

Vocational School Students' Perspectives on ESP

Basuki¹, Ari Fajar Isbakhi², Muhammad Andean Syahsurya³
{basuki@umpwr.ac.id¹, fajarisbakhi12@gmail.com², MSyakhshurya@stud.kpfu.ru³}

Universitas Muhammadiyah Purworejo, Indonesia^{1,2}
Kazan Federal University, Russia¹

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Abstract. The goal of this study was to find out vocational school students' thoughts on English language teaching and learning process held in their school and the extent to what components of that process that should be changed. This was a qualitative descriptive study activity which employed a set of questionnaire on students' thoughts on English teaching and learning as the instrument to collect the data. There were 154 SMK Purworejo Negeri 1, they are student of grade 11 and 12 studying automotive, engaged as the respondents in this survey. The results of the data analysis revealed that most of the students' opinions toward the process of English teaching and learning was good even if to same extents certain elements still needed to be improved.

Keywords: English learning, English teaching, English for vocational school, Students' views

1. Introduction

In current era of globalization, acquiring a foreign language is highly vital to humans' life. As Allah said in Surah AR-Rum :21 in which Earth and Heavens were created by Allah combined with the diversity of people as well as languages. Learning and mastering another language will make them able to communicate to other people from other race and countries. This shows that Allah has been delivering signs to His creations to learn numerous languages in order to come to know one other.

Vocational High School is one form of formal education unit that organizes vocational education at the secondary level as a continuation of learning outcomes in junior high school. Law Number 20 explains that vocational education is secondary education that prepares students especially to work in any field. As stated by [1], vocational education has increasingly gained popularity as it trains students to face the future in a variety of crafts, such as computer technology and building technology that suits the requirements of the present world [2]. According to Delcker and Ifenthaler, vocational schools are an upper secondary level which is equivalent with high school and strives to give students with necessary abilities for a work environment that does not require a university degree [3].

Vocational high school have general and specific purposes. The general aims of this are equip students to be able to understand the cultural diversity of the nation, become autonomous and responsible citizens. The specific aims are, first, to train students to be able to operate both in the business world and in industry according to their skills. second, equip students to be professional and persistent in their work. Third, equip students with science and technology to be able to develop themselves [4] [5]. And all majors in the fields, almost all students are required to enter the community and meet other people, therefore it is very important to master a foreign language to help vocational students communicate and understand the intent of the client [6], [7].

Language teaching at vocational schools can be classified by how language teachers teach and provide English language materials linked to majors and the teacher works as facilitator and encourages students about the subject areas [8]. English for vocational students and English for high school is different, as we know vocational students are expected to have practical skills that can work directly in accordance with the needs of the business and industrial world [9]. And hence English must be mastered by vocational students as well as English in accordance with the minimum required in the field work [10].

Everyone undoubtedly has their own thoughts or opinions on observing the same thing. Differences of opinion and opinions will be followed up with the diverse responses. Factors that can impact a person's thoughts and attitudes are from how he perceives anything he sees. Motives and reasons behind the actions that have been carried out by someone who has a strong enough influence [11].

A previous study conducted by Aysu S in his research entitled *The Perceptions of Students Studying at a Vocational School on The Role of English in Their Lives and Their Reasons to Learn English* aims to explore the perceptions of students studying in vocational schools about how English affects their social life [12], [13].

Referring to the context above, in this research study, the researcher has meant researched further English taught in vocational schools. There are numerous majors given by vocational high school in Indonesia dependent upon the preparation of the schools including school infrastructure, human resources (teachers and educators), and the availability of the curriculums. English, at this specific education is taught in all levels; grades X, XI, and XII. Therefore, found out whether English content in the curriculum and activities served by English teachers of each major of the students fulfilled the needs of their majors or not become something crucial [14]. The results of this research gave precious contribution to the development of English teaching and learning in vocational education so that it would be more meaningful, applicable and suitable with English instruction of each major. This study ask for vocational students' comments in terms of English teaching and learning they experienced entitled: "Vocational High School Students' Views on English Language Teaching". This research was involved the students as the major subjects as the students are the party which applied English they learn at school to their future efforts [15], [16].

