning curve is steep," she said. This illustrates a typical obstacle to educators' adoption of new technology. According to research, teachers may find it more difficult to use digital tools efficiently if they are unfamiliar with them. Li and Chen (2010). To help teachers get past these obstacles, professional development programs that provide continual instruction, peer support, and real-world applications are essential.

As Student 1 points out, students are excited to use digital tools, but structured instruction is obviously needed. His comment, "But we need guidance on how to use it for learning," highlights the importance of giving students precise instructions on how to interact with online vocabulary learning resources. The teacher's job is to help students use these resources and make sure they get the most out of their educational potential. Research has shown how crucial teacher supervision is for helping students stay focused and avoid distractions when using online resources unsupervised. Moorhouse & Kohnke (2021).

In conclusion, even though both educators and learners are receptive to online vocabulary instruction, a number of issues need to be resolved to guarantee its successful adoption. To increase their confidence and preparedness in using digital tools, educators require specialised training and continuous professional development. Conversely, students are usually excited but need the right direction to successfully incorporate technology into their vocabulary learning. Realising the full potential of web-based vocabulary instruction for junior high school students will require a well-rounded strategy that blends the excitement and familiarity of students with the required training and assistance for teachers.

Several benefits of using web-based tools for vocabulary learning are highlighted in the feedback from teachers and students. Increased motivation is one of the most often cited advantages. Both Student 1 and Student 2 highlighted how vocabulary learning is made more interesting by web-based games and activities. Student 2 was especially impressed by how games could take the place of more conventional approaches, such as writing, which she found boring. Due to the excitement and fun involved, Student 1 discovered that playing vocabulary games online improved his ability to remember words. This is consistent with research by Yunus & Salehi (2012), who found that gamification increases motivation and engagement in language learning. Multimedia components, including sounds and images, are also essential for improving memory retention. Mayer's (2009)

multimedia principle, which contends that information presented in a multimodal format helps learners retain it better, lends credence to Student 2's statement, "I like when the words come with pictures or sounds it helps me remember better."

The availability and time-saving features of web-based vocabulary tools are another advantage mentioned by the teachers, especially teacher 1. Teachers can save time on manual exercises by creating vocabulary tasks more efficiently with platforms like Quizlet and Wordwall. These resources offer interactive content and ready-to-use templates that are simple to adapt to the needs of students. This is in line with Richards's (2001) research, which emphasises the significance of creating efficient digital learning resources that complement curriculum objectives and streamline the teaching process. These resources also give students the flexibility to practise their vocabulary at any time and from any location, which promotes greater learning autonomy.

Web-based vocabulary learning has many benefits, but it also has some serious drawbacks. The internet connection is one of the main issues that both teachers and students have brought up. Teacher 2 observed that the efficient use of digital tools in the classroom is frequently hampered by sluggish or erratic internet connections. This is a prevalent problem in many schools, especially in areas with inconsistently dependable internet infrastructure. According to Stockwell (2013), these connectivity problems can interfere with the learning process and make it challenging for educators to use web-based resources in the classroom.

Furthermore, web tools' interactive features can boost user engagement, but if not used appropriately, they can also cause distractions. Teacher 1 noted that during vocabulary exercises, some students may become distracted and open other apps, such as YouTube. If not closely watched, this distraction could make web-based vocabulary learning less effective. This issue is consistent with research by Zhang & Pérez Paredes (2021), who pointed out that although students value the interactive and social components of digital learning, they run the risk of getting sidetracked if teachers aren't closely watching. Teachers must establish clear rules and keep students' attention by keeping an eye on their online activity during class in order to lessen this difficulty.

Teacher 2 also brought up the issue of teachers' lack of digital tool training. When incorporating technology into their lessons, many educators run into this problem. He pointed out that in order to use these tools efficiently and integrate them with the curriculum, many teachers still require professional development. Hockly (2013) asserts that the success of integrating technology into language instruction is largely dependent on the preparedness and familiarity of teachers with digital tools. Teachers who lack the necessary training may not make the most of web-based tools, which could lead to less-than-ideal learning outcomes for students.

The advantages and difficulties mentioned in the interviews are consistent with the results of earlier research on online vocabulary learning. The literature has extensively documented how digital tools, particularly through gamification, can increase motivation. Deterding et al. (2011), for instance, contended that using game design components, such as points and leaderboards, in vocabulary training could greatly boost student motivation and engagement. Similar to Mayer's (2009) multimedia principle, student 2 points out that using multimedia components in vocabulary learning has been shown to enhance memory retention.

Nonetheless, the difficulties mentioned in the interviews like problems with internet access and the possibility of student distractions align with the constraints mentioned by scholars such as Stockwell (2013) and Zhang & Pérez-Paredes (2021). These issues should be resolved by better infrastructure and teacher preparation since they may make it more difficult to use web-based resources in the classroom.

In conclusion, even though the advantages of online vocabulary learning resources are clear from the rise in student enthusiasm and involvement, difficulties with technology and teacher preparedness must be properly handled. In order to make web-based learning interesting and successful, teachers are essential. To fully utilise digital tools in vocabulary instruction, sufficient professional development and reliable internet access are necessary. Future research could concentrate on investigating methods to get around these obstacles and improve the incorporation of online vocabulary instruction in classrooms.

The following table outlines the key benefits and challenges associated with web-based vocabulary teaching, as reported by two teachers and two students from SMPN 12 Kota Cirebon. It highlights both the positive aspects, such as increased student engagement and the flexibility of online resources, as well as the challenges, including technical issues and limited access to digital tools. These insights provide a comprehensive overview of how web-based methods are perceived in the context of vocabulary learning, offering valuable information for improving and optimizing the use of digital resources in language instruction.

Table 3.3 Interview Results for The Benefits and Challenges of Web-Based Vocabulary Teaching

Sub-theme	Participant	Quote made by participant
Increased Motivation	Student 2	"I like it better when we use games or websites; it's more fun than just writing words."
	Student 1	"When we play vocabulary games online, I can remember the words faster because it's exciting."
Interactive Learning Experience	Student 1	"When we play vocabulary games online, I can remember the words faster because it's exciting."
Accessibility of Digital Tools	Teacher 1	"Web tools like Quizlet or Wordwall are easy to use and save time in making vocabulary tasks."
Challenge: Internet Connection	Teacher 2	"Sometimes the internet is slow, so using web-based tools in class is not always possible."
Challenge: Student Distraction	Teacher 1	"If not supervised, some students open YouTube or games instead of focusing on learning."
Benefit: Multimedia Helps Memory	Student 2	"I like when the words come with pictures or sounds it helps me remember better."
Challenge: Teacher's Digital Skill	Teacher 2	"Some of us need more training to use digital tools properly in class."

