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Using Mobile Instant Messaging in Teaching Vocabulary to Pre-intermediate EFL Learners: The Case of WhatsApp

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Abstract

This study aimed to find out the impacts of using WhatsApp as a mobile instant messaging application on teaching vocabulary among pre-intermediate EFL learners. To this end, 60 Iranian pre-intermediate EFL learners were selected from a private English Language Institute. Then, they were randomly assigned to two equal groups there were an experimental group and a control group. They were pre-tested by a researcher-made vocabulary test. Then, the treatment was applied to both groups. As the treatment, the control group was taught with traditional activities whereas the experimental group was taught with the use of mobile application (WhatsApp). At the end of the instruction, a researcher-made vocabulary post-test was administered. The results of independent samples t-test and one-way ANCOVA indicated that the experimental group had better performance on the post-test compared to control group revealing the usefulness of the mobile application utilized in this study on learning vocabulary.

Keywords: mobile instant messaging, social media, WhatsApp, vocabulary knowledge

A. Introduction

While it is not a new topic for scholars to use mobile devices in language classroom, the rapid technological developments and innovations are constantly expanding the scope of unanswered questions. Opinions on Mobile-Assisted Language Learning (MALL) in the existing literature are largely optimistic. Several studies show how useful MALL is and how it impacts learners positively (Miangah & Nezarat, 2012; Ono & Ishihara, 2011; Tahmasbi, Hashemifardnia, & Namaziandost, 2019). In addition, several studies investigated the use of MALL in the atmosphere of the classroom to teach language skills and pointed to its advantages (e.g. Başoğlu & Akdemir, 2010; Lu, 2008; Shakibaei, Shahamat & Namaziandost, 2019). For example, in a Turkish EFL context, Başoğlu and Akdemir (2010) investigated mobile-assisted vocabulary learning and the use of flashcards with mobile phones. Lu (2008) contrasted the efficacy of mobile-assisted vocabulary learning with paper-based language learning methods. Alemi, Sarab, and Lari (2012) and Çavuş and Çabraham (2009) analyzed mobile-assisted learning methods of vocabulary in EFL classrooms.

Furthermore, the use of technology is an inevitable part of almost every aspect of life, and there is no exception to this. Computers, used for teachers as well as students as assisting tools, had beneficial uses in EFL classrooms. The use of computers to facilitate instruction, or Computer-Assisted Language Learning (CALL), has gained popularity in language studies, although this is not anything recent, as Warschauer and Healey (1998) note. However, it is a promising trend for language studies due to the development of technology and the information era. The popularity growth was not in vain. CALL may have many advantages; it has been suggested. CALL-based glossing, for example, is more effective than paper-based glossing; however, when extended to computers, writing is much easier in terms of accuracy (Taylor, 2013; Nasri, Namaziandost, & Akbari, 2019).

Nonetheless, recent technological advances have shown that funding for technology is no longer limited to computers. Nearly all computing technologies have been incorporated into mobile devices, such as phones and tablets, which in many schools have expanded access to technology. In the mobility world, millions of users communicate with each other in seconds and use a variety of applications for this purpose. WhatsApp allows people to interact through text messages, voice messages, videos and images (Han & Keskin, 2016; Abedi, Namaziandost, & Akbari, 2019).

Emerging technologies have made significant changes to the methods of teaching and learning (Pavlik, 2015). One of these innovations, mobile phones, has contributed to a proliferation of research investigating their use in education. Reports and procedures of language teaching have also been influenced by this wave of transition (Stockwell, 2010; Namaziandost & Nasri, 2019b). By offering flexible, practical and personalized use opportunities in and outside the classroom, mobile learning challenges conventional teaching methods considerably (Kukulka-Hulme & Traxler, 2005; Namaziandost, Saberi Dehkordi, & Shafiee, 2019). Specifically, for smartphones that come with both powerful hardware and software, making them as capable as a computer, learning on - the-go is becoming increasingly convenient. As illustrated by Stockwell (2015), today's smartphones' wide and touch-sensitive screen offers great advantages compared to pre-smartphone mobile devices used in several researches (Lu, 2008; Namaziandost, Hashemifardnia, & Shafiee, 2019; Kukulka-Hulme, 2010; Thornton & Houser, 2005; Namaziandost, Hosseini, & Utomo, 2020).

WhatsApp is an application that is available on the new generation of mobile phones such as iPhone, Samsung, Blackberry and Blackberry, allowing users to send text messages to each other free of charge. Users will not be paid for a text sent via WhatsApp. This is because, through an internet data link, WhatsApp delivers messages. WhatsApp accepts many different types of messages, from simple text to images to audio and video files (Ziafar & Namaziandost, 2019a; Namaziandost, Neisi, Kheryadi, & Nasri, 2019).

While most educationalists accept that WhatsApp messages are commonly used by Saudi Arabia undergraduate students, its influence on university academics tends to have two distinct

opinions. There are those who see the use of so-called "Web Language" as an English language breakdown; other teachers see the emerging abbreviations as evidence of a growing technical attack on formal written English. By comparison, there are those who see this same "Web Language" not only as an indicator of how language is constantly evolving and changing, but also as a form of literacy that can be capitalized on to engage students in more conventional learning (Etemadfar, Namaziandost, & Banari, 2019).

Vocabulary instruction is essential to the growth of skills and the acquisition of desired language skills. Constant efforts have been made to find the best method for teaching vocabulary. In this sense, while vocabulary is a cornerstone of foreign language learning, idiomatic expressions are the most commonly used non-literal words, and building blocks of daily conversations in a language can create communication problems for language learners, such as awkward and unauthentic sounding (Cooper, 1999; Namaziandost, Sabzevari, & Hashemifardnia, 2018). In order to become competent in the target language, these phrases are particularly important. In fact, strong mastery of idiomatic expressions is generally considered to be similar to the fluidity of target language native speakers (Schmitt, 2000; Wray, 2000). Thus, as Irujo (1986) stressed, language teaching should be an integral part of language teaching programs from the beginning levels and be taught with ample chances of practice in naturalistic contexts. Nevertheless, when teaching languages, there are difficulties (Zhang, 2009).

Mobile devices could open new doors with their unique qualities such as 'accessibility, customizability, and portability' (Saran & Seferoglu, 2010, p.253), and 'physical characteristics (e.g., size and weight), input functionality (e.g., keyboard or touchpad), performance capabilities (e.g., screen size and audio functions), file storage and recovery, processing speed, and 'low error rates' (Alzu'bi & Sabha, 2013, p.179) in the processes of teaching and learning.

While we live in the age of automation, historically our classes are held. Smartphones are seen everywhere and they are often used by pupils, but not for learning purposes. Out of classrooms, smartphones can be used to help students learn more vocabulary regardless of teachers. Due to time constraints and a strong burden on the pupils, learning vocabulary in the classroom can be disadvantageous. Students who spend long hours learning English in classes often feel fatigue and disinterest. To learn language, they require stimulus that can be enhanced by adding meaning to it (Miramontes, Nadeau, & Commins, 1997; Namaziandost, Rezvani, & Polemikou, 2020). Seeing the need to fill the research gap in the role of mobile messaging apps in developing the vocabulary of L2 learners in Iran, this study aims to explore whether WhatsApp as a mobile instant messaging has any significant effects on developing Iranian EFL pre-intermediate EFL learners' vocabulary knowledge. To reach this goal, the following question was proposed:

RQ 1. Does using WhatsApp as a mobile instant messaging have any significant effect on pre-intermediate EFL learners' vocabulary knowledge?

Based on the research question, the following null hypothesis was formulated:

H0 1. Using WhatsApp as a mobile instant messaging does not have any significant effect on pre-intermediate EFL learners' vocabulary knowledge.

B. Methodology

1. Research Design

Quasi-experimental method of research was used in this study. Accordingly, the study employs a pre-test and post-test design to extract needed data of one experimental group and one control group. This study focused on the variable of mobile instant messaging as an independent variable and vocabulary knowledge as a dependent variable which is hypothesized to be affected by the independent variable. The collected data were analyzed quantitatively through using Independent samples t-test and one way ANCOVA.

2. Participants

This study was carried out on about 60 pre-intermediate EFL students from a private English language institute. They were selected among 90 students from three classes based on their performance on Oxford Quick Placement Test. The participants were selected based on random sampling; that is, all students had an equal chance to be selected as the target population of the study. They were all male and their age ranged from 15 to 18. The researcher divided the participants into two equal groups of 30- experimental group and control group. The control group was taught with traditional activities whereas the experimental group was taught with the use of mobile application (WhatsApp).

3. Instruments

The first instrument which was utilized in the present study to homogenize the participants in terms of language proficiency was the Oxford Quick Placement Test (OQPT) (Appendix A). It helped the researcher to have a greater understanding of what level (i.e., elementary, pre-intermediate, intermediate) the participants were. As Purpura (2004) maintains, OQPT has 60 multiple-choice items. The participants whose scores are 1 to 17 will be considered beginners; the participants whose scores are 18 to 29 as elementary; those participants whose scores are 30 to 39 are pre-intermediate; the participants whose scores are 40 to 47 are intermediate; the participants whose scores are 48 to 54 are considered as the advanced learners and those whose scores are 55 to 60 are very advanced learners. Based on the results of this test, 60 pre-intermediate students were regarded as the target participants of the current research.

The second instrument for gathering data to answer the research questions of the study was a researcher-made vocabulary pre-test which was prepared based on the students' course book. This test was given to measure the students' vocabulary knowledge before receiving the treatment. It consists of 40 multiple choice items. The pre-test validity was confirmed by a panel of English experts and its reliability was computed through using KR-21 formula and it was 0.898. The pre-test was piloted on another similar group so as to check the feasibility of the test that was going to be administered to the target participants.

The third instrument of this study was a researcher-made vocabulary post-test. This test was designed based on the words which were taught to the students. It included 40 multiple-choice items. The validity of both post-tests was checked by five assessment and measurement experts in this field and their reliability was calculated by applying KR-21 formula and it was 0.799. The post-test was also piloted in another English language institute.

4. Data Collection Procedure

The following steps were carried out in this study:

1. Administering the Oxford Quick Placement Test (OQPT) to determine the participants' language proficiency.
2. Administering the pretest.
3. Administering the treatment: The experimental groups received the intended educational materials containing the English words by WhatsApp. It means that the experimental group used WhatsApp in order to practice the selected words outside of the L2 classroom. The control group received the word instruction through the conventional method. In the control group, the participants took part in in-door classes and the words were taught to them by the researcher in a face to face fashion.
4. Administering the post-test.

5. Data Analysis

The descriptive statistics were calculated through using SPSS software, version 25. Then, independent samples t-test and one-way ANCOVA were run to determine the effectiveness of mobile instant messaging in teaching vocabulary to pre-intermediate EFL learners.

C. Results

It was stated above that 60 pre-intermediate learners were drawn from a larger pool of EFL learners as a result of their scores on the placement test, and were assigned to the two groups of EG and CG. To further ascertain the homogeneity of the two groups in terms of their writing ability before the treatment, their pretest scores were compared via an independent-samples *t* test:

Table 1. *Descriptive Statistics for the Pretest*

	Groups	<i>N</i>	Mean	Std. Deviation	Std. Error Mean
Pretest	EG	30	11.3667	1.92055	.35064
	CG	30	11.4000	1.99309	.36389

Table 1 shows that the EG learners' mean score on the pretest equaled 11.3667 and the CG learners' mean score was 11.4000. To see whether the difference between these two mean scores, and thus the two groups on the pretest, was statistically significant or not, the researcher had to examine the *p* value under the *Sig.* (2-tailed) column in the *t* test table. In this table, a *p* value less than .05 would indicate a statistically significant difference between the two groups, while a *p* value larger than .05 indicates a difference which failed to reach statistical significance.

Table 2. *Results of Independent-Samples *t* Test Comparing the Pretest Scores of EG and CG*

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Pretest	Equal variances assumed	.248	.621	-.066	58	.948
	Equal variances not assumed			-.066	57.920	.948

Based in the information presented in Table 2., there was not a statistically significant difference in the pretest scores for EG ($M = 11.4000$, $SD = 1.99309$) and CG ($M = 11.3667$, $SD = 1.92055$), $t(58) = -.066$, $p = .621$ (two-tailed). This conclusion was made since the *p* value was larger than the significance level ($p > .05$). Hence, it could be inferred that the learners in the two groups were at the same level of pretest.

As the research question of the study was intended to figure out whether using WhatsApp as a mobile instant messaging have any significant effect on pre-intermediate EFL Learners' vocabulary knowledge, the post-test scores of the EG and CG learners had to be compared. To attain this objective, the researcher could run an independent-samples *t* test, but to control for any possible pre-existing differences between these two subgroups, and compare their post-test scores accordingly, one-way ANCOVA was chosen to be conducted:

Table 3. *Descriptive Statistics for Comparing the Post-test Scores of the EG and CG Learners*

Groups	Mean	Std. Deviation	<i>N</i>
EG	15.3333	1.49328	30
CG	11.8333	1.89525	30
Total	13.5833	2.44458	60

In Table 3, it could be found that the post-test mean score of the EG learners ($M = 15.3333$) was larger than the post-test mean score of the CG learners ($M = 11.8333$). To find out whether this

difference was a statistically significant one or not, the researcher had to look down the *Sig.* column and in front of the Groups row in Table 4:

Table 4. Results of One-Way ANCOVA for Comparing the Post-test Scores of the EG and CG Learners

Dependent Variable: post-test Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	243.623 ^a	2	121.811	63.723	.000	.691
Intercept	98.161	1	98.161	51.350	.000	.474
pretest	59.873	1	59.873	31.321	.621	.000
groups	185.558	1	185.558	97.070	.000	.630
Error	108.960	57	1.912			
Total	11423.000	60				
Corrected Total	352.583	59				

a. R Squared = .526 (Adjusted R Squared = .505)

In Table 4, if you find the row labelled Groups in the leftmost column, and read across this row, under the *Sig.* column, you can find the *p* value, which should be compared with the alpha level of significance (i.e., .05). The *p* value here was lower than the alpha level of significance (.00 < .05), which indicates that the difference between the two groups of EG ($M = 15.3333$) and CG ($M = 11.8333$) on the vocabulary post-test was statistically significant. This means that using the WhatsApp could significantly improve the vocabulary knowledge of the EG learners.

Another noteworthy piece of information in Table 4 is the effect size value, shown under the Partial Eta Squared column in front of Groups. This value equalled 0.630, which means that the treatment (i.e., using WhatsApp as a mobile instant messaging) accounted for 63% of the difference between the EG and CG learners.

D. Discussion

This study attempted to address the question that was: Does using WhatsApp as a mobile instant messaging have any significant effect on pre-intermediate EFL learners' vocabulary knowledge? Subsequently, the following null hypothesis was formulated and explored: Using WhatsApp as a mobile instant messaging does not have any significant effect on pre-intermediate EFL learners' vocabulary knowledge. The hypothesis of this study is rejected since the results showed that there was a significant difference between vocabulary knowledge scores on the post-test through using mobile instant messaging instruction and traditional instruction.

In sum, after administrating various analyses, it was manifested that utilizing WhatsApp as a mobile instant messaging in learning vocabulary could be an advantageous technique which can significantly expand the knowledge of vocabulary. As a matter of fact, the participants who were taught the vocabulary through mobile instant messaging performed more successfully on the post-test than those who taught through traditional instruction. In fact, using utilizing WhatsApp as a mobile instant messaging improved vocabulary knowledge more effectively.

WhatsApp Interaction occurred in three main ways: exchanges between lecturer-reader, learner-learner (student-peer), and student-content. Engagements at the lecturer level revolved around consulting the IT lecturer with the guest lecturer (independent researcher) on WhatsApp mediated course design, tracking and interpreting the learning trajectory of students through WhatsApp enhanced interactions. Although the guest lecturer was interested slightly in promoting student groups, his positive interaction with the lecturer promoted social constructivist student participation interpretations. These knowledge-sharing activities on online course design and student learning progression were developed by both educators as team-based coaching that supported their pedagogy jointly. The professional experiences have also changed the online

teaching approach of the IT professor. Such approaches helped to turn teaching from a hierarchical, instructive style into a collective, connectivism approach.

At the student-peer level, through their intra-cluster collaborations on WhatsApp, the IT lecturer discerned peer-based mentoring and student constructivist knowledge building. Students were more directly involved as intelligence hunters, knowledge suppliers, information synthesizers and knowledge traders in awareness creation and negotiation perspectives. The facilitative position of the lecturer through the integration of the main themes that arise from student debates indicates confident leadership and a change from implementation approaches to constructivist approaches. For instance, students who usually focused on private individual research and resisted collective interaction saw their "lone wolf" (Bacon, Stewart & Stewart-Belle, 1998) mindset subverted by WhatsApp's demands for collaborative problem-solving.