This research study focuses on examining vocational students' perspectives on English language teaching they experience in their major through research questions: 1) "What are vocational school students' views on English language teaching?" 2) What are the areas need to be improved? The results of this research made precious contribution to the development of English teaching and learning in vocational education so that it would be more meaningful, applicable and suitable with English instruction of each major. The advantage of performing this research is that it can give SMK students perspectives on appropriately and accurately teaching English.

2. METHOD

The research design of this research is used qualitative method. Silaen opined that design of a research refers to the whole process used in a research plan and implementation [17]. In qualitative method, there are six research classified based on the purpose (s) of the research. They are: case study, grounded theory, ethnography, phenomenology, action research and narrative inquiry [18]. The most appropriate research design is case study since the objective of this research work found out vocational students' views toward English Language Teaching. Tracy explained that case study the analyses of in-depth contextual naturalistic phenomenon of a person, an organization, a program, an event, a decision, a location, etc. which is interpreted contextually by the researcher [19].

Additionally, Tracy added that case studies apply four primary ways, i.e. (a) description, (b) generating hypothesis or developing theory, (c) theory and hypothesis testing, and (d) developing the normative theory. In this research, the researcher qualitatively described her research findings, thus, this case study applies description way [19].

Therefore, the population of this study will be all vocational students of SMK Negeri 1 Purworejo who have learned English so that they will be able to give their opinions/views/perceptions based on what they have experienced [20]. For the sake of this study, the researcher applied cluster random sampling in selecting the sample of this study. Bhardwaj explained that cluster sampling is a sampling technique in which the sample are chosen randomly from clustered population [21]. Thus, in this study, all classes of grade 11th and 12th are said as 'cluster', and the researcher randomly select one class from each grade and each major of the population with total of 154 students.

Table 1. The Population of Research

Classes	Total
12 AKL 1	38
12 OTKP 3	35
12 BDP 1	19
11 OTKP	35
11 BDP	27
Total	154

To collect the data in the research, the researcher used a set of questionnaires to get the information needed. The questionnaires adopted from previous researcher and then further modified by the

researcher. The items in these questionnaires should cover two research focused aforementioned above. Based on that the questionnaire used is close questionnaire [22]. Pambudi et al described the questionnaire was arranged in two forms, open and closed. Open questionnaires are useful for expressing the natural opinions of respondents, while closed questionnaires are useful for generalizing crucial issues that develop [23].

Researchers used a self-structured questionnaire and analyzed statistically using a Likert type scale. Questionnaire items were mainly adapted from Li, Zhou [24]. So the questionnaire created had 15 question items consisting of choices of strongly agree to strongly disagree. Since these questionnaires was adapted to this research context, the researcher do expert validity to make sure that these questionnaires are valid used as the instruments to collect the data. After they are being validated, the researchers distributed them by directly came and visit the vocational school. The data was collected on site (offline).

In analyzing data, this research applies qualitative method, the collected data analyzed descriptively. In relation to this, there several stepped taken by the researcher in order to analyze the data as follows:

Data Collection

At this first step, the data collected by the researcher through the distribution of questionnaires to respond to two research focuses. This step is the main activity of the research.

Data Reduction

On the second step, the data was collect reduced and classified into several parts based on the information got from each item of the questionnaires, for example; vocabulary used, text-book used, teaching and learning strategy, English curriculum for vocational education, and so on and so forth. By reducing the data into several chunks, make it easier for the researcher to present the data in the next step.

Data Display

In this third step, the data have been reduced above displayed/reported descriptively to answer the two research focuses. The researcher clearly presents the findings found from the data in a descriptive way.

Conclusion

After the findings are presented, the last step will be making the conclusion. At this step, the researcher summarized the results of the study to make the findings can be understood clearly.

3. Finding

In order to make the findings above become clearer and easier to grasp, the following Diagram 4.1 till 4.15 gives the recapitulation of how high the students 'strongly agree' to each of the statement in the questionnaire. The more the students expressed their views as 'strongly agree', the higher the percentage was, and this shows that the process of teaching English in terms of the items was considered effective according to students' perspectives. Vice versa, the lesser the students expressed their comments on the statement, the lower the percentage was, consequently, the process of English instruction for that item was judged less effective by the students and this also suggests that the item (s) need to be modified.

