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The Use Of Ict In Enhancing Students' Interest In Learning

English At Sman 16 Batam

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Abstract

This study aims to integrate ICT media in teaching and learning activities. The participants of the study were 44 students from 11th grade of social sciences and 1 English teacher at Public Senior High School 16 in Batam. This research uses convenience sampling. This study used two research instruments, namely questionnaires and interviews. The students' need analysis questionnaire in the form of Google Form was distributed face to face in the class through their WhatsApp group. The Likert scale used in this needs analysis questionnaire. the interview session conducted through Zoom and the result was in the form and has been transcribed. The collected data can then be used to design lesson plans and integrate technologies into teaching media while considering students' needs. Furthermore, integration of ICT in learning is carried out to determine whether ICT implementation can enhance students' interest in studying English or not.

Keywords: *students interest, ICT implementation, teaching media.*

Introduction

1. Issues in material design and assessment EFL classroom

English lessons are still difficult and uninteresting for the majority of students in Indonesian schools. As a result, teachers must explore a variety of approaches, methods, strategies, and learning material to ignite students' interest and make it easier for them to learn English (Nurlaily, S. 2020). The lack of understanding about teaching material design techniques that can be used in learning activities is a common challenge in material

design. Moreover, teachers are usually monotonous and still employ an old-fashioned teaching technique, namely task-based learning, which is usually the media utilized only based on books (textbook oriented), where students are only invited to discuss the material in package book and/or LKS (Pratiwi, T. L., & Kurniati, K. 2022).

There are many other teaching materials that can be applied in teaching and learning activities. Teaching materials can be grouped into two types, namely printed teaching materials and non-printed teaching materials. Printed teaching materials include: handouts, textbooks, textbooks, modules, photocopied sheets, newspapers, brochures, leaflets, wallcharts, photos/pictures, models/models. The non-printed teaching materials are grouped into 4 types, namely: (1) audio-visual teaching materials such as cassettes, radio, LPs, and audio compact disks, (2) audio-visual teaching materials such as video compact disks, films, (3) interactive multimedia teaching materials (interactive teaching materials) such as CAI (Computer Assisted Instruction), interactive learning multimedia compact disks (CD), and (4) web-based teaching materials (web based learning materials) (Rizal, S. 2019). Despite all of these teaching materials, teachers are still guided by government textbooks and employ paper-based exams. Teachers can use other assessment methods such as examples of gamification assessment and project-based assessment. Teaching and learning activities will be more exciting if the teacher varies the activities carried out in learning.

2. Issues in integrating ICT for learning

As a result of increasing global communication and engagement, English has become one of the most essential media. It is also important to strive for excellent and continuing education arrangements that are adaptable to changing times (Marsevani, M. 2021). The use of ICT in education, particularly for English learning, has become a need that cannot be ignored. The use of information and communication technology for

education can take numerous forms depending on its function in education. Various ICT applications are already present in society and ready to be utilized efficiently for educational objectives.

The role of ICT media in learning is very important because it can help achieve learning objectives effectively and efficiently (Dewi, S. P., et.al. 2019). However, challenges remain in integrating ICT into teaching and learning activities, especially a lack of awareness and knowledge about the use of ICT media in learning. The majority of teachers have no idea what ICT is, what varieties it comes in, or how to use it. This issue persists due to a lack of school-sponsored workshops for teachers. Workshops are required to increase teacher skills in teaching. Teachers continue to educate in the traditional manner because they do not understand how to properly integrate technology into learning.

3. Issues/ Problems in your partner school

The school's facilities for supporting teaching and learning activities are considered to have helped in the efficient run of teaching and learning activities. Each class has benefited from the usage of facilities such as infocus, speakers, and wifi. However, in order to facilitate learning through technology, we require a router with higher performance than what is currently in use. Because when the author implemented it at SMA N 16 Batam, the WiFi facility did not work smoothly when all of the students used it to take quizzes. This should be a concern for schools so that every teacher may incorporate ICT into every subject taught.

