

## **SCIENTIFIC ARTICLE REPORT**



### **TITLE:**

- 1. LEARNING EXPERIENCE AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITY PALANGKA RAYA**
- 2. INVESTIGATING THE USE OF ENGLISH WRITING ASSISTANT APPLICATION BY ENGLISH LANGUAGE EDUCATION STUDENTS**
- 3. ENGLISH EDUCATION STUDENTS' PERCEPTION OF ENGLISH AS AN INTERNATIONAL LANGUAGE**

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DEPARTMENT OF LANGUAGES AND ART EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF PALANGKA RAYA**

**2026**

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|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title                                        | 1. Learning Experience and English Exposure of English Education Students at University Palangka Raya<br>2. Investigating the Use of English Writing Assistant Application by English Language Education Students<br>3. English Education Students' Perception of English as An International Language |
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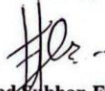
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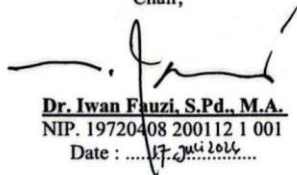
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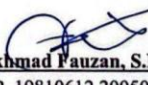
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Dengan ini menyatakan bahwa karya tulis artikel ilmiah dengan judul:

1. LEARNING EXPERIENCE AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITY PALANGKA RAYA
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3. ENGLISH EDUCATION STUDENTS' PERCEPTION OF ENGLISH AS AN INTERNATIONAL LANGUAGE

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Palangka Raya, 17 Juli 2026



## ABSTRACT

This non-thesis final project aims to develop students' academic writing competence through the preparation, submission, and publication of scholarly articles as an alternative to the conventional undergraduate thesis. The project resulted in the production and publication of three academic articles within the field of English Language Teaching (ELT), focusing on various aspects of English language learning and education. The first article, entitled "Learning Experience and English Exposure of English Education Students at University Palangka Raya", was published in JELT (English Language Teaching Journal Jambi), a SINTA 5 accredited journal, with the student serving as the main author. The second article, "Investigating the Use of English Writing Assistant Application by English Language Education Students", was published in EEJ (English Education Journal), a SINTA 4 accredited journal, with the student contributing as the supporting author. The third article, "English Education Students' Perception of English as an International Language", was published in LEEA (Linguistic, English Education and Art Journal), a SINTA 4 accredited journal, with the student acting as the main author.

The implementation of the project involved several stages, including topic selection, literature review, research design, data collection, data analysis, manuscript preparation, revision, and journal submission. Through these stages, the project demonstrates the student's ability to engage in the complete cycle of academic writing and scholarly publication. Throughout the completion of the project, the student encountered several challenges, including responding to reviewers' feedback, maintaining the quality of academic writing, managing publication timelines, and balancing academic responsibilities. These challenges were addressed through continuous consultation with supervisors, repeated revisions, and effective time management, which contributed to the improvement of the student's research competence, academic writing skills, and understanding of the scholarly publication process. Therefore, future students undertaking article-based final projects are encouraged to begin the writing process early, strengthen their academic writing skills, maintain regular consultation with supervisors, and prepare themselves for the peer-review and publication process. Higher education institutions are also encouraged to provide continuous guidance and support in scientific writing and scholarly publication.

**Keywords:** academic writing, article publication, English language teaching, journal publication, non-thesis final project.



## ACKNOWLEDGEMENT

Praise and gratitude, the author offers to the Almighty God for all the blessings, grace, and guidance that always accompany every step of the author's life. Thanks to His help, the author was able to complete this non-thesis final project successfully. This project is a scientific article writing project consisting of three academic writings, namely: (1) “Learning Experience and English Exposure Of English Education Students At Universitas Palangka Raya” (2) “Investigating The Use Of English Writing Assistant Applications By English Language Education Students,” and (3) “English Education Students’ Perception Of English As An International Language.” These three articles are compiled as a form of fulfilling the academic requirements to obtain a Bachelor of Education degree in the English Education Study Program, as well as to demonstrate the author's development in the field of research and scientific publication.

The process of compiling these three articles was neither short nor an easy journey. The author had to go through various stages, starting from planning and writing, to revising and the challenging publication process. However, through each of these processes, the author gained many valuable lessons, both academically and personally. Therefore, the author realizes that the success in completing this project is inseparable from the prayers, support, and assistance from various parties.

With deep respect and gratitude, the author expresses the utmost thanks to:

1. The author would like to express the deepest gratitude and highest appreciation to **Mr. Dr. Akhmad Fauzan, S.Pd., M.Pd**, as the Head of the

English Education Study Program, Academic Advisor, and First Supervisor, for his exceptional guidance, unwavering support, and invaluable contributions throughout the author's academic journey and the completion of this non-thesis final project. His dedication, wisdom, and remarkable commitment to students' academic development have been an endless source of inspiration for the author. Beyond providing insightful feedback, constructive criticism, and scholarly direction during the preparation of the articles, he consistently offered encouragement, understanding, and solutions to various academic challenges encountered along the way. His patience, professionalism, and genuine concern for his students' success have not only contributed significantly to the completion of this project but have also shaped the author's growth as a researcher, writer, and future educator. The author is sincerely grateful for every opportunity, lesson, and support that he generously provided throughout these years of study.

2. The author would like to express sincere gratitude to **Mr. Muhammad Subhan Fikri, M.Pd.**, as the second supervisor, for his invaluable guidance, generous contribution of time, thoughtful suggestions, and continuous support throughout the completion of this non-thesis final project. His willingness to dedicate his time and expertise during every stage of the article writing and publication process has greatly contributed to the successful completion of this project. He consistently provided constructive feedback, insightful comments, and unwavering motivation to the author throughout every stage of article preparation. The support provided not only

helped the author improve the quality of this scientific work but also provided encouragement during moments of difficulty and uncertainty. His patience, attention, and commitment to guiding the author have been a tremendous source of motivation to persevere and successfully complete each stage of writing and publication.

3. To the reviewer lecturer, **Mrs. Erma Sujiyani, S.S., M.Pd.**, the author extends sincere gratitude for the valuable comments, constructive suggestions, and insightful feedback provided throughout the examination and review process. Her contributions, academic perspectives, and thoughtful recommendations played an important role in improving the quality of this non-thesis final project. The author greatly appreciates the time and expertise she dedicated to supporting the completion of this work.
4. **Dean of the Faculty of Teacher Training and Education at Palangka Raya University**, who has provided facilities and an academic environment that supports the author's educational process. who has provided opportunities and support in the implementation of this non-thesis final project, allowing the author to complete their studies along a path that aligns with their interests and abilities.
5. The author would like to express sincere gratitude to **Dr. Iwan Fauzi, S.Pd., M.A.**, as the Head of the Department of Language and Arts Education, for his support and encouragement throughout the author's academic journey and the completion of this non-thesis final project.

6. The author would also like to express sincere appreciation to the **administrative staff of the English Education Study Program** for their assistance, kindness, and support in facilitating the administrative requirements throughout the completion of this non-thesis final project.
7. To my beloved parents, **Mr. Parade Matondang** and **Mrs. Rismauli Napitupulu**, who have always offered their prayers, love, care, support, and unceasing sacrifices to the author. Thank you for every struggle, sacrifice, and love you have always given, enabling the author to persevere and complete this educational journey. In every difficulty, moment of exhaustion, and even when on the verge of giving up, your prayers and support have always been the greatest source of strength for me. I dedicate this achievement as an expression of gratitude for all the love, sacrifices, and unwavering belief you have given throughout my life. Words will never be enough to express how grateful I am to have both of you as my parents and as the strongest foundation in every step of this journey.
8. To the author's beloved siblings, **Andre Hadinata Saroha Matondang**, **Theresia Meylani Matondang**, and **Jhonatan Firzi Matondang**, who have always provided prayers, support, care, advice, and encouragement throughout this educational process and the completion of these studies. Their presence and the support they have offered have been a major source of motivation for the author to persevere and complete every stage of this journey up to this point. Thank you for always being there through moments of happiness, stress, and uncertainty, and for reminding me that I never had

to face this journey alone. The author expresses sincere gratitude for all the support, understanding, and encouragement provided throughout this academic journey.

9. To my dear friends, **Julianthi Zefana Silitonga, Maria Inggrita Vadeltime Panyat, Tiarannisa Putri Lestari, and Rian Saputro**, thank you for your friendship, support, laughter, encouragement, and companionship throughout my university years. Thank you for being present during moments of happiness, stress, uncertainty, and countless deadlines. The memories, experiences, discussions, and struggles we shared together have become an inseparable part of this academic journey. Your support and presence have contributed more than words can express, and I am sincerely grateful to have walked this journey alongside all of you.
10. The author would also like to express sincere gratitude to the music, inspiration, and motivation that accompanied this academic journey, especially to **BTS and SEVENTEEN**, whose music, messages, and hard work have provided comfort, encouragement, and strength during difficult times. Throughout moments of exhaustion, pressure, uncertainty, and endless revisions, their songs, performances, and words became small sources of motivation that helped the author continue moving forward. Although they may never realize their influence, the positivity, perseverance, and meaningful messages they shared have become part of the author's journey in completing this project. Thank you for becoming a source of comfort, inspiration, and motivation throughout these years.