Diagram 1. Students' views as 'strongly agree' for each item

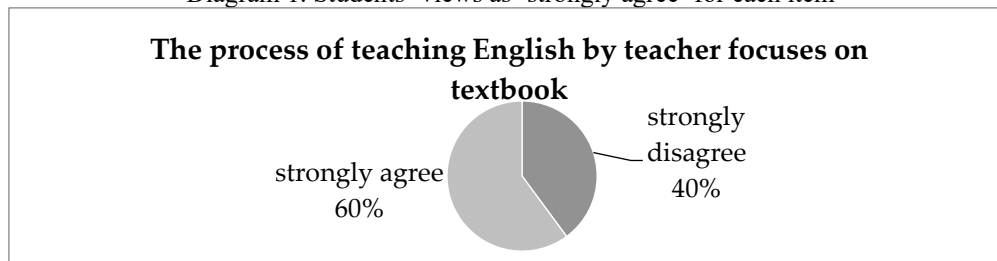


Diagram 1 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, in learning process the things is not included in the aspect that need to be improved.

Diagram 2. Students' views as 'strongly disagree' for each item

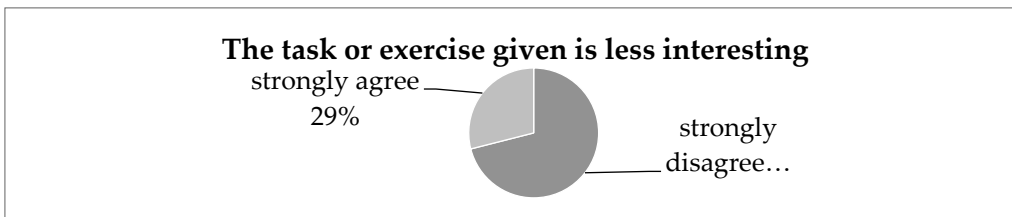


Diagram 2 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. It was reported that students who chose 'strongly agree' were less than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the things is not included in the aspect that need to be improved.

Diagram 3. Students' views as 'strongly agree' for each item

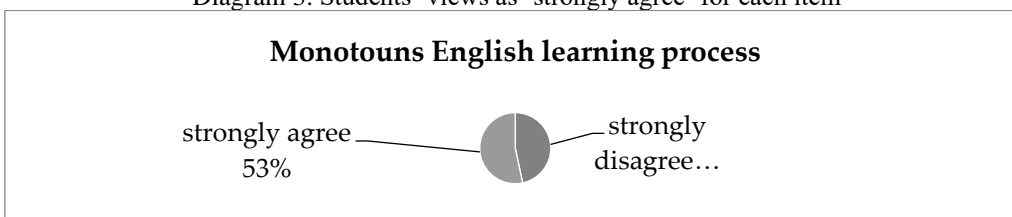


Diagram 3 above displays a recapitulation how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, the learning process the item is included in the element that need to be addressed.

Diagram 4. Students' views as 'strongly agree' for each item

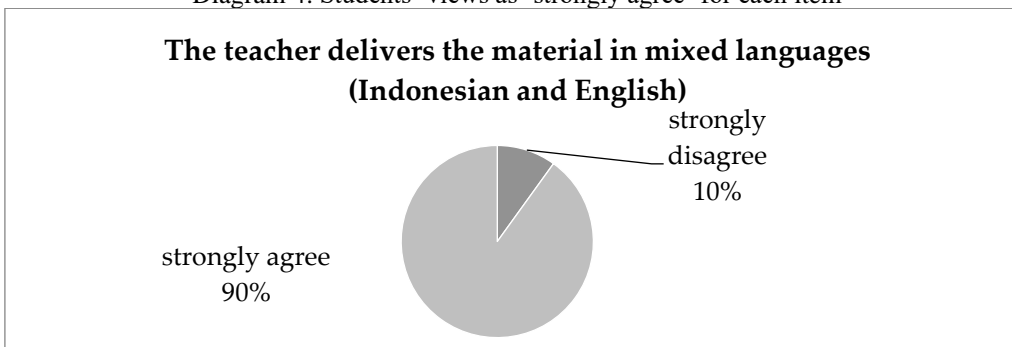


Diagram 4 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore in the learning process, the things is not included in the aspect that need to be improved.

