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Table of Contents

Title	Page
<b>The Importance of Intangible Reward in English Language Learning</b> <i>Ayu Ariska Alfat, Stella Rose Que</i>	01-13
<b>The Implementation of EFL Online Learning</b> <i>Delila De Fretes, Rosina. F. J. Lekawael</i>	14-24
<b>Understanding the Role of Automated Writing Tools: A Library Research on Grammarly in Academic Writing</b> <i>Jusak Patty</i>	25-41
<b>Supplementary English Reading Materials Based on Interreligious Values in Maluku for the X Grade Students</b> <i>Inge Sabuleka</i>	42-51
<b>Students' Perception on the Use of Edmodo for Group Discussions: Insights from the English Education Program at Pattimura University</b> <i>Safitri Ulath, Jeny Lekatompessy, Hellien Loppies</i>	52-64



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**EDITOR'S NOTE**

Welcome to *The HUELE Journal of Applied Linguistics, Literature and Culture*, published by the English Education Study Program at Pattimura University. This issue, **Volume 2, Issue 1, 2022**, brings together five articles that explore practical and theoretical insights in Applied Linguistics, English Language Teaching, Literature, and Cultural Studies. The first article examines the role of intangible rewards in motivating English language learners, while the second investigates effective practices for implementing EFL online learning. The third article presents Grammarly in academic writing as automated writing tools, providing valuable guidance for educators. The fourth focuses on culturally relevant English reading materials for high school students in Maluku, fostering inclusivity through interreligious values. The final article delves into students' perceptions of using Edmodo for group discussions, highlighting its potential in enhancing collaborative learning. Together, these works offer fresh perspectives and practical applications that contribute to advancing language and cultural education.

## The Importance of Intangible Reward in English Language Learning

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### Abstract

Intangible rewards are an award that is crucial to the students to perform outrages performance so that they can get appreciation. Intangible reward refers to a class of rewards which have no material or monetary value but can keep the students feeling recognized and motivated. Intangible reward is not specifically researched in the teaching profession. It has been linked since human beings have the same psychological experience in terms of pursuing better achievement both in academic and work fields. It is proven that intangible rewards provide continual treatment to help students stay motivated and energized. Using library research, this study tries to explore the positive impact of intangible rewards on the students. It focuses on discussing how intangible rewards as literary works in the EFL context affects students' language learning. Based on the literary review and the writer's experience at the English Education Study Program, the advantages that the students get by receiving intangible rewards, specifically in improving their language skills, is work. Intangible rewards do improve students' language skills.

Keywords: *English Language learning, Intangible rewards*

### Introduction

Psychology of learners cannot be separated with students' performance in the classroom. We always need motivation either from our school or family. According to (Lai, 2011) motivation tends to attach to the behaviour that characterized by willingness and determination. Motivation includes a relation to beliefs, perspective, values, interest, and actions. Therefore, by accepting motivation, students will be encouraged in learning, so they will be motivated. As we know that, the correlation between motivation and students' performance are unquestionably important. Lecturer must be realized in the very first hand that the necessary of motivation in learner's language learning can help learners improve their performance (Alizadeh, 2016).

Nowadays, we as students are having less motivation from the teacher or even for the university students from the lecturer. The factors that influence the lack of motivation in university learners mostly happened due to the absence of rewarding from the teacher to the students as a part of

motivation. For the reason that in fact, motivation is important for students, especially in the process of learning. Winkel (1984) discovered that in the context of teaching and learning, motivation serves as the overarching driving force within the learner. It instills a desire to learn, ensures the ongoing nature of learning activities, and provides direction to achieve learners' desired goals. Consequently, it is imperative for teachers to conduct learning activities that evoke motivation in students to learn English. In that way, teacher enables to do their jobs as an educator or the authority who has responsibility in planning, executing, assessing the result learning, mentoring and training students to reach their objectives.

Seeing the condition above, it is the responsibility of the teacher to create favorable ways for learners. One way that was implemented in this paper is through rewards. Rewards could drive commitment and bonds. These types of rewards attract to students intrinsic motivation in which can positively impact their performance and creativity (Allan Schweyer, Anaïs Thibault Landry, Ashley Whillans, 2018). One type of rewards that used is intangible reward. The writer conducted a preliminary study in speaking class about how important the intangible rewards are. Based on the preliminary study, the writer spread questionnaire through google form. It has shown that most of the students are agree with the implementation of intangible rewards. It is crystal clear that 10 out of 11 students felt motivated when the teacher gave a compliment.

An intangible reward refers to a set of rewards without any material or monetary value, as outlined by Kharel (2012). Offering praise and expressions of appreciation enhances students' worth, motivating them to enhance their grades if they haven't met the target. Intangible rewards play a role in stimulating improved performance and encouraging greater effort in completing assignments, whether in the classroom or as homework. Employing rewards can enhance students' academic accomplishments and self-assurance, particularly in individual learning settings, by fostering a sense of care and trust. Based on the background above, the author decided to conduct a paper on “The Importance of Intangible Rewards in Speaking Class in English Language Learning”.

## **Method**

The research design involves a comprehensive library research methodology. The participants for this study consist of English language learners across diverse proficiency levels within a specified educational setting, chosen through targeted sampling criteria. The data collection process primarily entails an in-depth literature review, where a wide range of academic articles, books, and scholarly

sources related to intangible rewards in language learning are systematically examined. Simultaneously, document analysis is conducted to scrutinize reports and studies addressing the impact of intangible rewards in education, with a specific focus on English language learning contexts. This integrated approach allows for the synthesis and critical evaluation of existing knowledge, providing a robust foundation for understanding the significance of intangible rewards in enhancing language skills.

## **Result and Discussion**

### ***The Definition of Reward***

Reward was used to describe the items that the instructor offers the students in recognition of their excellent work. When a student receives praise for completing a work, she is more likely to complete it and show greater interest in the next assignment. According to Guendouze (2012), reward is a crucial tactic teachers employ to boost students' motivation for learning and to improve the process' efficacy and efficiency. Additionally, a reinforcement or reward is an outcome that raises the probability that a behavior will take place. A teacher might tell a student, for example, "I'm really proud of the story that you wrote." Well done. I hope you'll follow through on the same action the following time. It is stated that the teacher's encouraging remarks reinforce or reward the student's writing behavior if she puts in more effort and produces an even better story the following time.

Rewards are commonly defined as incentives that may be provided in subsequent instances. However, in many classroom scenarios, these rewards tend to be allocated primarily to students with the highest accomplishments or rankings, those consistently victorious in games and class competitions, and those who excel academically. Concentrating rewards on these specific groups may have a detrimental impact on the learning experience of other students. When rewards are not employed effectively, it is likely that other students become demotivated. Therefore, the implementation of "effective reading" is recognized as a crucial tool for fostering motivation and playing a pivotal role in driving students' motivation and progress in language learning. This approach can ultimately cultivate positive and desirable behavior among students in the English language classroom.

This study delves into the use of rewards in English language learning and explores how students perceive these rewards in the classroom, with a specific focus on a research group of participants. Originating from behaviourism and notably developed by B.F. Skinner in the 1950s, the concept of rewarding behaviour asserts that reinforcing a behaviour after its performance strengthens that



behaviour (Cosgrove, 1982). In the context of language teaching, rewards are discussed within the framework of learner motivation theories.

The impact of rewards on students is significant, influencing their individual motivation, engagement, and responses within learning situations. Students often channel their focus towards achieving rewards during essential tasks, adhering to defined goals, and completing assignments promptly. This persistent effort reflects their commitment to important goals and contributes to the internalization of a desire for positive consequences. As external goals become internalized, behaviors become self-determined, fostering intrinsic motivation. This intrinsic motivation is particularly evident when individuals perceive themselves as competent and believe they have control over their learning and behavior.

### ***Perception of Rewards***

Some researchers have observed an increase in intrinsic motivation among subjects who received verbal praise compared to a control group (e.g., Deci, 1971), while others have reported no significant differences. The perception of rewards by both teachers and students appears to be a crucial factor in their effectiveness. Many teachers who incorporate rewards in their approach believe in the efficacy of using rewards in schools. According to Hoffman (2009), these teachers argue that rewards serve as a motivating factor for students to exhibit positive behavior, and some note that rewards encourage students to produce their best work. Hoffman also highlights that teachers using rewards for behavior management also tend to use them for academic achievement, with verbal or written praise and tangible prizes being the most frequently employed.

Mansfield's (2007) research indicates that students' perceptions of rewards and sanctions significantly impact their sense of belonging in school, influencing both academic performance and social behavior. Similarly, students' attachment to school is stronger when teachers show care, provide praise, and treat students fairly (Hallinan, 2008). Previous studies on motivation, behavior management, and academic achievement have yielded inconclusive findings. The focus on the use of rewards should shift from extrinsic motivators to a broader exploration of how learners manage their learning behaviors and development.

An intriguing aspect is the limited inclusion of students' perspectives in previous studies. This current study examines the process of rewarding English language learning in classroom settings, exploring secondary school students' experiences, and collecting information on their perceptions

before and after receiving rewards. The study investigates various aspects, including the types of rewards given, the basis for awarding rewards (reward contingency), and the reasons attributed to receiving rewards (reward attributions). Notably, this research sheds light on students' voices regarding the use of rewards in the classroom, emphasizing the importance of understanding how teachers employ rewards to enhance students' motivation and learning behaviours, ultimately contributing to self-development in the educational setting.

### *Types of Reward*

#### **Tangible Rewards**

##### a. Definition

Tangible Rewards encompass items that individuals can physically hold, see, or touch, such as prizes, stickers, or food. When providing rewards, it is essential to ensure that they convey information about students' abilities, thereby enhancing their intrinsic motivation. For instance, teachers often employ reward systems, such as giving stickers to students who successfully complete their tasks. The quantity of stickers corresponds to the amount of work accomplished, creating a visible and tangible representation of achievement. Tangible rewards include items like candies, toys, and small gadgets, whereas internal or spiritual rewards involve intangible elements that contribute to a sense of self-fulfillment, such as verbal praise (Christopher, 2010). Additionally, some researchers categorize tangible rewards into anticipated rewards and unanticipated rewards based on the timing of their presentation (Ryan, 1983).

##### b. Types of Tangible reward

###### 1. Anticipated reward

Anticipated rewards refer to the promised gift that is present before to engaging in an action.

###### 2. Unanticipated reward

Unexpected rewards relate to the gifts they receive during or after the activity.

##### c. Disadvantages

###### 1. Impact on Student Intrinsic Motivation

There are three main reasons why many academics have misgivings regarding the use of material rewards. The most common argument is that students' intrinsic motivation may suffer if they get material rewards, which could cause them to lose focus. Certain scholars

support teaching strategies that put students' intrinsic motivation first instead of depending on material incentives, stressing the significance of putting students' interests at the centre of their learning instead of external rewards.

## 2. Association with Bribes

Another concern raised by researchers is the perceived connection between tangible rewards and bribery. They argue that dispensing tangible rewards might be interpreted as a form of bribery, indirectly teaching students the behaviour of using rewards to manipulate others.

## 3. Potential for Misuse

A third critique relates to the current misuse of tangible rewards in educational settings. Many teachers may not be adequately informed about the correct use of tangible rewards, leading to adverse effects on students' mental and academic development. This misuse is particularly associated with the over-justification effect and unfair distribution.

## 4. Over-justification

Studies show that giving students external rewards for activities that they already find intrinsically fulfilling can reduce their internal drive for similar activities. Instead of enjoying the activity itself, students could start to place greater emphasis on getting rewards from other sources.

## 5. Unfair Distribution

The criteria teachers use for evaluating and distributing rewards can be subjective and unfair. Sometimes, the standards may only be suitable for a small subset of students, neglecting the feelings of others. Additionally, rewards are often broad and superficial, potentially leading to an excessive dependence on motivation among primary school students (J. Sun, 2020)

### d. Advantages

#### 1. Positive Impact on Intrinsic Motivation

Eisenberger, Pierce, and Cameron's research suggests that tangible rewards tied to performance can enhance individuals' self-determination and intrinsic motivation (Covington, 2001). According to social-cognitive theory, tangible rewards can pique interest in a particular activity, which boosts general intrinsic motivation,

#### 2. Enhancement on Children's Self-esteem, Confidence, and Self-efficacy

Tangible rewards contribute to the pleasure derived from achievements, benefiting young students' self-development. Numerous studies indicate that tangible rewards are effective tools for boosting young students' confidence (H. Liu, 2018).