11. To **my dear partner**, thank you for being a constant source of love, support, patience, encouragement, and strength throughout this academic journey. Thank you for standing beside me during moments of stress, exhaustion, self-doubt, and uncertainty, and for always reminding me to keep moving forward. Your understanding, kindness, and unwavering belief in me have been invaluable throughout this process. I am deeply grateful for your presence and for all the support you have given me during this important chapter of my life.
12. Finally, I would like to convey a special message to a sweet and resilient woman myself, **Leni Romarta Matondang**. Thank you for never losing faith, for never giving up, and for persevering all the way to this point. Thank you for choosing not to give up despite facing various twists and turns, challenges, pressures, exhaustion, illness, and difficulties throughout the years of study and the completion of this final project. Every process I've gone through serves as proof that every effort, hard work, and perseverance will always bring me one step closer to the goals I aim to achieve. This journey is not the end, but the beginning of many greater journeys ahead. May this achievement serve as a reminder that no matter how difficult the process, every struggle always has meaning, and every sacrifice will ultimately lead to growth. The author is proud of how far this journey has come and hopes to continue growing into a better person in the future.



Palangka Raya, 17 Juli 2026

The Author

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## SCIENTIFIC ARTICLE IDENTITY

### A. SCIENTIFIC ARTICLE 1

1. Article Title : LEARNING EXPERIENCE AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITY PALANGKA RAYA
2. Name : JAMBI-ENGLISH LANGUAGE TEACHING JOURNAL
3. ISSN : 2503-3840
4. Accreditation Category : Sinta 5
5. Doi/Article Link : <https://onlinejournal.unja.ac.id/jelt/article/view/45569>  
Jambi-English Language Teaching  
<https://onlinejournal.unja.ac.id/jelt/index>
6. Issue/Month/Year : Volume 9 Number – 2, November 2025
7. QR Code :



## **CHAPTER I**

### **THE FIRST ARTICLE**

This chapter discusses the general description of the first article along with its writing and publication processes. The chapter presents the background, objectives, methodology, findings, and contribution of the study. In addition, the original published version of the article is attached at the end of this chapter.

#### **1.1 INTRODUCTION TO THE FIRST ARTICLE**

This chapter presents the first article produced by the student. The title of this article is “Learning Experiences and English Exposure of English Education Students at Universitas Palangka Raya”. The article was authored by the student as the main writer together with her colleagues from Universitas Palangka Raya. This article was published in *Jambi-English Language Teaching Journal (JELT)*, Vol. 9 No. 2, 2025, on pages 97–109.

English plays an increasingly important role in global communication, education, technology, and intercultural interaction. As globalization continues to expand, English has become a lingua franca that enables access to knowledge and international collaboration. Despite English being taught at various levels of formal education in Indonesia, English proficiency among Indonesian learners remains relatively low, as reflected in the EF English Proficiency Index report. Learning experiences and exposure to English are considered important factors influencing students’ language development because meaningful learning occurs when students

actively participate in learning activities and interact with the target language both inside and outside the classroom.

Several studies have highlighted the importance of learning experiences, learner autonomy, and digital technology in supporting English language acquisition. Previous research has shown that independent learning activities, digital media, and authentic exposure can significantly contribute to students' language development and motivation. However, many previous studies have focused primarily on learning strategies, teaching methods, or technological integration, while relatively little attention has been given to students' actual learning experiences and their level of English exposure in academic, digital, and social environments, particularly within local Indonesian contexts such as Universitas Palangka Raya. Therefore, this study aims to explore the learning experiences and English exposure of English Education students at Universitas Palangka Raya.

This study employed a mixed-method research design involving 42 English Education students from the 2022 cohort at Universitas Palangka Raya. Quantitative data were collected through closed-ended questionnaires using Likert-scale items, while qualitative data were obtained through open-ended responses. Quantitative data were analysed using descriptive statistics, including frequency distribution, percentages, and mean scores, whereas qualitative responses were analysed using descriptive thematic content analysis to identify recurring themes and patterns related to students' learning experiences and exposure to English.

The findings revealed that most students demonstrated relatively positive learning experiences, particularly in terms of motivation and engagement in English learning activities. Nevertheless, the active use of English remained inconsistent across productive language activities. Informal exposure through digital media, especially entertainment-based content such as songs, movies, and social media, was more dominant than educational content, while formal classroom exposure and exposure through social environments were still relatively limited. The contribution of this study lies in providing insights into the relationship between learning experiences and English exposure in shaping students' language development and offering practical implications for designing more balanced learning strategies that integrate formal instruction, digital media, and authentic opportunities for English use.



## 1.2 THE FIRST ARTICLE PUBLISHED IN JELT (ENGLISH LANGUAGE TEACHING JOURNAL JAMBI) VOL. 9 NO. 2, 2025

Jambi-English Language Teaching Journal  
<https://online-journal.unja.ac.id/jelt/index>

e-ISSN: 2503-3840  
9 (2), 2025, 97-109

### LEARNING EXPERIENCES AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITAS PALANGKA RAYA

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#### Abstract

This study discusses the learning experiences and level of exposure to English among English Education students at the University of Palangka Raya. This issue is important because English proficiency in Indonesia is still relatively low according to the EF EPI 2023 report, making an understanding of students' learning experiences and exposure relevant to improving the quality of learning. Previous studies have mostly focused on learning strategies, while the aspects of students' real experiences and their level of exposure have rarely been studied, especially in the local context. This study aims to describe the learning experiences and English exposure of students. The research design uses a mixed method involving 42 students as participants. Data were collected through closed questionnaires (Likert scale) and open-ended questions, then analyzed descriptively, quantitatively, and qualitatively. The results show that most students have fairly positive learning experiences, especially in terms of motivation and engagement in learning. However, active use of English is still inconsistent. Informal exposure through digital media, especially entertainment content, is more dominant than educational content. Meanwhile, formal exposure in the classroom and exposure through the social environment is still limited. These findings emphasize the importance of learning strategies that are able to integrate formal and informal exposure and independent learning in a balanced manner in order to support students' English language proficiency more optimally.

**Keywords:** *Education, English Exposure, Learning experience.*

#### INTRODUCTION

Language is an important tool used by people to communicate and interact with one another. In this era of rapid globalization, especially in the world of education, the use of foreign languages has become increasingly crucial, particularly English, which has become the primary language of communication in the exchange of knowledge, technology, and global culture. (Galloway & Numajiri, 2020) state that globalization has strengthened the position of English as a lingua franca in various forms of international communication. This is reinforced by (Rose & Galloway, 2019) who emphasize the importance of the Global English's approach in teaching, given that English has now become a basic cross-cultural and functional skill.

English language learning in Indonesia has started since the colonial era, which in the current era has become a compulsory subject at various levels of formal education. This is certainly an opportunity for students in Indonesia to learn more about English and implement it into their daily lives, but it is also a challenge during the learning process. Based on data released by (EF EPI, 2023), Indonesia is ranked 80th out of 112 countries regarding English proficiency. This condition is the impetus for the need for in-depth

research on the learning experience of students in Indonesia, especially English education students.

The learning process and experience play an important role in improving students' mastery and skills, because meaningful learning occurs when students are actively involved. (Kolb & Kolb, 2018) emphasize that meaningful learning experiences are formed through a cycle of concrete experiences, reflection, concepts, and active experimentation. Unfortunately, implementing this approach in Indonesia poses its own challenges. Positive perceptions and active student participation are also crucial in shaping meaningful learning experiences. (Hidayat & Fauzan, 2021) highlight that supportive academic environments directly strengthen students' motivation and participation in EFL classrooms. These challenges include the varying quality of educators and their teaching methods, as well as the lack of adequate facilities and infrastructure. Educators in Indonesia, particularly those teaching English, must create an effective learning system that does not rely solely on lecture-based methods but is balanced with hands-on student practice. Various efforts can be employed by educators during the learning process, including leveraging advancing technology and adapting teaching methods that encourage students to engage directly.

Active learning at school must be accompanied by personalized learning. Personal learning experiences also affect the stimulation of individual development in achieving satisfactory learning outcomes. At this stage students will be challenged to take an active role as autonomous, who are able to manage time, choose material that suits their needs and maintain consistency of interest (Pahlevi, 2021). (Benson & Huang, 2020) states that students who consume English learning independently (movies, podcasts, articles, etc.), will show 25% faster development than ordinary students. In other words, learning experiences outside the classroom certainly make a significant contribution and benefit.

Based on the previous explanation, students must form a learning strategy that produces of course. As the saying goes that a building that stands firmly starts from a strong foundation, language learning also requires a strong foundation. (Richards, 2015) asserts that mastery of the four basic skills of listening, speaking, reading and writing is the key to success in language. To achieve the four basics of language, of course, supportive learning resources are needed, one of which is the utilization of digital media. The utilization of digital media, such as online learning platforms and technology-based applications, provides opportunities for students to practice the four skills flexibly and independently. Various interactive features offered by digital media allow students to access a variety of authentic materials, do repetitive exercises according to individual needs, and get instant feedback.

In addition, technology also facilitates direct interaction through social media, online forums, or virtual collaboration, making the language skills acquired more relevant and practical. As stated by (Godwin-Jones, 2018), the utilization of mobile and digital technologies in language learning significantly expands learning opportunities outside the formal classroom, as well as supporting the development of learning autonomy and increasing student motivation in mastering English. In addition, several studies emphasize the role of digital and entertainment-based media in supporting language learning. (Hanafiah, 2019) found that the use of films can increase students' speaking participation, while (Syahira et al., 2024) revealed that entertainment-based digital media has a strong appeal for learners, although it tends to encourage the use of English more in informal contexts than in formal academic settings.