The results of the interviews showed both advantages and disadvantages of using the internet to teach junior high school pupils vocabulary. Both students and teachers discussed the various subthemes that make up this theme.

Students 1 and 2 both highlighted how games and internet resources helped them become more motivated to learn new words. As an example of how learning through interactive tools increases enthusiasm, Student 2 said, "I like it better when we use games or websites; it's more fun than just writing words." Student 1 went on to say, "I can remember the words faster when we play vocabulary games online because it's exciting," demonstrating that excitement improves vocabulary retention. These results are in line with earlier research that emphasises the role of gamification in raising student motivation and engagement (Deterding et al., 2011; Yunus & Salehi, 2012, for example).

The claim made by Student 1 that "I can remember the words faster when we play vocabulary games online because it's exciting" lends more credence to the notion that interactive tools improve learning outcomes by actively engaging students. Research indicates that web-based tools offer dynamic and captivating experiences that improve vocabulary retention, which is consistent with interactive learning (Kohnke & Moorhouse, 2021). Students can practise and see vocabulary in a variety of contexts through this engagement with digital tools, which improves their ability to internalise the words.

One of the teachers, Teacher 2, emphasised the availability of digital resources by stating, "Web tools like Quizlet or Wordwall are easy to use and save time in making vocabulary tasks." This bolsters the notion that teachers can more easily and quickly create vocabulary lessons using digital platforms, saving them a significant amount of time. The process of teaching vocabulary is streamlined by tools like Quizlet and Wordwall, which provide pre-made exercises and flashcards that can be tailored for particular vocabulary sets (Stockwell, 2013).

The dependability of internet connections was a persistent issue that surfaced, as teacher 1 pointed out: "Using web-based tools in class is not always possible because the internet can be slow at times." The findings of Hockly (2013), who emphasised the significance of consistent internet access for the effective integration of digital tools in education, are consistent with this worry. Implementing web-based lessons as intended can be challenging when internet speeds are slow.

Teacher 1 also brought up the problem of student distraction, saying that "some students open YouTube or games instead of focussing on learning if not supervised." This problem aligns with earlier research on digital distractions in classrooms (Heift & Schulze, 2007). Web-based learning tools can be very effective, but their effectiveness can be limited if students are not properly monitored. Therefore, it's critical to strike a balance between classroom discipline and digital engagement.

The statement made by Student 2, "I like when the words come with pictures or sounds it helps me remember better," highlights the importance of multimedia in vocabulary learning. Mayer (2009) backed this up, arguing that using multimedia in the classroom particularly audio and visual components helps students process and remember information more effectively. Students benefit from a more comprehensive, multisensory experience that improves memory when vocabulary exercises are combined with sounds and pictures.

Teacher 2 brought up the point that "some of us need more training to use digital tools properly in class," implying that if teachers are not given the necessary training, they may find it difficult to fully utilise web-based tools. Studies on the use of technology in the classroom frequently mention this difficulty (Hockly, 2013). Without professional development, teachers may find it difficult to successfully incorporate digital tools into their lessons.

The interviews show that teaching vocabulary online can greatly increase students' motivation and level of engagement with the material. However, a number of issues must be resolved, especially those pertaining to student distractions, teacher preparation, and internet connectivity. Notwithstanding these challenges, the advantages of interactive and multimedia resources for vocabulary acquisition are obvious, and the incorporation of web-based resources can result in more successful junior high school vocabulary instruction with the right assistance. The results highlight the necessity of appropriate infrastructure, continuous professional development for educators, and techniques to keep students' attention while engaging in online activities.

4. CONCLUSION (11 PT)

The purpose of this study was to examine the features and requirements of teaching junior high school students' vocabulary online. The results show that interactive platforms, multimedia materials, and individualized learning experiences are all essential components of successful web-based vocabulary instruction. These resources improve vocabulary acquisition and retention by involving students with a variety of content, including games, quizzes, and videos. Additionally, the use of digital platforms makes learning more flexible and student-centred, offering chances for reinforcement and self-paced practice.

Regarding requirements, the study emphasises how important it is for educators and learners to have sufficient access to digital resources and technology. Students need an online learning environment that is easy to use and accessible, and teachers need professional development to successfully incorporate web-based methods into their instruction. Furthermore, the incorporation of web-based vocabulary instruction needs to be in line with curriculum objectives and flexible enough to accommodate students' varied learning preferences. Overall, the study highlights how web-based instruction can improve vocabulary acquisition, but it also stresses how critical it is to attend to these pragmatic issues in order to successfully launch it in junior high school classrooms.

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EXPLORING THE DYNAMIC PERSPECTIVES OF PRE-SERVICE ENGLISH TEACHERS ON INNOVATIVE TEACHING APPROACHES IN ENGLISH LANGUAGE EDUCATION IN CIREBON

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This study explores the dynamic perspectives of pre-service English teachers on innovative teaching approaches in English language education in Cirebon, Indonesia. With the increasing demand for 21st-century skills and the global shift toward student-centered and technology-integrated instruction, this research investigates how future educators perceive and implement innovation during their teaching practicum. Utilizing a qualitative case study design, data were collected through questionnaires, interviews, and document analysis involving three pre-service teachers from Syekh Nurjati State Islamic Cyber University. Thematic analysis revealed that participants highly value innovation—particularly project-based learning, gamification, and technology integration—as effective means to promote engagement, creativity, and communicative competence. However, several challenges emerged, such as lack of technological infrastructure, limited training, and difficulty managing classroom behavior during innovative implementation. These findings underscore the need for teacher education programs to provide more practical training and institutional support to empower future educators in adopting adaptive and innovative pedagogical practices.

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1. INTRODUCTION

In the 21st century, English has become an essential global language, supporting international communication, access to knowledge, and employability (Augustin, 2015). This global role of English has intensified the demand for innovative and responsive English language teaching that goes beyond rote learning and grammar translation. Education systems are now under pressure to align with digital advancements and student-centered learning paradigms, ensuring that learners can actively communicate, collaborate, and critically engage with information in global contexts. As a result, teachers are increasingly expected to design learning experiences that are dynamic, interactive, and technology-rich.