### 3. Benefits in Children's Socialization Development

Sociologists and symbolic interaction theorists argue that using tangible rewards fosters social interaction between teachers and students through symbolic signs. This process is considered a crucial way for young students to develop self-concept and achieve socialization goals (Y. Yu, 2019)

### 4. Necessity in Teaching Young Students

5. Teachers view tangible rewards as highly compatible tools for teaching children, aligning with socialization development theory. Accepting tangible rewards is seen as a fundamental psychological demand for children (L. Fang, 2005).

## ***Intangible Rewards***

### a. Definition

Intangible rewards represent acknowledgements given to individuals for their achievements, including verbal praise, written commendations, grades, smiles, pats on the back, hugs, extra attention, and special privileges. In the teaching profession, intangible rewards, although not extensively researched, play a significant role in recognizing and motivating students. Kharel (2012) defines intangible rewards as a category without material or monetary value but capable of providing continuous recognition and motivation to keep students energized. This psychological experience aligns with the pursuit of better academic and professional achievements, and examples include written praise, symbols like smiles or stars, and positive comments on students' work.

### b. The Aims of Intangible Rewards

Intangible rewards aim to encourage students in their learning endeavors. While not tangible, appreciations in the form of praise, smiles, gestures, and others act as stimuli to boost students' enthusiasm for learning. The crucial objective of utilizing intangible rewards is to foster a strong bond between lecturers and students, emphasizing respect through compliments rather than material feedback. Examples of intangible rewards include thank-you letters, appreciation notes, public recognition in meetings, special lunches, encouragement to pursue personal ideas, and opportunities to choose a preferred place (Moreno, 2010).

c. Types of Intangible Rewards

According to Cotton (1988), intangible rewards can be categorized into two types:

- Verbal Praise: Lecturers may verbally commend students for correct responses during class discussions, accurate homework, and improved test scores, using phrases like "good job," "I like it," or "perfect" to acknowledge positive behaviors or achievements.
- Written Praise: This type involves providing grades and comments on students' assignments, including symbols like smiles or stars, as positive feedback for their work.

d. The Benefits of Intangible Rewards

According to Santrock (2010), the benefits of intangible rewards include:

- Enhanced Student Enthusiasm for Learning: Offering intangible rewards motivates students to put forth more effort while completing assignments, encouraging enhanced confidence and a sense of being cared for and trusted. Students gain respect and enthusiasm when they grasp the significance of what they are learning for their future.
- Improved Student Concentration: Intangible rewards serve as a motivating factor for students to enhance their performance, leading to increased seriousness in studying. The awareness that their efforts are being observed by the lecturer contributes to thoroughness in completing assignments and creates a positive learning atmosphere in the classroom.
- Encouraging Academic Achievement Improvement: Students receiving frequent intangible rewards are more likely to be enthusiastic in learning, putting effort into tasks, and completing them meticulously and on time.
- Creating an Interesting Learning Atmosphere: Intangible rewards stimulate students' enthusiasm for learning, making the English language learning process more effective, enjoyable, and fostering positive interactions between teachers and students in the classroom.

### ***Definition of Language Learning***

Language is meant to be a systematic way to communicate the ideas or feelings by the implementation of incorporated signs, sounds, gestures, or marks, having under understood meanings (Webster's Thirds New International Dictionary of English Language (1961) in Brown (2000: 5). He explained briefly the definition of language. He defines it as follows:

1. Language is systematic.

2. Language is a set of arbitrary symbols.
3. Those symbols are primary vocal but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possible not limited to human.
8. Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Then, Brown (2000: 6) states that learning is the process of incorporating or getting knowledge of a subject or a skill by studying experience or instruction. Based on previous statement, brown divided learning into some components as follow:

1. Learning is acquisition or “Getting”.
2. Learning is retention of information or skill.
3. Retention implies storage system, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behavior

Language learning is a long and complex way. Language learning is the process where the learners explore all their competence to think, feel, and act. In addition, he also explained that language learning is not a set of easy process that can be programmed in instant way. It required regular training due to succeed in learning process.

### ***English Education in Indonesia***

Indonesia has a 50-year history of English language instruction, while its research in this sector is relatively new. There is currently a growing interest in English language teaching and learning throughout all educational levels in the country (Zein, 2020).

On the other side, English was regarded as a language of international significance, as represented by powerhouse countries such as the United States and the United Kingdom. Many

people think English will be the language of the future. This established a strong argument for incorporating English into the national education curriculum, paving the way for its status as 'the first foreign language', according to Nababan (1991).

English was established as a foreign language and was the first to be taught in schools, before Arabic, French, and German. Many years later, the new order regime (1967-1998) strengthened the official function of English with Presidential Decree No. 28/1990. This edict established English as the official language in secondary schools administered by the Ministry of Education and Culture. As a result, English became a required subject in junior high school, senior high school, and technical high school. The obligation also applied to secondary schools administered by the Ministry of Religious Affairs, such as Madrasah Tsanawiyah and Madrasah Aliyah. As a result, English became the second language for individuals who only spoke Indonesian, and the third language for the vast majority of Indonesians who knew both Indonesian and an indigenous language.

## **Conclusion and Suggestion**

### **Conclusion**

Intangible rewards are an award that is crucial to the students to perform outrageous performance so that they can get an appreciation. Intangible reward refers to a class of rewards which have no material or monetary value but can keep the employee feeling recognized and motivated. Intangible reward is not specifically researched in the teaching profession. It has been linked since human beings have the same psychological experience in terms of pursuing better achievement both in academic and work fields. It is proven that intangible rewards provide continual treatment to help students stay motivated and energized. For example, written praise; by drawing symbols like smile, stars, or comment on the students sheet as positive feedback of their work.

Based on the literary review and the writer's experience while spreading the questionnaire in academic speaking class at the English Department of Pattimura University, the benefits get by giving intangible rewards to the students are inevitable. It can increase students' enthusiasm for learning. Giving intangible rewards to them encourages them to work harder in completing the assignment. The stimulus that is given by the teacher can improve students' confidence in learning individually or in groups due to the feeling of being respected and bounded emotionally. It also enhances students' concentration. They tend to be serious in studying because they realize that every gesture is monitored by the teacher. It does make sense that the students become more thorough when finishing the tasks

and be satisfied if the results of their work get a good appreciation from the lecturer. In addition, it is encouraging the students to improve their academic achievement by pushing their motivation in the psychological side.

### **Suggestion**

After reviewing all the related literature, the writer proposes several suggestions as follow:

1. English teacher

Considered the important roles by giving intangible rewards to the students. Teachers should take on the opportunities to master how to give no material reward to them. Teachers should do it more often to reach learning objectives.

2. Students

With this paper, students are expected to be aware that intangible rewards that has been given to them are scientifically approved to enhance their motivation to be better in academic achievement.

3. Other researchers

To the future researcher, this paper is far from perfect. Therefore, other researchers can also expand a different discussion by providing other variables that may have something to do with intangible rewards.

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## The Implementation of EFL Online Learning

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### Abstract

This study explores the effectiveness and broad adoption of online instruction for English as a Foreign Language (EFL). Considering the difficulties that instructors and students encounter in this kind of instruction, the study uses an extensive literature review approach. The goal is to underscore the positive impact of online learning on the sustainability of education and identify key factors that contribute to its effectiveness. Drawing literature from academic databases, journals, books, and reputable online platforms, the collection process is guided by specific terms like "EFL" and "Online Learning." Inclusion criteria target studies addressing the positive impacts and challenges of online learning in EFL. Thematic coding is applied to organize the literature into sections covering positive impacts, challenges, and influencing factors. Thematic analysis identifies common themes, while a comparative analysis emphasizes differences and similarities across studies, ensuring a cohesive exploration of the topic. The research suggests potential avenues for future studies to further enrich our understanding of online learning in the EFL context.

**Keywords:** *EFL, Online Learning*

### Introduction

In this digital era, online learning has become commonplace in education. With qualified technology, the learning process can be carried out not only in the classroom and various learning methods. Seeing the comfort level of students and teachers in online learning makes this increasingly applied internationally as an opportunity for alternative learning (White in Atmojo & Nugroho 2020). Online learning is becoming more attractive to many students and is already used in elementary, junior, and senior high school. In addition to presenting learning materials, online learning is also helpful for students to work together with other students (Krish in Atmojo & Nugroho 2020).

Apart from students, using the internet in online learning is also considered one of the things that can help teachers present materials and get assistance in the learning process and progress through learning experiences (Ally in Atmojo & Nugroho 2020). In this increasingly modern world, the internet is not commonplace for people. The internet can be easily accessed using smartphones, laptops, and

computers with internet connection. There has been a lot of various applications which are user-friendly for both teacher and students.

The various applications provided for online learning have also been widely applied by teachers in teaching both face-to-face via video calls and written assignments through online learning applications. In addition, using suitable online learning applications or tools, students can participate in discussions, provide opinions, and share knowledge, regardless of classroom learning. (Harasim, Calvert & Groeneboer, 1997 as cited in Kuama, 2016).

Although technological advances have made online learning increasingly applied worldwide, several things sometimes make online learning less efficient. Davies & Graffs (2005) stated that online education could make students and teachers face difficulties they may never have encountered in classroom learning and negatively impact their learning activities. This cannot be separated from learning English as a foreign language, especially in Indonesia.

English is one of the foreign languages categorized as one of the compulsory subjects in Indonesia, which is applied in secondary or even elementary school. According to Lauder (2008), as cited in Atmojo & Nugroho (2020), in its role as a foreign language, the Indonesian government places this language as a particular language among other languages. Mastering English sometimes is a requirement to get a job in Indonesia.

During the last few months in Indonesia, all learning has been carried out online through various available applications due to the pandemic that is currently sweeping the world. Many teachers minimize this distraction from the Coronavirus 2019 pandemic or covid-19 by continuing to carry out online teaching and learning activities, including learning English (Khatoony, 2020). Online learning provides new experiences for students, especially teachers.

Previously, there has been research conducted by Dashtestani (2014) under the title “English as a foreign language – Teachers’ perspectives on implementing online instruction in the Iranian EFL context.” Researchers conducted this study to find out the perspective of English as a foreign language (EFL) teacher on the application of online EFL teaching. They found that teachers expressed their opinion on implementing mixed instruction rather than online instruction due to the lack of online facilities and tools and teachers’ limited knowledge about using computers and the internet. EFL teachers think that online EFL teaching will not be effective. Another study carried out by Atmojo & Nugroho (2020) revealed that challenges in online English as a Foreign Language (EFL) learning stem from various sources, including students, teachers, and parents. The underlying reasons for these

challenges encompass: (1) the absence of personal smartphones among some students, (2) challenges in navigating the applications and platforms utilized for online learning, (3) financial constraints hindering students and their families from purchasing internet data, (4) a general lack of literacy among students, and (5) some students exhibiting reluctance to complete assignments or projects assigned by teachers.

## **Methods**

This study employs a thorough literature review research design to explore online learning in English as a Foreign Language (EFL). The participants are literature sources from academic databases, journals, books, and reputable online platforms. Using key terms like "EFL" and "Online Learning," relevant articles are systematically collected, ensuring their relevance and reliability. Inclusion criteria focus on studies addressing positive impacts and challenges of online learning in EFL, excluding irrelevant sources. Thematic coding organizes literature into sections on positive impacts, challenges, and factors influencing effectiveness. Thematic analysis identifies common themes, and a comparative analysis highlights differences and similarities across studies, ensuring a cohesive exploration of the topic.

## **Discussion**

### ***EFL Teaching and Learning***

Language is often used to communicate or relate with other people; because of that, language becomes more effective when someone needs communication with other people. A person's language is strengthened by the presence of a mother tongue that has been known since toddler until someone reaches the age where they are already started school and was taught Indonesian as the primary language and English as a foreign language.