The learning approach still maintains to the previous era, namely task-based learning that focuses primarily on modules provided by the government. The content of the government's modules is also nice, but if it is always guided by the modules, students would become bored. It would be preferable if the teacher used the adaptation and modification method when designing teaching materials, so that the teacher is still guided by the module but can modify the material and integrate appropriate technology media. Another issue is a lack of knowledge about ICT among both students

and teachers. It would be preferable if the teacher learned more about ICT and shared her findings with the students.

4. The output and outcome of the project

The objectives of this research is to increase students' interest in learning English. Therefore, in order to increase student interest while also enhancing students' English skills, the author design lesson plans, teaching materials, and assessments that integrate technology into learning. Students also lack confidence in their English skills, thus the author designed a student-centered lesson plan in which students would have many opportunities to participate in class. Since the outcome of this research primarily focuses on writing and speaking skills, the author selects the appropriate media for these skills. Furthermore, this study is primarily focused with whether or not ICT implementation can increase students' interest in learning English.

Methods

Data Collection Technique

1. Summary of the midterm test study case report

This research will necessitate data to be completed. Therefore, the author used two research instruments in this study, namely questionnaires and interviews. The study included 44 students from the 11th grade of social sciences and one English teacher from Public Senior High School 16 in Batam. This study makes use of convenience sampling. According to Creswell (2012), convenience sampling implies that the researcher chooses participants because they are eager and available to be researched. The qualitative research design was adopted in this study. Donald Ary's qualitative research design seeks to collect data based on words from a limited number of people in order to gain the participants' perspectives (2010). In addition, the descriptive qualitative research approach was applied in this study. Qualitative descriptive research creates data that

describes the ‘who, what, and where of events or experiences’ from a subjective perspective (Kim et al., 2017, p. 23).

The first research instrument is a questionnaire. Before the implementation, this questionnaire was distributed to determine the needs of the students. There are eight criteria that will be asked. Student motivation, learning style, learning tactics, student interest, ICT implementation, goal circumstance, learning environment, student involvement, and teaching media are among the characteristics that will be asked in the questionnaire. The students' need analysis questionnaire, which was in the form of a Google Form, was delivered in class face to face via their WhatsApp group. This requirements analysis questionnaire made use of a Likert scale. If students do not understand the following questionnaire questions, they may ask them directly. Students have 25 minutes to respond to all of the following questions. The result of the questionnaire linked to the questions that given to the teacher in the interview question.

The interview is the next research instrument. The interview was done to follow up on the responses of the students' need analysis and to inquire about the implementation of ELT in the classroom. Students' motivation, learning style, teaching medium, learning strategies and engagement, ICT implementation, target situation analysis, teacher expectation, and assessment are the nine criteria that will be asked during the interview. The interview was then done through Zoom, and the results were recorded and transcribed.

Following that, we discussed with the teacher what materials we would use. The collected data can then be used to design lesson plans and integrating technologies into teaching media while considering students' needs. Furthermore, integration of ICT in learning is carried out to determine whether ICT implementation can enhance students' interest in studying English or not.

Output Planning Process

The output of the planning process of this research were developing a lesson plan based on the material chosen by the teacher, which was Invitation and Explanation Text. After gathering the necessary data, the author begins to design a lesson plan while considering the English teacher's teaching method and approach in mind. For invitation material, media that we incorporate in the class are Jamboard, Youtube, Kahoot!, Canva, and PowerPoint. The class's objectives were for students to be able to create an invitation letter using Canva and to create dialogue requesting someone to attend their event. We employ technology and ensure that students understand how to use it.

Furthermore, the author continues to apply the same teaching method and teaching approach for Explanation text material in the second semester, namely the problem-based method with a scientific approach. Technology is also used in the development of teaching materials, then the outcome of the Explanation text is students can create a digital storytelling of the Explanation Text. The author makes use of the Powtoon, Liveworksheet, Quizizz, Youtube, and PowerPoint. Furthermore, the assessment of the material will be adjusted to the learning objectives.