In Indonesia, English education has been undergoing a gradual pedagogical transformation from traditional teacher-centered instruction toward more interactive, learner-driven models (Iriance, 2016). These changes reflect global educational trends that prioritize active learning, collaboration, and digital literacy. However, achieving this

transformation is not merely a matter of changing classroom routines; it requires teachers to master pedagogical content knowledge while simultaneously integrating modern tools, digital platforms, and innovative strategies into their instructional practices. This shift demands both technical proficiency and pedagogical creativity.

Despite the urgency for change, pre-service teachers often face significant barriers when attempting to adopt innovative approaches during their professional training. Common challenges include insufficient technological infrastructure, such as unstable internet connections or limited access to digital devices in schools. Many also struggle with limited practical exposure to real classrooms and the difficulty of bridging theory with practice (Ucar & Bozkaya, 2016; Tarajová & Metruk, 2020). Without opportunities to apply innovative approaches in authentic settings, pre-service teachers may find it challenging to translate their academic understanding into effective classroom action.

Another critical challenge is the complexity of classroom management when using innovative methods. Approaches such as gamification, project-based learning (PBL), and digital media integration require careful planning, differentiated support, and proactive behavior management—skills that novice teachers may not have fully developed. The lack of experience in orchestrating student-centered learning activities can lead to frustration, improvisation, or a reversion to safer, teacher-dominated methods. This situation risks producing graduates who are technically aware of innovation but lack the confidence and competence to implement it effectively in real-world classrooms.

The role of pre-service teacher education is therefore crucial. Bedir (2019) highlights that teacher preparation programs represent a critical phase in shaping competent and adaptive educators. Modern teacher development is increasingly viewed as a dynamic and reflective process, where teachers must continuously adapt to social, technological, and pedagogical change (Fatahillah & Afadh, 2022). English teachers are now expected to act not merely as knowledge transmitters but as facilitators of learning, capable of designing meaningful activities, accommodating diverse learner needs, and leveraging technology to foster communication, collaboration, creativity, and critical thinking (Trilling & Fadel, 2009). Yet in Indonesia, traditional, exam-oriented instruction still dominates, and institutional support for pedagogical innovation remains uneven.

Research on innovative teaching approaches—including task-based language teaching, problem-solving projects, and blended learning—has consistently shown their positive impact on student engagement, motivation, and communicative competence (Bhandari, 2020; Charkas, 2018). However, successful implementation of these strategies requires more than theoretical familiarity. Teachers need hands-on teaching experience, ongoing mentorship, and a supportive school environment that encourages experimentation, reflection, and professional growth (Cirillo et al., 2020; Kartal & Bektas, 2020). Without these structural supports, even well-prepared graduates may feel constrained to adopt innovative strategies in practice.

In the Indonesian context, the gap between teacher education and classroom realities remains a pressing concern. While universities increasingly expose pre-service teachers to contemporary methods and educational technology, school contexts often remain resource-limited and tradition-bound. The mismatch between what is taught in coursework and what can realistically be applied during practicum creates a confidence gap, leaving some novice teachers uncertain about how to implement creative and technology-enhanced learning while meeting school expectations.

Another layer of complexity lies in institutional culture and policy support. Some schools encourage experimentation with digital tools and student-centered models, while

others prioritize exam results and curriculum compliance over pedagogical innovation. This inconsistency in support systems affects how far pre-service teachers can go in adapting modern strategies. Without clear mentoring and structured feedback, they may default to conventional, safer approaches rather than risk trying new techniques in unsupportive environments.

Against this backdrop, the present study investigates the dynamic perspectives of pre-service English teachers at UIN Siber Syekh Nurjati Cirebon regarding innovative teaching approaches. Specifically, it explores how these novice teachers define, apply, and reflect on pedagogical innovation during their practicum and the challenges they encounter in the process. By employing a qualitative case study design, the research aims to provide rich, context-sensitive insights into the realities of innovation in teacher preparation programs. Findings from this study are expected to inform curricular improvement, mentoring practices, and institutional policies that can better equip future English teachers to thrive in 21st-century classrooms.

2. METHODS

This study employed a qualitative case study design to explore the dynamic perspectives of pre-service English teachers on innovative teaching approaches. A qualitative case study was chosen because it allows for in-depth exploration of complex, context-bound experiences and provides a rich, holistic understanding of how novice teachers perceive and enact pedagogical innovation (Yin, 2018). The case focused on a single institutional setting to capture contextual realities, including available resources, school culture, and curricular expectations that influence the adoption of innovative strategies.

The research was conducted at UIN Siber Syekh Nurjati Cirebon, Indonesia, targeting the English Language Teaching (ELT) Department. Participants were three final-year pre-service English teachers who had completed their teaching practicum (PPL) in local partner schools and demonstrated active attempts to implement innovative instructional strategies such as project-based learning (PBL), gamification, and technology-enhanced instruction. The selection process applied purposive sampling (Creswell & Poth, 2018), as the researcher sought participants with relevant, information-rich experiences rather than random representation. Initial outreach was made to 34 students through an online questionnaire designed to map their teaching experiences, use of innovative strategies, and perceived challenges. Based on the responses, three participants who showed notable engagement with innovative practices and were willing to reflect deeply on their experiences were invited for in-depth interviews.

The data collection spanned two months and utilized three complementary sources to achieve methodological triangulation:

- a) Online questionnaires distributed to 34 pre-service teachers to obtain an overview of innovative practices and self-reported challenges.
- b) Semi-structured interviews with three selected participants, each lasting 45–60 minutes, conducted via secure online video platforms. Interview questions explored their understanding of innovation, experiences applying methods such as PBL and gamification, integration of digital tools, classroom challenges, and reflections on their professional identity development.

- c) Document analysis, including participants' lesson plans, reflective journals, and teaching artifacts (e.g., digital materials or student project outputs), to validate and complement the self-reported accounts. This multi-source approach was intended to increase the credibility and richness of the data.

Data were analyzed using thematic analysis guided by the interactive model of Miles, Huberman, and Saldaña (2014). This involved three cyclical stages: data condensation (transcribing interviews, coding meaningful units, and summarizing document content), data display (organizing codes and themes visually in matrices and tables), and conclusion drawing and verification (interpreting patterns and confirming emerging themes with the data corpus). Coding began with open coding, followed by grouping into categories aligned with 21st-century learning competencies—creativity, critical thinking, communication, collaboration, and digital literacy (Trilling & Fadel, 2009). An iterative process was applied to refine and merge codes into broader themes representing pre-service teachers' perspectives and challenges.