Apart from the challenges described earlier, the most dominating is the absence of dedication to the introduction of foreign languages from an early age, which then has an



impact on students' unpreparedness in developing optimal English language competence. The introduction of an object or subject early on, will help the child's progress to understand and master it, which of course must be balanced with systematic support through communicative and student-centered teaching strategies, so that early exposure to language does not only become a discourse, but is truly embedded in the learning process. Another factor that contributes to this challenge is that the development of English language learning in Indonesia is hampered by limited digital infrastructure and suboptimal adaptation of learning media and curriculum load (Yulianti & Arifin, 2022).

Although both in-school and personal learning experiences play an important role, they are still not fully able to fulfil students' learning needs in developing English as a whole. One aspect that is often overlooked, especially in education, is the level of students' exposure to English in their daily lives. Students' exposure to English plays a crucial role in shaping students' linguistic character and confidence in communication. The more often students are exposed to the use of English in real contexts, whether through digital media, social environments, or the consumption of authentic content, the greater their chances of realizing the language naturally. (Liu, 2022) also notes that many EFL contexts, including in Asia, are characterized as "input-rich but output-poor," meaning learners receive sufficient exposure but often lack opportunities to produce the target language. This condition can hinder the development of speaking and writing skills if not addressed properly.

But unfortunately, in Indonesia the realization of the use of English in everyday life, still cannot be said to be achieved because the exposure that takes place is still minimal and less authentic. This is what causes many students to think that English both at school and in everyday life is only a formality of the world of education (Meisana et al., 2020). This statement can be proven by the results of research conducted by (Astuti, 2017) in several high schools in Yogyakarta, which shows that most students feel less confident speaking English, due to the lack of direct practice opportunities in the surrounding environment. It can be concluded that the absence of a practical environment that supports authentic language causes students to only master theoretical aspects, not real communicative skills.

Given these challenges, it is important to understand that each student has a unique learning experience, which greatly influences how they receive and develop English language skills. In addition to classroom learning experiences, exposure to English through digital, environmental and independent activities also plays an important role in shaping students' language proficiency. However, to date there is little research that specifically explores how learning experiences and exposure levels affect their English learning process, especially in a local context such as Indonesia. Many previous studies have focused more on developing learning models or strategies (Alfiah, 2020; Hapsari, 2019), without considering in depth the individual conditions of students, variations in learning experiences, and their level of exposure to English. Therefore, this study aims to fill this gap and is expected to answer the question "what are the learning experiences of English education students at the University of Palangka Raya? and how do English education students at the universitas of Palangka Raya experience English in their academic and social contexts?" by exploring in depth the learning experiences and levels of exposure to English experienced by English education students in Palangka Raya.

Without this research, understanding of the factors that influence students' learning experiences and exposure to English in the local Indonesian context will remain limited, making it difficult to develop appropriate learning strategies. The main purpose of this study is to describe and analyse the extent of learning experience and the level of exposure

to English among English education students. This research carries the title "Learning Experience and Exposure of English Education Students." This title reflects an attempt to answer the challenges of English language learning in Indonesia through a more contextualized approach and based on students' real experiences. The results of this study are expected to contribute both theoretically in the development of language learning literature, as well as practically in the formulation of learning strategies that are more contextual and relevant in the educational environment.

## METHOD

This study uses a mixed-method approach, combining qualitative and quantitative approaches to obtain more in-depth and holistic results. According to (Creswell, 2018), mixed methods allow researchers to combine numerical and descriptive data in a single study, resulting in richer and more comprehensive findings. The quantitative approach was used to collect data through closed-ended questionnaires, while the qualitative approach was obtained through analysis of open-ended questions in the questionnaire. This combined approach aligns with the views of (Fraenkel et al., 2019), who state that in research on second language learning, the simultaneous use of quantitative and qualitative methods is crucial to capture aspects of the learning experience that cannot be fully represented by statistical data alone.

The data obtained were analysed using two techniques, in accordance with the principles of mixed methods. Quantitative data, consisting of 29 closed-ended statements, were analysed using descriptive statistics, including frequency distribution, percentage, and mean value. The use of descriptive statistics is in accordance with the recommendation of (Fraenkel et al., 2019), which states that descriptive statistics are effective for summarizing data in survey-based educational research. Meanwhile, Qualitative were analysed using a descriptive thematic content analysis technique, with the aim of identifying key patterns in students' responses regarding the use of digital media as a means of learning English. This technique allows the researcher to organize the open-ended responses into meaningful themes, and support them with direct quotes from the respondents, in order to make the understanding of the phenomenon under study richer and more contextual (Vais Moradi et al., 2019).

This study was conducted in the English education study program, Faculty of Teacher Training and Education, University of Palangka Raya, Central Kalimantan, with 42 English education students from the 2022 cohort participating. The selection of location and participants was done purposively, with a diverse background of students, enabling the researcher to obtain varied data. The participants in this study were English education students from the 2022 cohort, with a total of 42 participants. The selection of participants in this study was conducted using purposive sampling, with criteria including having actively participated in English language courses for at least five semesters and being willing to serve as respondents in this study. The use of purposive sampling aligns with the views of (Fraenkel et al., 2019), who state that purposive sampling is a technique for determining samples based on specific considerations to ensure that the data obtained is more robust.

Data collection on this questionnaire was carried out using a questionnaire containing 30 statement items, which have been compiled based on theories related to learning experience and language exposure, and have been adapted to the context of students' daily lives. According to (Fraenkel et al., 2019) the use of contextualized

questionnaires is very important in language research, so that the data obtained truly reflects the real experiences of participants. All questionnaires were distributed online via google form, to provide easy access for students. This online distribution is in line with recent research trends which show that the use of online questionnaires can increase efficiency and flexibility in data collection (Evans & Mathur, 2018). By combining these two techniques, it is hoped that the research can provide a comprehensive picture of the learning experience and exposure to English of English Language Education students at Palangka Raya University, as well as answer the research objectives that have been set.

## RESULTS AND DISCUSSION

This section presents the findings and discussion of the study, organized according to the research questions. The first part discusses students' learning experiences (RQ1), followed by their English exposure across academic, digital, and social contexts (RQ2).

### Research Question 1: What are the learning experiences of English Education students at the University of Palangka Raya?

Learning experiences and exposure to English have a role in shaping students' English language skills. Broadly speaking, this study aims to describe how English education students at Palangka Raya University build learning experiences and the level of English exposure they experience.

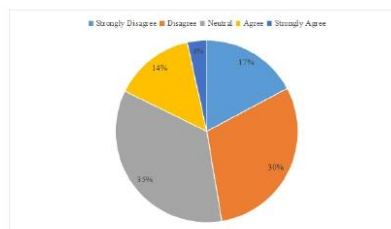


Figure 1: Students Learning Experience

The diagram above illustrates 9 statements regarding students' learning experience in the English language learning process. 35% of students chose the neutral category for their learning experience. This shows that most students still assess their learning experience at a moderate level, not fully positive or negative.

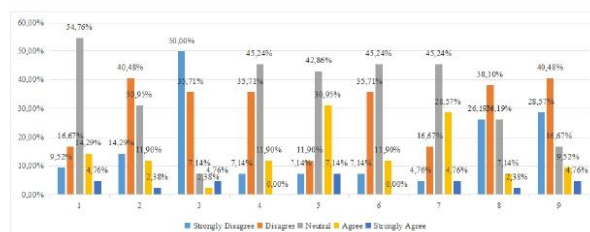


Figure 1: Students Learning Experience

Based on the bar graph of "learning experience" which illustrates the responses to nine statements in the form of a Likert scale (sts-ss), it can be seen that most students tend to be in the category of *agree* (s) and *neutral* (n) in answering statements related to their



experience during English learning. In the first statement, the majority of students 54.76% gave a "neutral" answer which indicated an attitude that was not clearly leaning, meanwhile, 16.67% chose to *agree*, and only 9.52% *strongly agreed*. This shows that there is still a distance between the expectations and reality felt by students in the learning process.

In contrast to the results of the initial statement, the second and third statements showed a positive response. there were 40.48% and 50.00% of respondents who chose to agree with the two statements. Based on the existing results, it can be said that students feel more motivated and benefit from the learning process they are undergoing, although they still do not have a very strong level of confidence in the quality of the learning experience as seen from the graph. the average strongly agree is below 15%. in line with the findings of (Hidayat&Fauzan, 2021), which states that positive perceptions of the learning experience are closely related to active participation and reinforcing support from the academic environment.

For example, in the fourth and sixth statements, 45.24% of respondents chose *neutral*, which indicated their uncertainty about the effectiveness of the teaching materials and methods used. Only 10-15% of respondents chose to agree. This finding identifies that language barriers are still a significant challenge for some students who tend to be passive-minded regarding English. Statement nine shows quite interesting results. The data shows 40.48% of respondents disagree (ts) while only 4.76% strongly agree (ss) on this statement. This result quantitatively shows that there is still resistance or doubt from most students towards the effectiveness of digital media in learning English. At first glance, this data seems to contradict the general assumption that the digital generation is very close to technology.