Diagram 5. Students' views as 'strongly disagree' for each item

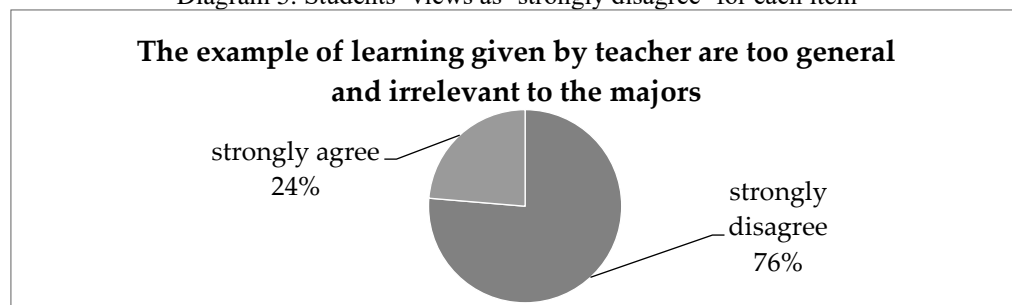


Diagram 5 above displays a recapitulation of how high students 'strongly agree' with each statement in the questionnaire. State that students who chose 'strongly agree' were less than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the things is not included in the aspect that need to be improve.

Diagram 6. Students' views as 'strongly agree' for each item

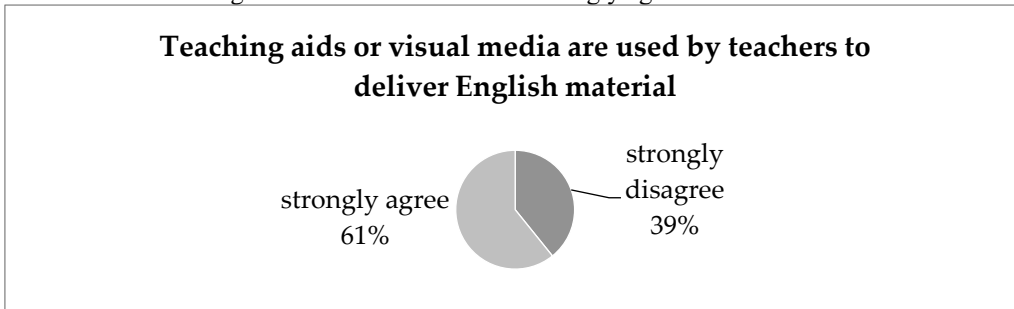


Diagram 6 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the items is not included element that need to be improved.

Diagram 7. Students' views as 'strongly disagree' for each item

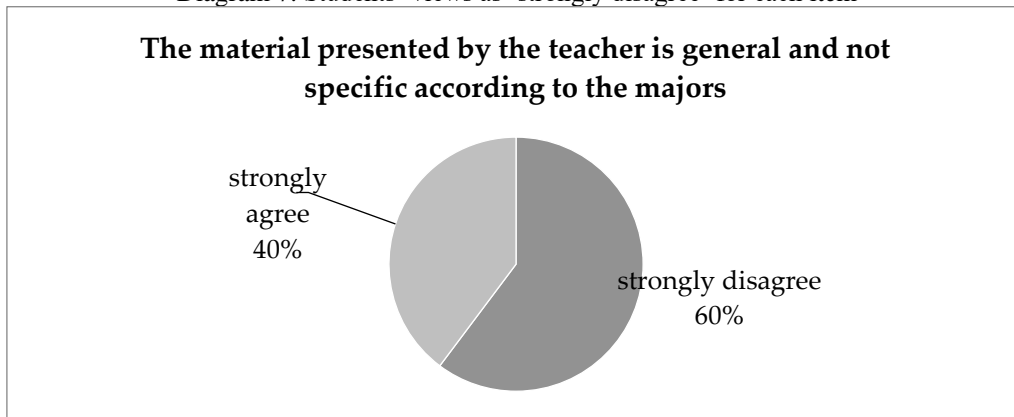


Diagram 7 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' were less than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the items is not included element that need to be improved.