To ensure trustworthiness, this study implemented triangulation across data sources (questionnaires, interviews, documents) and applied peer debriefing with two senior ELT lecturers to verify coding and theme development. Member checking was conducted by sharing synthesized interview summaries with participants to confirm accuracy. Ethical considerations included obtaining informed consent from all participants, ensuring voluntary participation, protecting confidentiality through pseudonyms, and securing digital data storage to maintain privacy. These procedures align with qualitative research ethics standards (BERA, 2018).

The methodological rigor and context-specific approach enabled this research to generate rich, credible insights into both the readiness and challenges faced by pre-service English teachers in adopting innovative teaching practices. By combining self-reported experiences, documentary evidence, and reflective analysis, the study provides a comprehensive understanding of how pedagogical innovation is navigated in real classroom contexts, informing the development of teacher education programs that better bridge the gap between theory and classroom practice.

3. RESULTS AND DISCUSSION

This study aimed to investigate the dynamic perspectives of pre-service English teachers on innovative teaching approaches in the context of English language education in Cirebon. The findings show that participants generally perceive innovative strategies—such as project-based learning, gamification, and technology integration—as effective in improving student engagement, motivation, and communicative competence. This directly addresses the first research question regarding which innovative approaches are perceived to be the most effective. These results affirm Trilling and Fadel's (2009) emphasis on integrating the 4Cs (creativity, critical thinking, communication, and collaboration) into classroom practices as essential for 21st-century learning.

The data indicate that all participants actively applied collaborative and interactive methods in their practicum, aligning with the constructivist learning model. For example, participants described using group discussions, English comic projects, and roleplay tasks to create a more student-centered environment. These strategies are consistent with previous research by Bhandari (2020) and Charkas (2018), who noted that task-based learning enhances authentic language use and promotes student autonomy. The pre-service

teachers reported positive student responses, suggesting that innovative practices not only increase participation but also create meaningful learning experiences.

In addition to instructional methods, the study reveals a strong emphasis on adaptability and reflective teaching. Participants stated that they often adjusted their teaching strategies based on student behavior and classroom conditions. These adaptive practices reflect the dynamic perspective in teacher education, where continuous feedback, flexibility, and situational awareness shape pedagogical development (Fatahillah & Afadh, 2022). This also aligns with Cooper's (2014) view that innovation in education must evolve in response to technological, social, and classroom challenges.

However, the study also uncovered significant obstacles faced by pre-service teachers during the implementation of these approaches. In response to the second research question, participants highlighted limited infrastructure, lack of training, and difficulty managing student expectations regarding technology use. For instance, students often perceived digital tools as entertainment rather than learning media, creating additional classroom management challenges. These findings resonate with Ünal et al. (2017), who argued that pre-service teachers need targeted support to develop technological self-efficacy and instructional design skills.

Despite the challenges, participants demonstrated high motivation to continue using innovative strategies, driven largely by positive student feedback and personal teaching goals. This willingness reflects an internalization of innovation as both a pedagogical necessity and a professional value. Nevertheless, the findings suggest that teacher education programs must strengthen support mechanisms—including hands-on training, mentoring, and resource accessibility—to close the gap between theory and classroom reality (Cirillo et al., 2020).

When compared with prior studies, this research supports the claim that innovation in English language teaching is not only about introducing new tools, but also about rethinking teacher roles, lesson structures, and learner engagement. It confirms Kartal and Bektas's (2020) assertion that innovation requires personal investment from teachers and institutional frameworks that empower experimentation. It also expands the discourse by showing that pre-service teachers, although still in training, can become agents of pedagogical transformation when provided with adequate autonomy and reflection space.

In conclusion, the study contributes to the existing body of knowledge by presenting an integrated perspective of how future English teachers perceive and practice innovation. It highlights the interplay between teacher identity, institutional context, and instructional creativity. While confirming several previous findings, this study also calls for a shift in how teacher preparation programs structure practical experiences—moving toward a model that emphasizes real-world challenges, adaptive strategies, and reflective professionalism as central components of innovation in language education.

1). Pre-Service Teachers' Perspectives on Innovative Teaching Approaches

This section addresses the first research question: What are the perspectives of pre-service English teachers on innovative teaching approaches? The findings reveal that all participants expressed a generally positive view of innovation in English language teaching, particularly when it involves student-centered and technology-enhanced strategies. Innovation was perceived not as an optional enrichment but as an essential response to the needs of 21st-century learners. Most participants described shifting away from rigid teacher-led instruction toward more active learning models where students could explore, create, and collaborate. They believed that such approaches foster higher

engagement and deeper understanding of content. As noted by Trilling and Fadel (2009), the emphasis on creativity, critical thinking, collaboration, and communication (the 4C skills) is crucial for preparing students to succeed in complex, rapidly changing contexts—an idea that clearly resonated with these pre-service teachers.

One prominent feature of the participants' accounts was their sense of pedagogical agency in designing creative learning experiences that respond to student needs and local classroom contexts. For instance, one participant implemented a project where students created English comics, combining language practice with visual storytelling to make learning more engaging. Another incorporated interactive games to stimulate participation and lower anxiety, especially for students reluctant to speak. These practices reflect the belief that authentic, meaningful tasks can promote both motivation and communicative competence. Such findings align with Bhandari (2020), who argues that student autonomy and real-world tasks encourage active learning and ownership over language development. Moreover, the participants demonstrated reflective professionalism—they frequently adapted their teaching plans in response to student feedback or unexpected classroom dynamics, illustrating the fluid and evolving nature of teacher identity as described by Fatahillah and Afadh (2022).

Another key aspect highlighted by participants was the integration of digital technologies to enrich instruction. Digital tools such as online quizzes, video presentations, and interactive educational platforms (e.g., learning management systems, collaborative applications) were widely used, not only for delivering content but also for assessment, peer feedback, and formative evaluation. This suggests a move beyond simple substitution of digital for traditional materials toward a more transformative use of technology that reshapes classroom interaction. However, participants also recognized that the success of technology integration is contingent on context—for example, student digital literacy levels, interest, and access to reliable internet significantly affect the impact of these innovations. This awareness echoes current debates in technology-enhanced language learning, where contextual adaptation is considered critical for effective ICT integration.

Importantly, the participants viewed innovation as a continuous and reflective process rather than a static set of strategies. Many shared experiences of experimenting with new approaches, evaluating their impact, and making adjustments to better fit learners' needs. This dynamic mindset reflects an emerging professional identity that values adaptability and lifelong learning—traits increasingly emphasized in teacher education. It also shows that pre-service teachers are developing pedagogical resilience, balancing creative experimentation with practical problem-solving when faced with challenges such as time constraints, varying student motivation, or limited school resources. Such reflective adaptability aligns with current understandings of innovative teacher identity formation, where practice is shaped through iterative cycles of planning, action, and review.