However, the results of the above statements contradict the qualitatively analysed open-ended answers, where more complex and rich narratives were found. In fact, some students actually mention YouTube, Tik-Tok, Spotify, Duolingo, Quizzes and other applications such as cake and character ai as media that they actively use to learn English. one of the participants 7 and 8 wrote interconnected answers: *"I am more interested in learning English through digital media such as YouTube and quizzes application. digital media provides many options for students to learn in the way they like to learn."* participant 24 also mentioned *"I agree because digital media such as you tube, Tik-Tok, and Instagram reels help me learn English in a fun and easy to understand way."*

From these responses, it can be seen that although some students explicitly disagree with the 9th statement on the Likert scale, in practice they still use and rely on digital media as a means of learning. this indicates a mismatch between explicit perceptions (attitudes towards digital media as the main approach) and actual behaviour (frequency of using digital media for learning).Further explained, the various reasons put forward by students reflect that digital media provide flexibility, interactivity, and accessibility that are difficult to match by conventional learning. students mentioned that media such as you tube provide a variety of educational and entertainment content in English that is fun, including podcasts, ted talks, songs, movies, to autocorrect features in applications such as character ai.

This finding is in line with the research of (syahira et al., 2024) which concluded that digital media has a significant role in improving English speaking skills, because students can learn according to their learning styles, whether visual, auditory, or kinaesthetic. (Hanafiah's study, 2019) confirms that the use of media such as movies can increase students' interest and active involvement in the language learning process.In addition, the flexibility of time and place, as well as the ability to learn independently and

access content at any time are the main reasons for choosing digital media. one student wrote: *"I prefer to learn using digital media because I can adjust the flexibility of time and place. I can also monitor my own progress."* However, not all students expressed the same preference. Some respondents actually stated that they did not like digital media because they considered it not in-depth enough, or because they preferred a direct learning approach with the lecturer. as stated by one respondent: *"no, I prefer to learn English directly and tangibly so that it is easy to capture and understand the material."*

This statement confirms that preference for digital media is relative and influenced by learning style, independent ability, and previous learning experience. Therefore, an effective learning approach must accommodate blended learning between face-to-face and digital media support. as stated by one student: *"in my opinion, the approach should be balanced. On campus, we get direct guidance from lecturers, while digital media can be a useful complement to practice independently outside of class."* As such, this section reinforces the importance of learning strategies that not only focus on formal approaches, but also facilitate the pedagogical and purposeful use of digital media, in order to maximize the potential of technology as an authentic, flexible, and enjoyable source of English exposure and practice.

In general, based on the results of quantitative and qualitative data, this data shows that the majority of students have a fairly positive learning experience during the English learning process, especially in the aspects of motivation and engagement. it's just that it is still necessary to pay attention to effective learning strategies, which not only focus on formal approaches but also facilitate the use of digital media in a pedagogical and directed manner, in order to maximize the potential of technology as an authentic, flexible, and enjoyable source of exposure to English. This is in line with Gardner's (1985) opinion that good attitudes and learning experiences can strengthen motivation and student engagement in second language learning. This is in line with Gardner's (1985) opinion that good attitudes and learning experiences can strengthen students' motivation and engagement in second language learning. The dominance of the "agree" category can be an indicator that the teaching methods used are quite effective and accepted by students, although the high "neutral" category also signals that there is still room for improvement in terms of more individualized and contextualized learning approaches or support. This analysis will be the basis for assessing the relationship between learning experiences and motivation in English language acquisition.

#### Research Question 2: How do English Education students experience English exposure in their academic, digital, and social environments?

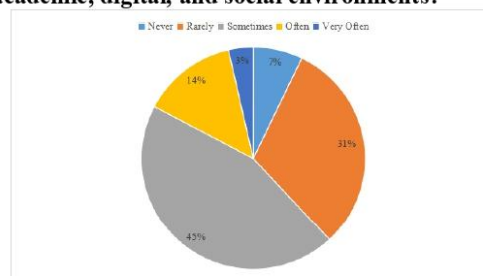


Figure 2: Formal English Exposure

The second diagram illustrates 5 statements on the level of exposure of students to the use of English in formal contexts. From the diagram above, it is known that 45% of

students chose the category Sometimes in terms of formal exposure to English. This means that the use of English in the classroom has occurred, but it has not taken place regularly and consistently.

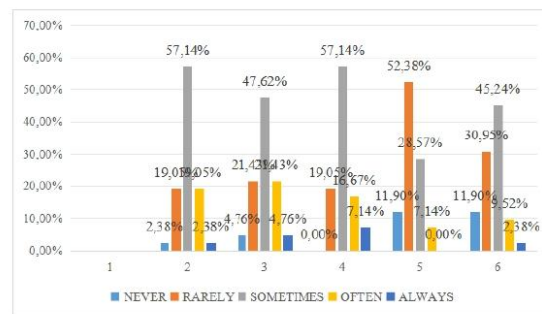


Figure 2: Formal English Exposure

Based on the results of data processing from the second bar chart, the results show that the categories sometimes and rarely are the two dominant categories that appear in almost all questionnaire statements. This shows that although the use of English in learning activities takes place, the intensity is still not high or uneven. Meanwhile, the fourth statement ("*I use English to complete school assignments*") shows 52.38% of students chose *rarely*, which means, there is still minimal application. This may be related to the point of view of students who are more comfortable completing assignments in Indonesian or the factor of habitual use of the language used daily. Similarly, statements 2 and 5 also show a tendency to dominate the category *sometimes*. This means that the use of English is still not done consistently. This contradicts the statement conveyed by (Gokcan&CobanogluAktan, 2019), "the consistency of formal exposure to the target language in an academic context greatly affects the development of students' language skills." Thus, it can be concluded that exposure to English in formal contexts in this population is classified as low intensity. The sometimes category that dominates the most reflects the potential for ongoing exposure, but not yet stable or consistent.

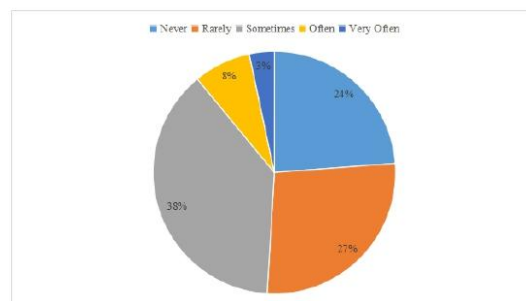


Figure 3: Informal exposure through media

In the third pie chart, the results of a statement related to exposure to English students through various digital media are shown. 38% of students chose the category



sometimes in utilizing digital media as a means of exposure to English. These results indicate that students are quite often exposed to English through the media, although there are still opportunities to get the intensity of its use.

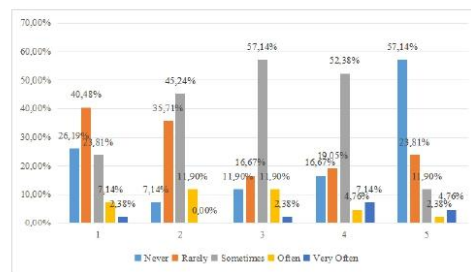


Figure 3: Informal exposure through media

Based on the results of data processing from the third bar chart, it is found that the sometimes and often categories are the two most dominant categories in almost all questionnaire statements. This shows that students are quite active in utilizing digital media as a source of exposure to English, although not yet fully consistent. In the fifth statement "*I listen to songs in English*" became the highest indicator, with 42.86% of respondents choosing the category very often. Meanwhile, in the first statement ("*I watch movies or TV series in English*"), there is a dominance of the categories often (38.10%) and sometimes (33.33%), which shows that the consumption of visual content is also quite high among students. However, in the third statement "*I read online articles or news in English*" and the fourth "*I watch news, podcasts, and other platforms in English*", there are results in the sometimes category where 57.14% in item 3 and 52.38% in item 4 dominate, while the often category is still relatively low. This shows that students are more likely to access entertainment content than informative or academic content.

The results found above are in line with research conducted by (Syahira et al., 2024) which states that "entertainment-based digital media has a higher appeal than media that are formal educational in nature." However, this statement contradicts the findings of (Rakhman et al., 2021), which states that "online consumption of academic content can enrich students' critical reading skills", so the current condition shows a gap that needs to be improved. Thus, it can be concluded that English education students at Palangka Raya University focus more on entertainment content. Therefore, it is necessary to encourage students to utilize digital media in a more balanced manner between entertainment and educational content, to strengthen their overall mastery of English.

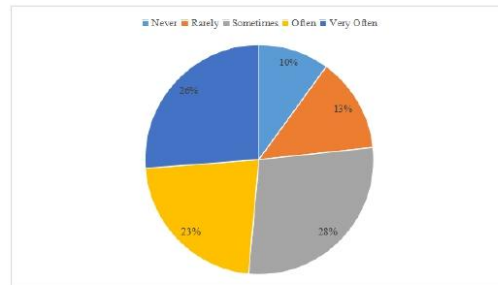


Figure 4: Informal Exposure through Environment

The fourth pie chart explains the results of the average extent to which students get exposure to English through their social environment. from the diagram above, it can be seen that 28% of students chose the category sometimes in interaction. This shows that interaction using English in the student's social environment has occurred but not optimally.