A foreign language is one that is not the native language or the official language of a particular region but is learned for educational purposes (Al-oglah, 2018). English as a Foreign Language (EFL) refers to the study of English in countries where English is not the primary language. The objective of teaching English in schools is to enable individuals to communicate with people from other countries and potentially read English-language books (Broughton, Brumfit, Flavell, Hill & Pincas, 2003). Teaching English as a foreign language presents challenges due to the difficulties encountered in teaching a language that is not native to the learners. Hindi, as cited in Al-oglah (2018), noted that

teaching English as a foreign or second language poses a challenge for both experienced and novice teachers. The teaching method employed by the teacher is identified as one of the factors contributing to teacher difficulties in helping students achieve their communicative goals in English (Mukattash in Al-oglah, 2018).

Furthermore, teaching English serves the purpose of assisting students in mastering the four fundamental English language skills, facilitating communication with foreigners, and enabling the promotion of Indonesian cultures to other nations (Jayanti & Norahmi, 2014; Smith, 1991 as cited in Atmojo & Nugroho, 2020). The success of EFL teaching and learning is influenced by the materials and activities employed in the learning process. Therefore, teachers are urged to develop relevant materials and activities in the EFL classroom (Cantero, 2011). Sulistiyo (2016) emphasized that teacher competence is crucial for the effective exposure and learning of English during classroom activities in the context of EFL teaching and learning. The teaching of English is indispensable for students engaged in EFL learning to optimize their language skills.

### ***Online Learning System***

Online learning worldwide has covered various technologies, from the web, email, group chat and new text, and video conferencing implemented via computer networks to help students according to their convenience. Online learning provides many benefits for students and teachers because it offers more conveniences such as place, time, and speed. Besides, it offers many more ways of interaction and motivation than traditional learning settings (Dondorf, 2016). According to Buhari & Roko (2017), online learning with the use of computer technology can enhance learning and, empower students and be flexible and innovative, enabling quality of learning and teaching. Online learning through the delivery of innovative and interactive content can attract students and bring back their happiness in learning (Dhull & Sakshi, 2017). Online learning has changed the way students learn with the ability to deliver high-quality learning so that it is easily understood by students and changes people's views on education (Buhari & Roko, 2017). Sakarkar, Deshpande & Thakare (2012) also stated that online learning is enhanced by evaluating student performance and providing good feedback to tutors with computerized intelligence. According to Dhull & Sakshi (2017), online learning is an excellent option in education when there are hindrances to traditional learning situations. According to Krish, 2008 as cited in Atmojo & Nugroho 2020 stated that besides being beneficial for access to knowledge and material for students, online learning is also helpful in associating and

collaborating between students. Online learning can be used to provide current educational opportunities to suit the unique needs of students who have problems in managing time, managing learning strategies, and having problems in solving their problems because of their anxiety in the learning process (Diaz and Entonado, 2009).

### ***Comparison between Online and Offline Teaching Learning***

Online learning and offline learning differ in numerous aspects. According to Li, Qi, Wang & Wang (2014), offline classroom learning operates within a structured system, focusing on materials, learners, and variations in learning abilities and skills. Learners are required to align their learning techniques and abilities, with offline classes often lacking sensory and cognitive stimulation, leading to rote learning. Offline learning offers advantages such as immediate feedback and face-to-face communication, simplifying teaching and learning activities (Ilie & Frăsineanu, 2019).

On the other hand, online learning revolves around electronically assisted instruction, commonly associated with computer and internet-based teaching. Electronic delivery methods facilitate information transfer and interactions (Li, Qi, Wang & Wang, 2014). Ilie & Frăsineanu (2019) note that online learning is convenient, flexible, time-saving, accessible via mobile devices, and provides various formats, including videos and documents, using modern learning methods and tools. Diaz & Entonado (2009) assert that the design and content structure of online learning programs are more effective than classroom programs because the mental structure needed for content development in a classroom is pre-prepared in online learning.

In classroom learning, explaining concepts often takes precedence over practical activities, whereas online learning encompasses a wealth of valuable content that can engage students in diverse learning activities. The interaction between teachers and students is considered more effective in offline learning due to the visual contact that motivates students. Whether in a classroom or online setting, course design requires teachers to make informed decisions based on psycho-pedagogical theory to guide the teaching process. Razeeth (2019) emphasizes that students can benefit from interaction, motivation, and accessibility in offline learning, fostering communication between teachers and students, allowing students to develop their activities with guidance, and providing mutual support among peers.

### ***Advantages and Disadvantages of Online Learning***

The development of the digital era causes changes in people's lives. Society seems to be forced to "migrate" from manual methods to digital media, as in the case of education. The community is increasingly using digital-based learning or better known as online learning. However, unlike the name, which sounds advanced, the application of online learning also has advantages and disadvantages that need to be known.

#### **a. Advantages of Online Learning**

Undeniably, the longer human life will be difficult to separate from internet-based digital technology. According to Yuhanna (2020), the Internet is a multi-purpose tool for conveying information to students worldwide. The Internet can contain a variety of media, including text, animation, video, and other software. Currently, with the ability to connect worldwide, students can access the library and a database that is frequently updated daily. Students can have conversations with experts in specific fields. Rawashdeh (2021) stated that online learning systems enable improved communication between students and instructors. Online learning allows people to advance their education from any location and for students to learn flexibly with online learning, which can be accessed anytime and anywhere.

#### **b. Disadvantages of Online Learning**

Online learning refers to the conveyance of educational information or knowledge management through electronic media, encompassing various platforms like the Internet, Intranet, Extranet, satellite broadcasts, audio/video tapes, interactive TV, and CD-ROM (Al-Hujran, Aloudat, Al-Hennawi & Ismail, 2013). As noted by Orlando & Attard (2015), considerations for the technology used and the curriculum content taught are crucial in online learning, recognizing that a one-size-fits-all approach is not suitable. Despite the global implementation of numerous online learning systems, previous research has highlighted the challenges in creating a successful online learning environment. Limited knowledge exists regarding students' experiences and preferences in online learning. Dhull & Shakshi (2017) identified several issues associated with online learning:

1. Poor Communication

Face-to-face interactions between students and teachers are absent in online learning, impacting the establishment of meaningful bonds.

2. Feeling Isolated



While online tools enable communication, the lack of in-person meetings may contribute to feelings of isolation, which, studies suggest, can lead to stress.

3. Lack of Motivation

Online students may struggle with motivation due to increased distractions, difficulties in time management, and procrastination tendencies.

4. Lack of Quality

Some online instructors may not prioritize lesson preparation, potentially compromising the quality of the online learning experience.

5. Poor Accessibility in Remote Areas

Remote places have limited access to computers and the internet, making online learning difficult to access. Additionally, psychological elements such as frustration, fear, worry, stress, and sadness might have an impact on the effectiveness of online learning.

### ***Teaching Media Used in Online Learning***

The online learning platform offers students various advantages, allowing them to manage their study time in alignment with their individual needs and learning objectives (Coman, 2020). Galy (2011) defines web 2.0 as an emerging technology encompassing wikis, blogs, podcasts, social networks, and video-sharing features like YouTube, widely utilized by students since the inception of online learning systems. Handarini & Wulandari (2020) highlight the diverse methods employed in online learning, including assigning tasks via WhatsApp, video conferences, Google Forms, or dedicated applications. Assignments sent through the Google Form app display scores automatically upon completion. Anugrahana (2020) notes the variety of online learning models teachers employ, such as WhatsApp (WA), Google Form, Google Classroom, Google Drive, YouTube, WA groups, Tuweb, and some incorporating face-to-face interactions via the Zoom Meeting application. WhatsApp, commonly referred to as WhatsApp, is a preferred choice for many teachers who create groups where all students actively participate. Abidah et al. in Herliandry (2020) emphasize the availability of free online learning platforms, including discussion rooms in Google Classroom, WhatsApp, Smart Class, Zenius, Quipper, and Microsoft. These platforms offer a range of benefits, from facilitating forum discussions to virtual face-to-face interactions (Heeliandry, Nurhasanah, Suban & Kuswanto, 2020).

## **Conclusion and Suggestion**

### **Conclusion**

The advent of online learning has resulted in significant impacts and transformations across multiple dimensions. One notable effect is observed in the dynamics of the teaching and learning processes within different educational institutions. Students tend to exhibit reduced engagement in expressing their ideas and opinions, leading to a potentially dull learning atmosphere. In such circumstances, it becomes imperative for teachers to demonstrate understanding and creativity in structuring online learning content to capture students' interest and motivate their active participation. Additionally, students face various challenges in the realm of online learning, including signal limitations, limited technological knowledge, high costs of internet quotas, and inadequate access to facilities and infrastructure.

### **Suggestion**

After reviewing all the related literature, the writer proposes several suggestions as follows:

1. English Teachers

Teachers must have a precise preparation of the material that will be used as learning materials that are made as attractive as possible. So the students do not get bored quickly and can understand the lessons given by the teacher, as well as train themselves a lot in using online media as online learning media.

2. Parents

Parents should pay more attention to their children's learning time and improve the facilities children use during online learning.

3. Government

The government should pay more attention to infrastructure to support online learning for students and teachers, especially those living in rural areas, so they can also enjoy a proper education.

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## Understanding the Role of Automated Writing Tools: A Library Research on Grammarly in Academic Writing

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### Abstract

This library research investigates the pedagogical implications and complexities of implementing Grammarly as an automated writing assistant in academic contexts. The systematic analysis of peer-reviewed literature examines the multifaceted relationship between automated feedback systems and writing development, focusing on user engagement patterns, writing quality outcomes, and institutional implementation frameworks. The investigation reveals sophisticated patterns of interaction between technological affordances and established pedagogical practices, where successful integration depends on carefully calibrated implementation strategies that acknowledge immediate practical needs and long-term educational objectives. Findings indicate that while automated writing assistance effectively addresses surface-level writing concerns, its impact on higher-order writing development emerges through complex interactions between user proficiency, institutional support structures, and pedagogical frameworks. The research demonstrates that optimal outcomes occur when automated feedback complements traditional writing instruction through structured implementation approaches guided by informed pedagogical principles. Analysis of longitudinal engagement patterns reveals how sustained interaction with automated feedback catalyzes the development of sophisticated writing strategies and enhanced metalinguistic awareness, mainly when supported by robust institutional frameworks. The study identifies critical challenges in maintaining an appropriate balance between technological assistance and independent writing skill development while highlighting opportunities for innovative pedagogical approaches that leverage automated feedback to enhance writing instruction. These findings contribute to a deeper understanding of how automated writing assistance can be effectively integrated into academic writing instruction while preserving essential pedagogical principles, providing valuable insights for educators and institutions seeking to implement these tools within comprehensive writing support frameworks.

**Keywords:** *Grammarly, automated writing assistance, academic writing, writing pedagogy, error correction*

### Introduction

The emergence of artificial intelligence-driven language tools has fundamentally transformed the landscape of academic writing. Integrating automated writing assistants, particularly Grammarly, has revolutionized how scholars and students approach writing (Toncic, 2020). The widespread adoption of this digital tool in academic settings represents a significant shift in how writing support

is conceptualized and delivered within educational contexts, especially in higher education institutions where writing proficiency is paramount (Huang et al., 2020). These technological interventions in writing pedagogy have sparked crucial discussions about the nature of writing assistance and its influence on cognitive processes during composition. Over the past decade, researchers have observed substantial changes in students' writing behaviors and revision patterns following the integration of automated writing assistance tools (Park & Yang, 2020; Wang et al., 2013). Furthermore, this technological paradigm shift raises fundamental questions about the role of artificial intelligence in writing development and its implications for academic integrity.

The proliferation of digital writing tools in academic environments has generated substantial discourse regarding their pedagogical implications, particularly in English as a Foreign Language (EFL) learning. Qassemzadeh and Soleimani (2016) documented significant improvements in ESL students' writing quality by implementing automated writing assistants. According to O'Neill & Russell (2019), integrating Grammarly into writing instruction has shown promising results in enhancing students' grammatical accuracy and writing confidence. These findings align with observations from Koltovskaia (2020), who identified distinct patterns in how students utilize automated feedback for revision. Moreover, the increasing reliance on digital writing tools has prompted educators to reevaluate traditional writing instruction methods. Recent studies have also highlighted the potential of automated writing assistants in supporting diverse student populations (Stevenson & Phakiti, 2019). Additionally, research has emphasized the need for a balanced integration of these tools within existing pedagogical frameworks (Grimes & Warschauer, 2010).