Pre-implementation Phase

Before we conduct an implementation, it is mandatory to have a Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA). The Memorandum of Understanding and Memorandum of Agreement were authorized by the partner school and signed by the Dean of UIB and the Principal of SMA N 16 Batam. The program was written to be implemented for three months, and the method of implementation was also written, including compiling the program syllabus, conducting an assessment of the English learning needs analysis, preparing the learning plan, preparing the teaching materials, and preparing the final report.

The author first brought this MoU and MoA to school to make observations. In the observation, the author gathers general information by walking around the school and conducting interviews with school administration. The outcome of the observation will assist the author in defining the problem that will be solved. As can be seen, the school already has facilities that encourage the use of technology in learning. Each class get benefit from Infocus, speakers, and WiFi routers. One of the benefits for teachers to readily employ technology is the ability to carry a cell phone into class. However, based on the data gathered, it appears that teachers rarely use technology in the classroom. The lack of teacher literacy in using technology is considered as an issue, and students have stated that "even if there is wifi, if we use it together, it's slow sis," which is also seen as an issue and problem to ICT implementation in this school.



Picture 1. Observation session

Implementation Phase

In the implementation phase, the author will implement the lesson plan that has been designed. We ask for 2 hours of learning time from school partners to apply the teaching materials and teaching media that have been designed. The material to be applied is Invitation material. When the author enters, the students have already prepared their Projector. Due to the teacher has explained the material of invitation beforehand, so we only review it through Jamboard. We provide several examples of invitations and invite students to read and brainstorm together via PowerPoint. After that, we gave

an example of inviting dialogue via YouTube, then gave a quiz based on the dialogue on YouTube, the quiz was done through Kahoot!. During implementation they looked very enthusiastic and excited when the use of media in learning was applied.

Furthermore, the explanation text material that will be implemented next semester will be distributed by the teacher via the microsite link that has been provided by the author. Microsite works like an educational platform, will refer to material links, and media that will be taught. Microsite has been structured based on the learning step so that the teacher is not confused when using it.

Evaluation Phase

The author always consults with relevant lecturers before doing a project with partner schools. Before and after observation, while developing a needs analysis questionnaire, when developing lesson plans, and before implementation the author always consultate whether online or offline way. The author consult with lecturers early on what we want to share and implement, and the author gather feedback throughout the process. Lecturers determining whether or not our teaching media are ready for implementation at the partner school. Furthermore, the outcomes of Microsite and microteaching videos are submitted and reviewed by the lecturers. Teaching media is well applied to students throughout implementation. Finally, the author distributed a satisfaction questionnaire on students' responses to teaching implementation, and the results showed that the responses were satisfied and motivated toward the author's teaching media implementation.

Location, time, and duration of activities

The partner school is located in JL. Gen. S. Parman, No. 6, Mangsang, Kec. Si Beduk in SMAN 16 Batam. The school observed on September 20, 2022, from 10 a.m. to 12 p.m. The author then scheduled an

interview with the teacher for October 10th, 2022, and it took 30 minutes in the Zoom. Following the interview, the author created a draft needs analysis questionnaire, which the author consulted every Thursday during the lecture session. The author then distributed the surveys to schools face to face on October 27th so that the author could directly answer student questions related to the items in the questionnaire.

The results of both the questionnaire and the interview were then considered when designing a lesson plan. Miss Theo then accepted the lesson plan using the Zoom application on November 24th, 2022. Following that, on December 16, 2022, the author implemented the approved lesson plan. Following implementation, the author was assigned to design a lesson plan for the material for the following semester, and the author got Explanation text material. The following semester's teaching material lesson plans were approved through Zoom on November 24, 2022. The author then consulted about the Microteaching video, which was created through a screencast and is relevant to the project on December 1st, 2022.