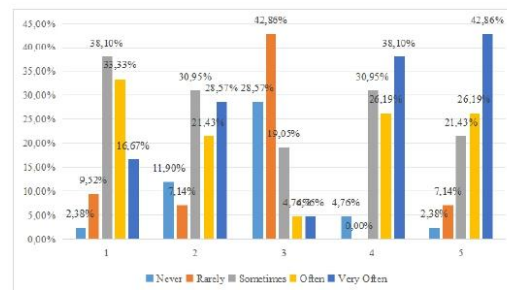


Figure 4: Informal Exposure through Environment

Based on the results of data processing from the fourth bar chart, it is found that the sometimes and often categories are the most dominant categories in most of the questionnaire statements. This shows that students' interaction with English through the social environment is already running, although not yet fully optimized. The fifth statement "I often attend activities or events (communities/clubs) that use English" occupies the highest position, with 42.86% of respondents choosing the category very often. In addition, in the first statement "I speak English with family, close people, and friends outside of class", with the category sometimes as much as 33.33% and the category often as much as 16.67% quite dominant.

On the other hand, the second and third statements show that exposure through digital environments such as social media is quite high. while direct interactions such as making friends with strangers or taking online courses are still relatively low, with a dominance in the sometimes and rarely categories. This low exposure, can be a concern for the party This finding is in line with the opinion of (Zainuddin et al., 2021), which states that "exposure through the digital environment is now one of the most accessible forms of exposure for students." However, this also needs to be balanced with an increase in direct interpersonal interactions, because as (Tan & Tan, 2021) stated, "the most effective language learning experiences still occur through direct communication in real social situations."

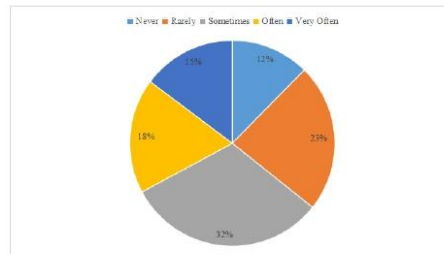


Figure 5:Active Use of English

On pie chart 5, regarding the aspect of active use of English by students in various productive activities such as writing and speaking. A total of 32% of students chose the category sometimes in terms of active use of English. This shows that most students begin to use English actively related to productive activities, although the consistency and intensity of its use still need to be improved.

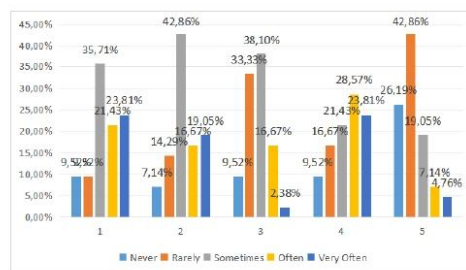


Figure 5:Active Use of English

Based on the results of data processing from the fifth bar chart, it was found that the categories sometimes and often became the most dominant categories appearing in almost all questionnaire statements. This shows that students are starting to have an awareness of using English actively, but not yet fully consistent. In the fifth bar chart with the statement "I try to translate text or sentences into English", being the highest indicator, with a total percentage of 42.86 respondents choosing the category very often, this shows that many students take advantage of translation activities as a way to practice their understanding and use of English. While in the third bar chart with the statement "I read articles or books in English independently", with a frequent category as many as 33.33% of respondents, and a category sometimes as many as 38.10%, which means it reflects the interest of students in improving their reading skills, or in other words reading has become part of the learning habits of some English language education students at Palangka Raya university.

However, in the first and second statements, which relate to writing personal journals or actively writing on social media, the sometimes and rarely categories are still dominant. This shows that productive activities based on personal expression in English are still not fully formed as a habit. (Liu, 2022) states that "the main challenge for EFL learners is the input-rich but output-poor environment, so speaking and writing skills develop more slowly." Therefore, although students have shown enthusiasm in reading and translation activities, there needs to be a stronger push to encourage them to actively



reproduce in English, either through reflective writing activities or project-based assignments. Thus, although the development of active use of English is already underway, efforts to improve the balance between receptive skills and productive skills need to be continued so that students' mastery of English becomes more optimal.

## CONCLUSION

This study shows that learning experiences and exposure to English, both formally and informally, play a major role in shaping students' language skills. Although most students demonstrate positive motivation and engagement, the use of English remains largely passive and uneven, particularly in formal contexts and productive activities such as writing or speaking. Exposure to digital media is the most widely utilized source, but it is more dominated by entertainment content than educational content, resulting in suboptimal learning outcomes. From this, it is important for educational institutions to develop more balanced learning strategies—combining classroom approaches, technology use, and encouraging English-language social interaction. Moving forward, further research is recommended to explore the long-term impact of such strategies and examine how learning experiences and language exposure evolve in a broader and more diverse campus environment.

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## SCIENTIFIC ARTICLE IDENTITY

### B. SCIENTIFIC ARTICLE 2

**Article Title** : **LEARNING EXPERIENCE AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITY PALANGKA RAYA**

**Name** : **ENGLISH EDUCATION: ENGLISH JOURNAL FOR TEACHING AND LEARNING**

**ISSN** : **2579-4043**

**Accreditation Category** : **Sinta 4**

**Doi/Article Link** : **<https://doi.org/10.24952/ee.v14i1.20048>**

**Issue/Month/Year** : **Volume 14 Number – , 1 Juni 2026**

**QR Code** :



## **CHAPTER II**

### **THE SECOND ARTICLE**

This chapter discusses the general description of the second article along with its writing and publication processes. It presents the background, objectives, methodology, findings, and contribution of the study. The original published version of the article is also attached at the end of this chapter.

#### **2.1 INTRODUCTION TO THE SECOND ARTICLE**

This chapter presents the student's second published article. The title of this article is "Investigating the Use of English Writing Assistant Applications by English Language Education Students". The student contributed as the supporting author together with colleagues from Universitas Palangka Raya. This article was published in English Journal for Teaching and Learning (EEJ), Vol. 14 No. 01, 2026, pages 17–32.

Writing is one of the essential skills in English language learning and plays a significant role in students' academic success, particularly in higher education. However, writing in English is a complex process that requires not only linguistic competence but also idea development, critical thinking, and an understanding of academic conventions (Hyland, 2019; Ma, 2021). Students often experience difficulties related to grammar, vocabulary, idea organization, and self-confidence in expressing their ideas through academic writing (Puspita, 2024). To overcome these challenges, students increasingly utilize developments in information and



communication technology as alternative strategies to support their writing process. Recent advances in artificial intelligence have introduced various writing assistance applications that provide immediate feedback and more flexible learning opportunities for English language learners.

Several previous studies have highlighted the positive impact of digital technology and artificial intelligence on language learning. Research has shown that technologies such as Learning Management Systems (LMS), Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and AI-based applications can improve students' motivation, engagement, and learning outcomes (Anggrianingsih et al., 2026). Studies conducted at different educational levels have also demonstrated that AI technologies support writing development, digital literacy, and language learning effectiveness (Sulaiman et al., 2025; Fansuy, 2023; Nurlaela et al., 2025). At the university level, AI writing applications such as ChatGPT, Grammarly, and QuillBot have been found to improve writing quality, grammatical accuracy, and writing fluency through immediate feedback (O'Neill & Russell, 2019; Wang & Han, 2022). However, relatively little attention has been given to students' actual experiences in using these applications, particularly regarding their influence on students' thinking processes, learner autonomy, and ethical considerations in academic writing. Therefore, this study aims to explore how English Language Education students utilize writing assistance applications and how these technologies influence their academic writing practices.

This study employed a qualitative case study design involving ten English Language Education students at Universitas Palangka Raya who were selected

through purposive sampling. Data were collected through semi-structured interviews conducted face-to-face and were analysed using thematic analysis. The analysis involved identifying codes, grouping similar responses into themes, and interpreting the meanings emerging from students' experiences in using writing assistance applications throughout their academic writing activities.

The findings revealed that students actively used several writing assistance applications, particularly ChatGPT, Grammarly, QuillBot, and Google Translate, to support various stages of the writing process, including brainstorming ideas, drafting, revising, paraphrasing, grammar checking, and vocabulary development. Students perceived these applications as useful tools for improving writing quality, increasing efficiency, enhancing confidence, and reducing anxiety when completing academic assignments. However, the study also identified several challenges, including overly generic AI-generated responses, meaning shifts during paraphrasing, ethical concerns regarding originality, and the potential risk of overreliance on AI technologies. The contribution of this study lies in providing insights into students' experiences with AI-assisted writing and offering implications for the responsible integration of artificial intelligence into academic writing instruction in higher education.

## 2.2 THE SECOND ARTICLE PUBLISHED IN EEJ (ENGLISH EDUCATION JOURNAL) VOLUME. 14 NUMBER. 1, 2026



ENGLISH EDUCATION  
*English Journal for Teaching and Learning*  
Vol. 14 No. 01 June 2026 pages 17 - 32  
<https://jurnal.uinsyahada.ac.id/index.php/EEJ>



### Investigating the Use of English Writing Assistant Applications by English Language Education Students

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#### Abstract

The increasing use of artificial intelligence (AI)-based writing assistance application has changed how students approach academic writing, particularly in English language learning. This study use a qualitative case study approach, data were collected through semi-structured interview with ten English education students at Palangka Raya University and analysed thematically. The findings show that students use applications such as ChatGPT, Grammarly, QuillBot, and Google Translate in their academic writing.

**Keywords:** Academic Writing; Artificial Intelligence; English Language Education Students; Independent Learning; Assistance Apps.

#### Abstrak

Meningkatnya penggunaan aplikasi bantuan menulis berbasis kecerdasan buatan (AI) telah mengubah cara mahasiswa dalam menulis, khususnya dalam pembelajaran bahasa inggris. Penelitian ini menggunakan pendekatan studi kasus kualitatif melalui wawancara semi-terstruktur dengan sepuluh mahasiswa Pendidikan Bahasa Inggris di Universitas Palangka Raya. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan aplikasi seperti ChatGPT, Grammarly, QuillBot, dan Google Translate dalam penulisan akademik mereka.