Implementing Grammarly in academic settings has raised essential considerations regarding developing independent writing skills and metalinguistic awareness among students. Evidence from empirical studies suggests that while automated writing assistance tools can enhance immediate writing outcomes, their long-term impact on students' writing development requires careful examination (Dembsey, 2017). Research by Cavaleri & Dianati (2016) emphasized the importance of understanding how students interact with automated feedback and incorporate it into their revision processes. The relationship between automated writing assistance and student autonomy has emerged as a critical area of investigation. Additionally, questions persist about the tool's ability to address complex aspects of academic writing beyond surface-level corrections (Zhang, 2020). Furthermore, researchers have noted the need to examine how different student populations utilize and benefit from automated

writing assistance (Li et al., 2015). These observations underscore the importance of developing comprehensive frameworks for integrating digital writing tools effectively.

This research addresses a critical gap in the existing literature by examining the multifaceted impact of Grammarly on academic writing processes through library research methodology. The present study synthesizes findings from diverse methodological approaches to provide a nuanced understanding of how Grammarly influences various aspects of the writing process. Through rigorous analysis of peer-reviewed literature, this research contributes to the ongoing discourse regarding the role of automated writing assistance in academic contexts. Additionally, this study aims to identify best practices for integrating automated writing assistance tools within educational settings. Finally, the findings hold significant implications for writing pedagogy, institutional policy development, and the future trajectory of writing assistance technologies in higher education.

## **Method**

This library research employed descriptive qualitative methodology to analyze the implementation and impact of Grammarly in academic writing processes. Following the principles outlined by Creswell & Poth (2016) for qualitative research design, this study undertook a comprehensive review of scholarly literature focused on automated writing assistance tools, particularly Grammarly, in educational contexts. The selection of literature was guided by specific inclusion criteria to ensure the relevance and quality of sources, focusing on peer-reviewed journal articles, conference proceedings, and academic publications that directly addressed the implementation, effectiveness, or pedagogical implications of Grammarly in academic writing settings.

The data collection involved systematic documentation and analysis of relevant literature through established academic databases, including ERIC, JSTOR, and Google Scholar. Following the methodological framework proposed by Boote & Beile (2005) for literature analysis in educational research, this study employed a structured approach to identify, evaluate, and synthesize pertinent research findings. Each selected source was carefully examined using a detailed analytical framework considering multiple dimensions: the research context, methodological approach, key findings, and implications for writing pedagogy. This comprehensive approach enabled a thorough exploration of how Grammarly influences various aspects of the writing process, from initial composition to final revision.



The analysis phase utilized the constant comparative method described by Merriam & Tisdell (2015) to identify recurring themes, patterns, and relationships within the collected literature. This analytical process involved iterative coding and categorizing findings to develop a coherent understanding of Grammarly's role in academic writing. The methodology emphasized the importance of maintaining objectivity while synthesizing diverse perspectives and conclusions of the literature, ensuring a balanced and comprehensive analysis of the benefits and limitations of automated writing assistance tools in academic contexts.

## **Discussion**

### ***Integration of Grammarly in Academic Writing Processes***

The trajectory of Grammarly adoption in academic environments reveals complex patterns of tool utilization that challenge traditional writing support paradigms. While Koltovskaia's (2020) research highlights the predominant use of Grammarly during revision phases, this pattern reflects a more profound transformation in how students conceptualize the writing process. The effectiveness of implementation extends beyond mere tool adoption, emerging as a complex interplay between user proficiency, institutional support frameworks, and pedagogical integration strategies. Critical analysis of implementation patterns reveals that successful integration hinges not just on technical accessibility but on carefully structured introduction protocols and sustained instructor guidance (Karyuatri et al., 2018). This multifaceted integration process manifests differently across institutional contexts, with digital literacy levels and prior automated tool experience serving as crucial determinants of success. Comprehensive institutional guidelines have emerged as a fundamental prerequisite for effective implementation, particularly in managing the delicate balance between technological support and independent skill development (Lawrance et al., 2020).

The temporal dynamics of Grammarly integration illuminate significant shifts in user behavior and institutional adaptation patterns. O'Neill & Russell's (2019) documentation of the transition from initial resistance to regular usage within a single academic semester reveals the transformative potential of structured implementation approaches. These behavioral shifts coincide with developing sophisticated, personalized strategies for incorporating automated feedback into established writing workflows (Huang et al., 2020). The tool's cross-platform accessibility, while technically advantageous, introduces new challenges in maintaining consistency between different writing contexts. Successful integration frameworks have evolved to emphasize the critical balance between automated assistance

and traditional pedagogical approaches, with research consistently demonstrating the necessity of complementing technological tools with established writing instruction methodologies (Palermo & Wilson, 2020). The role of instructor guidance in this process extends beyond basic tool introduction to ongoing support for developing critical evaluation skills.

The evolution of Grammarly usage patterns reveals sophisticated developmental trajectories in user engagement and tool mastery. Rao et al.'s (2019) identification of distinct adoption stages - from initial experimentation to advanced feature utilization - illuminates the progressive nature of tool integration in academic contexts. This progression correlates strongly with enhanced metalinguistic awareness, suggesting that sustained exposure to automated feedback mechanisms catalyzes a deeper understanding of language structures. The development of institutional protocols for tool customization has emerged as a crucial factor in aligning automated assistance with specific academic requirements (Barrot, 2020). The success of integration efforts increasingly depends on robust support structures that facilitate both technical proficiency and pedagogical effectiveness. These findings underscore the importance of developing comprehensive implementation frameworks that address immediate practical needs and long-term educational objectives.

The institutional dimension of Grammarly integration presents complex challenges in policy development and implementation strategies. Dembsey's (2017) analysis reveals that successful integration requires careful consideration of academic integrity frameworks and writing center practices, highlighting the need for comprehensive policy development. The evolution of institutional guidelines reflects a growing recognition of the need to establish clear parameters for tool usage while maintaining academic rigor. Research demonstrates that effective communication about tool functionality and limitations significantly influences user adoption patterns. Integrating automated writing assistance into traditional writing support services necessitates careful consideration of tutor training protocols and support mechanisms (O'Neill & Russell, 2019). The evolution of institutional policies regarding automated writing assistance reflects the dynamic nature of technological integration in academic contexts, emphasizing the need for flexible yet robust implementation frameworks.

### ***Impact on Writing Quality and Error Reduction***

The emergence of automated writing assistance has fundamentally transformed our understanding of error correction and writing development in academic contexts. While surface-level improvements in punctuation, spelling, and basic grammar are well-documented benefits of

Grammarly adoption (Qassemzadeh & Soleimani, 2016), these mechanical gains mask a more profound transformation in how students approach the revision process. The real-time nature of automated feedback has created a new dimension of writing consciousness, where immediate error recognition shapes the current text and future writing behaviors. This cognitive shift extends beyond simple error correction - studies reveal that consistent exposure to automated feedback cultivates a deeper awareness of language patterns (Kellog et al., 2010), particularly among non-native English speakers. The development of this metalinguistic awareness, coupled with enhanced error recognition capabilities (O'Neill & Russell, 2019), suggests that Grammarly's impact transcends its role as a mere proofreading tool.

The relationship between automated feedback and higher-order writing concerns presents a more complex narrative than initially anticipated. Rather than simply addressing surface errors, Grammarly's influence ripples through various layers of writing development, though not always predictably or uniformly. The tool's effectiveness varies significantly across different aspects of writing quality, with Ghufon & Rosyida (2018) revealing a stark contrast between improvements in local-level accuracy and the more challenging domain of global coherence. This disparity raises critical questions about the tool's role in developing sophisticated writing skills. The variation in effectiveness across different proficiency levels (Ghufon, 2019) suggests that automated feedback interacts with existing writing competencies in ways that challenge traditional assumptions about writing development.

Long-term patterns of writing development under Grammarly's influence reveal unexpected growth trajectories. Koltovskaia's (2020) research uncovers a progressive enhancement in self-editing capabilities that extends well beyond mechanical corrections, pointing to a more profound transformation in how writers engage with their text. This evolution manifests in error reduction and a fundamental shift in how students approach the revision process. The synergy between automated feedback and traditional instruction emerges as a crucial factor, with studies demonstrating that the most significant improvements occur when technological assistance complements rather than replaces human guidance (Karyuatry et al., 2018).

Examination of specific writing components reveals intricate patterns of development that challenge conventional wisdom about automated feedback. While mechanical accuracy consistently improves, O'Neill and Russell (2019) highlight the persistent challenge of developing higher-order skills like argumentation and rhetorical effectiveness. The impact on vocabulary development and

stylistic sophistication varies dramatically across user groups, suggesting that the tool's influence on writing quality is far from uniform. This variability extends to content development, where improvements in technical accuracy do not necessarily correlate with enhanced rhetorical sophistication (Nova, 2018). These findings underscore the necessity of viewing automated writing assistance as one component within a broader ecosystem of writing support rather than a standalone solution.

### ***User Perceptions and Engagement Patterns***

The evolution of user engagement with Grammarly illuminates complex patterns of technological adaptation in academic writing contexts. Moving beyond simple acceptance-resistance dichotomies, student interactions with automated writing assistance reveal sophisticated patterns of tool appropriation and integration into established writing practices. Cavaleri and Dianati's (2016) investigation into user attitudes uncovers a nuanced relationship between perceived utility and actual engagement patterns, where initial enthusiasm for immediate feedback capabilities often transforms into more measured, strategic tool utilization. This transformation reflects more profound shifts in how students conceptualize the writing process, mainly as they develop a more sophisticated understanding of the interplay between automated assistance and independent writing development.

The temporal dimension of user engagement manifests through distinct developmental stages that challenge conventional assumptions about technology adoption in academic contexts. Rather than following predictable linear progression, user engagement patterns reveal complex experimentation, adaptation, and refinement cycles. Dembsey's (2017) analysis demonstrates how initial exploratory behaviors evolve into sophisticated engagement strategies as users deeply understand feedback mechanisms. This evolution connects intrinsically with pedagogical frameworks, where structured guidance significantly influences the depth and quality of tool utilization. The emergence of discipline-specific engagement patterns, particularly evident in Burstein et al.'s (2017) research, suggests that academic context plays a crucial role in shaping how students integrate automated feedback into their writing processes. These patterns become increasingly refined through sustained engagement, with Palermo and Wilson's (2020) findings highlighting the critical role of perceived feedback reliability in maintaining consistent tool utilization.

The psychological dimensions of user interaction with Grammarly reveal complex cognitive and metacognitive processes that extend beyond simple tool usage. O'Neill and Russell's (2019)

examination of user interaction patterns uncovers sophisticated strategies for feedback integration that evolve as writers gain expertise. This evolution manifests in improved writing outcomes and fundamental shifts in how students approach the revision process. Developing critical evaluation skills emerges organically through sustained engagement, with users demonstrating increasingly nuanced approaches to implementing automated suggestions as their understanding of language structures deepens. Koltovskaia's (2020) research illuminates how these interaction patterns correlate with enhanced metalinguistic awareness, suggesting that engagement with automated feedback catalyzes a deeper understanding of language mechanics and structure.

The longitudinal trajectory of user engagement reveals sophisticated patterns of adaptation and tool mastery that transcend initial implementation challenges. Koltovskaia's (2020) findings highlight how successful long-term engagement depends on users developing a nuanced understanding of the tool's capabilities and limitations within their writing contexts. This understanding evolves through recursive cycles of implementation and reflection, leading to increasingly sophisticated approaches to feedback utilization. The development of critical evaluation skills emerges as a crucial factor in sustained engagement, with Huang et al.'s (2020) research demonstrating how users progressively develop more discriminating approaches to automated feedback implementation. This evolution in user engagement patterns suggests a more profound transformation in how writers conceptualize the relationship between technological assistance and writing development.