The assistance of WhatsApp-mediated learning with simultaneous exposure to learning resources impaired the capacity of students to interact synchronously with peers and the teacher. The personalization and accessibility of the app to different contexts guaranteed a continuous supply of data, information and learning resources, allowing for networked learning and frequent peer-based feedback. The casual, comfortable framework for the immediate exchange of critical scholarly knowledge enabled by the "packing" of learning resources across multiple spaces prolonged learning times and expanded conventional spaces for consultation.

The decentralized networking affordances of WhatsApp often directly affected student engagement. The retrievability of shared messages while students were offline, outside network coverage or when their computers were turned off meant they could interact at any time regardless of context various forms of engagement and various time spans increased possibilities for student participation without losing channels of communication. Students claimed that WhatsApp discussion forums allowed them to think "deeply" before giving their opinions on questions and queries. This can be due to the decentralized nature of forums that mitigated the burden of rapid, random responses in lecture interactions (Rambe & Bere, 2013; Namaziandost, & Çakmak, 2020).

Due to time constraints and a strong burden on the learner, acquiring language in the classroom can be disadvantageous (Grace, 1998). The value of teaching English using mobile phones and mobile applications is getting an opportunity to learn beyond the limits of classrooms. In other words, "instructional practices are not restricted to a specific location... but can be carried out anywhere and anywhere [and] learners can communicate with instructors, learning materials and other learners, even asynchronously." (Bornman, 2012, p.288).

However, this may also be disadvantageous, as Kukulska-Hulme (2009) said, because studying outside the classroom is beyond the reach of the instructor, so careful planning should be done to establish a strong correlation between "what is better taught in the classroom[and] what should be learned outside[the classroom]" (p. 164). Teachers should, therefore, be responsible for designing activities in order to create an optimal balance between the curriculum in and outside the classroom. When keeping such a balance, they will "find avenues for their students to create material that is more engaging" (Basal, 2012, p.167). In this phase, learning experiences can become more interactive with the use of mobile phones (Cui & Bull, 2005).

E. Conclusion

This study aimed to check the impact of Using WhatsApp as a mobile instant messaging in teaching vocabulary to pre-intermediate EFL learners. The current study has added to the literature in that compared to traditional paper-based practices, using mobile applications in vocabulary instruction can be a more effective tool. Designing language learning programs, however, is a challenging task and requires careful preparation in this case. In addition, language teachers should be mindful of pedagogical factors in the implementation of vocabulary exercises while using mobile applications that are not adapted to vocabulary instruction. Language teachers should also pay

particular attention to the use of ready-made mobile applications for vocabulary teaching since the number of them is innumerable and although they were originally tailored to vocabulary teaching and the developers of them claim that they have been carefully designed in line with the scientific findings of vocabulary teaching, evidence of these statements will contribute to their vast number of tasks. Teachers should therefore be able to evaluate the usefulness of these vocabulary teaching applications.

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The Impact of Cooperative Learning on Iranian Intermediate EFL Learners' Reading Comprehension

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Abstract

This study examined the effect of cooperative learning as a part of cooperative learning on Iranian EFL learners' reading comprehension. To this end, 40 intermediate participants were selected out of 73 EFL learners based on the results of Oxford Quick Placement Test (OQPT). The participants were divided into two groups: control and experimental. Then, the participants of both groups were pretested on reading comprehension. After pre-test, the cooperative learning activities (Cooperative learning) were practiced with the participants of the experimental group during 5 sessions. The experimental participants were assigned to five-member teams to work on reading texts. Each team member read an assigned section and then members from different teams who had studied the same sections met in 'expert groups' to discuss their sections. Then, students returned to their own teams and taught their team-mates about their section. On the other hand, the control group received traditional teacher-fronted instruction throughout the classroom time. After the treatment sessions, a teacher-made reading comprehension post-test was given to the participants of both groups to measure their reading comprehension ability after the treatment. The results of paired samples t-test and independent samples t-test revealed that the experimental group outperformed the control group on the post-test. The findings also showed that there was a significant difference between the post-tests of both groups in favor of the experimental group.

Keywords: reading comprehension, cooperative learning, Iranian intermediate EFL learners

A. Introduction

Cooperative learning is a kind of teaching technique in which small teams with members of various potentialities and abilities utilize diverse learning activities to develop their understanding of a topic (Johnson & Johnson, 1989). Johnson and Johnson (1994) define cooperative learning as an instruction in which teams of students work and study together to reach a specific purpose. By using cooperative learning, learners have more chances to practice English cooperatively in order to learn more effectively from their peers and teachers. Lai (2002) states that cooperative learning can assist pupils to improve their social abilities and interpersonal relationships by interactions with group mates.

Jigsaw is a sort of cooperative learning task that makes understudies to speak with one another to fill in missing data and to incorporate it with other data. Sahin (2010) attests that "Jigsaw method permits understudies to effectively take an interest in learning process. By being continually exposed to this technique, understudies should feel increasingly good about their jobs" (p. 778). Haryanto (2012) holds that in Jigsaw method the students bring out the learning exercises through helping out their cohorts so as to get their points.

What's more, Gladstone (2013) contends that the Jigsaw procedure is a helpful learning action in which groups of students get specialists in different subjects, at that point instruct different students what they have realized. Klippel (1984) states that Jigsaw is one of the exercises which is applied in instructing. In Jigsaw action, every part is similarly significant since each is dependable to take care of the issue. In light of the referenced proclamations, Jigsaw can upgrade cooperative and common learning in the group (Namaziandost, Neisi, Mahdavi-rad, & Nasri, 2019).

Utilizing Jigsaw method can be valuable for improving Iranian EFL students' understanding cognizance. Perusing is significant in unknown dialect learning and has a crucial influence in acquiring data and information from unique assets. While familiar disentangling is a pivotal element of gifted perusing, it ought to be viewed as an essential to effective appreciation instead of an end in itself (Namaziandost, & Çakmak, 2020; Block & Pressley, 2002; Namaziandost, Shatalebi, & Nasri, 2019). Perception incorporates building implying that is reasonable and exact through interfacing what has been perused to what the readers definitely knows and thinks pretty much the entirety of this data until it is understood. As indicated by Block and Pressley (2002), perception is the fundamental point of understanding guidance.

Along these lines, perusing perception is the demonstration of appreciating and developing significance from various sections (Brown, 2007; Namaziandost, Neisi, Kheryadi, & Nasri, 2019). In this way, students need extraordinary perusing expertise for getting information and learning new data. Notwithstanding, Iranian EFL students are not incredible in understanding appreciation. They read the writings for responding to the inquiries not for downplaying the writings. What's more, they read the writings exclusively not in group. This examination plans to help Iranian EFL students to improve their perusing understanding through cooperative learning.

Iranian EFL learners do not have the opportunity to express and to use language in the real context and consequently this can lead to forgetting the materials soon. In addition, tasks are overlooked in Iran educational contexts (Namaziandost, Hashemifardnia, & Shafiee, 2019). Although, learning by doing helps learners improve their language proficiency, it has not received the attention it deserves. Therefore, the current research tried to cover these issues, hoping it would be a step to enhance Iranian EFL learners' reading comprehension by doing tasks.

The following research question was answered in the present study:

RQ. Does cooperative learning have any significant effect on Iranian EFL learners' reading comprehension?

The following null hypothesis was tested in this study:

HO. Cooperative learning does not have any significant effect on Iranian EFL learners' reading comprehension.

B. Method

2.1 Participants

In this research, 73 Iranian EFL learners from Parsian Language Institute in Ahvaz, Khouzestan, Iran took the Oxford Quick Placement Test (OQPT). Based upon their scores on this test, 40 intermediate learners whose scores were one standard deviation above and below the mean were selected, and divided into two groups; control and experimental. Non-random sampling was employed to select the participants. The age range of the participants was between 17 and 20. All the participants were female and their first language was Persian.

2.2 Instruments

The first instrument which was used in the present study to homogenize the participants was the OQPT. It was administered to determine English language proficiency level of the participants prior to the start of the treatment. According to this test, the learners whose scores were between 30 and 47 (out of 60) were considered as the intermediate learners.

The second instrument was a reading comprehension pre-test. The test was made of 30 fill-in-the blank, short answer, and true/false questions testing the participants' reading comprehension. This test was designed based on the students' course book (Family and Friends). To test the validity of the pre-test, the researcher presented this tool to a panel of specialists to be refereed including professors of teaching methodology, supervisors of English language and highly qualified and long experienced English teachers taking their valuable notes into consideration. The reliability of the test was calculated through using KR-21 formula ($r=.812$). It is worth mentioning that the pre-test was piloted on a sample group including 15 learners with the same characteristics as the target sample.

The third instrument of this study was a researcher-made post-test of reading comprehension. In fact, the pre-test was modified and used as the post-test of the study. In the post-test, the order of passages and questions was changed to wipe out the probable recall of pre-test answers. Since the post-test was the modified version of the pre-test and there were only slight differences between them, the post-test was regarded both reliable and valid.

2.3 Data Collection Procedure

At the outset of the study, the participants were homogenized and then they were pretested on reading comprehension. After the pre-testing, the participants were assigned in two control and experimental groups. Then, cooperative learning activities were practiced with the participants of the experimental group during 5 sessions of the semester. Each class time was organized in the following way:

First, ten minutes were spent on greeting and checking the presence of students in the class. Later, the teacher introduced the students to the topic of the reading passage and asked some pre-reading questions as a way of activating their background knowledge or providing them with the sufficient knowledge. The experimental students were exposed to teaching process based on the principles of cooperative learning (Jigsaw) method whereas the students in the control group were taught the same materials using traditional teacher-centered instruction.

The experimental students were assigned to five-member teams to work on reading texts. Each team member read an assigned section, and then members from different teams who had studied the same sections met in 'expert groups' to discuss their sections. Then, students returned to their own teams and took turns teaching their team-mates about their section. After completion of the treatment sessions, a teacher-made reading comprehension test (post-test) was given to the groups to measure their reading comprehension ability after the treatment.

2.4 Data Analysis

When the collection of data was completed, the data were processed and entered on the computer for data analysis. In order to answer the research question, data analysis was carried out

by using SPSS software version 21. Firstly, in order to check the normality of the data, Kolmogorov-Smirnov (K-S) test was used. Then, statistical tools including paired samples t-test and an independent sample t-test were run to measure the impacts of the treatment on the subjects' reading comprehension.

C. Results

Table 1: One-Sample Kolmogorov-Smirnov Test

		Control pretest	Experimental pretest	Control posttest	Experimental posttest
N		20	20	20	20
Normal Parameters ^{a,b}	Mean	12.8000	13.1500	12.9500	16.7000
	Std. Deviation	2.65401	2.60111	2.34025	.80131
Most Extreme Differences	Absolute	.299	.271	.201	.309
	Positive	.221	.271	.201	.309
	Negative	-.163	-.163	-.149	-.191
Kolmogorov-Smirnov Z		.828	1.211	.901	1.381
Asymp. Sig. (2-tailed)		.499	.106	.392	.044

a. Test distribution is Normal.

b. Calculated from data.

In the above table, One-Sample Kolmogorov-Smirnov Test was used to check the normality of scores. Based on this table, the data are normal, therefore, the parametric statistics (independent samples t-test and paired samples t-test) were used in the following table.

Table 2: Descriptive Statistics of Both Groups in the Pre-test

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control	20	12.8000	2.33057	.52113
Experimental	20	13.1500	2.60111	.58163

In the above table, the mean scores of both control and experimental groups in the pre-test are presented. Based on this table, the mean score of the control group is 12.80 and the mean score of experimental group is 13.15.

Table 3: Independent Samples t-test of Both Groups in the Pre-test

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed		1.797	.188	-.448	38	.657	-.350	.780	-1.930	1.230
Equal variances not assumed				-.448	37.551	.657	-.350	.780	-1.931	1.231

According to Table 3, the difference between the control and experimental groups is not significant at ($p < 0.05$) since Sig (.657) is greater than 0.05. This table shows there is not any significant difference between the pre-tests of the control and experimental groups.

Table 4: Descriptive Statistics of Both Groups in the Post-test

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control	20	12.9500	2.35025	.52553
Experimental	20	16.7000	.80131	.17918

In the above table, the mean scores of both control and experimental groups in the post-test are indicated. Based on this table, the mean score of the control group is 12.95 and the mean score of experimental group is 16.70.

Table 5: Independent Samples t-test of Both Groups in the Post-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	22.965	.000	-7.654	38	.000	-4.250	.555	-5.374	-3.125
Equal variances not assumed			-7.654	23.358	.000	-4.250	.555	-5.397	-3.102

According to Table 5, the difference between the control and experimental groups is significant at ($p < 0.05$) since Sig (.000) is less than 0.05. This table shows there is a significant difference between the post-tests of control and experimental groups in favor of experimental group.

Table 6: Paired Samples Statistics (Pre and Post-tests of Control and Experimental Groups)

	Mean	N	Std. Deviation	Std. Error Mean
Control pretest	12.8000	20	2.33057	.52113
Control posttest	12.9500	20	2.60111	.58163
Experimental pretest	13.1500	20	2.35025	.52553
Experimental posttest	16.7000	20	.80131	.17918

Based on the descriptive statistics in the above table, the mean score of the control group in the pre-test is 12.80 and their mean score in the post-test is 12.95. This table shows that the mean score of experimental group in the pre-test is 13.15 and their mean score in the post-tests is 16.70.

Table 7: Paired Samples Test (Pre and Post-tests of Control and Experimental Groups)

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control pretest Control posttest	-.350	1.30	.29	-.962	.262	-1.196	19	.246
Experimental pretest Experimental posttest	-4.25	1.61	.36	-5.00	-3.492	-11.746	19	.000

Table 7 shows that the difference between the pre-test and post-test of the control group is not significant because Sig (.246) is greater than 0.05, on the other hand, this table depicts that the difference between the pre-test and post-test of the experimental group is significant because Sig (.000) is less than 0.05. We can say that the treatment affected the experimental group positively.

D. Discussion

In this part the research question “Does cooperative learning have any significant effect on Iranian EFL learners’ reading comprehension?” is answered based on the results obtained in the result section. Subsequent to group the information, the specialist investigated them so as to discover the viability of Jigsaw strategy on the understudies’ understanding appreciation. The discoveries indicated that the understudies who got guidance through Jigsaw method would be advised to execution contrasted with the individuals who were prepared through conventional homerooms. The outcomes measurably uncovered that the experimental group essentially showed improvement over the benchmark group ($p < .05$). Therefore, the null hypothesis of the study “Cooperative learning does not have any significant effect on Iranian EFL learners’ reading comprehension” was rejected.

Actually, the experimental group increased higher scores on their post-test. This might be because of some engaging highlights the Jigsaw strategy has. The Jigsaw system can be more intelligent than the conventional guidance; it can empower contacts among understudies and educators; it can create participation among understudies, and it can accentuate time on task. As the analyst watched, in the Jigsaw study hall, during class time, understudies occupied with conversations, exercises, critical thinking, and group work.

The consequences of this investigation are in accordance with Aronson, Bridgeman, and Geffner (1978) and Aronson and Bridgeman (1979) who expressed in Jigsaw strategy understudies become dynamic students in the study hall and Cooperative learning advances related learning and has a synergistic structure. Also, this examination loans backing to Al-Salkhi (2015) and Azmin (2016) who affirmed the adequacy of utilizing Jigsaw helpful learning strategy on improving understudies’ language learning.

E. Conclusion

The outcomes demonstrated that Iranian EFL students can profit by Jigsaw strategy. In light of the discoveries of the present investigation, it very well may be reasoned that the actualizing of Jigsaw system in educating and learning can deliver positive outcomes since they could ingest understudies in learning English. The constructive outcomes of utilizing Jigsaw system got evident after the treatment. Here, it very well may be guaranteed that accepting guidance through utilizing Jigsaw system can encourage English learning. Jigsaw procedure can make the understudies free

and assist them with figuring out how to concentrate in gatherings. As to viability and the significance of Jigsaw system, it is proposed to be actualized in instructive situations.

F. Implications of the Study

The discoveries of the present investigation can achieve some educational ramifications. Through utilizing Jigsaw strategy, the classes become understudy focused. All through Jigsaw system, understudies keep up a functioning job at the focal point of the learning. The training depends on the presumptions that significant collaboration among peers empowers information building and that educators can give all the more opportune and customized direction and input during in-class action. Jigsaw method energizes helpful learning among the understudies and this participation can prompt effective and important learning. The Jigsaw method puts the obligation of learning on the leaners' shoulders and places the educator in the job of the "facilitator" who works with the understudies to control them through their individual learning encounters. From educational point of view, this investigation reveals insight into the significance of a learning domain that empowers dynamic and strong collaboration in study halls. It additionally adds to thinking about how nature for dynamic learning can be better accomplished by joining Jigsaw system in instructive practices.