**Kata Kunci:** Penulisan akademik; kecerdasan buatan; mahasiswa Pendidikan Bahasa Inggris; pembelajaran mandiri; aplikasi pendukung.

E-ISSN : [2579-4043](#)

P-ISSN: [2338-8781](#)

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## INTRODUCTION

In English language learning, writing is one of the skills that must be mastered from elementary school through college. Writing in English is a complex process because it involves linguistic competence, idea development, and an understanding of communicative context (Hyland, 2019). In higher education, writing is one of the most challenging skills, as students are not only required to generate ideas but also to pay attention to grammar, academic sentence structure, and systematic writing (Ma, 2021). This demonstrates that writing is not merely about arranging sentences but also involves integrating critical thinking to organize, develop, and present ideas systematically.

Although various difficulties in writing have been identified, these challenges are not limited to technical aspects such as vocabulary and grammar; they also encompass students' cognitive and psychological factors. Limitations in organizing ideas and low self-confidence often become obstacles in producing coherent and academic writing (Puspita, 2024). This illustrates that the writing process is a complex activity that requires not only language proficiency but also critical thinking skills and continuous practice.

Therefore, to overcome these challenges, students tend to leverage advancements in information and communication technology as an alternative strategy to enhance their writing skills. In English language learning, the use of technology offers students opportunities to improve their language proficiency more effectively and flexibly (Amir&Rustam, 2025 & Stockwell, G. 2022). According to Kukulska-Hulme (2020), digital technology allows language learners to independently access various learning resources and receive faster feedback during the learning process. This indicates that technology functions not only as a learning medium but also as a supportive tool that helps students develop their writing skills more effectively.

Based on the findings of a study conducted by Anggrianingsih et al. (2026), the integration of technology into English language learning in the digital age has shown significant and diverse developments in practice. The use of digital platforms such as Learning Management Systems (LMS), Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and social media has a positive impact on increasing motivation, engagement in learning, and learning outcomes. It also enhances the accessibility and flexibility

of English language learning. Along with these developments, artificial intelligence (AI)-based technology has begun to emerge as part of innovation in language learning, particularly in supporting writing skills.

The application of Artificial Intelligence (AI) in education has been implemented at various levels, ranging from elementary school to higher education. According to research conducted by Sulaiman et al. (2025) at the elementary school level, the use of AI with adaptive quiz features provides students with an enjoyable and meaningful learning experience, thereby improving their retention and participation in learning. Research conducted by Fansuy (2023) on training with AI writing tools at the lower secondary level found that students were able to develop their writing skills more effectively. This is reinforced by the results of research conducted by Nurlaela (2025) at the high school level regarding the application of AI-based technologies, such as ChatGPT, which can serve as an effective solution to enhance students' digital literacy skills in the digital age. These findings reinforce the results of research conducted by Hashim (2018), who stated that the application of digital technology in education can increase student motivation and interaction in the learning process. The integration of AI in language learning not only enriches students' learning experiences but also helps build critical and creative thinking skills.

At the higher education level, the use of artificial intelligence technology is growing and is widely employed to support students' academic writing processes. Various AI-based tools such as ChatGPT, Grammarly, and QuillBot are utilized to help students develop ideas, improve grammar, and enhance the coherence and quality of their academic writing. Research findings indicate that the use of AI writing tools can help improve fluency, language accuracy, writing quality, and boost students' confidence through immediate feedback (O'Neill & Russell, 2019; Wang & Han, 2022). These findings suggest that AI technology can serve as a supportive tool to help students understand the academic writing process more systematically and effectively. Thus, the use of AI in writing instruction at the university level can be an innovative approach that supports the development of students' academic writing skills in the digital age.

Additionally, the use of AI in academic writing is beginning to raise ethical issues, particularly regarding the boundary between technological assistance and students' original contributions in producing written work. This issue is becoming increasingly relevant as the use of AI writing tools in completing



academic assignments rises. However, this aspect is rarely discussed in depth within the context of students' real-world experiences, particularly regarding academic writing: how they perceive the use of AI—whether as a tool or as a substitute for the thinking and writing process itself.

This study aims not only to explore how English Education students utilize writing assistance applications to support their academic writing process but also to understand the implications for their thinking process, independent learning, and ethical boundaries in academic writing.

## **METHOD**

This study employs a qualitative approach using the case study method to deeply explore students' experiences in using writing assistance applications within their academic processes. The participants in this study consisted of ten students from the English Language Education program at a university in Palangka Raya. Participants were selected using purposive sampling, which involves selecting individuals with experience relevant to the research topic.

Research data were collected through in-depth interviews. The interviews were conducted using a semi-structured approach. The interviews were conducted in person and lasted approximately 15–30 minutes per participant.

The data obtained was then analysed using thematic analysis. The analysis was conducted in several stages: repeatedly reading the entire interview transcripts, identifying key codes, grouping the codes into relevant themes, and interpreting the meaning of each identified theme.

## **RESULT AND DISCUSSION**

Based on the results of interviews conducted with 10 English education students, several themes emerged that illustrate how students use writing assistance apps in their academic work. These themes include the types of applications used, reasons for use, the writing process with the help of applications, the most frequently used features, perceived benefits, challenges faced, the impact on the thinking process, dependence on applications, and students' perceptions of the use of writing assistance applications. Each theme was analysed based on participants' responses and linked to existing theories and prior research to gain a deeper understanding.



## **TOPIC 1: TYPES OF WRITING ASSISTANCE APPS**

The interview results indicate that students use various types of writing assistance apps to support their academic writing process. The most frequently used apps are ChatGPT, Grammarly, Quill Bot, and Google Translate. Most participants stated that ChatGPT is used to generate ideas, create example sentences, and help understand the structure of academic writing. Meanwhile, Grammarly is primarily used to check for grammar, spelling, and sentence structure errors. One participant noted in the interview, "I most often use ChatGPT to generate initial ideas, then use Grammarly to check grammar before submission." As for Quill Bot and Google Translate, they are used to help understand vocabulary or translate specific phrases considered difficult.

According to Hyland (2019), academic writing is a complex process because it involves linguistic skills, idea development, organization of thoughts, and the ability to convey a message clearly to the reader. In this process, students often face difficulties in organizing ideas and using appropriate language structures, thus requiring additional support during the writing process. The availability of AI-based writing assistance applications provides an alternative that makes it easier for students to overcome these obstacles, particularly during the planning and revision stages of their writing. Technologies such as ChatGPT and Grammarly help students not only with technical aspects of language but also in developing ideas systematically.

Based on these findings, it can be concluded that students' selection of writing assistance applications is not random but based on the specific functions they need in the writing process. The predominant use of ChatGPT indicates that students need more assistance in the early stages of writing, particularly in generating ideas and developing an outline. Meanwhile, the use of Grammarly and QuillBot suggests that students also place great emphasis on the final quality of their writing before submission. This demonstrates that AI technology serves not only as a language correction tool but has become an integral part of students' thought processes and academic writing strategies. Thus, it can be concluded that the use of various writing assistance applications reflects a shift in students' learning patterns in the digital age, where they increasingly rely on technology to achieve better academic outcomes.

## **TOPIC 2: REASONS FOR USING WRITING ASSISTANCE APPS**

The interview results show that students use writing assistance apps for various reasons related to their academic needs and the difficulties they face when writing in English. Most participants stated that the use of apps such as ChatGPT, Grammarly, and QuillBot is driven by academic assignment requirements, such as writing essays, reports, articles, academic papers, and, of course, final projects. Students feel that these assignments require strong writing skills, particularly in the use of proper grammar, the selection of academic vocabulary, and the systematic organization of ideas. One participant stated, "I started using writing assistance apps more frequently because college assignments are piling up, and professors expect more formal and polished writing." This statement indicates that academic needs are the primary factor driving students to utilize technology in their writing process.

In addition to academic demands, difficulties with grammar and limited vocabulary were also the most common reasons cited. Many participants admitted that they often struggled with tenses, sentence structure, subject-verb agreement, and the appropriate use of vocabulary in academic contexts. Some students also find it difficult to develop ideas into coherent and well-structured paragraphs. One participant explained, "Sometimes I know what I want to write, but it's hard to put it into proper English sentences." This situation indicates that the main issue for students is not only their language proficiency but also a lack of confidence in translating their ideas into academic writing. Therefore, writing assistance apps are considered the most practical solution to help them produce high-quality written work. The statement above aligns with the view expressed by Rahimi and Fathi (2021), who noted that English language students often face writing difficulties due to limited linguistic ability, insufficient mastery of grammar, and low self-confidence in expressing ideas in writing.

With the help of AI, students felt that the writing process became more focused and less mentally taxing. These findings are also supported by research conducted by Riadil (2021), which shows that English language education students tend to use digital technology as a learning strategy to overcome difficulties in academic writing, particularly in the areas of grammar correction and vocabulary development. The study by Nazari et al. (2021) also explains that the use of AI writing tools can boost students' confidence because they receive immediate feedback on the errors they make.

It can be concluded that similar results are evident in this study, where the majority of students felt more confident when submitting assignments after their writing was checked using a writing assistance app.