Diagram 8, Students' views as 'strongly disagree' for each item

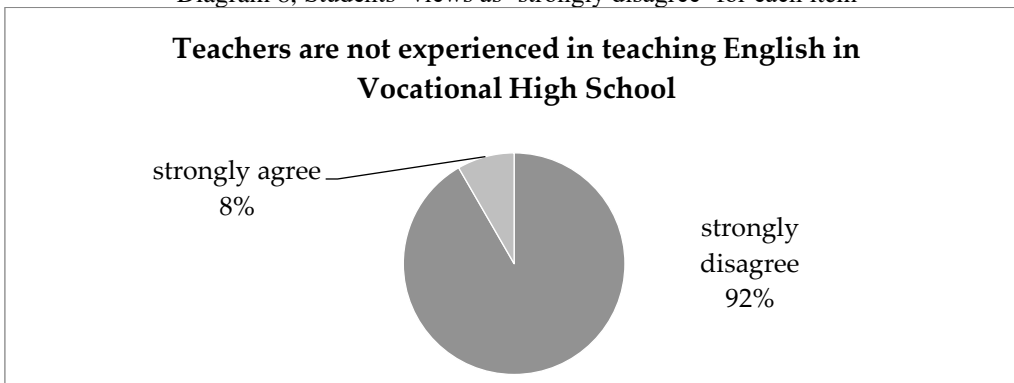


Diagram 8 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' were less than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the items is not included element that need to be improved.

Diagram 9, Students' views as 'strongly agree' for each item

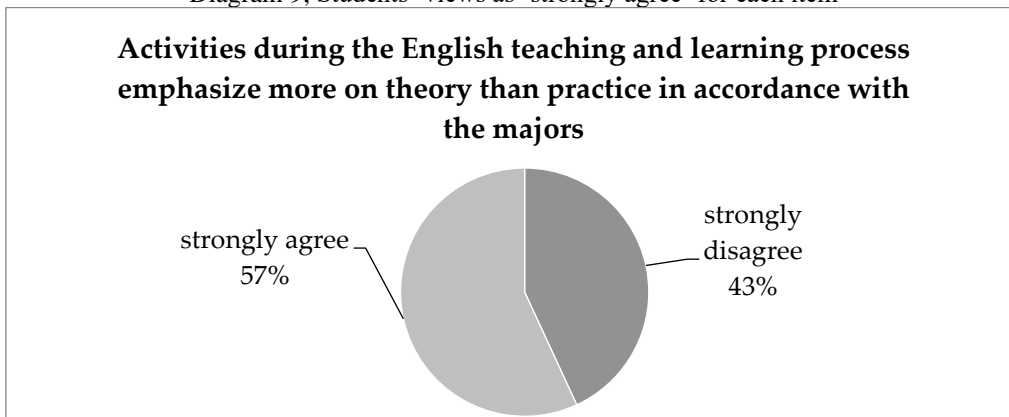


Diagram 9 above displays a recapitulation of how high pupils 'strongly agree' with the statements the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the item is included aspect that need to be improved.

Diagram 10, Students' views as 'strongly disagree' for each item

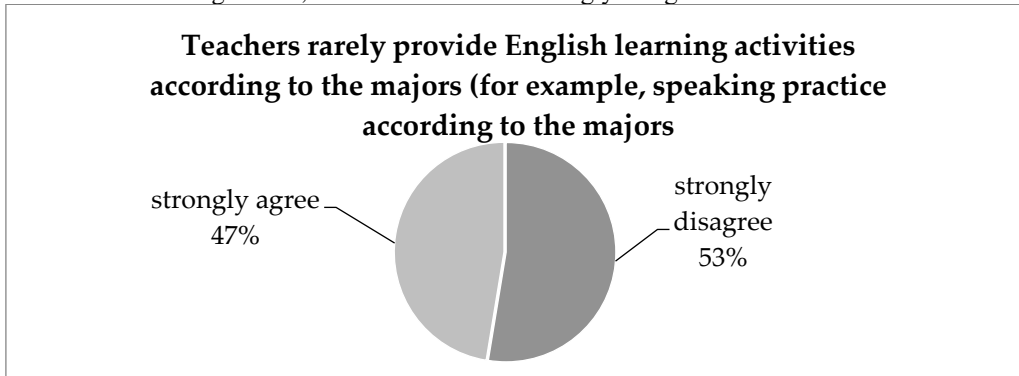


Diagram 10 above displays a recapitulation of how high pupils who chose 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' were less than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the elements are not included aspect that need to be improved.