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Attitudes and Motivation of Afghan Students toward Learning English

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Abstract

This study investigated Afghan students' attitudes and motivation toward learning English at six different universities in Afghanistan. Several factors were believed to influence their success in learning English (i.e., motivation types as a major factor together with variables, such as gender, grades, fields of study, parental/teacher involvement, language learning anxiety and academic achievement). In searching for a reliable attitudinal profile of the subjects, quantitative research methodology was adopted along with mixed research techniques. The data was collected from 457 university students (273 male and 184 female) and 12 university EFL teachers through questionnaires and interviews. The findings showed that most of the Afghan university students held a positive attitude toward learning English and they were highly influenced by three types of motivation (i.e., instrumental, integrative, and intrinsic). Significant differences were found in the attitudes of students in terms of their fields of study, grades, and language learning anxiety. Interestingly, the findings also showed that some students were demotivated to learn EFL due to the propagation that English will no longer widely be used if NATO and US forces leave Afghanistan. It is suggested that EFL teachers should adopt motivational strategies in their classes to develop students' positive attitudes and enhance their motivation toward learning EFL.

Keywords: Attitudes; Motivation (i.e., Instrumental; Integrative; Intrinsic); Language Learning Anxiety

A. Introduction

After the collapsed of the Taliban regime in 2001, Afghanistan has experienced one of the brilliant periods of English language teaching and learning in its history. Presence of American military along with the other international forces and thousands of Non-Governmental Organizations (NGOs) motivated Afghans to learn English as a foreign language for diverse purposes i.e., serving as interpreters, translators, contractors, and understanding about English speakers' language, culture, etc. In 2001, very limited Afghan citizens were acquainted with the English language and they were the gifted persons in making high salaries or working with NGOs and foreign armed forces. Afghanistan's name can add to the list of countries that constitute the context in which Kachru (1996) called it expanding circle. Afghan government relation with western countries and their investments in all sectors of Afghanistan created the opportunity for Afghans to interact in English directly in opening businesses, etc. This, as an 'extrinsic motivation' (Deci & Ryan, 1985) has helped almost each and everyone in Afghanistan to acquire/learn English as a foreign language. It also stimulated them to attend short term intensive English language courses everywhere in the country and miraculously learn it so fast. Their high motivation and desire to learn English had many reasons. Afghans not only love to talk, walk and feel/perceive how foreigners behave in their regions but also they wanted to know about the culture of English speaking people or foreigners who were capable of speaking in the English language fluently. These, as an 'intrinsic motivation' (Deci & Ryan, 1985), supported most of the Afghan students to equip themselves with learning/acquiring English as a foreign language.

Learners who are highly motivated toward a language, they easily integrate it with the culture of its native speakers (i.e., integrative motivation) and they are very successful in their learning compared to those who learn the language just to achieve their goals or as a means to an end i.e., instrumental motivation (Gardner & Lambert, 1972). In other words, Afghan students who learn English for the purposes of getting higher-paying jobs, etc., are highly motivated than those who learn it for the purposes of knowing about its culture, the way they speak it, etc.).

It is claimed that attitudes and motivation play a key role in English as foreign language learning. It is also claimed that a positive attitude facilitates while negative attitude acts as a psychological barrier against it (Dornyei, 1990). An attitude to target language has been investigated within the framework of the broader notion of motivation. In what follows, attitude as a factor of motivation in EFL/ESL learning has been characterized in other countries. However, to investigate the nature of Afghan tertiary level EFL learners' attitudes and motivation toward learning English in Afghanistan universities, this study will glance at factors that combine motivation types, positive or negative attitude toward learning English.

The previous studies related learners' attitude toward learning EFL are easily accessible from other contexts (i.e., Yeman, Turkey, Sudan, Japan, Iran, etc.) and numerous studies (i.e., Kimura, Nakata, & Okumura, 2001; Al-Tamimi & Shuib, 2009; Chalak & Kassaian, 2010; Liu, 2014; Fadlalla, 2017) in the mentioned contexts reveal that positive attitudes and instrumental motivation toward learning English is common among the EFL learners. However, to some extent and up to the knowledge of the researcher; very few researches i.e., Qasemi (2015) and Siddiq, Miri, and Sarwarzada (2019) can be found on focusing the attitudes of Afghan students toward learning English at tertiary level in Afghanistan. Students' attitudes and motivational types, together with other influential factors have not been addressed in any previous studies at the university level in the context of Afghanistan.

The notion of attitudes and motivation in learning EFL is not pioneering in the newly-emerged research field (Liu, 2014). However, in the context of Afghanistan, it might be a novel research area to expand findings through analysis of variables that may describe the attitudes and motivation of Afghan EFL students toward learning English at tertiary level education. In an attempt to provide a deeper understanding of the English language learning in universities of Afghanistan, the study aims to address the problem through (a) determining Afghan tertiary level EFL students' attitudes toward learning English and the types of motivation that guide them to learn this language, (b) exploring their intrinsic, instrumental, integrative motivation levels and the anxiety they might have

in EFL learning, and (c) finding about variables (i.e., *gender, grades, fields of study, parental/teacher involvement, language learning anxiety and academic achievement*) that affect attitudes and motivation of Afghan students toward learning English.

Due to the lack of extensive study to investigate, why Afghans learn English and how they perceive speaking in English, the study also examines the purposes for which Afghan university students learn English and their perceptions of the English and English native speakers i.e., American and NATO forces in Afghanistan. Since no single study with many such variables mentioned earlier has been carried out in the field of attitudes and motivation in Afghanistan, this study will focus on university students for possible comparison of results with the studies in EFL contexts.

To some extent that this study has explored, a little study in the globe and not even a single one in the context of Afghanistan have examined the influences of the entire stated variables on a group of EFL students up to date. Hence, the present study addresses this and the research problems with the following research questions:

1. What are the attitudes of Afghan tertiary level EFL students toward learning English and what motivation types guide them to learn it?
2. To what extent do Afghan EFL students carry intrinsic, instrumental, and integrative motivation while learning English at their tertiary level education?
3. Do Afghan EFL students' gender, grades, university, academic achievement, parental/teacher involvement, language learning anxiety influence their attitudes toward learning English?
4. What are the Afghan EFL teachers' views regarding their students' attitudes and motivation toward learning English in their classes?

B. Review of Literature

1. Language Learning Motivation

There is a considerable body of research focusing on language learning motivation. Nearly all researchers, as well as language teachers, agree that language learning motivation in learners is one of the most important factors in shaping their success/failure in language learning. This can be defined in terms of the learners' overall goal, orientation or attitude. By using the term language learning motivation, Gardner (1985) expresses that it is the enthusiasm of individual learners in learning/acquiring a second language. Clément (1980) cited in (Gardner, 1985) that this kind of motivation is a 'social-context' model – a model that the second language can be acquired in socio-educational settings. Gardner (1985) further asserts that motivation is a common characteristic for everyone who may learn other languages as per their 'desire' in social contexts. Motivation according to Brown (1994, p. 72) is "the extent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit".

In his motivation theory, Gardner (1985) talks about social-context factors with regard to learning the second language. However, his theory does not consider the individual student's attitude toward learning L2 as a foreign language and it does not account for learners' motivation by itself in an EFL context, for instance, Afghanistan. Therefore, to investigate Afghan EFL students' motivation we must consider different motivational types, such as Deci and Ryan's (1985) 'intrinsic and extrinsic', Williams and Burden's (1997) 'internal and external' and Brown's (1994) matrix of 'intrinsic-extrinsic' and 'integrative-instrumental'.

2. Attitude

An attitude is believed to be a set of common beliefs toward learning a foreign language and motivation is supposed to be the reason for such learning. There might be ambiguity to understand a set of beliefs as a reason for learning a foreign language. When a learner is motivated to learn a new language there might be a reason that he/she carries out behind it. As a result, this is possibly due to positive attitudes toward the culture, value, social status or the speakers of that language.

The positive or negative role of attitudes and motivation toward learning second/foreign language has been discussed by a great number of authors and researchers in the literature (i.e., Gardner, 1985; Williams & Burden, 1997; Chalak & Kassaian, 2010; Dehbozorgi, 2012; Fadlalla, 2017; and Siddiq, Miri, & Sarwarzada, 2019). According to Gardner's (1985) motivation theory learners' 'positive attitudes and motivation' lead to success in learning another language.

3. *Types of Learners' Motivation and Attitudes*

Motivation is very significant in learning L2, whether it is English or any other language. As a result of this stimulus, anybody – in Afghanistan – who has desire to learn English as a foreign language can be helped in his/her journey of learning it. Literature has discussed attitudes and motivation from different angles. Deci and Ryan (1985) discussed L2 motivation as one of the prominent theories in the field of language learning. In their theory, they developed three key principles called: (a) 'intrinsic motivation', (b) 'extrinsic motivation', and (c) 'self-determination'. Intrinsic motivation means to do something for the purpose of enjoyment. In other words, according to Deci and Ryan (1985) a learner who is intrinsically motivated will enjoy and experience satisfaction toward 'competency' and independence. When a learner gets motivated he/she may provoke certain interest to arrive certain goal and he/she remains in such a stimulus toward the end (Williams & Burden, 1997). The concept of Williams and Burden (1997) EFL learning is more or less closer to intrinsic and extrinsic motivation discussed by Deci and Ryan (1985).

According to Gardner (1985), motivation includes favorable attitudes toward learning a language. Gardner states that learning a foreign language can generally be determined by the learner's attitude toward foreign communities, the target group of people and the language in particular. As a result, success and failure in learning a language not only depend on learners' degree of constructive behavior (i.e., attitude) toward that language but also toward learning about the target group of people who speak in that language as well as their culture.

Gardner and Lambert (1972) have identified three types of motivation: (a) instrumental motivation, (b) integrative motivation, and (c) task motivation. According to them, instrumental motivation refers to a situation where the learner's goal is to get a well-paid job, pass an exam, etc. and integrative motivation, refers to a situation where the learner desires or wishes to get familiarized with the culture of a target language group, and task motivation refers to the interest shown by a learner while performing different learning tasks.

Brown (1994) differentiates between 'intrinsic-extrinsic' and 'integrative-instrumental' motivation types. First of all, he distinguishes between the two terms, motivation and orientation. By orientation he means the situation or goal for learning' and by motivation he refers to the forces or strengths that make the learning process happen or happen quickly. Similarly, he differentiates between integrative and instrumental as orientation and intrinsic and extrinsic as motivation. He suggests that there is a strong contradiction between integrative and instrumental orientation but they both deals with the learning environment and similarly intrinsic and extrinsic motivation are not the same.

4. *Demotivating Factors in Language Learning*

Traditionally motivational study researchers are most likely interested in focusing on the positive influences of attitudes and interest about foreign language learning. However, the 'darker side' of motivation which learners might experience (Dornyei, 2001) has very less been focused. In his qualitative study, Dorney (2001) investigated a range of demotivating factors among (N = 50) secondary school EFL students in Budapest through conducting interviews. His findings show that out of the nine categories of demotivating factors, teacher was the main cause of students' demotivation.

5. *Foreign Language Learning Anxiety*

Foreign language learning anxiety is one of the shared experiences in learning a foreign language. The anxiety provoking potential of learning and using a second or foreign language has long been recognized in second language acquisition research. Anxiety, together with other affective variables like attitudes and motivation have been examined as potential factors influencing language learning success since the 1970s. Language learning anxiety is one of the major challenges that some learners express in EFL classrooms while they are learning English (Horwitz, Horwitz, & Cope, 1986). In many countries including Afghanistan, anxious learners are expected to experience hardships in accepting new culture and social adjustment in the classroom environments.

6. *Motivation Studies in Afghanistan and other EFL contexts*

A study by Qasemi (2015) investigated the English language needs of engineering students at Jawzjan University in Afghanistan. The study participants (N=212) were selected from the second and third year of under-graduate engineering classes to fill out the questionnaires. The findings reveal that most of these students had average English language proficiency and they study English for the academic and future profession purposes. The findings also indicate that though the program, facilities and resources for English language learning do not meet the engineering students needs at Jawzjan University, they believe EFL proficiency significantly impact on their academic achievement in content subjects. It can be argued that such attitudes and believe toward learning EFL is part of instrumental and instrumental motivation.

In a very recent study Siddiq, Miri, and Sarwarzada (2019) investigated attitudes and motivations of Afghan undergraduate students toward English for specific purposes (ESP) and English for general purposes (EGP) courses at Heart University in Afghanistan. Data are collected through use of questionnaire from a large number (N=942) of students (i.e., n=471 ESP and n=471 EGP) and interviews with seven Afghan university teachers. The study explores students' attitudes and motivation level toward ESP/EGP courses. Findings from the five motivational category data (i.e., 'learning environment', 'teacher qualifications and seriousness', 'teaching methodology', 'instructional/learning materials' and 'learner's goals') display that participants desired small homogenous class size as a better learning environment for ESP/EGP, taught by well-qualified and serious teachers. In their findings, they indicate that most of the ESP/EGP students had positive attitudes toward learning English and they accepted as true that learning English is a need and it is a tool (i.e., instrumental motivation) for them to improve their education, profession, and economy in the future.

In another study in the context of EFL, Fadlalla (2017) investigated motivation and attitudes of (N=65) students toward learning the English language at Dongola University in Sudan. The data was driven from administering questionnaires that contain diverse types of motivational queries. The findings display that Sudanese undergraduate students are integratively and instrumentally motivated in learning English.

Dehbozorgi (2012) conducted a study over (n=120) college students at Islamic Azad Marvdasht University in Iran to examine the effects of language learning attitude and risk-taking on proficiency of EFL students. Through administering questionnaire the results indicate that no significant relationship found between Iranian EFL students' proficiency level and their attitude toward language learning. However, some positive correlation is shown to be there between participants' attitude toward risk-taking and language learning but this may not lead to promise their proficiency level. Quite similar to this study, Chalak and Kassaian (2010) investigated the attitudes of Iranian EFL students toward learning English and its target community. The findings show that Iranian students' attitudes were highly positive toward English language community and this has positively impacted on their learning.

In a very comprehensive study conducted by Kimura, Nakata, and Okumura (2001), motivational factors toward learning English of (N=1,027) Japanese high school EFL students are explored. The focuses on six motivational types such as intrinsic, extrinsic, instrumental, situation specific, teacher specific, activity specific, and integrative. The findings show that Japanese students

were highly motivated by the intrinsic, instrumental and integrative factors to learn EFL. The study confirms that language learning anxiety and lack of teachers' involvement in English language teaching are the negative factors that demotivate Japanese students in learning English.

In another EFL context, Al-Tamimi and Shuib (2009) surveyed ($n=81$) Yemeni Petroleum Engineering students' instrumental, integrative, and personal motivation types. The findings from their study show that instrumental motives play a major role in Yemeni students' English language learning and their academic achievement.

The participants in most of the above studies were from specific areas or single disciplines and they could have better generalized their findings if they had selected samples from different universities and disciplines. Therefore, the present study fills this gap.

C. Methodology

1. Research Design

This study aimed at exploring the attitudes and motivation of Afghan tertiary level EFL students' toward learning English. To achieve this aim, the study followed quantitative research paradigm to define relationships between across six the universities of Afghanistan. A mixed methods research design (Creswell, 2003) was used to collect the data through quantitative and qualitative research tools (i.e., questionnaire and semi-structured interview).

As part of the research ethics, consent permission letters were submitted to the selected universities for informing their faculties and departments about contributing to this research. The ethics research committees in those universities approved the letters and six different departments provided their consent to participate in the study.

2. Participants

A total number of 457 university level EFL students (184 female and 273 male) from six different universities of Afghanistan participated in this study. The sample was drawn from a large population of students who were studying English as their majors or as a compulsory subject in their disciplines in the academic year 2018-2019. They were selected from grade one to grade four of six different disciplines (see Table 4 & 5) through random sampling procedures. The study was conducted in six public universities urban and semi-urban areas of the country. Since these universities admit students from all over part of Afghanistan, the present study is not restricted only to those areas but it reflects a general and an actual picture of the frame of mind of all Afghan tertiary level EFL students' attitudes toward learning English (Ahmed, 2015). Twelve English language teachers, two from each university signed the consent form and participated in this study.

3. Technique of Data Collection

The researcher started administering research instruments in May, 2019 and it took him three months to collect all the data. As stated earlier, based on the universities' ethics research committees' approval letters, researcher sought departments' and faculty members' permission to talk with students and inform them the aim and objectives of the research. Then students were distributed the questionnaire and they were requested to provide their honest and true responses. Respondents were given sufficient time to answer the questionnaire and they were requested to double check their answers for not leaving items blank or missing responses. To strengthen the findings, Creswell's (2003) idea of using semi-structured interview protocol was considered. As in each of the six universities at least two English teachers agreed to sign the interview consent form, they were interviewed and their voices were recorded and some notes were provided.

4. Instruments

A students' questionnaire and a semi-structured teachers' interview protocol were used in the present study. The questionnaire was a revised version of (5-point Likert scale) items used by Kimura, Nakata, and Okumura (2001) in an EFL learning motivation study in the context of Japan.

Many items were modified, omitted or added in the questionnaire based on Dornyei (1990) so that the wordings and concepts could more accurately depict the EFL context in Afghanistan.