In sum, the pre-service teachers in this study perceived innovative approaches as both beneficial and necessary for contemporary English language teaching. They associated innovation with student engagement, communicative competence, and critical skill development, while also acknowledging the pedagogical challenges inherent in sustaining creativity and integrating technology effectively. Their narratives suggest that teacher education programs should not only expose future teachers to innovative methodologies and digital tools but also cultivate the reflective and adaptive mindset needed to implement these approaches in diverse real-world classrooms. By fostering both

technical proficiency and critical pedagogical awareness, pre-service programs can better prepare future English teachers to navigate the demands of 21st-century education.

2). Challenges in Implementing Innovative Approaches in ELT

This section addresses the second research question: What are the challenges faced by pre-service English teachers in implementing innovative teaching approaches? Although all participants expressed positive attitudes toward innovation, they also reported a range of practical obstacles that limited the extent to which they could enact creative, technology-enhanced pedagogies. The most frequently mentioned challenges were inadequate technological infrastructure, such as unstable internet connections, limited access to devices, and insufficient classroom equipment. Time constraints in lesson planning also emerged as a barrier, as innovative approaches such as project-based learning (PBL) or gamification require significant preparation. Additionally, participants described difficulties in managing student behavior and engagement when introducing unfamiliar tools, which sometimes disrupted learning rather than enhancing it. These barriers often forced participants to improvise or scale down their intended innovations.

A recurring and deeply felt issue was the gap between theoretical training and real classroom conditions. While participants reported being familiar with contemporary teaching models such as PBL, gamification, and technology-mediated collaboration through coursework, they struggled to apply these concepts in authentic school settings. Differences in student motivation, classroom discipline, and institutional culture often limited what they could realistically do. This disconnect echoes findings from Kartal and Bektas (2020) and Ünal et al. (2017), who argue that innovative teaching requires more than conceptual knowledge; it depends on supportive school environments and opportunities for hands-on practice. Without such systemic support, pre-service teachers often rely on trial and error, which can undermine confidence and reduce the quality of innovation.

Another notable challenge concerned students' perceptions of technology. Many learners associated digital tools with entertainment rather than learning, making it difficult for pre-service teachers to establish purposeful and focused use of ICT in class. Several participants described the need to reframe digital tools—for instance, presenting online quizzes, multimedia presentations, or video production as structured educational tasks rather than play. This required careful scaffolding and classroom management to sustain engagement and avoid distraction. Such findings are consistent with Cirillo et al. (2020), who emphasize that teacher mediation and structured guidance are essential to ensure technology supports learning rather than becoming a source of off-task behavior.

Institutional and mentoring limitations also shaped the participants' experiences. Many reported a lack of clear guidance and mentoring during their teaching practicum, leaving them unsure about how far they could experiment with nontraditional strategies. Without supervisory feedback or a supportive policy environment, participants felt pressured to conform to conventional, test-oriented teaching. Some also noted that curriculum rigidity and exam preparation priorities discouraged risk-taking with innovative methods. These structural challenges point to the need for system-level reform: teacher education programs and practicum schools should work together to provide mentoring, resource support, and curricular flexibility that enable pre-service teachers to try and refine innovative practices without fear of failure.

Despite these obstacles, the participants displayed a remarkable degree of resilience and adaptability. They expressed continued enthusiasm for using innovative methods in their future classrooms and a willingness to learn from early difficulties. This optimistic stance suggests that, given adequate training, mentoring, and systemic support, pre-service teachers can become effective agents of pedagogical change. The findings reinforce calls for teacher education programs to integrate authentic classroom exposure, reflective practice cycles, and mentorship into their design, helping bridge the persistent gap between theory and practice. Such supports would empower pre-service English teachers not only to experiment with new pedagogies but also to adapt them critically to diverse teaching contexts, ensuring innovation can flourish sustainably.

3). Implications for Teacher Education and Professional Development

The findings of this study highlight several important implications for teacher education programs aiming to prepare future English teachers for the realities of 21st-century classrooms. First, the consistently positive perspectives of pre-service teachers toward student-centered and technology-enhanced learning indicate that the conceptual foundation for innovation is already being built during coursework. However, this potential will only translate into effective classroom practice if teacher preparation programs provide systematic opportunities for hands-on experimentation with innovative methods such as project-based learning (PBL), gamification, and digital media integration. Structured practicum experiences that allow pre-service teachers to design, test, and refine their approaches in authentic school environments are essential to strengthen both their pedagogical confidence and adaptive problem-solving skills.

Second, the gap between theoretical training and practical implementation observed in this study suggests a need for closer collaboration between universities and practicum schools. Mentoring support must be more than supervisory evaluation; it should involve coaching, feedback cycles, and professional dialogue that guide novice teachers as they experiment with new strategies. Encouraging reflective practice, such as through teaching journals and guided discussions with mentors, could help pre-service teachers make sense of classroom challenges and transform difficulties into learning opportunities rather than discouragement. Strengthening this bridge would reduce reliance on trial-and-error approaches and enhance the sustainability of pedagogical innovation.

Third, the integration of educational technology needs to be supported by infrastructure and digital literacy training. Many participants cited limitations in internet connectivity, devices, and students' perceptions of technology as entertainment rather than learning. Teacher education curricula should therefore include practical modules on ICT pedagogy, not only introducing tools but also addressing classroom management in technology-rich environments, digital ethics, and strategies to engage students productively online. Institutional investment in reliable internet access, digital resources, and supportive policies is equally critical to enable innovation to thrive beyond theory.

Finally, this study underscores the importance of fostering a dynamic, adaptive teacher identity among pre-service educators. Innovation requires not only technical know-how but also the mindset to experiment, reflect, and adjust in response to changing classroom realities. Teacher preparation programs should therefore promote lifelong learning, critical reflection, and resilience as core professional attributes. By integrating practical experience, strong mentoring systems, and supportive digital infrastructure, Indonesian teacher education programs can better prepare future English teachers to

become innovative change agents capable of navigating the demands of contemporary education.

4. CONCLUSION

This study explored the perspectives of pre-service English teachers on innovative teaching approaches and the challenges they encountered during implementation. The findings indicate that participants hold positive and constructive views toward pedagogical innovation, particularly in applying project-based learning, gamification, and digital integration to foster 21st-century competencies such as creativity, critical thinking, collaboration, and communication. Their teaching experiences reflect a strong commitment to student-centered learning and instructional creativity, demonstrating an awareness of the need to engage learners actively in the digital era.