Diagram 11. Students' views as 'strongly agree' for each item

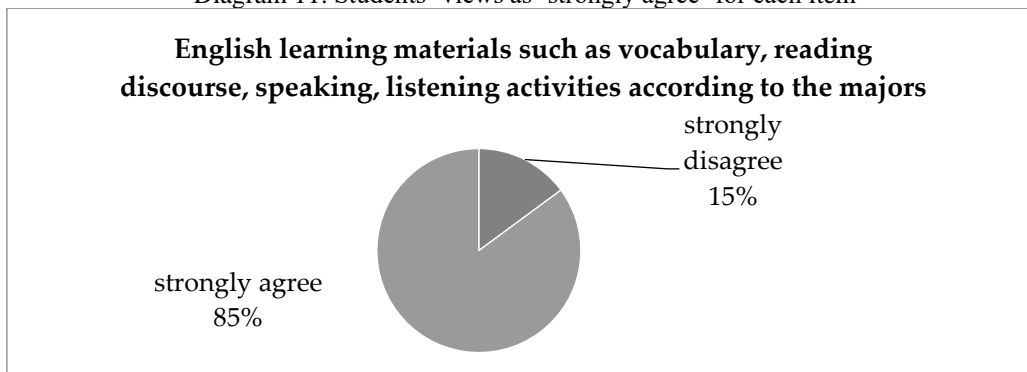


Diagram 11 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher then students who chose 'strongly disagree' on the subject. Therefore, in the learning process the things is not included element that need to be improved.

Diagram 12. Students' views as 'strongly agree' for each item

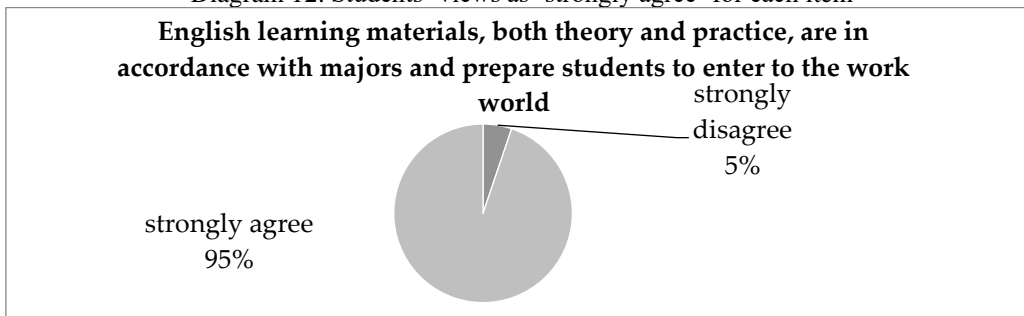


Diagram 12 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, in the learning process, the things is not included element that need to be improved.

Diagram 13. Students' views as 'strongly agree' for each item

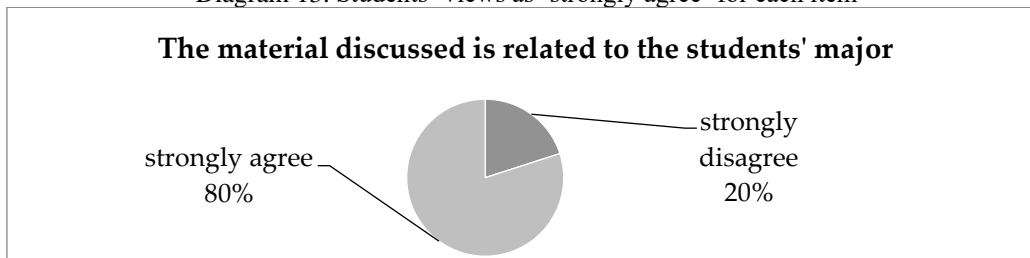


Diagram 13 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, in the learning process the items is not included element that need to be improved.

Diagram 14. Students' views as 'strongly agree' for each item

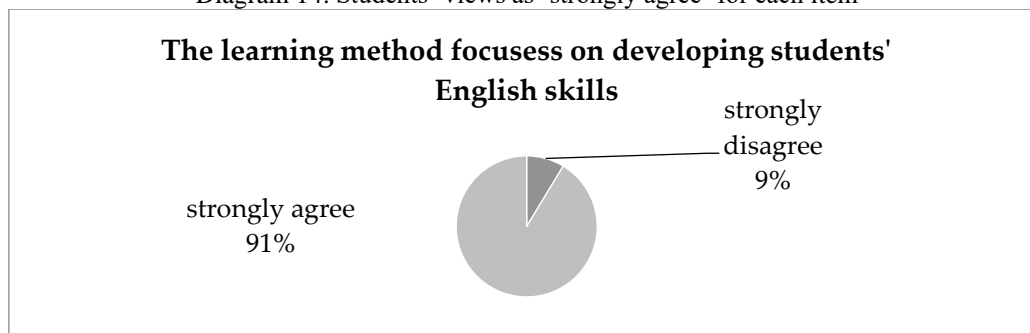


Diagram 14 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, in learning process the things is not included element that need to be improved.