### ***Pedagogical Implications and Teaching Strategies***

Integrating automated writing assistance into academic frameworks necessitates a fundamental reconceptualization of writing pedagogy. Moving beyond simplistic tool adoption approaches, the implementation of Grammarly demands sophisticated pedagogical frameworks that address writing development's technological and cognitive dimensions. Wang et al.'s (2013) analysis reveals how successful integration requires a delicate balance between technological affordances and established pedagogical principles, suggesting that effective implementation extends far beyond mere tool introduction. This complexity manifests in the need for structured approaches that simultaneously address technical competency development and higher-order writing skills while maintaining pedagogical integrity within existing curricula. The emergence of hybrid instructional models reflects the growing recognition that automated feedback must be situated within broader frameworks of

writing development, with evidence suggesting that carefully calibrated integration strategies yield optimal learning outcomes (Shibani, 2017).

The evolution of classroom implementation strategies reveals sophisticated patterns of pedagogical adaptation that transcend traditional technology integration models. Cavaleri and Dianati's (2016) research illuminates how successful pedagogical frameworks emerge through recursive cycles of implementation and refinement rather than following predetermined integration pathways. This dynamic process involves continuous calibration of instructional approaches, with evidence suggesting that the staged introduction of tool features facilitates deeper student engagement with writing processes. Tang and Rich's (2017) findings demonstrate how collaborative approaches to tool implementation create synergistic learning environments that enhance student engagement and writing outcomes, challenging conventional assumptions about technology-enhanced writing instruction.

Developing pedagogical support materials emerges as a critical factor in sustaining effective implementation. Rather than focusing solely on technical aspects, Koltovskaia's (2020) research reveals how comprehensive instructional resources must address the complex interplay between automated feedback and cognitive development in writing. This understanding has led to sophisticated pedagogical frameworks emphasizing critical evaluation skills and technical proficiency. The evolution of teaching resources reflects growing recognition that effective tool integration requires sustained attention to both mechanical and rhetorical aspects of writing development, with evidence suggesting that regular refinement of instructional materials significantly enhances learning outcomes (Pacansky-Brock, 2012).

The longitudinal dimensions of pedagogical implementation reveal complex institutional adaptation and development patterns. O'Neill and Russell's (2019) investigation demonstrates how successful integration requires continuous evolution of teaching strategies in response to emerging patterns of student engagement and learning outcomes. This dynamic process involves sophisticated calibration of instructional approaches, with evidence suggesting that effective pedagogical frameworks must simultaneously address immediate technical needs and long-term writing development goals. As highlighted by Dysart and Weckerle (2015), the emergence of integrated professional development models underscores the critical importance of maintaining pedagogical innovation while preserving essential writing instruction principles.

### ***Challenges and Future Directions***

As automated writing technologies transform traditional educational practices, contemporary academic settings change significantly. Central to this transformation is a critical tension: the potential for improved writing assistance conflicts with longstanding concerns regarding genuine learning and skill acquisition. Instead of offering straightforward solutions, this technological shift introduces complexities that require nuanced institutional responses. Research indicates that the challenges extend beyond mere technological implementation, encompassing issues such as equitable access to digital resources and significant questions surrounding the development of writing skills and academic integrity (Dembsey, 2017; McHaney et al., 2016).

These emerging challenges arise in various institutional contexts, resulting in a complicated landscape of implementation obstacles and pedagogical issues. Conventional writing instruction models, centered on human interaction, struggle to adapt to the algorithm-driven nature of automated feedback. This difficulty is particularly pronounced in discipline-specific writing scenarios, where the intricate rhetorical demands often surpass the capabilities of existing automated systems. Koltovskaia's (2020) longitudinal studies highlight how these limitations create tension between technological potential and pedagogical requirements, especially in addressing complex syntactical structures and discipline-specific discourse patterns (Burstein et al., 2016).

The rapid advancement of technology adds another layer of complexity, continuously altering established educational practices. Wang et al.'s (2013) analysis reveals a troubling paradox: as writing technologies become more advanced, the disparity between technological capabilities and institutional preparedness frequently increases. This disconnect is evident in policy frameworks and the everyday realities of writing instruction, where educators struggle to integrate new tools while upholding pedagogical standards. Guarneri's (2020) research raises a more profound concern regarding the potential decline of essential writing skills in an increasingly automated educational environment.

Looking ahead, the development of automated writing assistance presents both promising opportunities and significant challenges. As noted by O'Neill and Russell (2019), the rise of more advanced artificial intelligence suggests potential advancements in tackling complex writing issues. However, this technological evolution prompts fundamental questions about the future of writing education. Williams and Beam's (2019) critical examination indicates that success will not stem from a choice between tradition and innovation but from creating new pedagogical frameworks that move

beyond this false dichotomy. The future necessitates strategies that leverage technological progress while preserving the vital human aspects of writing development.

### ***Ethical Considerations and Academic Integrity***

The widespread use of automated writing assistance in academic settings fundamentally challenges traditional notions of authorship and writing authenticity. Beyond plagiarism detection and citation accuracy concerns, incorporating tools like Grammarly into academic writing processes raises significant questions about writing development and assessment. These inquiries arise not from a simplistic view of technological determinism but from the intricate relationship between automated support and genuine writing growth. Dembsey's (2017) research on student engagement patterns illustrates how automated writing assistance alters essential elements of composition, introducing new ethical dilemmas that conventional academic frameworks find challenging to address.

The evolution of academic integrity within this technology-driven environment necessitates sophisticated institutional responses that move beyond binary views of acceptance or rejection. O'Neill and Russell's (2019) study highlights that effective policy implementation requires carefully calibrating expectations tailored to various academic contexts and writing tasks. Instead of viewing automated assistance as a uniform challenge, institutions should create nuanced frameworks that recognize the diverse roles of technological support at different stages of writing development. This contextual awareness is fundamental when examining how automated assistance interacts with various academic disciplines and writing genres.

The psychological aspects of automated writing assistance introduce unforeseen ethical complexities. Koltovskaia's (2020) longitudinal study indicates that appropriate use of these tools can paradoxically deepen students' understanding of academic integrity principles, challenging common beliefs about technology's contribution to academic dishonesty. These findings imply that the relationship between automated assistance and writing authenticity operates on multiple levels, necessitating sophisticated approaches to policy formulation and teaching practices. The rise of hybrid writing processes, where human cognition collaborates with algorithmic support, calls for new frameworks to comprehend authorship and attribution.

Looking beyond immediate issues, Baskin's (2015) research suggests that ethical considerations should also encompass broader educational equity and access questions. The availability of advanced writing assistance tools raises critical questions about fairness in assessment and the cultivation of



authentic writing skills. Domanski's (2019) investigation reveals how these issues intersect with broader institutional responsibilities, indicating that ethical frameworks must evolve to address immediate practical challenges and long-term educational goals. This evolution requires ongoing adjustments to institutional policies and practices, ensuring that technological advancements enhance rather than compromise fundamental educational values.

## **Conclusion and Suggestion**

### ***Conclusion***

Integrating automated writing assistance into academic environments profoundly transforms writing pedagogy and development. Analysis of Grammarly's implementation reveals complex patterns of interaction between technological affordances and established educational practices, extending far beyond simple tool adoption. Through systematic investigation of user engagement patterns, Cavaleri and Dianati's (2016) research illuminates how automated writing assistance fundamentally reshapes students' approaches to composition and revision. The effectiveness of implementation emerges through sophisticated interplay between structured integration strategies and clear pedagogical frameworks, suggesting that successful outcomes depend on carefully calibrated institutional approaches.

The longitudinal impact of automated writing assistance extends beyond immediate error correction to influence fundamental aspects of writing development. Koltovskaia's (2020) findings reveal how sustained engagement with automated feedback catalyzes the development of sophisticated writing strategies and enhanced metalinguistic awareness. This evolution manifests through recursive cycles of implementation and refinement, where technological assistance intersects with traditional pedagogy to create novel pathways for writing development. Institutional approaches to automated writing assistance evolve in response to emerging user engagement patterns and technological advancement, suggesting dynamic relationships between tool implementation and educational outcomes.

The collective evidence illuminates complex relationships between automated assistance and writing development that transcend simple cause-effect dynamics. O'Neill and Russell's (2019) investigation reveals that successful integration depends on a sophisticated understanding of technological capabilities and pedagogical requirements. The effectiveness of automated writing assistance emerges through careful calibration of implementation strategies that acknowledge both

immediate practical needs and long-term educational objectives. These findings suggest that the future of writing instruction lies in developing comprehensive frameworks that leverage technological innovation while preserving essential pedagogical principles.

### ***Suggestion***

The transformation of writing pedagogy through automated assistance demands sophisticated institutional responses that address immediate implementation challenges and long-term educational objectives. Drawing from Dembsey's (2017) analysis, institutions must develop comprehensive integration frameworks that balance technological affordances with established pedagogical principles. These frameworks should emphasize clear tool implementation protocols while focusing on fundamental writing skill development. The evidence suggests that successful integration requires careful attention to the implementation's technical and pedagogical aspects, with particular emphasis on developing structured support systems for diverse student populations.

Critical considerations for future implementation extend beyond simple tool adoption to encompass broader writing development and assessment questions. Wang et al.'s (2021) research highlights the importance of creating detailed implementation guidelines that acknowledge diverse academic contexts and writing requirements. Developing specialized training programs is crucial for ensuring effective tool integration, while regular assessment protocols provide essential feedback for ongoing refinement of implementation strategies. Evidence suggests that successful implementation depends significantly on establishing robust feedback mechanisms that inform continuous improvement of integration approaches.

Long-term recommendations focus on developing sustainable frameworks that accommodate current needs and future technological developments. Koltovskaia's (2020) findings emphasize the importance of creating flexible implementation strategies that adapt to evolving educational requirements and technological capabilities. The evidence suggests that successful integration requires ongoing attention to professional development and support systems that enhance instructor capabilities in leveraging automated writing assistance. Regular review and refinement of implementation frameworks are essential for maintaining effectiveness while incorporating emerging pedagogical innovations and technological advancements.

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## Supplementary English Reading Materials Based on Interreligious Values in Maluku for the X Grade Students

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### Abstract

This study explores the development of supplementary English reading materials grounded in interreligious values for Grade X students in Maluku, Indonesia. Recognizing the need for educational content that promotes tolerance and interreligious harmony, this research develops and evaluates reading materials that integrate local Maluku cultural values. The materials, designed as procedure, report, and recount texts, incorporate themes that celebrate cooperation and mutual respect among diverse religious communities. Findings indicate that these materials not only improve reading comprehension but also foster students' appreciation of interreligious harmony, a critical social value in Maluku's multicultural society.

**Keywords:** *Interreligious values, Supplementary reading materials, Reading comprehension*

### Introduction

Maluku's history is rich with interreligious harmony, where religious tolerance has become a defining cultural feature. This region, characterized by both Christian and Muslim populations, has faced historical interreligious conflicts, notably the Ambon conflict of 1999, which left lasting social divisions (Braithwaite et al., 2010). In response, Maluku has emphasized the importance of rebuilding interreligious harmony, especially among the youth. With educational institutions playing a vital role in shaping societal values, it becomes essential to integrate lessons on tolerance within the academic curriculum (Mulia, 2012). Students who learn about local values in education are better prepared to promote peaceful coexistence in the future.

One critical area for imparting these values is through English reading materials that not only build language skills but also encourage students to engage with cultural content. Reading comprehension, a vital language skill, enables students to interpret and understand complex ideas while fostering critical thinking (Leipzig, 2011). This comprehension skill is foundational in English language education, particularly at the secondary level, where students are expected to analyze and interpret information. English reading materials that incorporate culturally relevant themes, such as

interreligious harmony, provide both academic and social benefits, helping students to connect language learning with values of tolerance and respect.

Existing English curricula, however, often lack content that resonates with students' local experiences and cultural identities. The gap between standardized learning materials and the students' cultural context can lead to disengagement (Tomlinson, 1998). Research has shown that students learn best when they can relate to the material, as it enhances motivation and comprehension (McGrath, 2013). In regions like Maluku, culturally relevant materials that reflect local traditions of interreligious cooperation can bridge this gap, making reading exercises not only an academic pursuit but a moral learning experience. By integrating interreligious themes, these materials provide students with a meaningful context that helps them internalize both language skills and cultural values.