### **THEME 3: THE WRITING PROCESS WITH THE AID OF WRITING APPLICATIONS**

Interview results show that most students do not immediately use writing assistance apps from the start of the writing process, but first draft their work independently. They typically begin by understanding the topic, creating a simple outline, and then writing down the main ideas based on their own understanding. Only after the initial draft is complete do they use apps like ChatGPT, Grammarly, and QuillBot to assist with the revision and refinement of their writing. One participant stated, "I usually write on my own first, then after finishing, I check the grammar and fix sentences using Grammarly or QuillBot." However, some participants admitted that they sometimes use ChatGPT right from the start when they struggle to begin writing or face time constraints in completing assignments. This indicates that writing assistance apps are used more as supportive tools during the revision stage rather than as the primary tool for generating the text.

This suggests that writing assistance apps are used more as supporting tools during the revision stage than as the primary tool for producing written work. In the early stages of writing, ChatGPT is the most frequently used app for brainstorming ideas, understanding the topic, and creating sample outlines or opening sentences. Some students also admitted that they often struggle when starting to write, especially when determining the main idea and structuring relevant arguments to align with the discussion topic. In such situations, students use AI to get an initial outline before developing the text independently. This is supported by a statement from one participant who said, "If I'm unsure where to start, I usually ask ChatGPT first to get an idea of the content I'll be writing." This statement indicates that AI functions as a brainstorming partner that helps students overcome temporary writer's block and simplifies the planning stage of their writing.

After the drafting stage was complete, students relied more heavily on Grammarly and QuillBot to revise grammar, improve sentence structure, and make their sentences more formal and academic. Some participants also use Google Translate to help find more appropriate vocabulary. From the interview

results, it can be concluded that they realize that their initial drafts often still contain many grammatical errors and do not align with the academic writing style expected by instructors. Therefore, the revision stage becomes a crucial part of their writing process. According to Hyland (2019), academic writing is not a one-time process but an iterative one involving continuous drafting, revising, editing, and rewriting to produce a well-crafted piece. This finding indicates that students understand writing as a process, not merely the final product.

The findings of this study are also consistent with the research by Kohnke et al. (2023), which states that students tend to use AI writing tools in two main stages: the idea generation stage and the revision support stage. In the early stage, AI helps students generate ideas and build the structure of their writing, while in the final stage, AI is used to improve the linguistic accuracy and academic quality of the writing. Research conducted by Nazari et al. (2021) also shows that students feel more confident when they can self-revise with the help of AI-based technology before submitting their assignments to instructors. A similar pattern was observed in this study, where students felt more confident after their writing had been checked using a writing assistance app. Thus, the use of writing assistance applications does not replace students' thinking processes but becomes part of a learning strategy that helps them engage in the writing process more systematically, purposefully, and efficiently.

#### **THEME 4: MOST FREQUENTLY USED FEATURES**

Interview results show that there are writing assistance app features most frequently used by students in the academic writing process, namely grammar checkers, paraphrasing, translation features, synonym suggestions, and sentence improvement suggestions. Of all these features, grammar checking is the most widely used because students feel that grammatical errors are the main problem in their writing. Most participants stated that they frequently use Grammarly to check tenses, subject-verb agreement, punctuation, and sentence structure before submitting assignments. One participant in the study said, "I use Grammarly most often to check grammar because I'm afraid there will be many errors when I submit my assignment." This statement indicates that grammatical accuracy is a primary concern for students in producing high-quality academic writing.

In addition to grammar checking, QuillBot's paraphrasing feature is also one of the most frequently used features. Students use this feature to refine their



sentences so they sound more formal, academic, and less simplistic. Some participants admitted that they often felt the sentences they wrote were still too simple or didn't quite fit the academic writing style, making paraphrasing a practical solution. One participant stated, "I often use QuillBot to make my sentences neater and more academic, especially when writing articles." Additionally, the synonym suggestions feature also helps students enrich their vocabulary and avoid repeating the same words within a single paragraph. This indicates that students are not only focused on grammatical accuracy but also on the quality of their language and academic writing style.

The translation and sentence improvement suggestions features are also used quite frequently, especially when students struggle to understand specific vocabulary or construct more natural sentences in English. Google Translate is still used to help look up word meanings or translate specific phrases, while the AI suggestions feature in ChatGPT is used to obtain clearer and more structured sentence alternatives. According to Kohnke et al. (2023), features in AI writing tools such as grammar correction, paraphrasing, and vocabulary enhancement play a crucial role in helping students improve the quality of their academic writing more quickly and efficiently.

The use of paraphrasing and sentence improvement features indicates students' awareness of the importance of language quality and academic style in their writing. This suggests that students tend to be more concerned about grammar errors because this aspect is often the primary criterion in academic writing. This also demonstrates that writing assistance applications are not only used to correct technical errors, but also as a tool to improve the quality of thinking and convey ideas more professionally in an academic context.

#### **TOPIC 5: PERCEIVED BENEFITS OF USING WRITING ASSISTANCE APPS**

Interview results indicate that English language education students experience various tangible benefits from using writing assistance apps in their academic writing process. The most prominent benefit reported is an improvement in writing quality, particularly in terms of grammar, vocabulary, sentence structure, and coherence between paragraphs. Most participants stated that after using applications such as Grammarly, QuillBot, and ChatGPT, their writing became neater, more formal, and more aligned with academic writing standards. One participant in the study stated, "After using Grammarly and

QuillBot, I feel my writing has become neater, clearer, and easier to read and understand." This statement indicates that writing assistance apps help students produce higher-quality writing that is better prepared for academic evaluation.

In addition to improvements in writing quality, students also experienced benefits in the form of time efficiency during the assignment completion process. Some participants admitted that previously they needed a considerable amount of time to manually check grammar or search for the right vocabulary, but with the writing assistance apps, the process became faster and more practical. Using ChatGPT also helps most students generate initial ideas and create outlines, so they don't experience writer's block for too long when starting to write. One participant stated, "When I use ChatGPT, I can start writing faster because I already have a rough outline." This shows that AI technology not only improves the quality of written work but also makes the writing process more efficient and focused.

A benefit of using writing assistance apps frequently reported by students in this study is an increased sense of confidence in writing English. Before using writing assistance apps, many students felt uncertain about their grammar and writing structure, often feeling anxious when submitting academic assignments. However, after receiving automatic feedback from apps like Grammarly, they felt more confident because they could self-correct their work before submission. According to Nazari et al. (2021), AI writing tools can boost students' self-confidence because they receive immediate feedback that helps them understand their mistakes and correct them independently. Research by Wang and Han (2022) also indicates that the use of AI technology in academic writing can enhance motivation and learner autonomy, as students feel they have greater control over the revision process of their writing.

This indicates that the benefits of using writing assistance apps are not only evident in the writing process but also in the academic outcomes achieved by students. Thus, writing assistance apps serve as supportive tools that help students improve the quality of their writing, save time, build self-confidence, and support overall academic achievement in English language learning. Of all the benefits identified, improved writing quality and self-confidence were the most prominent benefits reported by the majority of participants.



#### **TOPIC 6: CHALLENGES AND LIMITATIONS IN THE USE OF WRITING ASSISTANT APPLICATIONS**

Although writing assistant applications offer many benefits, interview results indicate that students also face various challenges and limitations in using them. One of the most frequently encountered challenges is the output from AI-based writing assistance apps, particularly ChatGPT, where the results are often too general, lack specificity, and do not always align with the context of the desired assignment. Based on the interview findings, some participants noted that AI-generated content frequently appears overly formal, too broad, or even irrelevant to the topic they are working on. One participant explained, "Sometimes the results from ChatGPT are too general, so I still have to review them again – in other words, make minor revisions to align with the expected assignment." This indicates that while AI can help provide initial ideas, students still need to independently evaluate and adjust the provided results.

Additionally, some participants also noted that using writing assistance apps does not always automatically produce correct answers, particularly regarding grammar and paraphrasing. Features in Grammarly and QuillBot sometimes suggest sentences that feel unnatural or even alter the original meaning of the intended message. In some cases, students had to make manual revisions because the paraphrased results were considered too stiff or inconsistent with the desired academic context. One participant stated, "Not all of QuillBot's results are immediately suitable; sometimes the meaning changes, so I have to double-check." This finding suggests that writing assistance apps cannot be fully utilized without the user's active involvement in the revision process.

Another common challenge is the development of a dependency on the application, especially when students begin to find it difficult to write without AI assistance. Some participants admitted that they became too accustomed to using the application to generate initial ideas, check grammar, or construct sentences, leading to a decline in their confidence to write independently. According to Ranalli (2021), the use of AI-based technology in language learning can indeed provide many benefits, but it also has the potential to lead to over-reliance if students become too dependent on automatic feedback and reduce their independent thinking processes.

#### **TOPIC 7: THE IMPACT OF WRITING ASSISTANT APPS ON STUDENTS' THINKING PROCESSES**

Interview results indicate that the use of writing assistant apps not only affects the quality of students' written work but also influences how they think during the writing process. Most participants stated that applications such as ChatGPT, Grammarly, and Quill Bot make the writing process easier, faster, and more focused. They felt particularly assisted in the early stages when they had to brainstorm ideas, create an outline, and determine the structure of their writing. One respondent stated, "With help from ChatGPT, it's easier for me to understand what I need to write and I'm not as confused about where to start." This statement indicates that writing assistance apps act as cognitive facilitators, helping students reduce the cognitive load during the early stages of writing.