On December 15th, 2022, the author and Batam International University Information Technology students learned how to design microsites. And the author believes that this is an useful website to use in education to ensure that learning runs smoothly. Finally, following implementation, we distributed a satisfaction questionnaire to see if students were satisfied or not during implementation, and the questionnaire was distributed on December 16th, 2022.

Where it held	What activity that held	When the activity held
SMAN 16 Batam	Observation	September 20 th , 2022
Online (zoom)	Interviews Teacher	October 10 th , 2022
SMAN 16 Batam	Questionnaires for students Need Analysis	October 27 th , 2022

Online (zoom)	Lesson plan approved	November 24 th , 2022
Online (zoom)	Teaching material approved	November 24 th , 2022
Online	Video microteaching	December 1 st , 2022
Universitas Internasional Batam	Designing Microsite	December 15 th , 2022
SMAN 16 Batam (in the class of grade XI 3 social major)	Implementation to school	December 16 th , 2022
SMAN 16 Batam	Questionnaires of satisfaction	December 16 th , 2022

Table 1. Timeline of the project

Results and discussions

A. Teaching Material

One of the media that can be used in developing teaching materials is PowerPoint (Wahyuni, et al 2020) The teaching material in Invitation using PowerPoint, the author state the social function, general structure, linguistic feature, and some authentic teaching material about invitation or explanation text in the PowerPoint. The English teacher said that he often uses PowerPoint in the process of learning English. Using PowerPoint presentations helped the teacher structure the class and be organized in delivering materials and emphasizing important points (K.M, W. H., & Widya. 2018).

PowerPoint presentations are used to provide lessons in order to make them more interesting and effective for preparing and delivering teaching materials (Dwiono, et. al. 2018). In addition to using PowerPoint for explanation, images, video, and links to teaching resources are attached to the PowerPoint. As an example of an invitation conversation, YouTube is also used as authentic material in the implementation process, and links from YouTube are easily entered into

PowerPoint. After the implementation, the author believes that using PowerPoint in the teaching learning process helps to ensure that learning is guided and not disorganized. Students felt that PowerPoint presentations helped them learn through organized lessons, emphasizing key points, and keeping attention. (K.M, W. H., & Widya. 2018). Moreover, the invitation materials are distributed in offline learning and are explained face to face while the explanation materials will be distributed to students in video form.



Picture 2. Teaching material

B. Assessment design

This research used Project-based learning as a teaching method. Project-based learning (PjBL) refers to an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products (Guo, et. al. 2020). Since the author intends for the findings of this study to be applied in real-world situations, the author employs a project-based assessment, with the final product of learning being a project. The teacher intends to focus on two English skills in this lesson, namely writing and speaking. Writing is a complex skill because students need to comprehend spellings, grammar, sentences, vocabularies, and structures as units in writing (Hadi, et. al. 2021).

The output of the lessons are project, so for the product for assessment will be the final project of each student and observational assessment in the class. As for project based learning, the output for invitation material was making an invitation letter through Canva. Al-Khoeri et al. (2021) informed that Canva is a graphic design application that facilitates students to easily

design various types of creative ELT materials online. Canva is a great tool to get students interested in writing, because it has a lot of interesting templates. Therefore, the use of Canva is helpful to facilitate students to practice writing (Hadi, et.al. 2021). Then the next project is to create a dialogue that contains inviting someone to come to an event. These two assignments will later be used as material for assessment in the invitation material and will be assessed based on the assessment rubric that has been prepared. That is the writing and speaking assessment rubric.

Then comes the second material, which is an explanation text that also employs project-based learning. And the result that is being assessed is digital storytelling using Powtoon. Powtoon is a tool which has similar features as PowerPoint or Prezi that using slides and texts, but it enables the user to add animation and sound effects as well as music (Purnamasari, Y., & Maolida, E. H. 2017). Before beginning work on the project, students were introduced to Explanation text, introduced by new learning media, especially storyboards and Powtoons, which would later be explained by the teacher through YouTube. As a result of this material, the end product will be digital storytelling in the form of a video that will be uploaded to YouTube. The teacher will then assess the digital storytelling using the assessment criteria that has been prepared. In this section also use Writing and Speaking criteria in assess the students.