The questionnaire consisted of four parts and 34 items. Part A included 6 items about participants' demographic information. Part B consisted of 13 items corresponds Gardner's (1985) Attitude/Motivation Test Battery i.e., intrinsic motivation (items 1-3), instrumental motivation (items 4-9), and integrative motivation (items 10-13). Similar to these motivation types items are utilized by many researchers (i.e., Kimura, Nakata, & Okumura, 2001; Al-Tamimi & Shuib 2009; Chalak & Kassaian, 2010; Liu, 2014; Fadlalla, 2017) in EFL contexts and they have shared significant results. Part C consisted of three sections. Section one included five items and they were based on Horwitz, Horwitz, and Cope's (1986) EFL learning anxiety scales. Section two included five multiple-choice items about students' attitudes toward their teachers'/parents' contribution to their English language learning process. Section three, contained five open-ended questions aimed at detecting factors that were considered important to participants' motivation and attitudes toward learning English. To better understand a complex issue in a research, Cohen, Manion, and Morrison (2011) stress that including open-ended questions in a questionnaire is a best support for the researchers to draw a better conclusion. Therefore, this section aimed at inviting participants to provide their authentic attitudes and motivation toward learning English in their own words.

A detailed statistics of respondents, their gender and grades are discussed in the form of tables in the findings section. Around 99% of the participants' age was between 17 and 25. Male respondents' percentage was higher compared to the female respondents. Most of the respondents were from Kabul and Parwan universities and English major students were the majority in the present study.

5. *Technique of Data Analysis*

As clearly indicated in the research methodology section, two types of data i.e., quantitative and qualitative were collected. Initially, the quantitative data from the students' questionnaire is calculated, the findings are interpreted and then qualitative data of the students' questionnaire and the teachers' interview are discussed. For the quantitative data, Statistical Package for Social Sciences (SPSS 16.0) was used to analyze the descriptive data through determining the frequency, the mean, the standard deviation, Cronbach alpha value, multiple comparisons, and independent sample t-test of the collected data. The qualitative data analysis for the students' comments and open-ended items and the teachers' interview was done through thematic analysis method (systematic coding).

Content validity of the questionnaire was tested through running a pilot survey on 51 Afghan university students from various disciplines and via sharing it to the experts. As a result, due to the lack of English proficiency, most students faced problem in comprehending the questionnaire, hence it was translated into Farsi and some modifications were brought. The reliability of the items in questionnaire was tested through SPSS Cronbach's alpha (see Table 3) and it resulted to scores of ($\alpha = 0.62$ low value to $\alpha = 0.70$ high value) indicating satisfactory internal consistency of the items which are acceptable values for exploratory research (Nunnally & Bernstein, 1994).

D. Findings

Based on the analysis of the data, the findings of the research are presented under two parts as follows:

1. *Quantitative Data Results*

The results from the respondents' data analysis shown in Table 1 indicates that Afghan tertiary level EFL students held positive attitudes toward learning English across the disciplines (i.e., six fields of study) and the universities where this study was conducted. A mean score of 3.42 indicates

that their positive attitude toward learning English was due to various types of motives they had for learning English.

Table 1: Descriptive statistics of students' attitudes toward learning English

N Valid	457
Missing	0
Mean	3.42
Median	4.00
Mode	4.00
Maximum	5.00
Minimum	1.00

To test the distribution of data, Kruskal-Wallis test was used to find out the difference between students' attitude levels and their fields of study. The results shown (in Table 2) indicate that there were statistically significant differences between Agriculture and English major students. Similarly, significant differences were noticed between the participants in Economic, Computer Science, Engineering, and Social Science major students. As Agriculture major students had the uppermost mean score and students in English major had a higher mean score, it can be declared that they possessed more positive attitudes toward learning English than students in all other fields of study. Social Science students were found to carry the lowest mean score, indicating less positive attitudes toward learning English compared to the participants in other faculties.

Table 2: The Kruskal-Wallis Test results for students' attitudes in terms their fields of study

	Fields of Study	N	Mean Rank	d	χ^2	p	Sig. Difference
a	Agriculture	50	287.77	5	22.68	0.00	a-e, e-c, c-b, d-f
b	Computer Science	48	229.49				
c	Economic	71	231.33				
d	Engineering	53	224.41				
e	English	195	241.01				
f	Social Science	40	157.30				

For the reliability of the items in the questionnaire, Cronbach's Alpha (i.e., $\alpha > 0.7$) value was used to measure their internal consistency. All the items of the three motivation types and language learning anxiety and their descriptive statistics are illustrated in Table 3 below:

Table 3: Descriptive statistics of motivation types, language anxiety and Cronbach alpha values

S.No.	Types of Motivation	Number of Items	Mean	SD	Sum of the Variances	Variance of Total Score	Cronbach's Alpha Value
1	Intrinsic	3	3.63	1.01	5.56	10.57	0.70
2	Instrumental	6	3.77	0.61	6.39	14.45	0.67
3	Integrative	4	3.71	0.81	5.57	10.96	0.65
4	Language learning anxiety	5	2.15	0.79	2.93	5.51	0.62

As it is illustrated in Table 3, the Cronbach's alpha values for all items were found to be between ($\alpha = 0.7$ and $\alpha = 0.62$ and they are consistent, reliable and satisfactory, as for the social science research (Nunnally & Bernstein, 1994). Except for the foreign language learning anxiety, a high variance can be noticed in terms of data spread from the mean and each of the instrumental,

integrative and intrinsic motivation items. A small variance indicates that the scores are very close to each other as well as to the mean (Nunnally & Bernstein, 1994)

In finding out Afghan EFL students' motivation types and the extent to which they hold while learning English at different contexts – universities, Table 4 indicates that instrumental motivation is higher among the students across the six universities. For instance, the highest mean score ($M=3.82$, $SD = 0.59$) is found in Kabul university of students' instrumental motivation and the lowest ($M=3.66$, $SD = 0.64$) is found in Baghlan university students. Instrumental motivation holds the highest mean score across the six universities. Integrative motivation, as it is manipulated by most Afghan EFL students across the six universities, falls into the second category. A higher mean value of integrative motivation (i.e., $M = 3.80$, $SD = 0.79$) was found among Baghlan University students and the lower mean score of ($M = 3.44$, $SD = 1.12$) was found among Balkh University students. From the three types of motivation, except for the Baghlan University students, intrinsic motivation did not influence students' learning across all other universities. Similarly, language learning anxiety is at a very low level in all six universities.

Table 4: Descriptive statistics of students' motivation types and language learning anxiety across the universities

University	N		Intrinsic	Integrative	Instrumental	Language learning anxiety
Alberoni	75	Mean	3.70	3.67	3.80	2.12
		SD	0.99	0.83	0.62	0.77
Baghlan	67	Mean	3.73	3.80	3.66	2.09
		SD	1.01	0.79	0.64	0.78
Balkh	75	Mean	3.44	3.63	3.79	2.14
		SD	1.12	0.83	0.63	0.78
Kabul	117	Mean	3.67	3.75	3.82	2.13
		SD	1.00	0.79	0.59	0.78
Parwan	99	Mean	3.57	3.66	3.78	2.15
		SD	1.05	0.80	0.63	0.79
Polytechnic	24	Mean	3.67	3.73	3.78	2.28
		SD	0.87	0.79	0.56	0.85
Total	457	Mean	3.63	3.71	3.77	2.15
		SD	1.01	0.81	0.82	0.79

Findings from the data cannot be generalized unless they are not analyzed and well interpreted. Bearing this in mind, it was preferred to search students' motivation types from the perspectives of their fields of studies (see Table 5). In doing so, students in Agriculture field were found to be influenced by the integrative motivation (i.e., $M = 4.02$, $SD = 0.57$). Similarly, in Computer Science students were found to carry the highest mean score ($M = 4.04$, $SD = 0.90$) in intrinsic motivation and the lowest ($M = 3.76$, $SD = 0.63$) in instrumental motivation which is still higher compared to some other fields. English-major students also carried a high instrumental motivation (i.e., $M = 3.86$, $SD = 0.67$), and the impact of foreign language learning anxiety was found to be at the lowest (i.e., $M = 2.05$, $SD = 0.73$) degree when compared to other students in other majors. This indicates that instrumental motivation was carried out almost by all students across the academic fields of studies, and intrinsic/integrative motivation was at high range only in very limited fields.

Table 5: Descriptive statistics of students' motivation types and language learning anxiety

across the fields of study

Fields of Study	N		Intrinsic	Integrative	Instrumental	Language learning anxiety
Agriculture	50	Mean	3.67	4.02	3.83	2.39
		SD	0.94	0.57	0.50	0.77
Computer Science	48	Mean	4.04	3.83	3.76	2.11
		SD	0.90	0.71	0.63	0.67
Economic	71	Mean	3.92	3.75	3.84	2.19
		SD	0.84	0.78	0.54	0.87
Engineering	53	Mean	3.52	3.73	3.78	2.10
		SD	1.07	0.79	0.56	0.71
English	195	Mean	3.54	3.68	3.86	2.05
		SD	1.03	0.81	0.67	0.73
Social Science	40	Mean	2.68	3.63	3.79	2.69
		SD	1.42	0.83	0.63	0.91
Total	457	Mean	3.63	3.77	3.81	2.15
		SD	1.01	0.75	0.57	0.79

Furthermore, since EFL students' motivation and attitudes toward learning English may keep changing along the journey of their study and grades, Table 6 shows that instrumental motivation is quite high among all participants starting from freshman to senior students i.e., $M = 3.91$, $SD = 0.85$ and $M = 3.94$, $SD = 0.81$ respectively. Intrinsic motivation holds the highest mean score ($M = 3.66$, $SD = 1.00$) in senior students and integrative motivation holds the highest mean score ($M = 3.68$, $SD = 0.81$) in junior students. Freshman and sophomore students seem to have the highest mean score (i.e., $M = 2.17$, $SD = 0.80$ and $M = 2.15$, $SD = 0.79$) in the foreign language anxiety. Although the scores in foreign language anxiety column are among the lowest value, it represents as if students reach higher grades, their anxiety level declines.

Table 6: Descriptive statistics of students' motivation types and language learning anxiety across the grades

Grade	N		Intrinsic	Integrative	Instrumental	Language learning anxiety
Freshman	118	Mean	3.61	3.62	3.91	2.17
		SD	1.07	0.78	0.85	0.80
Sophomore	142	Mean	3.50	3.63	3.86	2.15
		SD	1.09	0.80	0.85	0.79
Junior	35	Mean	3.34	3.68	3.76	2.13
		SD	1.01	0.81	0.82	0.76
Senior	162	Mean	3.66	3.59	3.94	2.12
		SD	1.00	0.77	0.81	0.76
Total	457	Mean	3.28	3.26	3.52	1.98
		SD	1.04	0.78	0.83	0.78

In terms of gender, no such difference was found among the participants to indicate male or female students' motivation types were higher or lower. They all carried almost the same motivation types while learning English (see Table 7). However, in terms of FL learning anxiety

male students are found to be more anxious (i.e., $M = 2.24$, $SD = 0.80$) in learning English when comparing to female students (i.e., $M = 2.09$, $SD = 0.77$).

Table 7: Descriptive statistics of students' motivation types and language learning anxiety across the gender

Motivation Type	Gender	N	Mean	Std. Deviation
Intrinsic Motivation	Male	273	3.61	1.03
	Female	184	3.54	1.16
Integrative Motivation	Male	273	3.69	0.74
	Female	184	3.53	0.83
Instrumental Motivation	Male	273	3.94	0.84
	Female	184	3.91	0.84
Language Learning Anxiety	Male	273	2.24	0.80
	Female	184	2.09	0.77

Teachers and parents involved in learning English is reported by many researchers in the EFL context (e.g., Kimura, Nakata and Okumura, 2001). Bearing this in mind, participants were asked five questions to reflect on how their teachers and parents support them to learn English. With regard to this, the findings revealed that more than 62 percent of the respondents believe that they will learn English, if their teachers encourage their classmates to learn English. A good number of them (58.64%) feel that they will learn English if their teachers encourage them to speak only in English. Similarly, around 55 percent of them think that they will learn English if both their teachers and parents talk to them only in English. Very less percentage of respondents (37.41%) accepted that they will learn English if their teachers and parents are stricter about English subjects or if they explain difficult matters in their mother tongue.

2. Qualitative Data Results

The qualitative data analysis for the students' comments and open-ended items and the teachers' interview was done through thematic analysis method (systematic coding). Theme represents important information about studying the data and to some extent, the meaning and concepts. The themes display the pattern in a set of data through the continuous cycle between the data sets. Summaries of the respondents are coded and analyzed based on Braun and Clark's (2006) six stages (i.e., familiarizing with collected data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report).

2.1 Students' Open-Ended Items Result

The responses for the students' open-ended items were classified in the form of main and sub-categories. After coding the texts, the analysis and coding were set in the form of components. As the cohort was enough for statistical analysis, codes were categorized and combined based on conceptual similarities. Altogether, eight themes emerged indicating that Afghan EFL students learn English for different purposes. Figure 1 below shows the frequency of themes across all students' responses.

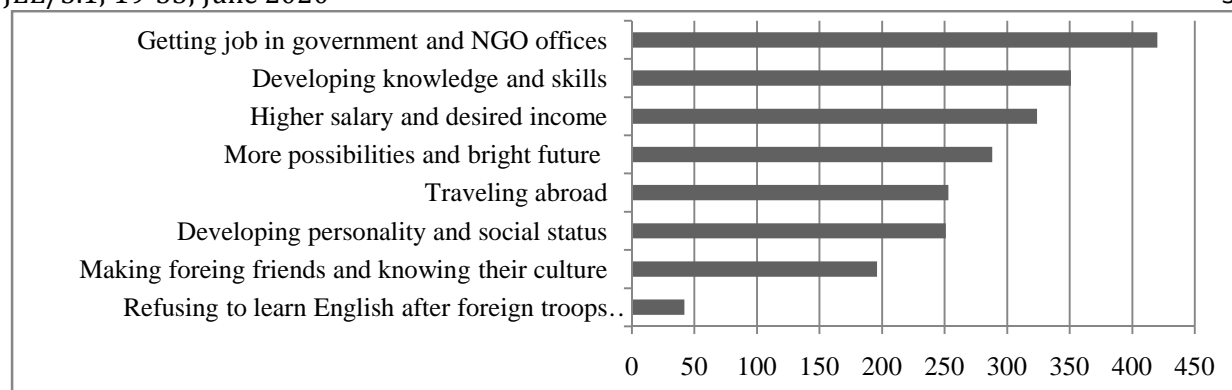


Figure 1: Thematic Analysis of Responses to Open-Ended Items

As it is evident from figure 1, there are eight themes repeated more frequently in the students' responses: getting a job in government and NGO offices, developing knowledge and skills, expecting higher salary personality development, making foreign friends and knowing their culture. The most frequent themes; getting jobs, knowledge and skills enhancement, higher salary demand and traveling abroad represent instrumental motivation. The least frequent theme, refusing to learn English if foreign troops leave Afghanistan indicated negative attitudes of students toward learning English. Their interests in knowing the foreign culture and making friends, having a bright future with more possibilities can be best defined with the concept of integrative motivation. It can be concluded that instrumental and integrative reasons are the most primary sources of Afghan EFL students' attitudes toward learning English (Al-Tamimi & Shuib, 2009).

2.2 Teachers' Interview Results

Semi-structured interview was conducted with Afghan EFL teachers following the students' data collection and analysis. Five themes emerged from the analysis of teachers' interviews, indicating attitudes change and motivation impact on students while learning English. Some direct quotes are selected to give a clear understanding of teacher viewpoints.

Table 8: Themes and few Direct Quotes from the Analysis of teachers' interview

Themes	Interviewees direct quotes
Motivated students enjoy learning	<i>"Motivated learners actively contribute to every single activity in the class, they try not to miss any class, attend every session on time, and are willing to take part and contribute and actively play their role as students" (interviewee 3.)</i>
Motivated students learn better	<i>"At the beginning of my teaching, most of my students were motivated, but not highly motivated as they are now! They can criticize anything they read. They are always asking [me] questions after the lecture. Some of them are asking for the extra tasks for their improvements" (interviewee 12).</i>
Instrumental factors impact students' attitudes	<i>"I think many factors influenced my students' attitudes. Firstly, students' families thinking about learning English and their support. Secondly, when students see their relatives and friends work as employees and interpreters with high salary in NATO and UN bureaus and then they go to US. Finally, most students think those who know English is considered to be educated person and can easily get a job" (interviewee 1).</i>
Positive attitudes leads better results	<i>"I see my students who have strong goals and faith, their attitudes toward learning EFL are positive and these help them to study hard and they mostly get better results in my classes" (interviewee 10).</i>
Existing problems hinder students' learning	<i>".....lack of job opportunities and corruption in government offices demotivate learners" (interviewee 9). "A considerable change could be observed in the attitudes of the learners by hearing withdrawal of NATO and American troops and NGOs from Afghanistan and to some extent these left a negative effect on our learners' language learning" (interviewee 5).</i>

As shown in table 8, findings from the teachers' interview revealed that almost all Afghan EFL students had positive attitudes toward learning English and the majority of them were affected by the two kinds of motivation (i.e., instrumental and integrative). The findings also showed that there are some external factors hindered, demotivated and negatively impacted Afghan EFL students' attitudes toward learning English as a foreign language.