Despite these positive orientations, the study also uncovered significant obstacles that hindered the effective implementation of innovative practices. The most pressing issues included limited technological infrastructure, unstable internet access, time constraints in lesson preparation, lack of consistent mentoring during practicum, and students' tendency to perceive digital tools as entertainment rather than learning aids. These challenges often led to improvisation or a reduced application of innovative strategies, underscoring the gap between theoretical knowledge and real classroom conditions.

The findings suggest that teacher education programs must provide more practical, context-aware training to prepare future teachers for the realities of modern classrooms. Strengthening field-based experiences, promoting reflective practice, and ensuring institutional readiness—including adequate mentoring and supportive digital infrastructure—are essential to help pre-service English teachers develop the adaptive and innovative skills required to create meaningful, student-centered learning environments.

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Bridging Conventional and Digital Literacy: Integrating ICT into Indonesian Language Learning in the Era of Industry 4.0

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ABSTRACT

The transformation of education in the Industrial 4.0 era demands the integration of information and communication technology (ICT) literacy across all fields of learning, including Indonesian language studies. This research aims to explore the forms of ICT integration practices in Indonesian language learning for Grade XI students at MA Adz Dzikro, an Islamic senior high school that has implemented policies on the use of digital devices such as laptops, smartphones, and online learning applications. Employing a qualitative approach with an exploratory case study design, data were collected through in-depth interviews, classroom observations, and documentation of student assignments. The findings reveal that teachers adopted flexible digital project-based learning strategies by utilizing applications such as Google Classroom, Canva, and YouTube. Students demonstrated increased participation and engagement, especially when given the freedom to choose digital formats aligned with their interests. The main challenges encountered included limitations in devices and internet access; however, these were supported by progressive school policies and the continuous integration of religious values. This study produces an initial mapping of a contextual and participatory ICT integration framework in Indonesian language learning and provides implications for the development of digital pedagogy within the madrasah context. The research further recommends follow-up studies concerning students' cognitive and affective dimensions, as well as cross-institutional comparisons, to enrich an adaptive ICT integration model.

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1. INTRODUCTION

The Industrial 4.0 era demands that education not only adapt technologically but also reformulate its literacy paradigm in learning. Amid this transformation, ICT literacy is no longer an additional competency but an essential element in fostering critical, communicative, and productive thinking skills—including in Indonesian language learning (Spante et al., 2018; Amalia & Wahidin, 2024). On one hand, Indonesian language learning remains rooted in strengthening text-based language competence and local cultural contexts; on the other hand, digital advancements push teachers and students to navigate various online information sources, collaborative platforms, and technology-based applications. Consequently, the ability to bridge conventional and digital literacy has become an unavoidable pedagogical demand.

Operationally, ICT literacy in the context of this research is understood as students' ability to access, evaluate, create, and communicate information through digital devices (laptops, smartphones, learning applications) in the process of Indonesian language learning—either individually or collaboratively (Nissa et al., 2025; Astini, 2019). This literacy involves technical (tool mastery), cognitive (content comprehension), and critical (information evaluation and idea expression) dimensions. Nevertheless, implementation challenges remain significant. Subroto et al. (2023) noted that although 82% of educators acknowledge that technology increases student engagement, 62% feel a lack of training support, and only a small proportion of institutions have adequate digital infrastructure.

The literature review shows that most previous studies, such as Nissa et al. (2025), highlighted the strengthening of ICT literacy at the elementary school level, while Dewi et al. (2025) focused more on enhancing teacher competence through microlearning training. Studies such as Yusup et al. (2023) and Rukmana et al. (2024) emphasized the effectiveness of digital learning media, yet remained thematic and detached from the comprehensive context of Indonesian language learning. In other words, these studies were generalistic or technocentric and have not thoroughly addressed how the process of ICT integration unfolds in the real dynamics of Indonesian language classrooms.

This study seeks to fill that gap by taking MA Adz Dzikro as its case study context. This Islamic senior high school, located in a semi-urban area, has adopted digital devices such as laptops, smartphones, and various online learning applications. Uniquely, ICT integration in this school is driven by policies that encourage the use of technology across all subjects, including Indonesian language, while preserving the religious and pesantren-based cultural identity. This creates a learning ecosystem that simultaneously integrates traditional values and technological advancement, reflecting the challenges of ICT integration within a rich socio-cultural context.

Methodologically, this study employs a qualitative approach with an exploratory case study design. Data were collected through in-depth interviews with teachers and students, direct classroom observations, and analysis of documents such as lesson plans (RPP) and student work products. This approach allows the researcher to explore contextually how ICT is truly integrated, interpreted, and utilized in Indonesian language learning practices.

The main contribution of this study is the formulation of an ICT integration framework based on empirical experiences from learning practices in the madrasah. Unlike previous studies that tended to focus on elementary levels or on separate teacher training, this research offers a contextual, participatory, and collaborative model of integration between teachers and students in real classrooms. This framework has the potential to provide practical guidance for other schools in designing internal policies, developing teacher training programs, and creating adaptive models of Indonesian language learning for the digital era.

However, this study has limitations. Its findings are contextual and limited to the environment of MA Adz Dzikro, and therefore cannot be directly generalized to all educational institutions without adaptation to their respective local conditions. Nevertheless, the results of this study can serve as a reflective basis for similar institutions that are currently or will be integrating ICT into Indonesian language and literature learning.

2. METHODS

The research was conducted at MA Adz Dzikro, an Islamic senior high school located in a semi-urban area that has implemented policies for ICT integration in the learning process. The research participants consisted of one Grade XI Indonesian language teacher and eight students, selected purposively based on their active involvement in ICT-based learning. The selection of informants considered the diversity of participation, the types of devices used, and the students' digital learning experiences.

Data Collection Techniques

Data were collected through three main techniques:

- 1) In-depth interviews: Conducted with the teacher and students to explore perceptions, experiences, and strategies related to ICT integration in Indonesian language learning.
- 2) Participant observation: The researcher directly observed classroom learning processes, focusing on the use of digital devices, learning interactions, and student engagement.
- 3) Documentation: Secondary data were collected from lesson plans (RPP), digital learning media, and student assignments produced using digital platforms (e.g., Google Docs, Canva, or video presentations).

Data Analysis Techniques

Data were analyzed using thematic analysis as developed by Braun and Clarke (2006). The process included data transcription, repeated reading, initial coding, theme grouping, and drawing conclusions. The analysis was conducted inductively, guided by the principles of triangulation to ensure coherence of meaning across data sources.