Picture 3. Example of students design in Canva

C. ICT integration

When creating teaching materials, we must consider whether or not students will be interested in learning. Integrating ICT in learning is one method to make teaching and learning activities more enjoyable. The author designed a lesson plan that incorporates technology that is thought to be appropriate for the material.

First, the first material is Invitation. The author uses Jamboard to review previous studies. Jamboard allows students to work together on projects, brainstorm ideas, and design concept maps; in fact, this tool fosters learners' collaboration and participation in an innovative way (Castillo-Cuesta, et. al. 2022). Then, PowerPoint for materials and media links. Next, YouTube for displaying spoken dialogue. We can say YouTube is one of the effective media because inside there, we can find many videos that can support us while teaching in a class (Nasution, A. K. R. 2019). Moreover, Kahoot! for quizzes based on the dialog that has been displayed. Using Kahoot online media in the learning process can improve the quality of student learning in the classroom, with the greatest influences reporting on class dynamics, participation, motivation, and improved learning experiences (Putri, N. S. 2019). Bicen (2018) claims the Kahoot application can be used effectively for the gamification of lessons, giving an impact to students which makes them more ambitious and motivated to learn. And finally Canva for implementing invitation letters, so students can freely use the templates available in Canva to create invitation letters. And the implementation of the media is carried out face-to-face learning.

The second material that the author designed the lesson plan for was Explanation Text. The technology media that the author uses is PowerPoint to explain social functions, text structures, linguistic elements, and authentic examples of Explanation text. After that the author will give a link to refer to Liveworksheet media, this media helps teachers create digital worksheets and can calculate student grades which will be displayed at the end when finished working. The advantages of this application are good for students

because it is interactive and motivating, and for teachers, this application saves time and paper (Zulkifli F. S. 2021)

Then the author also uses Quizizz as a quiz review related to Explanation text. Rahayu (2018) states that Quizizz is a great online assessment tool that can help students not only check their knowledge but also their progress in learning English. The use of Quizizz can add motivation to classroom activities as well as spark students' interest in the material being taught (Amalia, D. 2020). After that, for the process of completing the final project material, storyboards are used to create a story framework so that the story is structured. Then students will make a story based on the storyboard that has been made. After that they read the aloud explanation text that they had through Powtoon. In Powtoon they can freely edit their digital explanation text. Then the final result of digital storytelling related to the explanation text that was done in Powtoon will be uploaded on the Youtube. And all of these media will be packaged on the Microsite and will be distributed by the teacher.

Conclusions

Students responded positively to the implementation results. They were eager to learn, especially when the author employed Kahoot! quizzes; the author had not expected them to be excited about the material delivered. The author encourages students to be involved in the lesson by having them read, present, and ask and answer questions from one another. Then, at the end, we delivered a post-questionnaire regarding the satisfaction questionnaire, and they responded that they were pleased with the educational media used. The implemented lesson plan was carried out in a structured way, and the student reaction was enthusiastic and interested to learn English through the use of media. Additionally, all students are already familiar with Canva, so they may freely select the template they prefer and modify it to fit the event they are choosing. Preparation of facilities such as Infocus, speakers, and internet has also helped in the implementation of teaching and learning process.

The author recommends that ICT implementation be continued in English Learning and Teaching. Moreover, the author suggests including project-based assessment into all materials so that students' assignments can be applied to real-world activities. It is hoped that students would be introduced to more media, allowing them to influence from digitalization in education. However, stable Wi-Fi is required for the effectiveness of ICT implementation in learning. When the author implements the Wi-Fi work smoothly, it becomes quite slow when students use all of the Wi-Fi; it is hoped that this can be developed for implementation in learning. It was clear from yesterday's implementation that students were interested about studying when using media. Hopefully, the teacher can apply more technology in future learning so that students will continue to be interested in learning English.

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