Interreligious harmony is an essential societal value in Indonesia, where diversity in religion, ethnicity, and language is celebrated. Tolerance, as defined by Marzuki (2012), is a cornerstone of Indonesian society, promoting mutual respect among different cultural groups. In educational settings, teaching tolerance can prevent prejudice and conflict by fostering understanding and appreciation for diversity (UNESCO, 2016). For Maluku students, learning about interreligious harmony through English texts not only meets curricular requirements but also prepares them to participate in a multicultural society with empathy and awareness. Integrating these values into educational materials is a proactive approach to building a more cohesive and inclusive society.

This study aims to develop and evaluate supplementary English reading materials based on interreligious values for Grade X students in Maluku. By focusing on three types of texts—procedure, report, and recount—the study examines how culturally relevant materials can improve reading comprehension while promoting local values of tolerance and harmony. The research assesses the effectiveness of these materials in a high school setting and evaluates their impact on students' understanding of interreligious values, providing a model for integrating cultural content into language education.

## **Literature Review**

### ***Reading Skills in Language Education***

Reading is a critical skill in language education, involving complex processes of decoding, comprehension, and critical thinking. Leipzig (2011) defines reading as a multifaceted skill encompassing word recognition, comprehension, fluency, and motivation. Comprehension, the



central component, requires students to not only decode language but also to interpret meaning, make inferences, and connect ideas. In the educational context, developing strong reading skills is essential, as it lays the foundation for other academic abilities, including writing and critical thinking (Grabe & Stoller, 2019). For English learners, reading comprehension is particularly important, as it facilitates language acquisition and helps students build vocabulary, syntax, and grammar.

To maximize the effectiveness of reading instruction, educators are increasingly adopting culturally relevant materials. Research indicates that students learn better when the content reflects their own lives and experiences, as this creates a personal connection to the text (Tomlinson, 1998). For instance, incorporating local cultural values into reading materials can increase engagement and motivation, encouraging students to actively participate in their learning (McGrath, 2013). This approach is especially beneficial in multicultural regions like Maluku, where integrating interreligious themes can help students understand and appreciate their cultural heritage.

### ***The Role of Supplementary Materials in Language Learning***

Supplementary materials play a crucial role in language education by filling curricular gaps and providing contextually relevant content. Tomlinson (1998) describes supplementary materials as resources that complement existing textbooks by introducing new themes or perspectives, which may be underrepresented in standard curricula. These materials can include authentic texts, such as articles, local stories, and community-based narratives, that enrich students' learning experiences by connecting academic content with real-life situations. In Maluku, supplementary materials that reflect interreligious harmony not only provide language practice but also foster a sense of unity and respect among students from diverse backgrounds.

In addition to enhancing engagement, culturally relevant supplementary materials can foster positive social values. As McGrath (2013) notes, materials that address students' cultural and social realities encourage critical thinking and empathy, enabling students to see their role within a larger social framework. By introducing interreligious values into reading materials, educators in Maluku can promote tolerance and respect, providing students with both linguistic skills and the moral framework needed to navigate their multicultural society. Such materials can serve as a powerful tool for socialization, teaching students the importance of coexistence while also enhancing their language proficiency.

### ***Interreligious Tolerance in Indonesian Society***

Interreligious tolerance is a foundational value in Indonesian society, where diverse cultural and religious groups coexist. Tolerance, according to Marzuki (2012), is defined as a principle of mutual respect and cooperation among people of different beliefs. Indonesia's history of multiculturalism, exemplified by regions like Maluku, highlights the importance of tolerance as a means to maintain social harmony. Educational systems, therefore, play a vital role in promoting interreligious tolerance, as early exposure to these values can prevent conflicts and foster peaceful relations among future generations (Mulia, 2012). By including lessons on tolerance in the curriculum, schools can contribute to building a cohesive and resilient society.

Maluku's local wisdom, such as *katong samua basudara* ("we are all brothers") and *pela gandong* (inter-village alliances), serves as cultural expressions of interreligious tolerance. These traditions emphasize unity and solidarity across religious lines, reinforcing the idea that differences should be celebrated rather than feared (UNESCO, 2016). Incorporating these values into educational materials not only enhances students' cultural awareness but also instills a deep-seated respect for religious diversity. By teaching tolerance through culturally embedded reading materials, educators can help students internalize these values and apply them in their daily lives, contributing to a more harmonious society.

### **Method**

This study uses a design-based research approach to develop, test, and refine supplementary reading materials that integrate interreligious values for Grade X students. Design-based research allows for a cyclic process in which materials are initially created based on theoretical insights and then iteratively improved based on classroom feedback and practical observations. This approach ensures that the final materials align with both academic standards and cultural relevance.

The research took place in a high school in Ambon, involving 40 Grade X students. The participants were selected to represent diverse religious backgrounds, ensuring that the materials' cultural content was both relatable and impactful. Teachers and administrators provided additional input to ensure the materials adhered to both educational standards and local sensitivities regarding religious content.

Three instruments were employed to assess the impact of the developed materials: pre-and post-tests, interviews, and observational checklists. Pre-and post-tests measured improvements in reading

comprehension, specifically evaluating students' abilities to understand text structures, identify main ideas, and infer meaning from context. These tests offered a quantitative measure of the materials' effectiveness in improving reading comprehension skills.

Qualitative data were collected through semi-structured interviews with both students and teachers. The interviews explored students' perceptions of the materials' cultural relevance and their experiences with the interreligious themes. This qualitative approach provided insights into how well the students connected with the content and its influence on their attitudes toward interreligious harmony. Observational checklists were used during classroom activities to document students' engagement, cooperation, and participation levels. This instrument helped identify specific behaviors that indicated active learning and cultural awareness, offering a detailed perspective on the materials' social impact.

Data analysis combined quantitative and qualitative methods. The pre-and post-test scores were analyzed using a paired sample t-test to determine the statistical significance of improvements in reading comprehension. For the qualitative data, thematic coding was applied to interview responses and observational data, focusing on themes such as cultural relevance, engagement, and the appreciation of interreligious harmony. This mixed-methods approach provided a comprehensive evaluation of the materials' impact on both language learning and cultural understanding.

## **Findings**

The findings of this study indicate that the interreligious-themed supplementary reading materials led to notable improvements in both reading comprehension and cultural appreciation among the students. The quantitative results from the pre-and post-tests demonstrate an average increase in reading comprehension scores by 18%, with a t-test analysis confirming the statistical significance of this improvement ( $p < 0.05$ ). These tests focused on students' ability to identify main ideas, recognize text structures, and make inferences, skills that are foundational in reading comprehension.

The first unit, a procedure text centered on the Eid Mubarak celebration, proved particularly effective in helping students understand step-by-step structures in texts. In this unit, students engaged in activities that required them to sequence events and recognize specific vocabulary associated with the celebration. Observational data showed a high level of engagement as students discussed the cultural significance of Eid Mubarak in Maluku. Many students expressed that the activity helped them

better appreciate how this celebration fosters a sense of unity across different religious groups. This connection was further validated in interviews, where students reported that learning about the cultural and procedural aspects of Eid helped them feel more connected to their community's values.

The second unit, featuring a report text on Musabaqah Tilawatil Quran (MTQ), required students to engage with a more factual text type, focusing on summarizing information and identifying specific details. Quantitative analysis showed that students' performance in distinguishing main ideas and supporting details increased by an average of 20% from the pre-test to the post-test. Observational checklists revealed that students maintained high focus during this unit, with many showing pride as they learned about MTQ as a cooperative event involving both Muslim and Christian communities. The interviews revealed that students saw MTQ as a symbol of mutual respect and support, with several students stating that this unit helped them understand how interreligious cooperation is practiced in real-life contexts in Maluku.

The third unit, a recount text on Christmas celebrations in Maluku, allowed students to explore narrative structures while learning about interreligious support. This unit showed a 16% improvement in students' abilities to follow narrative sequences and summarize events in chronological order. Observational data highlighted the students' active engagement in class discussions, particularly when they shared personal experiences of celebrating Christmas with friends of different faiths. In interviews, students expressed that they were proud of the mutual respect exhibited in Maluku during holiday celebrations. They noted that learning about these practices made them more appreciative of the diverse ways interreligious harmony is expressed within their community.

The qualitative data from interviews provided further insight into how students connected with the material. Several students stated that the texts made them feel prouder of Maluku's traditions of tolerance, with one student noting that "it's good to know how different religions support each other." Teachers also noted that students seemed more motivated and invested in the lessons, possibly because the texts were both educational and culturally significant. One teacher mentioned that the materials "added meaning to the curriculum by linking language learning with social values," which encouraged students to view reading as more than just an academic exercise.

Observational data consistently showed high engagement across all three units. Students often collaborated in group discussions, exchanging insights on how the cultural practices described in the texts related to their personal experiences. This collaborative atmosphere indicated that the materials facilitated a deeper understanding of cultural content, fostering a classroom environment that

celebrated diversity and promoted empathy. Students' body language and expressions indicated a positive response to the interreligious themes, suggesting that the materials resonated with them on a personal level.

The pre-and post-tests also revealed specific areas of improvement within each text type. In the procedure text, students displayed increased accuracy in identifying sequential steps and transitional phrases. In the report text, improvements were noted in the students' ability to summarize factual information. The recount text led to stronger narrative comprehension, with students effectively identifying the beginning, middle, and end of the stories. These findings suggest that the materials successfully targeted specific reading comprehension skills, further validating their academic value.

Teachers observed that students showed increased openness and sensitivity toward discussing religious topics, which they attributed to the culturally relevant materials. During feedback sessions, students noted that learning about interreligious events through reading exercises “made the lessons feel real” and helped them understand “how religion can bring people together.” This response suggests that the materials fostered not only language skills but also a more inclusive mindset, encouraging students to view diversity as a source of strength.

## **Discussion**

The findings of this study support the effectiveness of using culturally relevant, interreligious-themed materials in enhancing both reading comprehension and cultural appreciation among students. The statistically significant improvement in reading comprehension scores, as shown by the pre-and post-test results, aligns with Tomlinson's (1998) assertion that supplementary materials tailored to students' backgrounds increase engagement and academic achievement.

The procedure text on Eid Mubarak demonstrated that culturally embedded materials can make complex concepts, such as text sequencing, more accessible and meaningful to students. The high engagement levels observed during this unit suggest that integrating familiar cultural events into the curriculum enhances students' motivation and interest, which in turn positively affects their academic performance (McGrath, 2013). The alignment between cultural familiarity and academic learning outcomes seen here echoes findings from previous studies on the role of culturally relevant materials in language education (Leipzig, 2011).

The report text on MTQ illustrated the potential of factual content to strengthen students' analytical skills while promoting an understanding of interreligious cooperation. By engaging with real-

world examples of mutual support, students were able to connect factual learning with social values. This supports Marzuki's (2012) findings on the importance of using educational content that mirrors students' social realities to reinforce both knowledge and values. The improvement in students' ability to distinguish main ideas and supporting details shows that culturally enriched materials can also serve traditional academic functions.

The recount text on Christmas highlighted how narrative-based content can foster empathy and understanding among students. The positive response observed during the Christmas unit aligns with research by UNESCO (2016), which suggests that narrative texts that reflect students' own communities can build cultural awareness and respect. The recount text allowed students to reflect on shared values of support and respect, reinforcing the idea that reading materials can serve as a bridge between academic and moral education.

Furthermore, qualitative data from the interviews suggested that students found the materials personally meaningful. The expressions of pride and appreciation for local traditions of tolerance indicate that culturally relevant reading materials contribute to identity formation, aligning with McGrath's (2013) findings that students learn better when materials affirm their cultural identities. This response highlights the importance of educational content that validates students' backgrounds, fostering both academic and personal growth.

The engagement observed during group discussions suggests that interreligious-themed materials also support social learning objectives. Group activities that encouraged students to discuss personal experiences and cultural practices likely promoted social cohesion and empathy. This finding supports Vygotsky's social learning theory, which posits that collaborative learning environments enhance cognitive development and interpersonal skills.