E. Discussion

In response to research question number one, the overall results indicated that Afghan tertiary level EFL students had positive attitudes toward learning English. The evidence from both quantitative and qualitative data indicated that Afghan tertiary EFL students' attitudes were mostly impacted by their instrumental and integrative motivation. These findings are in agreement with the results from the studies (i.e., Kimura, Nakata, & Okumura, 2001; Al-Tamimi & Shuib 2009; Chalak & Kassaian, 2010; Liu, 2014; Fadlalla, 2017) discussed in the literature review section.

With regard to research question number two, the results indicated that students' instrumental motivation was at a very high level across the six universities. Integrative motivation which was highly manipulated by most of the Afghan EFL students across the six universities fell into the second level. For the intrinsic motivation, not many pieces of evidence were found to indicate a great impact on students' EFL learning across all universities. Similarly, foreign language learning anxiety was at a very low level in all six universities, except for the Polytechnic University students which were a little higher compare to the others. These results are in line with those of Siddiq, Miri, and Sarwarzada (2019), Qasemi (2015), Kimura, Nakata, and Okumura (2001), and Al-Tamimi and Shuib (2009) studies conducted in EFL contexts.

In response to research question number three, the findings revealed that no such differences were found in terms of gender among the participants indicating male or female students' motivation and attitudes differed. They all carried almost the same attitudes while learning English. However, in terms of language learning anxiety (Dornyei, 2001) male students were found to be more anxious in learning English compared to the females. In terms of academic achievement, the results varied. Students' attitudes in Agriculture, Computer Science, English departments were found to be highly influenced the same as Kimura, Nakata, and Okumura (2001) and Al-Tamimi and Shuib (2009) studies by the instrumental and integrative factors compared to other students in other majors. This indicated that instrumental and integrative motivation types were mostly practiced by almost all students across the fields of studies; however, intrinsic motivation was at a high range only in very limited fields.

Findings related to parental/teacher involvement indicated that the majority of the Afghan EFL students believed that they can best learn English if their teachers and parents encourage them to speak only English. Moreover, most of them accepted that they will learn English, if their teachers encourage their classmates to use English inside their classes. This type of result is more or less similar to the findings discussed by Kimura, Nakata, and Okumura (2001). About students' grade impact, the findings showed that instrumental motivation was high among all students, starting from freshman to senior. But intrinsic motivation was high only among senior students. Similarly, junior students possessed the highest integrative motivation. In terms of university influence on students' attitudes and motivation toward learning English, the findings indicated that students in some universities (i.e., Kabul, Alberoni, and Balkh) had the higher instrumental motivation compared to students in the others (i.e., Baghlan, Parwan, and Polytechnic). A higher integrative motivation was found among students in Baghlan, Kabul, and Polytechnic universities' and the lower was described among students at Balkh University. No significant differences were found for intrinsic motivation among students across six universities.

The results from the last research question revealed that the majority of the EFL teachers accepted as true that their students exhibit positive attitudes toward learning English. They also confirmed that most of their students learn English for the purposes of getting a job with a higher salary, developing their knowledge, skills and personalities, making foreign friends and appreciating

their culture. The findings related to this question also revealed that there were some external factors that hindered, demotivated and negatively affected Afghan EFL students' attitudes toward learning English as a foreign language which was roughly indicated in Qasemi (2015) and Siddiq, Miri, and Sarwarzada (2019) studies.

F. Conclusion

To conclude, the present study provided the latest proofs regarding attitudes and motivation of tertiary-level EFL learners toward learning English in an Asian context, and it offered an in-depth description of Afghan students' attitudes and motivation toward learning English across universities of Afghanistan. The results revealed that students had positive attitudes toward learning English and they were highly influenced by instrumental, integrative, and intrinsic motivation. However, due to some external factors – the notion of foreigners' withdrawal (i.e., American troops, NATO forces, and NGOs) from Afghanistan, it was found that almost 42 students (i.e., 9%) learn English just if foreigners are there in Afghanistan. Interestingly, this as a demotivating factor has negatively impacted such students' attitudes toward long-term EFL learning. The findings also showed that the students' instrumental motivation was to some extent higher than integrative motivation, and their intrinsic motivation was slightly at a lower extent. Significant differences were found in the attitudes and motivation of students across their fields of studies. Similarly, male students were found to be more fearful of learning English compared to female students.

As a final remark, the present study contributes an in-depth knowledge of how attitudes and motivation toward learning English help students across different fields of study to learn and benefit from it properly. As a practical implication, this study aids both the university English teachers and their students across the disciplines to be aware of the factors that influence the English language learning scenario in Afghanistan. It suggests that teachers in the context of EFL (e.g. Afghanistan) should adopt motivational strategies in their classes to develop students' positive attitudes and enhance their motivation toward learning EFL.

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A Study of the Students' Learning Style at Second Grade of SMP Pesantren Guppi Samata

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Abstract

The research aimed to analyze students' receptive leaning style, processing learning style, and expressive learning style in the second grade-students of SMP Pesantren Guppi Samata. The research was in qualitative method, it collected, analyzed, and interpreted the phenomenon of learning style in the second-grade students' of VII B class in SMP Pesantren Guppi Samata as the subject of research. The data was collected by using observation and interviews. The result of this research showed that each student was different based on how they receive, process, and express their information. There were 17 students in VII B class. For receptive learning style there were three visual learners, five auditory learners, six kinesthetic learners, and the other three students used multiple learning style. In processing learning style there were seven left-brain learners and ten mid-brain learners. In expressive learning style there were two students used creative as output area, nine students used writing as output area, one student used thinking as output area, two students used creative and thinking as output area, and two students could use multiple output area. The research helped the students to know and realize their learning style, provided contribution to the teacher to plan learning strategy and learning activity that will suit to each learning style and to be a new reference and updates the existing study.

Keywords: learning style, receptive, processing, and expressive.

A. Introduction

Education is a human effort to cultivate and develop innate potentials both physical and spiritual in accordance with the values in society and culture. The theories of education try to describe educational practice such as teaching or learning (Ihsan, 2008). Learning in education is a process of gaining knowledge. It is a change of behavior as a result of experience or practice. Learning is something that occurs quite naturally and goes by quite unnoticed in many cases. We may reflect on the way that a child can do something which previously they could not and we may be amazed at the way that a young child has developed over even a short period of time (Pritchard, 2009).

Talking about learning, children have their own preferred ways of using one's abilities that we call as learning style, the term learning style speaks to the understanding that every student learn differently. Technically, an individual's learning style refers to the preferential way in which the student absorb, process, comprehend and retain information. In the learning process there are some different of students' style. Students may begin to think they can do everything just the way they want to in the name of "style" (Santrock, 2009). When the students learn differently and the teacher use a similar way to each student along the learning process it will become a problem and the learning will not be effective.

According to Allan Pritchard (2009: 44) there are three particular of the students learning styles, they are visual, auditory, and kinesthetic. Visual learners prefer to learn by seeing. They have good visual recall and prefer to get information presented visually. Auditory learners prefer to learn by listening. They have good auditory memory and they like repetition, sequence, and summary. The kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory and they enjoy physical activity.

Based on the preliminary research, it found that in the learning process some of the students did not pay attention to the lesson however there were some students paid attention to the lesson. Some students were playing around, making a noise, and disturbing their friends. At the same time there were some students focused on the teacher explanation. The researcher predicted the way teacher teaches did not match with some of the students learning style and the reason for the distinction probably was the students have a different learning style. Because of the students' different learning style the researcher attempts to analyze the phenomenon on students' learning style by the way they received, processed and expressed their learning.

B. Literature Review

Study about learning style was not something new. There were some previous findings about learning style, it had been observed and studied in a different model and aspect before.

Fitriani (2015) studied "*The Influence of Students' Styles in Learning English at the Second-Grade of MAN Kajuraha, Bone Regency*" found the influence of the students' styles in learning English is in significant level. The second-grade students of MAN Kajuraha have varieties of ways of learning. There were three types of learning styles, which appear among them, they are: visual, auditory and kinesthetic styles and most of the students are auditory learners.

Nancy Csapo and Roger Hayen (2006) studied "*The Role of Learning Styles in the Teaching/Learning Process*" shows differences in learning style type based on gender, race, and geographic location. The analysis of the data based on gender indicated a significant difference, female students scored higher in the strength of both their visual and auditory learning styles over male students and there were no difference for kinesthetic learners based on gender. Analysis of the data based on race (white vs. non-white) showed non-white students scored higher in the strength of their auditory learning style over white students. Based on the location (Georgia, Michigan, and South Dakota) showed South Dakota students scoring higher for both visual and kinesthetic learning styles and Georgia students scoring higher for auditory learning style.

According to Pritchard (2009: 41) Learning style is a mode of learning, an individual's preferred or best manners in which to think; process information and demonstrate learning or a particular

way in which an individual learns. There are many overlapping features contained within these definitions. So, a learning style is a preferred way of learning and studying for example, using pictures instead of text, working in groups as opposed to working alone, or learning in a structured rather than an unstructured manner.

1. *Receptive learning style*

According to Diane Connell (2005: 103) despite of the students use sensory modalities to learn, commonly students have their preferred way for how they receive incoming sensory information. The students are visually, auditorily, or kinesthetically inclined.

a. *Visual learners*

Alan Pritchard (2009: 44) states Visual learners or learners with a sense of seeing have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and tend to look upwards when thinking or recalling information.

b. *Auditory learners*

Carlشيا Wheatley (2014) stated people with Auditory Learning styles prefer listening to explanations rather than reading them, they would rather read directions while they worked and love to listen to class lectures and discussions because they can easily take in the information that is being talked about.

c. *Kinesthetic learners*

According to Jennifer Weichel (2016) Kinesthetic learners may be considered active and on the move. They learn best by doing and can't wait to get going so they can actively explore the world around them. They thrive in an environment where they can see, touch, feel and do to learn. They will enjoy role-playing, scenarios, games, benefit from demonstrations and may be able to remember things better when they can associate an action with it.

2. *Processing learning style*

This is about how the students prefer to process new information. It is probably in a left-brain, right-brain, or middle-brain. The brain process information from all our senses simultaneously. Students with right-brain tendencies often randomly process information and they always multitask (Connell, 2005).

Students with left-brain often organized in doing something and use a master schedule that allows them to coordinate their time (Connell, 2005). According to Hamilton (2003) left-brain students actually love to listen intently to an expert expound on a particular subject. It is okay for the educator to go ahead and lecture, while the students simply listen and take notes without much interaction. Also perhaps surprisingly, left-brain students do not really mind writing research papers, including analysis of concepts and detail. They do well logically discussing abstracts concept and ideas, even though they do not tend to think abstractly.

While the middle-brained students are more flexible, they use both random and sequential processing styles depending on the situation (Diane Connell, 2005). A middle-brain also called as the mesencephalon, manages the function of both left and right brain. Mid brain is a "bridge" between left and right hemispheres. Once the mid brain gets activated, information will exchange more efficiently between both hemispheres which leads to more efficient in learning and absorbing information, mid brain activation allows the brain to function as a whole, rather than only utilizing one part of the brain (Brain Vizion, 2014).

3. *Expressive learning style*

Expressive learning style is the area in the learning loop constitutes the way students prefer to express themselves. Writing, drawing, speaking, and performing are all ways students can communicate with others. They can give response with movement such as supervise a hands-on project with students, role playing, and scenarios in front of others. Creative such as make pottery, illustrate a children's book, watercolor class, play musical instrument singing, and wood working. Writing such as write an essay, write a poem, and write a short story. Thinking such as read a novel, read a mystery, read nonfiction book, and be a part of a book club. Talking such as speak in front of

others, discussing or debating, reading out loud, and speak to a small group about the enjoyed topic (Diane Connell, 2005).

C. Research Method

This research was conducted in a qualitative approach. According to Gay L.R., et al (2006: 399) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. Therefore, it was done in order to explore the phenomenon of learning style.

The research conducted in SMP Pesantren Guppi Samata, Jl. HM. Yasin Limpo no. 42, Somba Opu Sub District, Gowa District with 17 students from the second grade of VII^b in academic year 2017-2018 as the subject by using observation and interview.

The observation used to gain a general description of the students' learning style in the classroom. The researcher used a non-participant observation type of observation which the researcher was not involved in the process. The researcher observed all the behaviors of the students by taking and recording but did not participate at all through all the things happen in a classroom during the learning and teaching process. Then, the researcher noticed and took notes by using the field notes to collect and document what the researcher observed. After completing the observations the researcher interviewed both the teacher and the students by giving some questions to get additional data. The interview was formal and planned, the participants asked to respond the question to identify and define their perceptions, opinions, and feelings about the topic being discussed. The researcher method in analyzing data used Miles and Huberman's model analysis including data reduction, data display, and conclusion drawing/verification (Sugiyono, 2016).

D. Findings And Discussion

1. Findings

The findings of this research consist of the data obtained from classroom observations and interviews. The data showed that there were three kinds of learning style. They were students' receptive learning style, processing learning style, and expressive learning style.

a. Receptive Learning Style of the Second Grade Students of SMP Pesantren Guppi Samata

Receptive learning style is about how the students receive incoming sensory information. There are nine receptive learning style's questions for each students adapted from Diane Connell (Brain-Based Strategies to Reach Every Learner, 2005). For receptive learning style, from 17 students there were three visual learners, five auditory learners, six kinesthetic learners, and the other three students used multiple learning style.

b. Processing Learning Style of the Second Grade Students of SMP Pesantren Guppi Samata

Processing learning style is about how the students prefer to process new information. It is probably in a left-brain, right-brain, or middle-brain. There are only three processing learning style question for students adapted from Diane Connell (Brain-Based Strategies to Reach Every Learner, 2005). In processing learning style, from 17 students there were seven left-brain learners and ten mid-brain learners. Most of the students were mid-brain learners which mean commonly they process information through their mid-brain.

c. Expressive Learning Style of the Second Grade Students of SMP Pesantren Guppi Samata

There are five expressive learning style questions for students which have two possible answers for each movement response, creative response, talking response, writing response, and thinking response. Adapted from Diane Connell (Brain-Based Strategies to Reach Every Learner, 2005).

In expressive learning style there were two students used creative as output area, nine students used writing as output area, one student used thinking as output area, two students used creative and thinking as output area, and two students can use multiple output area.

2. Discussion

This part contains the interpretation of findings from the qualitative analysis. The following was the illustration about the differences of students' reaction or response to the stimulation from teacher working to them.

The students in the second grade of SMP Pesantren Guppi Samata had different behavior in learning, some of them gave fully attention to the teacher's instruction and actively asked questions meanwhile the other gave less attention, made a noise, and played around. As a result, when the teacher asked about the related material the students who gave fully attention always answered and the teacher only paid attention with them without asking the other opinion.

In terms of teacher and students interaction, the obedient students received opportunity to give respond all the time in the teacher explanation and the teacher spent more time with them while the other only in the group situation when the teacher came to their side. In this case the teacher was unconsciously affected by the students to tend to give more attention to the enthusiast and active students in learning and it occurred repeatedly.

Furthermore, the students who preferred information to reach via multiple sensory modalities than using a single sensory modality for information intake can access information quickly and answer the teacher's question greatly because they could use more than one of their sensory modalities.

Meanwhile the students who only used single sensory modality for information intake were rarely participated in the learning process. They were difficult to keep still and always need a break in classroom activities. It was marked by the students disturbed their friends, going around the classroom, and asked the teacher to have a break and it was occurred frequently. It was because they cannot access the information with their other sensory modality. Therefore, when the learning process did not match with their single sensory modality, they cannot receive the learning and doing anything else in the classroom.

In addition, students with different learning style should be engaged in learning activity that suited with their preference of learning. As stated by Wheatley (2014) stated people with Auditory Learning styles prefer listening to explanations rather than reading them, they would rather read directions while they worked and love to listen to class lecturers and discussions because they can easily take in the information that is being talked about. Then, Pritchard (2009: 44) stated Visual learners or learners with sense of seeing have good visual recall and prefer information to be presented visually. The last, liked to express themselves in writing such as write a story and write the point of explanation from the teacher and write the material on the whiteboard. They should be engage in writing activity such as write an essay, write a poem, and write a short story (Diane Connell, 2005).

The students in the second grade on SMP Pesantren Guppi Samata were different in giving their attitude and behavior in learning. Therefore, they also were different in the preferences of learning as stated by Pritchard (2009: 41) the different learners do not learn in the same way and each individual will adopt an approach which they are most comfortable and leave behind the approaches with which they are less comfortable.