Diagram 15. Students' views as 'strongly agree' for each item

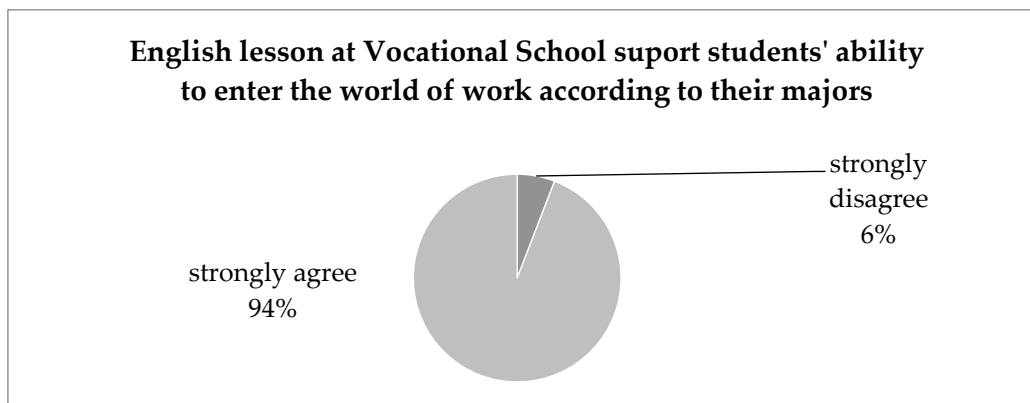


Diagram 15 above displays a recapitulation of how high pupils 'strongly agree' with the statements in the questionnaire. Stated that students who chose 'strongly agree' higher than students who chose 'strongly disagree' on the subject. Therefore, in learning process the things is not included element that need to be improved.

4. Discussion

Based on the findings reported on the above section, it can be argued that: Most of the students 'slightly agree' (48.2%) and 'agree' (22.1%) with the assertion that "the process of teaching English by the teacher focuses on text-books. These responses can be interpreted that their English teacher might use several various sources in teaching, and did not only refer to it. It might be inferred that the sole focus of the teaching process for vocational students is textbooks.

Most of the students 'slightly agree' (39.6%) and 'disagree' (29.9%) with the statement that "the task or exercise given is less interesting." These responses can be interpreted that the tasks or exercises given by the teacher during learning are quite interesting and can be done by students. It can be said that the majority of SMK students do not find the tasks assigned by English teachers to be particularly engaging, which makes them highly passionate about engaging in English teaching and learning activities.

Most of the students 'slightly agree' (41.6%) and 'agree' (22.7%) with the statement that "monotonous English learning process." These responses can be interpreted that the students feel the teacher's lack of creativity in changing the atmosphere of learning English, so that students feel bored. It might be said that English teaching and learning are very monotonous processes, and that the lack of teacher inventiveness dulls students' learning environments.

Most of the students 'agree' (31.2%) and 'strongly agree' (44.8%) with the statement that "the teacher delivers the material in mixed languages (Indonesian and English)." These responses can be interpreted that the use of mixed language in delivering the material, can make students better understand the intent and meaning of the material being studied. It may be stated that the teacher uses a mix of languages (Indonesian and English) when presenting the topic in order to ensure that the pupils comprehend what is being taught.

Most of the students 'disagree' (29.9%) and 'slightly agree' (45.5%) with the statement that "the examples of learning given by the teacher are too general and irrelevant to the majors." These responses can be interpreted that the teacher has used examples that are around and also in accordance with the student's major, so that students get a visual picture that is easier to understand and imitate. It may be said that the teacher's learning examples are pertinent to the majors that the students are now pursuing so that understanding is made easier for the students.

Most of the students 'slightly agree' (37%) and 'agree' (24.7%) with the statement that "teaching aids or visual media are used by teachers to deliver English material." These responses can be interpreted that the use of teaching aids and media is necessary in the learning process, therefore the teacher uses these items when needed. It may be inferred that the usage of teaching aids is crucial at the start of the learning process since it makes it simpler for teachers to present English information.