Teachers' observations that students appeared more open to discussing religious topics demonstrate the role of culturally relevant materials in creating an inclusive and respectful classroom atmosphere. By introducing interreligious values in a structured, educational setting, the materials helped students navigate sensitive topics with confidence. This outcome supports the assertion by UNESCO (2016) that culturally relevant education promotes social harmony by encouraging positive attitudes toward diversity.

## Conclusion and Suggestions

### Conclusion

The integration of interreligious values into supplementary reading materials provides a valuable approach to English language education in multicultural regions like Maluku. This study demonstrates that culturally relevant content enhances both reading comprehension and social awareness, helping students appreciate the significance of interreligious harmony. The findings suggest that incorporating local values into educational materials can foster both academic and cultural competencies, preparing students for a more inclusive society.

### Suggestions

Future research could explore similar approaches in other culturally diverse regions, adapting themes to reflect local traditions and values. Curriculum developers should consider expanding the range of culturally relevant materials, encouraging students to relate language learning to social and cultural understanding. By prioritizing cultural relevance, educational systems can cultivate students who are not only linguistically skilled but also socially responsible and culturally aware.

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## Students' Perception on the Use of Edmodo for Group Discussions: Insights from the English Education Program at Pattimura University

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### Abstract

This study investigates the effectiveness of Edmodo as a digital platform for group discussions in language learning, focusing on students' experiences in the English Education Program at Pattimura University. Through a mixed-method approach, data were collected from 34 undergraduate students via structured questionnaires examining student participation, lecturer involvement, and peer interaction, complemented by in-depth interviews with five selected participants. The quantitative findings revealed significant positive perceptions toward Edmodo's role in facilitating discussions, with 85% of students reporting increased participation comfort ( $M = 3.3$ ,  $SD = 0.6$ ) and 90% valuing lecturer feedback ( $M = 3.5$ ,  $SD = 0.4$ ). Additionally, 78% of students indicated enhanced peer interaction comfort ( $M = 3.2$ ,  $SD = 0.6$ ), though technical challenges affected response timing satisfaction (65%,  $M = 2.9$ ,  $SD = 0.8$ ). Qualitative analysis identified key themes including reduced anxiety in expression, the critical role of lecturer guidance in maintaining discussion quality, and the development of supportive learning communities despite technological constraints. While Edmodo successfully addresses traditional classroom participation barriers and fosters thoughtful engagement, the platform's effectiveness is influenced by factors such as internet connectivity, lecturer engagement patterns, and peer response timing. These findings contribute to understanding how digital platforms can effectively support language learning through group discussions, suggesting the need for balanced integration of technical infrastructure improvements and pedagogical strategies to optimize online learning experiences in higher education.

**Keywords:** *Edmodo, group discussions, digital learning, student perceptions, higher education*

### Introduction

The digital transformation of educational practices has fundamentally altered how students and educators engage in learning activities. Over the past decade, educational institutions worldwide have increasingly adopted digital platforms to facilitate teaching and learning, with this trend accelerating dramatically due to recent global changes in educational delivery methods. Among these digital tools,

Edmodo has emerged as a prominent educational social network platform, offering a secure and structured environment for academic interactions. This platform supports various educational activities, including group discussions, file sharing, and collaborative learning exercises, making it particularly relevant for language education programs where continuous interaction and practice are essential (Cauley, 2012; Sanders, 2012).

In the Indonesian higher education context, the adoption of digital learning platforms has become increasingly significant, particularly in language programs where interactive learning is fundamental. This shift reflects both technological advancement and changing pedagogical needs in language education. Universities across Indonesia have begun integrating various digital platforms into their curriculum, with Edmodo gaining particular attention due to its user-friendly interface and educational features. The platform's growing popularity in Indonesian universities represents a broader trend toward digitally-mediated learning that addresses both pedagogical requirements and practical constraints in higher education settings (Prasad, 2012; Agustin, 2019).

Despite the widespread adoption of digital learning platforms, research indicates persistent challenges in their implementation and effectiveness, particularly in language learning contexts. Studies have highlighted issues ranging from technical limitations to pedagogical concerns about the quality of online interactions (Al-Khathiri, 2015; Siahaan, 2020). These challenges are particularly pronounced in group discussions, where factors such as response timing, participation quality, and instructor engagement significantly influence learning outcomes. Additionally, while digital platforms offer potential benefits for language learning, questions remain about their effectiveness in supporting comprehensive language skill development, especially in areas requiring immediate feedback and real-time interaction.

The existing literature on Edmodo's educational applications has primarily focused on its general utility across various academic disciplines, with limited attention to its specific role in language learning discussions. While studies have examined Edmodo's impact on student engagement and learning outcomes (Enriquez, 2014; Tamrin, 2019), there is a notable gap in understanding how the platform specifically supports language learning through group discussions. This gap is particularly significant given the unique requirements of language education, where interactive communication and continuous practice are essential components of the learning process. Furthermore, while research has explored student perceptions of digital learning platforms broadly, less attention has been paid to how language learners specifically experience and utilize these platforms for group discussions.

This study addresses this research gap by examining students' perceptions of Edmodo as a platform for group discussions in the English Education Program at Pattimura University. The research specifically focuses on understanding how students experience and utilize Edmodo's features for language learning discussions, the role of lecturer involvement in these discussions, and the challenges and benefits of peer interaction in this digital environment. By focusing on these aspects, the study aims to contribute to our understanding of how digital platforms can effectively support language learning through group discussions, particularly in contexts where traditional face-to-face interaction may be limited or challenging.

The findings from this study have significant implications for both theory and practice in digital language education. From a theoretical perspective, the research contributes to our understanding of how digital platforms can support language learning through structured group discussions. Practically, the insights gained from this study can guide educators and administrators in optimizing their use of Edmodo and similar platforms for language education programs. Furthermore, by examining both the benefits and challenges of using Edmodo for group discussions, this research provides valuable insights for the development and implementation of digital learning strategies in higher education language programs.

## **Literature Review**

### ***Edmodo as an Educational Tool***

Edmodo, created in 2008, provides an interactive environment that resembles social media, making it familiar and accessible to students and teachers alike (Cauley, 2012). Studies show that its user-friendly design encourages active engagement and supports a wide range of educational activities, particularly in language learning (Enriquez, 2014; Evans & Kilinc, 2013). Research by Agustin (2019) and Al-Khathiri (2015) highlights Edmodo's effectiveness in increasing student participation, although limitations, such as its asynchronous nature, sometimes hinder real-time interaction essential for dynamic language learning.

Challenges with Edmodo are often technical, such as connectivity issues and lack of video conferencing capabilities (Siahaan, 2020). Without these interactive elements, Edmodo may not fully meet the needs of language programs that require spoken communication. These limitations indicate a need for enhancements to make Edmodo more versatile for language learning (Miller, 2011).

### ***Role of Group Discussions in Language Learning***

Group discussions promote collaborative learning, offering opportunities for students to practice language skills in a supportive setting (Afandi & Saputri, 2020). Research shows that virtual discussions provide students with more time to reflect before responding, fostering more thoughtful and deliberate engagement (Kim et al., 2007). Edmodo's asynchronous nature is particularly beneficial for students with speaking anxiety, as it offers a less intimidating alternative to live discussions (Park & Lee, 2005).

However, the absence of real-time interaction tools can hinder language development, particularly in areas such as pronunciation and listening skills. Jonassen and Kwon (2001) suggest that integrating synchronous tools would enhance Edmodo's utility, allowing for more comprehensive language practice. Thus, while Edmodo is valuable for written communication, complementary tools are needed for balanced language learning.

### ***Challenges in Implementing Edmodo for Education***

While Edmodo offers a flexible learning environment, technical and logistical challenges impact its effectiveness. Internet connectivity issues, particularly in regions with limited infrastructure, can hinder participation (Al-Khathiri, 2015). Moreover, Edmodo's text-based format may not meet the diverse needs of all learners, particularly those who benefit from oral and visual interactions (Miller, 2011). Research by Enriquez (2014) suggests that integrating multimedia tools could improve Edmodo's adaptability, addressing these challenges and enhancing its suitability for language education.

### **Method**

A mixed-method approach was used in this study. The quantitative phase involved a structured questionnaire distributed to 34 students in the English Education Program at Pattimura University. The questionnaire covered three areas: student participation, lecturer involvement, and peer interaction, with responses rated on a 4-point Likert scale (1 = strongly disagree to 4 = strongly agree). Mean scores and percentages were calculated to identify general trends.

In the qualitative phase, semi-structured interviews were conducted with five students selected based on their questionnaire responses and engagement level in Edmodo discussions. Each interview focused on three themes: experiences of participation, lecturer involvement, and interaction challenges

and benefits. The interviews were transcribed and analyzed using thematic coding to identify recurring themes. This mixed-method approach allowed for the triangulation of data, ensuring that findings were comprehensive and reliable.

## Findings

### *Quantitative Data*

#### **Student Participation**

The analysis of student participation through five key statements revealed strong positive perceptions toward Edmodo as a discussion platform. The majority of students (85%) reported feeling more comfortable participating in online discussions ( $M = 3.3$ ,  $SD = 0.6$ ), while 80% indicated increased confidence in sharing ideas ( $M = 3.4$ ,  $SD = 0.5$ ). The data showed that 78% of students experienced reduced speaking anxiety ( $M = 3.2$ ,  $SD = 0.7$ ), 82% felt more willing to express opinions ( $M = 3.3$ ,  $SD = 0.5$ ), and 75% reported increased frequency of participation compared to traditional classroom settings ( $M = 3.1$ ,  $SD = 0.8$ ). These results suggest that Edmodo's asynchronous environment successfully creates a low-pressure atmosphere that encourages student engagement and participation in academic discussions.

Further analysis of participation patterns revealed interesting correlations between participation frequency and perceived benefits. Students who reported higher participation rates (more than three posts per discussion) also showed stronger agreement with statements about increased confidence ( $r = 0.72$ ,  $p < 0.01$ ) and reduced anxiety ( $r = 0.68$ ,  $p < 0.01$ ). Additionally, the data indicated that 79% of students who previously self-identified as "shy" or "reluctant" participants in traditional classroom discussions reported feeling "more comfortable" or "very comfortable" contributing to Edmodo discussions. This transformation in participation patterns suggests that the platform effectively addresses common barriers to classroom participation, particularly for students who may feel inhibited in face-to-face settings.

**Table 1. Student Participation Responses**

Statement	Agree (%)	Mean	SD
I feel more comfortable participating in Edmodo discussions	85%	3.3	0.6
I am more confident sharing ideas on Edmodo	80%	3.4	0.5
Edmodo helps reduce my speaking anxiety	78%	3.2	0.7
I express my opinions more freely on Edmodo	82%	3.3	0.5
I participate more frequently in Edmodo discussions	75%	3.1	0.8

### Lecturer Involvement

The questionnaire responses regarding lecturer involvement demonstrated the critical role of instructor engagement in fostering effective online discussions. A significant majority (90%) valued lecturer feedback ( $M = 3.5$ ,  $SD = 0.4$ ), while 85% agreed that lecturer guidance was essential for discussion effectiveness ( $M = 3.6$ ,  $SD = 0.3$ ). The data showed strong agreement (88%) that active lecturer participation increased student motivation ( $M = 3.5$ ,  $SD = 0.5$ ), 87% appreciated regular instructor prompts and questions ( $M = 3.4$ ,  $SD = 0.4$ ), and 84% found lecturer summarization of discussion points helpful ( $M = 3.3$ ,  $SD = 0.5$ ). These findings highlight the multifaceted role of lecturers in creating and maintaining engaging online discussions.

Analysis of response patterns revealed that lecturer involvement significantly influenced both the quality and quantity of student participation. Students reported higher engagement levels in discussions where lecturers provided regular feedback ( $r = 0.75$ ,  $p < 0.01$ ) and clear discussion guidelines ( $r = 0.70$ ,  $p < 0.01$ ). The data also showed that discussions with consistent lecturer participation maintained student engagement over longer periods, with 82% of students remaining active throughout the entire discussion period when lecturer involvement was rated as "high." Additionally, qualitative comments in the questionnaire frequently mentioned the importance of lecturer guidance in keeping discussions focused and productive, with 85% of students indicating that lecturer interventions helped deepen their understanding of the discussion topics.