E. Conclusion And Suggestion

1. Conclusion

There are three kinds of learning styles at the second grade students of VII^b in SMP Pesantren Guppi Samata. They are receptive learning style, processing learning style, and expressive learning style. Each student has their own preference to receive, process, and express the information from learning.

From 17 students in receptive learning style there were three visual learners, five auditory learners, six kinesthetic learners, and the other three students used multiple learning style. In processing learning style there were seven left-brain learners and ten mid-brain learners. In expressive learning style there were two students used creative as output area, nine students used

writing as output area, one student used thinking as output area, two students used creative and thinking as output area, and two students can use multiple output area. Every student is different therefore they have their own way to learn in their own style.

2. Suggestion

The students with the different learning style should be given the variety method in learning. They should be aware with their own learning style. By knowing their learning style with the use of variety method by teacher, it can support them in learning process. Due to the limitation of this study, further information is necessary to explore more about the students' learning style. In addition, it is expected that the result of this study can be used as a reference to conduct further research.

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Pre-service Teachers' Responses to Peer Spoken Feedback in Micro Teaching Class

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Abstract

Feedback has been investigating for many years. Previous studies have proved that feedback is a powerful tool which teacher can use to foster students' achievement. Students can obtain feedback from their peers, teachers, or themselves as a reflection. Feedback can be given through different mode, namely, written or spoken. This survey research aims to examine pre-service teachers' responses to peer spoken feedback in micro teaching class. The researcher employed descriptive quantitative to explore pre-service teachers' responses towards peer spoken feedback as well as descriptive qualitative to interpret the findings. This research was conducted in Micro Teaching class F at English Language and Education Study Program of Sanata Dharma University. There were twenty-three participants in this study. Questionnaire and interview were used to gather the data. The researcher employed descriptive quantitative to explore pre-service teachers' responses towards peer spoken feedback as well as descriptive qualitative to interpret the findings. Based on the findings, the students have positive response towards the use of peer spoken feedback in micro teaching class. The students' positive response can be seen from their attitude and motivation. The students have positive attitude to the use of peer spoken feedback. They were pleased in the peer spoken feedback activity. The students willing to engage in the activity of peer spoken feedback as well. The students showed the desired response. They became more well-prepared in teaching practice trough attaining peer spoken feedback. Moreover, the students were motivated to perform a better teaching performance in the next teaching practice.

Key Words: micro teaching, peer spoken feedback, response

A. Introduction

Teachers have roles to educate, teach, guide, assess and evaluate the students (Slameto, 2014, p:2). Teachers are required to be professional in teaching the students. The government of Indonesia regulates the qualifications of a professional teacher. As said in *Peraturan Pemerintah No. 19 Tahun 2005* about *Standar Nasional Pendidikan*, there are four teacher's basic competencies, namely, pedagogical competence, professional competence, social competence, and personal competence (as cited in Mulyasa, 2007). Basic teacher competencies are also introduced to students who take education major at university level. The students will learn theories of teaching and get chances to practice their teaching skills.

As future teachers, the pre-service teachers are accused not only to master the material but also teaching skills. Pre-service teachers will have chances to practice teaching skills in micro teaching course. Micro teaching is a course which students will do teaching practice after learning theories of teaching skill (Barnawi & Arifin, 2015). Micro teaching course is taken before pre-service teachers do teaching practice at the real classroom or *Program Pengalaman Lapangan (PPL)*. Pre-service teachers will teach their peers who pretend to be junior or senior high school students. Students as pre-service teachers might feel anxious since micro teaching is a teaching practice at an early stage (Yoon, 2012, p:1099). Anxiety is a normal feeling for people as human beings particularly when they face new situation (Lu, Lee, & Lin, 2019, p:23). Pre-service teachers' anxiety is caused by the lack of experience in teaching specifically in the formal classroom (Agustina, 2014; Purnamaningwulan, 2019). Therefore, pre-service teachers will obtain feedback related to their teaching performance after each teaching practice session. Feedback is given to help pre-service teachers evaluate their teaching performance.

Feedback is an important tool to foster students' development (Akkuzu, 2014, p:38). Feedback can be utilized as a suggestion for pre-service teachers to achieve better result or performance. Since feedback provides information about one's strengths and weaknesses (Karlsson, 2020, p:146). Feedback can be considered as reinforcement to motivate pre-service teachers. Pre-service teachers can attain feedback from the lecturer, peers, and themselves as a part of reflection. There will be an observation for pre-service teachers' teaching performances. The observation aims to evaluate their teaching performances. Observation form is provided by the lecturer to assess pre-service teaching practice. All teaching skills in micro teaching are included in the observation form. In addition, feedback in micro teaching should include comments on lesson plans, teaching skills, classroom management, personal appearance and language proficiency (Ali & Al-Adnawi, 2013, p:28).

For the tangible evidence, some previous studies have explored the use of feedback in micro teaching class, particularly in Asia. The first study was conducted in Oman by Ali & Al-Adnawi (2013). They examined how to provide an effective feedback for EFL pre-service teachers. They stated that both written and spoken feedback were effective for pre-service teachers. Written feedback was fruitful as pre-service teachers could look into the feedback anytime they wanted (Ali & Al-Adawi, 2013). Spoken feedback was also beneficial since pre-service teachers could discuss it with the lecturers or mentors (Ali & Al-Adawi, 2013). Further, Koray (2016) explored pre-service teachers' perspectives towards the use of feedback in the preparation of teaching materials. He discovered that the majority of pre-service teachers had a positive perception of the use of feedback in the preparation of teaching materials. The feedback was used as an evaluation of pre-service teachers' mistakes. Furthermore, Wibowo (2017) conducted a study in Indonesia context. He investigated on pre-service teachers' emotional responses towards corrective feedback. He found that pre-service teachers had positive emotions in the use of corrective feedback. Pre-service teachers had positive acceptance as well towards the use of corrective feedback.

As previously stated, none of those studies examined on pre-service teachers' responses. Therefore, this study was conducted to fill the gap in the literature. This study focuses more on peer spoken feedback. Peer feedback is an activity of giving comments among the students (Lewis, 2002). In other words, the students obtain feedback from their peers. Spoken feedback is given through face to face conferencing or verbally (Biber, Nekrasova & Horn, 2011). Spoken feedback can be time consuming (Lewis, 2002). In the implementation of peer spoken feedback in micro teaching class, if the lecturers are not aware of the time allocation the feedback might not cover all of the aspects in micro teaching. This research aims to investigate the pre-service teachers' responses to the use of peer spoken feedback in micro teaching class. Students'

responses are an essential aspect in the learning process since teachers can evaluate their learning activities by examining students' responses towards the learning activity.

B. Literature Review

1. *Feedback in Micro Teaching*

Feedback in micro teaching can be acquired from peers, lecturer, and pre-service teachers themselves as a part of reflection. Feedback in micro teaching should be given immediately after pre-service teachers have performed their teaching practice (Banga, 2014). Feedback in micro teaching can be given in written or spoken. Previous study by Ali and Al-Adnawi (2013) reveals that pre-service teachers might keep the written feedback and look into it anytime. However, the majority of pre-service teachers claim that spoken feedback is more effective because they can discuss it with the supervisor (Ali & Al-Adnawi, 2013, p:26).

In peer spoken feedback activity, pre-service teachers will be commented on their lesson plan, teaching skills, classroom management, personal appearance, and language proficiency. Ali and Al-Adnawi (2013, p:28) suggested that feedback in micro teaching should cover all those aspects. Following is the definition of feedback aspects in micro teaching. Before doing teaching practice, pre-service teacher should make lesson plan. Lesson plan is a description of learning activity which teacher can use as a guideline in conducting learning activity in the classroom. Lesson plan provides information about what, when, where the material is going to be discussed, which method is going to be used and how the teacher assesses students' assignment (Nesari & Heidari, 2014, p:25). According to Rohandi, Purnomo, Domi, Prasetyo, and Kristiyani (2013), there are five teaching skills which pre-service teachers learn in micro teaching course, namely, set induction, set closure, stimulus variation skill, questioning skill, and reinforcement skill. Classroom management is an ability in managing the situation of the class to promote the students' willingness to learn (Rohandi et al., 2013). Personal appearance is someone's personal characteristics which are obvious to other people (Rohandi et al., 2013). Language proficiency is the ability in mastering a language (Hasan & Akhand, 2014, p:65). As future English teachers, pre-service teachers are expected to bridge theories and practice using innovative teaching skills (Susoy, 2015, p:164).

2. *Response*

Pre-service teachers will respond to the feedback differently. Power (1987) stated that "response is an act designed to fulfil the expectation implicit in the questions, commands or requests of others" (as cited in Rao & Kumar, 2014, p. 32). In brief, response is an act toward a situation. Response can be verbal or non-verbal. Verbal response is a response in the form of students' utterances. Non-verbal response can be found in students' facial expression, gesture, feeling or emotion. According to Steven M. Chaffe, there are three types of response, namely, cognitive, affective, and behavioral (as cited in Rakhmat, 2004, p:26).

Cognitive response means response which related to knowledge or students' understanding. Affective response encompasses one's emotion and attitude. Behavioral cognitive involves the changes in someone's habit.

Borich (2002) also divided response into two types, namely desired and undesired response. Those responses can be seen from a teacher's point of view. Desired response is a response which can support the learning process (Borich, 2002). This response can be seen when the students are willing to accomplish the task given by the teacher. On the other hand, undesired response is a response which can destruct the learning process since the response is not related to the learning process (Borich, 2002). In addition, desired response is paramount in the learning process. Students who have desired response will have motivation to learn better rather than those who have undesired response.

Based on the explanation aforementioned, it can be concluded that response can be in the form of attitude and motivation. Both of them can either support or destruct the learning process. Attitude can be defined as a person's feeling towards objects, situation, or people (Mbato, 2019, p:93). Attitude can be positive or negative. Attitude can alter students' habit since attitude can attract strong feeling that can influence someone to act toward the situation. Attitude can be measured by assuming someone's preference towards an object or a situation (Ary, Jacobs, Sorensen & Razavieh, 2010). Motivation is a drive which can foster students to achieve the directed goal. Motivation can be defined as an encouragement which teacher can use to foster students in accomplishing better result Loganathan & Zafar, 2016, p:7).

Motivation can come from within oneself which can be used to maintain behavior to attain directed goal (Diasti & Mbato, 2020, p:177). Response in the form of attitude and motivation can influence pre-service teachers in the teaching practice as well. Attitude can influence pre-service teachers' behavior in teaching whereas motivation can be used to encourage pre-service teachers to perform better.

C. Methodology

1. Research Design

This study intended to investigate pre-service teachers' responses to peer spoken feedback in Micro Teaching class. This research belongs to a survey study. Survey research allows the researcher to examine people's beliefs, opinions, characteristics, and behavior (Ary et al., 2010, p:379). In this study, the researcher employed descriptive quantitative to examine students' responses towards peer spoken feedback in Micro Teaching class. The researcher calculated the mean of the data to summarize the frequency distribution in a single number and presented the findings in different tables based on participants' responses, motivation, and attitude. Moreover, a descriptive qualitative was also applied to elaborate on the findings.

2. Participants

This research was conducted in Micro Teaching class F at English Language and Education Study Program (ELESP) of Sanata Dharma University. There were six classes of Micro Teaching course in the academic year of 2018/2019. However, the researcher conducted this study in Micro Teaching class F since only the lecturer of Micro Teaching class F who used the activity of peer spoken feedback in the learning process. There were twenty-three pre-service teachers who were chosen as the participants. Five out of twenty-three pre-service teachers were willing to be participants in the interview session. The selection of the sample was based on willingness and time availability of the participants.

3. Technique of Data Collection

The researcher developed a questionnaire. There were twenty close-ended questions. The questionnaire was distributed to all Micro Teaching students class F. Then, the researcher analyzed the questionnaire and calculated the percentage for each statement. The researcher also conducted an interview with five pre-service teachers. In conducting the interview, the researcher recorded each interview session. There were eight open-ended questions in the interview. The researcher listened to the voice recordings for three times and transcribed them. The result of the interview were used to support the data from the questionnaire.

4. Instruments

There were two instruments used in this study. The first instrument was questionnaire. The questionnaire used close-ended questions and comprised seven statements. The questionnaire was divided into three parts. The students should choose on the statement which represented them. The choices were (1) strongly disagree, (2) disagree, (3) agree, (4) strongly disagree. The researcher used four options in the questionnaire since neutral item does not work well on Likert Scale and participants tend to choose the neutral category (Dornyeni, 2003). The second part of the questionnaire aimed to discover students' responses to peer spoken feedback. The third part of the questionnaire was use to find out students' attitude towards peer spoken feedback. The fourth part of the questionnaire was used to investigate students' motivation.

The second instrument was interview. An interview is used to gather data from the participants in their own words (Ary et al., 2010). The interview was used to dig more information about pre-service teachers' responses to peer spoken feedback. Open-ended questions were formulated for the interview session. The interview session lasted about 10 minutes for each participant.

5. Technique of Data Analysis

The data used in this study were categorized into two types, quantitative and qualitative. The quantitative data were gained through distributing questionnaire. There were four degree of agreemens which were used in the questionnaire. The raw data was counted into percentages. Then, the researcher made an interpretation from the result. The researcher calculated the mean based on the formula stated by Fraenkel, et al. (2011, p:196). The formula for calculating the data was :

$$\frac{\sum \chi}{\sum n} \times 100\%$$

Note:

$\sum \chi$: The number of students who choose the option
 $\sum n$: The total number of students

The interview was used to discover more about students' opinion. During the interview, the researcher used voice recorder to record the answer from each participant. The researcher listened to the recording repeatedly and make a transcription of the interview. The researcher concluded the main points and noted some important information from the interview.

D. Finding and Discussion

The result of the study will be elaborated into three parts, namely, students' responses, attitude, and motivation. The result of the questionnaire and interview is provided to add better understanding.

1. Students' Responses

Table 1. The Results of the Questionnaire about Students' Responses

No	Statements	SD	D	A	SA
1	Peer spoken feedback is useful and helps me reflect my strengths and weaknesses.	(0)	(0)	(11) 48%	(12) 52%
2	I feel enthusiastic in giving and receiving peer spoken feedback.	(0)	(0)	(20) 87%	(3) 13%

Based on the result of the questionnaire, students have positive response toward peer spoken feedback in micro teaching class. Most of the students (52%) chose "strongly agree" that peer spoken feedback is useful and help them reflect on their strengths and weaknesses. The finding is supported by previous studies (Ali & Al-Adawi, 2013; Koray, 2016) who stated that feedback in micro teaching is useful since it provides information about students' strengths and weaknesses. The result of the interview presents students opinion about peer spoken feedback. From the interview result, students add more information about the use of peer spoken feedback in micro teaching as well as its advantages.

Peer spoken feedback is beneficial. I can reflect on what things have worked well and what needs to be improved. I can also reflect on my strengths and weaknesses. (P3)

I think the use of peer spoken feedback in micro teaching class is beneficial because we can get the feedback and know the weaknesses immediately. I can also use the feedback from my friends to evaluate myself. (P8)

The second statement on Table 1 still has relation with students response. It deals with students satisfaction to the use of peer spoken feedback. 87% students chose "agree" that they feel enthusiastic in the activity of peer spoken feedback. This finding is in line with Wibowo (2017) who emphasized that students who have positive response towards learning activity will have willingness and enthusiasm in joining teachers' instruction. The students' enthusiasm can also be seen in their opinion in the interview session. The students reveal that they are enthusiastic in giving and receiving peer spoken feedback.

I feel enthusiastic because I can learn from my friends' performances. (P3)

I feel enthusiastoc because I can reflect on my weaknesses and I can perform a better teaching performance in the next teaching practice. (P11)

2. Students' Attitude

Table 2 the Results of the Questionnaire about Students' Attitude

No	Statements	SD	D	A	SA
1	I like the use of peer spoken feedback in micro teaching class.	(0)	(0)	(16) 70%	(7) 30%
2	I am happy when I get spoken feedback from my friends.	(0)	(0)	(15) 65%	(8) 35%
3	I am nervous when I get spoken feedback from my friends.	(2) 9%	(16) 70%	(4) 17%	(1) 4%

The results of the questionnaire present that the students have positive attitude to the use of peer spoken feedback in micro teaching class. The majority of the students (70%) chose "agree" that they like the use of peer spoken feedback. It is supported by Ary et al., (2010) who defined that "attitude is a positive or negative feeling towards a particular group or object which can be measured by presuming individual favorable or unfavorable towards a particular object" (p:209). P3 also adds additional information about her thought as follows.

I also like the use of peer spoken feedback in micro teaching class since peer spoken feedback is beneficial for me. (P3)

Most of the students (65%) chose "agree" that they are happy when they get feedback from their friends. Feeling happy can influence students' performance in the classroom (Wibowo, 2017). When students are given feedback and they have positive feeling toward it, they will process the information well and implement the feedback for the next performance (Wibowo, 2017). P3 and P11 gave more information about their feeling.