Most of the students 'disagree' (22.7%) and 'slightly agree' (42.9%) with the statement "the material presented by the teacher is general and not specific according to the majors." These responses can be interpreted that in delivering a material, the teacher is guided by the syllabus that is appropriate and leads to the student major. It can be inferred that the instructor has a lesson plan that corresponds

to the student's major so that the information supplied is targeted and pertinent to the major that the student is pursuing.

Most of the students 'strongly disagree' (39.6%) and 'disagree' (31.8%) with the statement "teachers are not experienced in teaching English in vocational high school." These responses can be interpreted that being an educator, besides being required to master the learning material, also have to be experienced in order to be able to cope with whatever happens in the classroom. It may be inferred that in order to be able to handle whatever occurs in class, a teacher who teaches English must have experience and has knowledge of the subject matter.

Most of the students 'slightly agree' (38.3%) and agree (22.1%) with the statement "activities during the English teaching and learning process emphasize more on theory than practice in accordance with the majors." These responses can be construed as in the process of learning English the teacher is more focused on theory than training students' talents with practice. It can be claimed that the emphasis in the English learning process is more on theory than building students' skills. Most of the students 'slightly agree' (48.1%) and disagree (16.9%) with the statement "teachers rarely provide English learning activities according to the majors (for example, speaking practice according to the majors)." These responses can be interpreted that teacher often provides activities that can improve students' language skills according to the majors. It may be inferred that teachers consistently assign tasks or exercises to help students develop their English abilities in line with their specialties.

Most of the students 'slightly agree' (43.5%) and 'agree' (27.9%) with the statement "English learning materials such as vocabulary, reading discourse, speaking, listening activities according to the majors." These responses can be interpreted that those material are studied by students, so that they are able to understand English. This means that it is simpler to grasp English because students from all departments have studied the provided information.

Most of the students 'slightly agree' (38.3%) and 'agree' (33.8%) with the statement "English learning materials, both theory and practice, are in accordance with majors and prepare students to enter to the world." These responses can be interpreted that the material taught is quite appropriate to the student's major, so that students can prepare themselves for the world of work according to their abilities. Most of the students 'slightly agree' (41.6%) and 'agree' (25.3%) with the statement "the material discussed is related to the student's major." These responses can be interpreted that when the teacher is discussing the subject matter, the topics discussed by the teacher are in accordance with the student's major and do not come out of the other discussion boxes.

Most of the students 'slightly agree' (33.1%) and 'agree' (39%) with the statement "the learning method focuses on developing students' English skills." These responses can be interpreted that teachers are required to have teaching methods that are acceptable to students so that the learning process goes better so that students can develop in terms of knowledge and abilities. Most of the students 'slightly agree' (35.1%) and strongly agree (33.1%) with the statement "English lesson at Vocational school students' ability to enter the world of work according to their majors." These responses can be interpreted that by mastering and understanding English lessons well, at least students have equipped themselves in the language and that becomes an additional point [25].

From these findings, the writer found several aspects that need to be improved in teaching and learning English for Vocational school including; Monotonous English learning process, and activities during the English teaching and learning process which emphasize more on theories than practice in accordance with the majors [26], [27]

5. Conclusion

Based on the assertions in chapter IV, students have given their various thoughts regarding their experiences so as to procedure a view of how English is taught in the school. It can be noted by researchers in line with the data found that foreign language education in vocational schools especially in SMK Purworejo Negeri 1, can be categorized as good or positive. This students' attitude can be defined that the teaching has supplied them with many benefits and opportunities to be able to master abilities that will later equip them in the world of work. As mentioned by Akram, et al in Bhaskar English is connected with the advantageous characteristics like job, opportunity, status, prestige and backing from the government because of these favourable qualities, majority of the people show good attitude towards English language learning [28], [29].

Although the assertions are the views of Vocational Students regarding teachers teaching in schools have been positive. But the researcher found several points that can be used as aspects, so that the teaching of English is getting better, namely during teaching and learning activities students feel that the teacher too much emphasis on theory rather than practice which can hone their language skills

and is related to majors [30]. So that pupils believe the atmosphere during the learning process grows monotonous [31].

7. References

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