Data Trustworthiness

The trustworthiness of the data was maintained through source and method triangulation, member checking, and audit trail. Triangulation was carried out by comparing data from interviews, observations, and documents. Member checking was conducted to ensure that the data interpretations accurately reflected participants' experiences. The audit trail was documented through field journals and logs of the analytical process.

3. RESULTS AND DISCUSSION

The analysis of interviews, classroom observations, and document reviews revealed several key aspects of ICT integration in Indonesian language learning during the era of Industry 4.0. The findings are organized into major themes that emerged from the data, including the types of technology employed by teachers and students, instructional strategies used to integrate ICT, students' responses and participation, challenges faced during implementation, contextual factors supporting digital learning, and the nature of students' digital learning products. Each theme is presented with supporting evidence drawn from multiple data sources (participants, observations, and documents) to ensure triangulation and credibility of interpretation.

Table 1. Thematic Analysis of Findings

Theme	Description of Findings	Data Source (Participant Code)
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Types of Technology Used	Laptops, smartphones, and applications such as Google Classroom, Canva, Google Docs, and YouTube were used to complete exposition texts and reports.	W1 (GBI), O1
Teacher's Strategy in ICT Integration	Teachers combined lecture methods with digital project assignments. Tasks were designed in multimedia formats, and students were given options for presentation formats.	W1 (GBI), D1
Student Response and Participation	Students were more enthusiastic and active when using digital applications, especially in creating videos or collaborative visual designs.	W2 (S-A), W3 (S-B), O2
Challenges Faced	Challenges included limited access to personal devices, unstable internet connections, and teachers' technical difficulties in managing digital assignments.	W1 (GBI), W3 (S-B), O2
Contextual Supporting Factors	The school supported ICT use through open technology policies. Religious values remained preserved in digital learning practices.	W4 (WKS), W1 (GBI), O3
Digital Learning Products	Student projects included infographics, documentary videos, digital posters, and Google Docs-based reports highlighting local culture.	D2, D3, W2 (S-A), W3 (S-B)

1). Cognitive Dimension

The strengthening of ICT literacy at MA Adz Dzikro has opened opportunities to cultivate students' reflective and critical thinking in filtering and interpreting information. Within this dimension, literacy is not reduced to mere technical ability but encompasses the capacity to construct meaning across diverse digital texts, to identify relationships between sources, and to critically evaluate the ideological positions embedded in them. As Nissa et al. (2025) argue, "ICT literacy helps students manage information and knowledge as a competence." This perspective highlights that texts in digital spaces should not only be consumed but also questioned, compared, and reinterpreted.

This view is reinforced by Dewi and Purwanti (2024), who explain that critical thinking skills enable individuals to filter information rationally, without excessive emotional responses—a vital competence in an era characterized by information overload and viral digital content. The classroom practice at MA Adz Dzikro reflects this shift. One teacher shared:

"The kids used to just copy-paste. But after we assigned a digital article analysis project, they began learning to compare authors' opinions and make their own conclusions."
(Teacher Interview)

Such experiences indicate that critical synthesis and intertextual reading are beginning to take place: students are encouraged to move beyond surface understanding toward a dialogue between texts, recognizing multiple perspectives and forming their own reasoned stances. This is especially significant in contexts where ideological messages—whether cultural, social, or religious—permeate digital content. By fostering critical evaluation, ICT literacy helps students navigate competing viewpoints, identify bias, and create knowledge rather than passively reproducing it.

The integration of ICT tools, such as digital article repositories, collaborative writing platforms, and multimedia discussion forums, provides opportunities for students to engage with heterogeneous sources. Instead of limiting learning to static textbooks, students can interact with academic journals, online news, blogs, and social commentary. This exposure pushes them to negotiate meaning across texts, a skill closely linked to intertextuality and ideological critique. Such development is essential for preparing learners to participate responsibly in a digitally saturated society, where unfiltered copying and surface-level acceptance of information remain common pitfalls.

In sum, the cognitive dimension of ICT literacy in this setting empowers students to become analytical readers and reflective knowledge producers. The combination of guided digital projects and teacher mentoring creates space for students to compare ideas, discern ideological positions, and synthesize meaning critically. This dimension strengthens not only their academic writing but also their broader critical digital citizenship, equipping them to navigate and respond thoughtfully to the abundance of information in the digital era.

2). Linguistic Dimension

The integration of ICT at MA Adz Dzikro has expanded students' exposure to a wide range of text types and media formats, enabling them to interact not only with conventional printed texts but also with dynamic digital resources such as educational videos, podcasts, online articles, and interactive quizzes. This multimodal engagement enriches students' genre awareness and helps them adapt language forms and structures to diverse communicative purposes. Julia and Wiranti (2022) found that ICT-based media such as Powtoon increased engagement and motivation in Indonesian language learning by presenting content visually and interactively. Similarly, Rukmana et al. (2024) showed that the use of game-based quiz platforms like Kahoot enhanced students' understanding of narrative and descriptive texts by encouraging active recall and interactive comprehension checks.

“When we used podcasts and videos as teaching materials, the students realized that texts can come in audio or visual form, not just writing. They also learned how to compose responses to audio texts.” (Teacher Interview)

Such practices illustrate that students are learning to navigate multimodal meaning-making, a key aspect of literacy in digital contexts. They are exposed to multiple semiotic modes (textual, visual, auditory) and learn to interpret and respond to them critically. This process also nurtures their genre awareness: students begin to recognize the organizational structures of different text types—such as exposition, report, narrative, and descriptive genres—and adapt their own writing to match these conventions. Yusup et al. (2023) emphasize that multimodal literacy allows learners to combine linguistic, visual, and auditory resources to construct meaning effectively and to develop flexible communication strategies across media.

From a pedagogical standpoint, the use of ICT-supported multimodal materials has broadened the repertoire of classroom literacy practices. Instead of working only with static, teacher-selected textbooks, students now consume and produce texts in various digital environments: they analyze articles, respond to audio commentaries, create visual summaries, and present reports using slides or digital posters. These activities foster practical

digital communication skills while reinforcing the understanding of text structure and rhetorical purpose—essential for advanced academic writing.

This multimodal exposure is also closely tied to critical digital literacy. By engaging with authentic digital media, students learn that meaning is constructed not only through words but also through images, sound, and design choices. They become aware that each medium carries ideological and cultural positioning, which must be recognized and critically assessed. Such awareness prepares students to operate effectively in Industry 4.0, where communication increasingly takes place across diverse platforms and requires agile, multimodal competence.