I feel happy because I can get feedback related to my performance. My friends also give a clear explanation and I can understand it. (P3)

I am happy when I get feedback from my friends since I know my strengths and weaknesses. (P11)

Although the majority of the students like the use of peer spoken feedback and they feel pleased when they obtain feedback, few students feel in reverse. Four students (17%) chose "agree" and one student (4%) chose "strongly agree" that they are nervous when they are commented on their performance. They feel nervous because of different reasons.

I am nervous because I am afraid that my friends will criticize me. (P8)

I personally feel nervous and afraid. I am afraid if I make so many mistakes. I am also nervous because I do not know what the other friends are going to say about my performance. (P13)

I feel nervous and afraid because I think I have already performed well but my friends still comment on the weakness of my teaching performance. Some of my friends could not deliver the feedback well and the feedback sounds more revile rather than motivate me. (P14)

The results of the interview are supported by Wibowo (2017) who stated that spoken feedback could discourage the students. Therefore, it is expected that the feedback provides praise, reinforcement, and motivation. Spoken feedback is also time consuming (Lewis, 2002). In implementing spoken feedback, teachers should set the time allocation. Teachers could give a brief explanation in the beginning of spoken feedback activity.

3. Students' Motivation

Table 3 The Results of the Questionnaire about Students' Motivation

No	Statements	SD	D	A	SA
1	The use of peer spoken feedback in micro teaching class is fun.	(0)	(0)	(20) 87%	(3) 13%
2	I am interested in the use of peer spoken feedback.	(0)	(0)	(17) 74%	(6) 26%

Based on Table 3, twenty students (87%) chose "agree" and three students (13%) chose "strongly agree" that the use of peer spoken feedback in micro teaching class is fun. This finding is supported by Handriana et al., (2013) who proposed that intrinsic motivation is formed by getting personal pleasure and fun. Intrinsic motivation also leads students to better achievement since students always eager and keen to achieve the goals (Handriana et al., 2013). The seventh statement is still related to intrinsic motivation. There are seventeen students (74%) who chose "agree" and six students (26%) who chose "strongly agree" that they are interested in the use of peer spoken feedback in micro teaching class. Handriana et al., (2013) also emphasized that intrinsic motivation is a form of motivation driven by pleasure, desire, attitude, interest and the internal factors of an individual. The participants also express their opinion as follows.

I am interested in the use of peer spoken feedback in micro teaching class because my friends give me suggestion related to my performance. (P3)

I am interested in the use of peer spoken feedback because I can know my performance from my friends' point of views. (P8)

I am interested because I can learn how to improve my performance. (P11)

I am interested in the use of peer spoken feedback because I can learn from my friends' performance. (P13)

I am interested in the use of peer spoken feedback because we can help each other to improve our teaching. (P14)

From the result of the interview, the students are interested in the use of peer spoken feedback. They mentioned different reasons why they are interested in the use of peer spoken feedback. P11 and P13 give more information related to their motivation.

I feel motivated because I can learn from my mistakes. I am motivated to be well-prepared in teaching. (P11)

The use of peer spoken feedback also motivates me because my friends always give appreciation and mention what things should be improved. Therefore, I can perform a better performance in the next teaching practice. (P13)

E. Conclusion

The students have positive responses to the use of peer spoken feedback in Micro Teaching class F batch 2015. The students have positive response since they are pleased when they obtain peer spoken feedback. They like the use of peer spoken feedback. The students' positive response could be seen in their motivation. The result of the interview also shows that the students are motivated to perform a better teaching performance. The students reveal their desired response as well. Their desire response could be seen from their willingness in the activity of peer spoken feedback. The lecturer has successfully aroused students' motivation by creating a delightful condition, giving compliments and encouraging comments to the students. Therefore, the students are willing to do the activity of peer spoken feedback, become more

well-prepared in the next teaching practice, and are motivated to perform a better teaching performance. This study only focuses on the pre-service teachers' responses to the use of peer spoken feedback in micro teaching class. Future researchers could conduct the study in the similar area on the pre-service teachers' improvement towards the use of peer spoken feedback in micro teaching class.

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Making Connections: A Metacognitive Teaching Strategy in Enhancing Students' Reading Comprehension

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Abstract

Reading comprehension skill is crucial for success beyond academic endeavor. However, even academic success can never be possible when a student does not understand the importance of developing good reading comprehension. Using one-group pretest-posttest research design, the study explored the effect of making connections as a metacognitive teaching strategy to enhance the students' reading comprehension. Purposively selected college students were given assessments and intervention. Based on the data gathered from the pretest and posttest, findings revealed that application of metacognitive teaching strategy, making connections has a positive effect on enhancing the students' level of reading comprehension as indicated by an increase from average to very high level. The six levels of reading comprehension which were the literal, inferential, appreciative, critique, and evaluative also showed improvement. Results of the Metacognitive Awareness Reading Strategies Inventory (MARSII) indicated that students were unconsciously using Global reading, Problem-solving, and Support reading strategies. Focus group discussion revealed factors that affect the reading comprehension such as interest, teaching styles, and language. The study suggested the important role that educators play in maximizing the benefits of making connections and making use of any other metacognitive strategy towards developing higher level of comprehension leading to academic success.

Keywords: college students, English language, education, making connections, metacognitive teaching strategy, reading comprehension,

A. Introduction

Reading comprehension is a complex cognitive process. It is explored by educational researchers with its multidimensional components, processes, and factors involved in different settings with the aim of finding better ways of developing it among learners. Theoretically, reading comprehension pertains to the correct understanding of the written or oral word or message (Koda, 2007). It is being attained once the reader is able to summarize information using his or her prior knowledge. In broader sense, it is the understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society (OECD, 1999 in Kendeou, Van Den Broek, Helder, & Karlsson, 2014).

Reading comprehension is one of the most essential skills that should be developed and nurtured at home and in school because it is fundamental to a person's success in academic life and beyond. It is a complex skill because it requires other skills such as vocabulary and decoding skills (Mohseni Takaloo & Ahmadi, 2017). According to Al Noursi (2014 in Meniado, 2016), the ability to read for various purposes is a precursor to a successful learning in schools, colleges, and universities. It is a survival skill in the 21st century may it be for students or professionals. Businesses and industries expect today's 21st century students to have the capability to analyze and evaluate information that may then be used to solve everyday problems. Studies on college students have shown that students in increasing numbers may not find high school preparation enough for success in college or in the job market (Jobs for the Future, 2005).

Dagget and Hasselbring (2007) consider reading as 'the key enabler of learning for academic proficiency'. Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace.

Students frequently enter college without understanding how necessary good reading comprehension skills are for academic success. Those who grasp the information they read in textbooks earn better grades and experience far less stress than those who struggle to fully understand what they are reading. Studies on the college students' level of reading comprehension revealed that most students belong to below average and frustration level which means that they face high difficulties in understanding reading materials (Meniado, 2016; Ismail & Tawalbeh, 2015; Pammu, Amir & Maasum, 2014; Pei, 2014; Zhang & Seepho, 2013; Cabasan, 2011).

The same problem had been observed by the researcher among the freshmen college students who have taken literature courses in a private university in the Philippines. With the use of a related material, the researcher evaluated the level of reading comprehension of the students using the six levels such as Literal, Inferential, Appreciative, Critique, Evaluative, and Essential. The researcher gathered data from 30 BS Criminology students who have their own literature books where the evaluation was based. Based on the result, the students got high percentage of correct answers in literal level. Therefore, a low level of reading comprehension was diagnosed among freshmen college students who were the first batch of K-12 program graduates in the Philippines. The students were observed to be dependent readers and have difficulties in answering questions in different levels. The result of this baseline study appeared alarming. As K-12 program completers, college students are expected to have acquired higher level of reading comprehension.

Wineburg (2006) noted that the difficulty lies in reading comprehension, which affects students' reading and writing abilities as well as their ability to perform well on college-level research assignments. When college students read, they oftentimes choose ineffective or inefficient strategies (Wood, Motz & Willoughby, 1998 in Gruenbaum, 2012). This mainly because the students are less aware of reading strategies that they can use and other factors that affect their reading comprehension (Pei, 2014; Nergis, 2013).

College students must be taught the skills to locate and analyze complicated information, to solve problems they encounter while reading, and to connect ideas and concepts (Jobs for the Future, 2005). Thiede, Griffin, Wiley, and Anderson (2010) found that students with poor metacomprehension were unable to use corrective strategies to improve their comprehension. Gruenbaum (2012) defined metacomprehension as the ability to monitor understanding of

information communicated or to recognize a lack of comprehension, and then to apply corrective strategies to clarify comprehension. In this sense, interventions are necessary to direct students on ways to enhance comprehension (Gruenbaum, 2012).

In enhancing the students' reading comprehension, a metacognitive teaching strategy, making connections was used and tested in the study. Although there had been previous studies conducted on the metacognitive strategies, but of course their focuses limit their findings on the students' awareness and application of metacognitive strategies (Magogwe, 2013; Adedipe & Ofodu, 2011; Mokhtari & Reichard, 2002), measuring their effects on reading performance (Ramadhan, 2018; Tavakoli, 2014; Zhang & Seepho, 2013) but among female students only (Ismail & Tawalbeh, 2015), and analysing the relationship between and among variables such as metacognitive reading strategies, reading motivation, and reading comprehension performance of the students (Meniado, 2016; Pammu, Amir & Maasum, 2014; Pei, 2014). Other study aimed at developing students' metacognitive knowledge and skills (Hartman, 2001). But given the nature and characteristics of the student cohort nowadays, a more in-depth study is needed and the students' reading strategies should also be taken into account.

This study generally aimed to assess the effectiveness of using a metacognitive teaching strategy to enhance reading comprehension of college students. It specifically (i) determined the students' level of reading comprehension before and after the implementation of the metacognitive teaching strategy; (ii) identified the reading strategies employed by the students; and (iii) discussed the factors that affect the students' reading comprehension through the use of making connections as a metacognitive teaching strategy.

B. Literature Review

Making Connections as a Metacognitive Teaching Strategy

Making connections is a metacognitive teaching strategy that gives assistance to students' comprehension to become successful and independent readers. This strategic reading allows students to monitor their own thinking and make connections between texts and their own experiences. Students who make connections while reading are better able to understand the text as they are reading. It is important for students to draw on their prior knowledge or schema and experiences to connect with the text (Correia & Bleicher, 2008). There are three types of connections where students make personal connections with the text by using their schema while reading. The three types of connections are text-to-self that refers to connections made between the text and reader's personal experience. Second is text-to-text that refers to connections made between a text being read and to a text that was previously read. The third is text-to-world that refers to connections made between a text being read and something that occurs in the world (Morrison & Wlodarczyk, 2009).

The questions used to assess students are focused on a strand of metacognitive strategies using the schema theory. Schema theory explains how previous experiences, knowledge, emotions, and understandings affect what and how people learn (Harvey & Goudvis, 2007). Schema is the background knowledge and experience readers bring to the text. Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections. Struggling readers often move directly through a text without stopping to consider whether the text makes sense based on their own background knowledge, or whether their knowledge can be used to help them understand confusing or challenging materials. By teaching students how to connect to text, they can better understand what they are reading (Harvey & Goudvis, 2007). Accessing prior knowledge and experiences is a good starting point when teaching strategies. It is because every student has experiences, knowledge, opinions, and emotions that they can draw upon.

Keene and Zimmerman (1997) concluded that students comprehend better when they make different kinds of connections: Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather's farm."

Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Readers gain insight during reading by

thinking about how the information they are reading connects to other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connection (Keene & Zimmerman, 1997).

Text-to-world connections are the larger connections that a reader brings to a reading situation. People have ideas about how the world works that goes far beyond their own personal experiences. Each person learns about things through television, movies, magazines, and newspapers. Often it is the text-to-world connections that teachers are trying to enhance when they teach lessons in science, social studies, and literature. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."

According to Draper (2010), good readers make connections as they read. They can relate the book to their personal experiences (text-to-self), to information from other texts (text-to-text), or from what they know about the world (text-to-world). Making connections is linking what the students read, to what they already know. This strategy helps students comprehend text, by activating their prior knowledge and making meaning of what they read. She suggested questions that students may ask themselves as they read to help them make connections with the text. The use of teacher modeling, the teacher think-aloud process, and student practice of the reading comprehension strategies which included predicting, making connections, visualizing, inferring, questioning, and summarizing had a positive impact on student comprehension (Hartman, 2001; McKown & Barnett, 2007).

C. Methodology

1. Research Design

The study employed a one-group pretest–posttest research design. It is used to determine the effect of a treatment or intervention on a given sample (Cranmer, 2017). The study used this design for these two main reasons/features: first is it employed a single group of respondents (i.e., a one-group design). This feature denotes that all student-respondents were part of a single condition—meaning all of them have been exposed to a metacognitive teaching strategy and level of reading comprehension assessments. The second feature is that a linear ordering that requires the assessment of a dependent variable before and after a treatment was implemented (i.e., a pretest–posttest design). Within this pretest–posttest research design, the effect of the metacognitive teaching strategy was determined by calculating the difference in results between the first and second assessment of the students' level of reading comprehension.

The study utilized a combination of quantitative and qualitative data, where qualitative data came from the focus group discussion with the selected group of students.

2. Population and Sample

This study chose purposively selected college students on the basis of the following criteria: (i) officially enrolled in a private university during the second semester of the academic year 2018-2019; (ii) first year college students, completers of senior high school; and (iii) course takers of ENG 600 Purposive Communication, a core subject taken by first year college students. Specifically, a total of 159 students from selected sections of first year college students under the bachelor degree program in Hospitality Management (n=91), Aircraft Maintenance and Technology (n=31) and Secondary Education (n=37) were given assessment and intervention. They were 84 per cent of the total 190 student population.

3. Instruments

The instruments used in this study were metacognitive making connection learning plan, reading materials (essays) with metacognitive comprehension questions, rubrics for reading comprehension: making connections, and Metacognitive Awareness of Reading Strategies Inventory (MARSII) Version 1.0.

A metacognitive learning plan was adapted for the study. The metacognitive teaching strategy, making connections was applied to the core subject ENG 600 Purposive Communication of the first-year college students. The reading materials used in this study were taken from the Philippine Literature book. These materials contain questions with "making connections" at the end of the reading to assess the level of reading comprehension.

The selected metacognitive learning plan and reading materials were checked by the language coordinator of the university. These were validated by three language experts from various universities in the Philippines.

Adapted pretest and posttest assessments and the focus group discussion guide questions were used in the study. The researcher used a metacognitive strategy, making connections in teaching ENG 600 to motivate and increase the students' interest towards reading. The Metacognitive Awareness Reading Strategy Inventory (MARSI) was administered after the pretest to identify the reading difficulties, strengths, and attitude of the students toward reading.

MARSI Version 1.0 developed by Mokhtari and Reichard (2002) is divided into three subscales: the Global Reading Strategies (GLOB Subscale), Problem-Solving Strategies (PROB Subscale), and Support Reading Strategies (SUP Subscale). It contains 30 items. The global factor reflects strategies related to the global analysis of text. The problem-solving factor includes repair strategies that are used when text becomes difficult to read. The support factor reflects practical strategies like taking notes and consulting a dictionary. Each subscales' statement was rated using the five-point Likert scale with ratings from one (as "I never or almost never do this") to five (as "I always or almost always do this"). The weighted means for each item were computed the same as the overall weighted mean of the subscales. They were interpreted as high, medium, and low.

Lastly, a posttest was conducted after using the strategy in identifying the effects of the metacognitive teaching strategy, making connections on their comprehension level.

The focus group discussion was conducted to 25 student respondents to gather their personal insights on the metacognitive teaching strategy being applied to them by their professor, how it motivated them, and helped to improve their level of reading comprehension.

4. *Technique of Data Analysis*

The data gathered from the assessment tools were analyzed using descriptive analysis. This was to describe and compare the difference of the students' reading comprehension level from the scores in the pretest and posttest. The eight-item pretest has a total of 40 points, and the 10-item posttest has 50 points. Each item was scored accordingly. The scores were allocated to ranges with their corresponding interpretation. In the pretest' scores from 0 – 8 were interpreted as 'very low'; scores from 9 – 16 were 'low' level; scores from 17 – 24 were on the 'average' level; scores from 25 – 32, were on the 'high' level'; and scores from 33 – 40, are on the 'very high' level. For the results of the posttest, scores from 0 – 10 were on the 'very low' level; scores from 11 – 20 were on the 'low' level; scores from 21 – 30 were on the 'average level'; scores from 31 – 40 were on the 'very high' level; and scores from 41 - 50 were on the 'very high' level.

Each item in the pretest and posttest is grouped according to its level of comprehension. For the pretest, item numbers one and three are on the Literal level, item number six is Inferential level, item numbers two and five are Appreciative level, item number seven is Critique level, item number four is Evaluative level, and item number eight is Essential level. On the posttest, item numbers one and nine are Literal level, item number three is inferential level, item numbers two, four, and eight are Appreciative level, item numbers five and seven are Critique level, item number six is Evaluative level, and item number 10 is Essential level.