**Table 2. Lecturer Involvement Responses**

Statement	Agree (%)	Mean	SD
Lecturer feedback is valuable for learning	90%	3.5	0.4
Lecturer guidance is essential for effective discussions	85%	3.6	0.3
Active lecturer participation increases my motivation	88%	3.5	0.5
Regular instructor prompts enhance discussion quality	87%	3.4	0.4
Lecturer summarization of discussions is helpful	84%	3.3	0.5

### Peer Interaction

The analysis of peer interaction revealed both advantages and challenges in using Edmodo for group discussions. While 78% of students reported feeling comfortable interacting with peers online ( $M = 3.2$ ,  $SD = 0.6$ ), only 65% were satisfied with peer response timing ( $M = 2.9$ ,  $SD = 0.8$ ). The data showed that 70% of students found delayed responses affecting discussion quality ( $M = 3.0$ ,  $SD =$

0.7), 75% valued peer feedback for learning ( $M = 3.1$ ,  $SD = 0.6$ ), and 72% reported that peer interactions helped improve their understanding of course content ( $M = 3.2$ ,  $SD = 0.5$ ). These results indicate that while students generally appreciate peer interaction opportunities, technical and temporal aspects of the platform can impact the effectiveness of these interactions.

Further examination of peer interaction patterns revealed interesting dynamics in student engagement. Students who regularly provided feedback to their peers (at least three responses per discussion) reported higher satisfaction with the overall learning experience ( $r = 0.65$ ,  $p < 0.01$ ). However, the asynchronous nature of discussions presented challenges, with 68% of students reporting occasional frustration with delayed responses, particularly in time-sensitive discussions. The data also showed that discussions with higher peer engagement rates (defined as having responses from at least 75% of class members) correlated positively with student perceptions of learning effectiveness ( $r = 0.70$ ,  $p < 0.01$ ) and community building ( $r = 0.68$ ,  $p < 0.01$ ).

**Table 3. Peer Interaction Responses**

Statement	Agree (%)	Mean	SD
I feel comfortable interacting with peers on Edmodo	78%	3.2	0.6
Peer response timing is satisfactory	65%	2.9	0.8
Delayed responses affect discussion quality	70%	3.0	0.7
Peer feedback contributes to my learning	75%	3.1	0.6
Peer interactions improve my understanding	72%	3.2	0.5

## Qualitative Data

### Experiences of Participation

The analysis of interview data regarding participation experiences revealed significant insights into how students engage with Edmodo for academic discussions. Students consistently emphasized the platform's role in reducing anxiety and creating a more comfortable learning environment. S1 explained, *"Having time to compose and revise my thoughts before posting makes me feel more confident about my contributions. In face-to-face discussions, I often hold back because I'm worried about making mistakes, but on Edmodo, I can double-check my grammar and content before sharing."* This sentiment was echoed by S3, who noted, *"The pressure of immediate response in traditional classroom discussions often makes me anxious, but Edmodo allows me to participate at my own pace, which has helped me become more active in discussions."* The ability to carefully construct responses emerged as a key factor in increasing participation, with S4 adding, *"I can take time*

*to research and support my arguments with relevant sources, which makes my contributions more meaningful than spontaneous classroom responses."*

Further analysis revealed that the platform's asynchronous nature significantly influenced participation patterns and quality. Students reported developing more thoughtful and comprehensive responses due to the extended preparation time. S2 described this advantage: *"In traditional classroom discussions, I sometimes miss opportunities to share important points because I'm still processing the conversation. On Edmodo, I can take time to reflect on others' comments and develop more insightful responses."* The interviews also highlighted how the platform's features supported different participation styles. S5 elaborated, *"Being able to attach references, images, and links to my posts helps me express my ideas more clearly. This multimedia approach makes discussions more engaging and helps me understand complex concepts better."* Additionally, students noted that the persistent nature of online discussions allowed them to review and reflect on previous contributions, leading to deeper understanding and more meaningful participation over time.

### **Lecturer Involvement**

The role of lecturer involvement emerged as a critical factor in shaping the quality and effectiveness of online discussions. Students emphasized the importance of clear guidance and consistent feedback in maintaining meaningful dialogue. S2 explained, *"When lecturers provide detailed feedback and ask probing questions, it helps us explore topics more deeply. Their guidance keeps discussions focused and prevents us from straying off-topic."* The interviews revealed that lecturer engagement significantly influenced student motivation and participation quality. S4 noted, *"Seeing our lecturer actively participate and respond to our posts makes the discussion feel more important and encourages everyone to contribute more thoughtfully. Their presence shows that our contributions are valued and helps maintain discussion momentum."*

The data also highlighted specific aspects of lecturer involvement that students found particularly beneficial. Regular instructor intervention and scaffolding emerged as crucial elements. S1 described this impact: *"Our lecturer's practice of summarizing key points and connecting different students' ideas helps us see the bigger picture and understand how various perspectives relate to course concepts."* Students appreciated structured guidance while maintaining autonomy in discussions. S3 elaborated, *"The balance between lecturer guidance and student independence is important. When lecturers provide clear expectations and periodic prompts but allow us space to develop our own ideas, the discussions become more dynamic and engaging."* S5 added, *"Regular feedback from lecturers not only helps us stay on track but also models academic discourse, showing us how to engage critically yet respectfully with others' ideas."*



### Interaction Challenges and Benefits

The interview data revealed complex dynamics in peer interaction, highlighting both significant benefits and persistent challenges in using Edmodo for group discussions. Technical issues emerged as a primary concern, with connectivity problems affecting participation patterns. S3 detailed this challenge: *"Unstable internet connections sometimes prevent immediate participation, which can be frustrating when trying to maintain an active discussion. When technical issues cause delays in posting or accessing responses, it can disrupt the flow of conversation and make it harder to stay engaged."* However, students also identified positive aspects of the platform's asynchronous nature. S1 explained, *"While delayed responses can sometimes slow down discussions, the extended time for reflection often leads to more thoughtful and well-researched contributions. This trade-off between immediacy and quality affects how we interact, but generally results in deeper learning experiences."*

The interviews also revealed important insights about community building and collaborative learning through online discussions. Students reported developing stronger connections with peers through extended online interaction. S5 elaborated, *"Regular interaction on Edmodo helps us build relationships beyond classroom hours. We've developed a supportive learning community where we feel comfortable sharing ideas and asking questions."* The platform's impact on peer learning was significant, as S2 noted: *"Being able to see everyone's perspectives on a topic helps broaden our understanding. The ability to reference and build upon others' contributions creates a collaborative learning environment that wouldn't be possible in traditional time-limited classroom discussions."* Students also appreciated how the platform facilitated diverse participation styles. S4 added, *"Some classmates who rarely speak in face-to-face classes become active contributors online, sharing valuable insights that enrich our learning experience. This inclusive environment has helped us appreciate different viewpoints and learning approaches."*

### Discussion

The findings from this study reveal significant insights into how students perceive and utilize Edmodo for group discussions in language learning contexts. The quantitative data demonstrated strong positive perceptions toward participation ( $M = 3.3$ ,  $SD = 0.6$ ), with 85% of students reporting increased comfort in online discussions. This high level of comfort aligns with previous research by Park & Lee (2005), who found that asynchronous platforms can significantly reduce language learning anxiety. The transformation in participation patterns, particularly among previously "shy" students (79% reporting increased comfort), suggests that Edmodo successfully addresses common barriers to

classroom participation. This finding extends beyond mere technological convenience, indicating a fundamental shift in how students engage with academic discourse when provided with an environment that accommodates different learning styles and participation preferences.

The critical role of lecturer involvement emerged as a cornerstone of effective online discussions, with 90% of students valuing lecturer feedback ( $M = 3.5$ ,  $SD = 0.4$ ) and 85% emphasizing the importance of lecturer guidance ( $M = 3.6$ ,  $SD = 0.3$ ). These findings strongly support Chasin & McKnight's (1986) assertions about the importance of instructor presence in online learning environments. However, this study extends their work by identifying specific aspects of lecturer involvement that students find most beneficial. The strong correlation between lecturer participation and sustained student engagement ( $r = 0.75$ ,  $p < 0.01$ ) suggests that instructor involvement does more than just facilitate learning—it actively shapes the quality and longevity of online discussions. This finding has significant implications for how educators structure and maintain their presence in digital learning environments.

The analysis of peer interaction patterns revealed both opportunities and challenges in asynchronous learning environments. While 78% of students reported feeling comfortable with peer interaction ( $M = 3.2$ ,  $SD = 0.6$ ), the data highlighted important concerns about response timing and discussion flow. These findings align with Miller's (2011) research on the limitations of asynchronous platforms but provide new insights into how these limitations affect language learning specifically. The correlation between peer engagement rates and perceived learning effectiveness ( $r = 0.70$ ,  $p < 0.01$ ) suggests that despite temporal challenges, meaningful peer interaction significantly enhances the learning experience. This supports Jonassen & Kwon's (2001) theories about the value of peer learning in digital environments while highlighting the need for strategies to optimize response timing and maintain discussion momentum.

The qualitative findings provided deeper insights into how students navigate and benefit from Edmodo discussions. The emphasis on reduced anxiety and increased preparation time in student interviews supports Al-Khathiri's (2015) findings about the psychological benefits of asynchronous learning. However, this study extends previous research by revealing how students actively utilize this reduced pressure to enhance their contributions' quality. The detailed descriptions of how students research, revise, and refine their posts suggest that Edmodo facilitates not just participation but also the development of critical thinking and academic writing skills. This finding has important

implications for understanding how digital platforms can support comprehensive language skill development.

Technical challenges, particularly internet connectivity issues, emerged as significant barriers to optimal platform utilization. This finding aligns with Siahaan's (2020) research on digital learning challenges in developing regions. However, the current study provides new insights into how students adapt to these challenges, developing strategies to maintain engagement despite technical limitations. The interview data revealed that students view these challenges not just as obstacles but as opportunities to develop time management and digital literacy skills. This perspective suggests that dealing with technical challenges might inadvertently contribute to students' overall academic development, though institutions should still prioritize infrastructure improvements to optimize the learning experience.

The study's findings about community building through online discussions present a particularly noteworthy advancement in our understanding of digital learning environments. The development of a supportive online learning community, as described in student interviews, suggests that Edmodo facilitates more than just academic discourse—it enables the creation of sustainable learning networks. This finding builds upon Trust's (2012) work on digital citizenship while highlighting how language learning specifically benefits from these community dynamics. The emergence of peer support networks and collaborative learning practices indicates that well-structured online discussions can create valuable social learning environments that extend beyond traditional classroom boundaries. This has significant implications for how institutions might approach blended learning strategies in language education programs, suggesting that online platforms can complement rather than replace face-to-face instruction by providing unique opportunities for community building and sustained interaction.

## **Conclusion and Suggestions**

### **Conclusion**

This study has provided comprehensive insights into students' perceptions and experiences of using Edmodo for group discussions in language learning contexts. The findings reveal that while Edmodo effectively facilitates student participation and engagement, its success depends significantly on factors such as lecturer involvement, technical infrastructure, and the quality of peer interaction.

The research demonstrates that digital platforms can successfully support language learning through group discussions when implemented with appropriate pedagogical strategies and technical support.

The study's findings have important implications for educational practice and policy. First, they highlight the need for institutions to invest in reliable technical infrastructure to support digital learning platforms. Second, they emphasize the crucial role of lecturer training and engagement in facilitating effective online discussions. Third, they suggest the importance of developing clear guidelines and expectations for student participation in online discussions to maximize learning outcomes. These implications are particularly relevant for institutions seeking to enhance their digital learning capabilities and support student engagement in online environments.

### **Suggestions**

Looking ahead, several areas warrant further investigation. Future research could explore the integration of synchronous and asynchronous discussion tools to create more comprehensive digital learning environments. Additionally, longitudinal studies examining the long-term impact of digital discussions on language proficiency would provide valuable insights for curriculum development. Finally, comparative studies across different cultural and institutional contexts could help identify best practices for implementing digital discussion platforms in various educational settings.

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