In sum, the integration of ICT-based multimodal resources at MA Adz Dzikro empowers students to understand, produce, and adapt texts across genres and media. It strengthens both their linguistic competence and their multimodal literacy, equipping them with the skills to navigate contemporary communication landscapes and to participate meaningfully in a digitally mediated society.

3). Sociocultural Dimension

This study highlights that digital literacy is not merely a set of technical skills but a deeply social practice intertwined with identity and character formation. At MA Adz Dzikro, ICT integration was intentionally directed toward ethical participation in the digital space and alignment with religious and cultural norms. Nissa et al. (2025) note that digital literacy helps students manage information and knowledge as a competence that is tied to social and moral responsibility. Similarly, Karina et al. (2021) argue that digital literacy fosters ethical participation and identity construction in online environments, encouraging learners to critically navigate value-laden content.

“We emphasize to the students that whatever they write or share must reflect good morals. So when creating educational content, they also learn to consider Islamic ethics and values.”
(Teacher Interview)

Such practices show that digital text production is never socially neutral. Students are trained to filter and frame content according to community values, reflecting the idea that intertextuality involves ideological positioning (Sukmawati et al., 2023). When students compose responses, create multimedia learning products, or share knowledge online, they are encouraged to engage not only with informational accuracy but also with ethical self-presentation and religious-cultural integrity.

This approach aligns with the view of digital literacy as a socially situated practice, where literacy events are shaped by the norms, values, and power relations of particular communities. In Islamic school contexts, as found in this study, ICT literacy becomes a way to strengthen moral identity and ethical discernment. Students are not only learning how to search, evaluate, and create digital texts but also how to navigate ideological tensions between global information flows and local cultural-religious expectations.

Such findings resonate with recent scholarship on critical digital citizenship, which emphasizes that students should not only consume and produce online content but also recognize bias, question ideological framing, and maintain responsible participation (Ala-Mutka, 2011; Pangrazio & Selwyn, 2019). By teaching learners to examine the social and ideological dimensions of texts, schools equip them with the ability to filter harmful content, resist misinformation, and uphold ethical standards in their digital engagements.

In sum, the awareness of values and ideology in digital literacy practices at MA Adz Dzikro shows how ICT can be harnessed to integrate local moral frameworks into global digital participation. This approach moves beyond purely technical ICT literacy and toward critical, identity-aware, and ethically grounded digital practices—a crucial competence in an era where information is abundant but often ideologically contested.

4). Instructional Context Dimension

The successful development of ICT literacy among students is strongly influenced by the teacher's capacity to design, scaffold, and mediate the learning process. Digital literacy practices in schools do not emerge automatically from access to technology; rather, they depend on intentional pedagogical planning and teacher readiness. Nissa et al. (2025) emphasize that ICT integration requires not only supportive policy but also sustained teacher training to build the competence needed for digital pedagogy. In line with this, teachers at MA Adz Dzikro have begun adopting project-based learning models that encourage students to produce digital texts, such as online articles, infographics, and Islamic-themed educational content.

Amalia and Wahidin (2024) also stress that digital communication skills are key components of 21st-century learning, requiring teachers to move beyond traditional lecturing and act as facilitators of meaningful digital production. This shift was evident in the way subject teachers at MA Adz Dzikro collaborated with students to design learning tasks that integrated content creation, multimodal literacy, and digital communication training.

“We started encouraging subject teachers to co-create digital content with students—some made presentations, others made podcasts. It became both digital communication training and text design practice.” (ICT Teacher Interview)

Other studies have also highlighted the importance of continuous teacher professional development to sustain innovative practices. Astini (2019) and Indarta et al. (2022) argue that teachers must be regularly trained to master emerging technologies such as augmented reality (AR), learning management systems (LMS), and educational social media platforms, so that digital and intertextual literacy can thrive rather than stagnate after initial adoption. Without ongoing training, many teachers risk reverting to didactic, one-way instruction that limits students' digital engagement.

In the context of MA Adz Dzikro, these findings suggest that the teacher's role as a pedagogical mediator is central to shaping meaningful ICT literacy experiences. Teachers do not merely provide access to devices and platforms; they guide students through reflective use, encourage critical evaluation of digital sources, and scaffold the creation of multimodal texts that integrate cognitive, linguistic, and sociocultural dimensions. This pedagogical mediation transforms ICT from a passive tool into an active space for knowledge construction and ethical participation.

However, the study also indicates systemic challenges. While some teachers have embraced digital project-based approaches, not all feel fully confident in designing innovative ICT-based tasks. Limited infrastructure, unstable internet connectivity, and a curriculum that is still highly exam-oriented can restrict experimentation and slow down the adoption of new tools. These conditions echo concerns raised by Astini (2019), who found that lack of institutional support and insufficient professional development are key barriers to sustainable ICT integration.

In sum, the integration of ICT literacy in Indonesian language learning at MA Adz Dzikro strengthens students' technical and intertextual competencies, particularly in four key dimensions: cognitive reflection, linguistic flexibility, sociocultural awareness, and pedagogical mediation. Students become more conscious, adaptive, and participatory learners when guided by teachers who can design meaningful digital tasks and mediate their engagement with multimodal texts. Yet, sustaining this success requires ongoing teacher training, curriculum flexibility, and reliable digital infrastructure, ensuring that ICT use remains innovative, reflective, and aligned with students' character and cultural identity.

4. CONCLUSION

This study reveals that the practice of ICT integration in Indonesian language learning in Grade XI at MA Adz Dzikro takes place in an adaptive and contextual manner. Teachers employ technologies such as laptops, smartphones, and digital applications (Google Classroom, Canva, Google Docs) to design project-based tasks that combine conventional and digital literacy. The instructional strategies are flexible, enabling students to express ideas through more communicative and collaborative digital formats. Student participation also increased significantly, especially when they were assigned creative, media-based projects. Nevertheless, technical barriers such as limited access to devices and unstable internet connectivity remain major challenges that must be systematically addressed.

For future researchers, this study opens opportunities to explore more deeply the affective and cognitive dimensions of students in ICT-based learning, as well as how integration influences higher-order literacy skills such as critical, argumentative, and reflective thinking. Comparative studies across madrasahs with diverse geographical and policy contexts are also worth pursuing to capture more varied patterns of ICT integration. Furthermore, the development of a dialogic pedagogy framework supported by technology in Indonesian language learning could be a valuable direction for future research, bridging technology, local culture, and language empowerment as a tool for thinking.

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