Finally, the results from the focus group discussion were analyzed through thematic analysis. From the data gathered, difficulties and other concerns regarding their attitude and behavior toward reading were discussed. In addition, students also stated some factor affecting their reading comprehension.

D. Findings and Discussion

1. *Students' Level of Reading Comprehension*

In the analysis of the reading comprehension levels, the items in each reading materials were grouped according to the six levels of reading comprehension namely: the literal, inferential, appreciative, critique, evaluative, and essential level. The summary of the results of pretest and posttest for each level was presented on Table 1.

Based on the data gathered from the pre-test and posttest, there has been an increase on the students' level of reading comprehension from average to very high level as showed in their scores. The six levels of reading comprehension which were the literal, inferential, appreciative, critique, and evaluative also increased. A gradual increase was observed in the essential level. In particular, the percentage of the students who got very high level was higher than those who got very low level of reading comprehension in the posttest. With these results, the students had very low essential level before the application of the metacognitive teaching strategy and that which increased to average essential level.

Table 1. Summary of student's level of comprehension in pretest and posttest

Comprehension Level	Per cent of students in 40-Point Pretest	Comprehension Level	Per cent of students in 50-Point Posttest
Very High (33-40)	6.47	Very High (41-50)	9.62
High (25-32)	15.8	High (31-40)	22.4
Average (17-24)	33.1	Average (21-30)	37.8
Low (9-16)	29.5	Low (11-20)	20.5
Very Low (0-8)	15.1	Very Low (0-10)	11.5

2. Reading Strategies Employed by the College Students

This section presents the result of the Metacognitive Awareness Reading Strategies Inventory (MARSII) which is divided into the following subscales:

2.1 Global Reading Strategies (GLOB Subscale)

The Global Reading Strategies with 13 items are global factors that reflect strategies related to the global analysis of text. The GLOB subscale consists of thirteen statements (items 1, 3, 4, 7, 10, 14, 17, 19, 22, 23, 25, 26, and 29).

Results showed that most of the students rated GLOB between three and four with overall high rating ($X=3.57$). The result (Table 2) indicated that students had a purpose in mind while they were reading. They think about what they know that helped them understand the reading material. They also tried to connect the text with their reading purpose while they were reading. They mentioned that tables, figures, and pictures increased their understanding, and they paid attention to bolded or italicized ideas.

However, the students' overall weighted mean was only a few points above the medium scale which means the students have to develop more in terms of the global reading strategies. They still need more time to practice attitude and behavior in GLOB to further help themselves in developing their reading comprehension.

Majority of the items were rated by most of the students with scales from three and four that resulted to 'high' weighted mean in the global reading strategies. Except for items 10, 19, and 22 that were rated with scale of three interpreted as 'medium'. Item number 10 got the lowest rating with 3.26 that was interpreted as medium. This indicates that most students may not have an interest in skimming texts. On the other hand, item number three with the highest mean ($X=3.83$) shows that students think about what they know which lets them connect themselves to what they read. This implies that there are global strategies in reading that the students need to develop and practice among themselves. Positively, students showed high global reading strategies which help them increase their level of reading comprehension even in self-reading. This finding is supported by Magogwe, (2013) who found out that with the Global Reading Strategies, students reported high use of reading with a purpose, using personal experiences and background knowledge, and reading closely to decide what to take and what to ignore.

Table 2. Students' rating on global reading strategies

Statement no.	Mean	Rating
3. I think about what I know to help me understand what I read.	3.83	High
25. I check my understanding when I come across conflicting information.	3.70	High
1. I have a purpose in mind when I read.	3.67	High

29. I check to see if my guesses about the text are right or wrong.	3.65	High
4. I preview the text to see what it's about before reading it.	3.63	High
26. I try to guess what the material is about when I read.	3.56	High
7. I think about whether the content of the text fits my reading purpose.	3.54	High
17. I use tables, figures, and pictures in text to increase my understanding.	3.54	High
14. I decide what to read closely and what I'm reading.	3.51	High
23. I critically analyze and evaluate the information presented in the text.	3.51	High
19. I use context clues to help me better understand what I'm reading.	3.49	Medium
22. I use typographical aids like bold face and italics to identify key information.	3.46	Medium
10. I skim the text first by noting characteristics like length and organization.	3.26	Medium
Overall Weighted Mean Score	3.57	HIGH

Range: 3.5 or higher = High; 2.5 - 3.4 = Medium; 2.4 or lower = Low

2.2 Problem-Solving Strategies (PROB Subscale)

The Problem-solving strategies with eight items including repair strategies are used when text becomes difficult to read or to understand. This can be implored in solving problems while reading. PROB subscale consists of eight statements (items 8, 11, 13, 16, 18, 21, 27, and 30).

Most of the students (Table 3) rated the PROB between scales three and four, and only item number 11 got a high rating ($X=3.91$). This means that students go back and re-read the part of a reading material when they lose their attention or concentration. Item number 18 had the greatest number of students who gave a medium rating. This indicates that students do not stop and think of what they are reading. This further implies that there is quite a problem with their willingness to understand a statement and would just ignore it. The positive thing is, students would pay closer attention when the text becomes difficult as indicated in item 16 with high rating ($X=3.84$). This means that students do not let themselves get lost in reading. In general, students got an overall high rating ($X= 3.76$) in PROB, which was higher than the GLOB. This indicates that students have intuitions in helping themselves to understand texts through reading slowly and adjusting reading speed; re-reading; paying close attention especially when the text becomes difficult. They occasionally stop, take a pause to think about the text, and visualizing the information to increase retention.

According to Magogwe (2013) students reported high use of guessing the meaning of unknown words and phrases, and from time to time thinking about what they were reading. The students claimed to have no problems with solving reading difficulties. They indicated that when the text is difficult, they re-read it, pay close attention to it, and slowly and carefully they try to understand the text to regain concentration.

Table 3. Students' rating on problem-solving strategies

Statement no.	Mean	Rating
11. I try to get back on track when I lose concentration.	3.91	High
8. I read slowly but carefully to be sure I understand what I'm reading.	3.90	High
27. When text becomes difficult, I re-read to increase my understanding.	3.85	High
16. When text becomes difficult, I pay closer attention to what I'm	3.84	High

reading.		
21. I try to picture or visualize information to help remember what I read.	3.81	High
30. I try to guess the meaning of unknown words or phrases.	3.74	High
13. I adjust my reading speed according to what I'm reading.	3.73	High
18. I stop from time to time and think about what I'm reading.	3.30	Medium
Overall Weighted Mean Score	3.76	HIGH

Range: 3.5 or higher = High; 2.5 – 3.4 = Medium; 2.4 or lower = Low

2.3 Support Reading Strategies (SUP Subscale)

The Support Reading Strategies are factors that reflect practical strategies like note-taking and searching for meaning through a dictionary to help readers unlock unfamiliar and difficult words. These also let readers to use other references to widen understanding on the text being read. SUP subscale consists of nine statements (items 2, 5, 6, 9, 12, 15, 20, 24, and 28).

Most students were scattered from scales three to five (Table 4). Six out of the nine statements were rated with 'high' which were items 5, 6, 12, 20, 24, and 28. Three items were rated with 'medium'. Items number two and nine had the lowest and medium rating ($X=3.38$). This indicates that the greatest number of students sometimes took notes while reading and discussing what they read to check understanding. Meanwhile, item number 12 had a high rating ($X=3.76$), which indicates that students always underline or circle information in the text for remembering.

The overall rating for the support reading strategies was high ($X= 3.55$), though it has the lowest rating as compared to the other strategies. This indicates that students still need to develop their support reading strategies through taking notes, summarizing, discussing connections to others, using references materials like dictionaries, and asking themselves questions related to the reading material. The support reading strategies suggest that students should practice helping themselves use other ways to support their understanding in reading to be competent in individual reading.

According to Magogwe (2013) students use Support Reading Strategies to underline and circle information, take notes and paraphrase or restate ideas in their own words. Given the above, the students were qualified as proficient readers because proficient readers aid reading through note taking, underlining and highlighting textual information (Mokhtari & Sheorey, 2002).

Table 4. Students' rating on support reading strategies

Statement no.	Mean	Rating
12. I underline or circle information in the text to help me remember it.	3.76	High
24. I go back and forth in the text to find relationships among ideas in it.	3.67	High
20. I paraphrase (restate ideas in my own words) to better understand what I read.	3.63	High
6. I summarize what I read to reflect on important information in the text.	3.61	High
5. When text becomes difficult, I read aloud to help me understand what I read.	3.53	High
28. I ask myself questions I like to have answered in the text.	3.54	High
15. I use reference materials such as dictionaries to help me understand what I read.	3.47	Medium
2. I take notes while reading to help me	3.38	Medium

understand what I read.		
9. I discuss what I read with others to check my understanding.	3.38	Medium
Overall Weighted Mean Score	3.55	HIGH

Range: 3.5 or higher = High; 2.5 – 3.4 = Medium; 2.4 or lower = Low

Based on the results of the MARSI, students showed that they were using global reading strategies, problem-solving strategies, and support reading strategies but they were not fully aware of it and not all of them use specific reading strategies ($X=3.63$). Though it was interpreted as high, the numbers obviously showed that the mean was on the borderline which has to be increased or at least be sustained.

The problem with students' poor reading and comprehension is not because of their awareness and application of metacognitive strategies but because of their need to be trained on how to apply these strategies for successful comprehension of academic materials. Therefore, learners should be guided in using different metacognitive strategies in reading and comprehension since students who demonstrate a wide range of metacognitive skills perform better in examinations and complete work more efficiently (Adedipe & Ofodu, 2011).

The MARSI is a means to foster an environment that is conducive for reading and supporting for instructional intervention. It is for designing a program that emphasizes reading for students, and training for faculty and staff. As the researcher discovered the students' attitudes, styles, and strategies in reading, the researcher concluded that this helped the students demonstrate improvement in the comprehension of academic reading material; improvement in academic vocabulary knowledge; and an increased level of awareness of reading and vocabulary acquisition strategies. Truly, the awareness and use of reading strategies had a positive and strong correlation with reading comprehension achievement (Tavakoli, 2014). Even the EFL (English as a Foreign Language) students who employ more strategies and use them as frequently as possible are likely to show higher success in reading comprehension (Meniado, 2016; Ismail & Tawalbeh, 2015; Pei, 2014; Zhang & Seepho, 2013).

3. Factors Affecting Students' Reading Comprehension

3.1 Interest

Most of the respondents made reference to their own interest as one of the major factors that affect their reading comprehension. As stated by the students, their mood is a big factor when reading which also affects their attention and focus towards reading materials. They emphasized that their interest affects their mood. Hence they suggested that reading materials' content or main topic must be suitable for them so they can relate. The reading materials must be either their preferred content, useful and necessary, or related to their course. If not, they will surely find it difficult to pay attention in reading. With their statements, the students expressed the importance of having a clear purpose of reading. Given the fact that the reading material is also a subject of their own interest, or it may be something they can talk about because they have a background or experience. All these together with their motivation to read contribute to their overall reading comprehension (Mohseni Takaloo & Ahmadi, 2017; Meniado, 2016; Ebrahimi & Javanbakht, 2015; Unsworth & McMillan, 2013). Indeed, the more interesting the topic is, the more comprehensible the reading text will be. If the reading material is inflicted without their interest, they find it difficult to absorb the content and main purpose which make them need to gather background first, cite examples, and discuss main ideas from anyone reliable. Also, they may feel tired to look for meanings, and search through other references due to their lack of patience and time. Because of this, they found it useful when the professor briefly discussed a short background of the given reading material unlike when nothing was shared. They also found it easier to relate with the reading material when the sample situations were familiar to them. Student A said, "we only read when needed, but if we don't like the topic, we don't read the content that much". Students also tend to be occupied by their personal lives and social media as they stated. So, they have to take some effort and time to be aware of the current events. They also need to gather more information to share in class and so they could relate to new ideas. Students may make tangential connections that can distract them from the text. Throughout instruction, students need to be challenged to analyze how their

connections are contributing to their understanding of the text. Text connections should lead to text comprehension (Harvey & Goudvis, 2007).

3.2 Teaching style

The second factor that the students shared was their professors' teaching styles. Being in college requires them to read and study on their own, discover things on their own ways, and input new ideas. However, according to the students, not all professors let them share their ideas. Some do not motivate them to think. And some would just lecture and give activity or seatwork afterwards. Some professors would not also allow them to interact with their classmates to maximize the time for discussion. As specified by 15 students, "...some of our professors just give seatwork or quiz right after the discussion".

Clearly based on the students' statements, teaching styles of the professors limit them which make them get a little connection with the topics. If the students found it difficult to comprehend through listening, then what more in reading without any guide. The students expressed themselves wishing their professors to be more open and motivate them to give their personal insights. Accordingly, they suggested that the professors should also cite current events and other related situations so the students may know how to relate with, think and share their own opinions as well. The use of teacher modeling, the teacher think-aloud processes, and student practice of the reading comprehension strategies such as predicting, making connections, visualizing, inferring, questioning, and summarizing had proven to have a positive impact on student comprehension (Hartman, 2001; McKown & Barnett, 2007).

In fact, the students were not aware of the metacognitive teaching strategy during its application, but they were able to compare the difference of the teaching style when the reading material was given for the pretest and posttest. They said that they were able to answer easier and faster the reading comprehension exercises when the professor asked them some questions that encouraged them to share their personal thoughts. This led them to deeply relate and understand the main point of the reading material given in the posttest.

3.3 Language

The students admitted that English language has been a medium of instruction in schools and they were also required to answer using this language. However, they still could not have an excellent command of the English language since they use Filipino language in communicating most of the time. They only speak in English when the professor tells them so, or when it is needed. The students said that they understand reading materials written in English, but some unfamiliar terminologies hinder their deep understanding which unfortunately, make them ignore the problem. Only eight of the students said that they search for the meanings. Some admitted that they do not pay enough attention to the meaning of any term that they have to learn. They also admitted that despite searching for the word meanings, they still do not learn how to use the word in a sentence properly. Another dilemma was grammar structure which makes them hesitant to answer since they become unsure of their idea. Student C said, "it is difficult to speak in English, we don't also understand some words instantly".

The students' statements clearly showed that language is one of the biggest factors that affect their comprehension. Students find it difficult to understand the text due to their vocabulary limit. And whenever they understand, they still find the most appropriate words to use in expressing their ideas.

The stated dilemmas of the students toward reading were then put at ease during the metacognitive teaching strategy. They stated that it was very useful when the professors let them look for the unfamiliar and difficult words for their meanings and showed several ways on using them in sentences. They were also tasked to search for similar and opposite terms to further learn the words. However, vocabulary activity takes too much time. To avoid this, students must collaborate so they can get insights faster and easier from others. Enhancing vocabulary can also enhance students' comprehension. It was shown that students' ability to learn textbook vocabulary is improved when explicit vocabulary instruction is integrated with content-area reading (Taboada Barber, Buehl, Kidd, Sturtevant, Richey Nuland, & Beck, 2015).

The application of the metacognitive teaching strategy among college students was found to be helpful. However, college students are expected to be competent, comprehensive, and be independent in reading. The risk in applying metacognitive teaching strategies in reading

ensures not to spoon-feed the students. Instead, they must only be guided and be motivated to think and express more on their own. This finding is supported by Hains and Smith (2012) who promoted student empowerment to become self-directed and independent learners.

Unlocking vocabulary is a quite long part of a lesson but it is very essential. Teachers must not bore students with long list of vocabularies but must provide different creative ways for them to be familiar with the terms. Students must also be familiar with the use of dictionaries and to practice them learning independently.

This strategy must be student-centered however, there is a risk that teachers might overlook of the time. In this sense, teachers must achieve lesson objectives with metacognitive teaching strategy without consuming too much time.

E. Conclusion

The study discusses the effectiveness of using making connections as a metacognitive teaching strategy to enhance the level of reading comprehension from the average level to very high in all of the six levels including the literal, inferential, appreciative, critique, evaluative, and essential.

Although, college students are expected to be independent in reading, still they need guidance and further instructions since today's generation is occupied by several factors that affect their reading comprehension such as interest, teaching styles, and use of language.

The application of metacognitive teaching strategy, making connections, has a positive effect on enhancing the students' level of reading comprehension. However, there were difficulties encountered that should be avoided. Such difficulties are what the professors need to take into account to maximize its effectiveness. The instructions of metacognitive teaching strategy might consume too much time. Thus, professors must be cautious with the use of time, that is, maximizing it without compromising the lesson objectives. The strategy might also mislead teachers to spoon-feed students which should be avoided to promote independent reading and learning to students.

Indeed, educators play an important role in realizing the essence of any teaching strategy. With adequate support and proper guidance, students will be able to maximize the benefits of making connections and make use of any other metacognitive strategy towards developing higher level of comprehension leading to its ultimate goal of achieving academic success.

F. References

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