However, some participants also realized that continuous use of AI-based applications can reduce independent thinking, especially when they rely too heavily on instant answers from AI. Some students admitted that they have become more accustomed to receiving ready-made results rather than developing ideas independently from scratch. In certain situations, they felt they preferred using AI to get quick answers rather than thinking through things manually for longer. One participant explained, "Sometimes, if I use AI too often, I become lazy to think for myself because everything feels faster when the app helps me right away." This suggests that the convenience provided by technology can also influence students' cognitive processes in constructing arguments and critically developing ideas.

According to Ranalli (2021), the use of AI-based technology in language learning can help improve learning efficiency, but it also has the potential to reduce reflective thinking if learners become overly reliant on automatic feedback without engaging in self-evaluation.

#### **TOPIC 8: STUDENTS' RELIANCE ON WRITING ASSISTANCE APPS**

Interview results indicate that some students are beginning to feel a reliance on writing assistance apps when completing their academic assignments. This reliance is evident in the students' habit of almost always using apps such as ChatGPT, Grammarly, and Quill Bot before submitting their writing assignments. Some participants admitted to feeling less confident when writing without the assistance of these applications, particularly when checking grammar, structuring

academic sentences, and developing initial ideas. One respondent stated, “Now, when I write without Grammarly, I feel less confident – like I’m afraid there are many grammar mistakes I haven’t noticed.” This statement indicates that writing assistance applications have become an almost inseparable part of students’ academic writing process.

Beyond grammar checking, reliance is also evident in the use of ChatGPT for brainstorming ideas and outlining. Some students admitted that they prefer to seek initial answers through AI rather than trying to develop ideas on their own manually. In some situations, especially when facing assignment deadlines, students feel that using AI is the fastest and safest way to start writing. In some situations, especially when facing assignment deadlines, students feel that using AI is the fastest and safest way to start writing. One participant explained, “If a deadline is approaching, I usually open ChatGPT right away because it’s faster than starting from scratch.” This suggests that the efficiency offered by AI can encourage students to become increasingly reliant on technology in their academic thinking processes.

According to Ranalli (2021), the use of AI-based technology in language learning can indeed improve efficiency and help learners overcome writing difficulties, but overly intensive use risks causing over-reliance, which can reduce learner autonomy. Research by Kohnke et al. (2023) also explains that students who use AI writing tools too frequently tend to focus more on the final result than on the learning process itself, so their independent writing skills may gradually decline. These findings align with the results of this study, in which some students admitted that they became more comfortable using AI assistance than relying on their own abilities.

However, not all participants viewed the use of the app as a form of negative dependency. Some students actually regarded the writing assistance app as a support system that helped them learn more effectively, as long as its use remained controlled and was not used to replace the entire writing process. They recognize that the app should function as a tool for revising and developing ideas, not as a substitute for critical thinking skills and writing creativity.

#### **TOPIC 9: STUDENTS’ PERCEPTIONS OF WRITING ASSISTANCE APPS**

Interview results indicate that most students have a positive perception of using writing assistance apps in their academic writing process. Students view

apps such as ChatGPT, Grammarly, and QuillBot as practical, efficient, and highly helpful tools for completing academic assignments. They feel that these applications simplify the writing process, particularly in correcting grammar, developing ideas, and producing more formal writing that meets academic standards. One participant stated, "In my opinion, applications like Grammarly and ChatGPT are very helpful because they make the writing process faster and less confusing." This statement indicates that students view AI technology as a tangible form of support in meeting the demands of academic writing in higher education.

In addition to positive perceptions, some students also expressed critical views regarding the use of writing assistance apps. They recognize that while these apps offer many benefits, the results provided are not always accurate and still require independent review. Some participants believe that AI sometimes generates answers that are too generic, lack personalization, and do not fully align with the context of the assignment given by the instructor. One respondent explained, "AI is helpful, but if used as-is, the results are sometimes too generic and don't feel like my own writing." This indicates that students do not simply accept the technology passively but remain conscious of the need to evaluate the quality of the results provided by the application.

## CONCLUSION

This study aims to explore the use of writing assistance applications by English Language Education students to support their academic writing process. The results show that students actively utilize various writing assistance applications such as ChatGPT, Grammarly, QuillBot, and Google Translate to assist with various stages of the writing process, ranging from brainstorming ideas, drafting, and paraphrasing to checking grammar and revising sentence structure. These applications provide significant benefits in improving the quality of writing, time efficiency, self-confidence, and students' academic outcomes.

However, this study also found that the use of writing assistance applications is not without various challenges and limitations. Some students encountered issues such as AI outputs that were too generic, changes in meaning in paraphrased results, and the need for manual revisions to ensure the writing remained appropriate for an academic context.



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## SCIENTIFIC ARTICLE IDENTITY

### C. SCIENTIFIC ARTICLE 3

1. **Article Title** : ENGLISH EDUCATION STUDENTS’  
PERCEPTION OF ENGLISH AS AN  
INTERNATIONAL LANGUAGE
2. **Name** : Linguistic, English Education and Art (LEEA)  
Journal
3. **ISSN** : 2597-3819
4. **Accreditation Category** : Sinta 4
5. **Doi/Article Link** : <https://doi.org/10.31539/tpgk7s98>
6. **Issue/Month/Year** : Volume 9 Number – 1, September-Desember 2025
7. **QR Code**



## **CHAPTER III**

### **THE THIRD ARTICLE**

This chapter discusses the general description of the third article along with its writing and publication processes. It describes the background, objectives, methodology, findings, and contribution of the study. The original published version of the article is also attached at the end of this chapter.

#### **3.1 INTRODUCTION TO THE THIRD ARTICLE**

This section showcases the student's third article. The article entitled "Exploring Learning Strategies and Habit Formation in Developing English-Speaking Fluency: A Narrative Inquiry" was authored by the student as the main writer. This article was accepted for publication in *FOSTER: Journal of English Language Teaching*, which is indexed in SINTA 3, on May 9th, 2026, and will be published on July 30th, 2026.

English speaking proficiency is essential for success in personal, academic, and professional contexts, with fluency playing a central role in effective communication (Rao, 2019; Ghufon, 2017). However, many learners continue to struggle with speaking fluency due to limitations in vocabulary, grammar, and pronunciation, as well as psychological barriers such as anxiety, fear of making mistakes, and low self-confidence (Abrar et al., 2018; Zakaria, 2025). Previous studies have demonstrated that appropriate learning strategies and consistent habits can significantly contribute to the development of speaking fluency, particularly

when regular practice routines are established from an early stage of language learning (Arianti et al., 2020; Aziez et al., 2024).

Several previous studies have investigated the role of language learning strategies and habit formation in improving speaking ability. Research conducted in various Indonesian contexts reported that learners employed strategies such as peer interaction, self-recording, imitation, multimedia exposure, and mobile applications to improve fluency (Sawitry et al., 2026; Septiany & Zuraida, 2025). Studies on habit formation have also highlighted the importance of repeated exposure, imitation, and continuous practice in language acquisition (Arung, 2016; Purnama, 2017). Nevertheless, research focusing specifically on highly proficient Indonesian EFL learners remains limited, as most previous studies have concentrated on general student populations. Therefore, this study aims to explore how deliberate learning strategies and long-term habit formation contribute to the development and maintenance of English-speaking fluency among highly proficient learners.

This study employed a qualitative narrative inquiry design involving one alumna of the English Education Department at a public university in Palangka Raya as the participant. Data were collected through a semi-structured online interview lasting approximately fifty minutes, recorded with participant consent and transcribed verbatim. The data were analysed using Miles et al.'s (2014) iterative model consisting of data condensation, data display, and conclusion drawing.

The findings revealed four major learning strategies that supported the participant's fluency development, namely self-talk, overcoming fear of mistakes, social interaction, and self-monitoring. In addition, the study identified two important dimensions of habit formation: early exposure to English through parental support and media input, and the integration of English into daily routines across educational, professional, and family environments. The contribution of this study lies in enriching the limited body of research concerning highly proficient Indonesian EFL learners and providing practical insights into how deliberate strategy use and consistent language habits can foster sustainable speaking fluency development.

### 3.2 THE THIRD ARTICLE PUBLISHED IN LEEA (LINGUISTIC,

*Linguistic, English Education and Art (LEEA) Journal*  
Volume 9 Nomor 1, September-Desember 2025  
e-ISSN : 2597-3819  
p-ISSN : 2597-9248  
DOI : <https://doi.org/10.31539/tpgk7s98>



#### ENGLISH EDUCATION STUDENTS' PERCEPTION OF ENGLISH AS INTERNATIONAL LANGUAGE

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*Submit, 23-09-2025*

*Accepted, 24-12-2025*

*Publish, 26-12-2025*

#### ABSTRACT

English is an international language that has an important role to communicate between countries. Today, English is the main language that enters into every aspect of life, one of which is education. In Indonesia itself, English is also included in the school curriculum and must be taught to students. Therefore, this study aims to find out the perception of English students towards English as a language, because English students will be prepared to become educators. The results of this study showed that every English student has a good perception of English. They also agree that English provides many benefits for personal and professional development. Some students also gave reasons why they liked English and their purpose of learning English. However, although the students have a good perception of English, most of the English students rarely use English in their daily life. In conclusion, a good perception of a language does not necessarily mean that the language is used in life.

*Keywords: English, Perception, Students*



**ENGLISH EDUCATION AND ART JOURNAL) VOLUME 9  
NUMBER. 1, 2025**

## INTRODUCTION

At the present time, most citizens of the world have used English as the main language and also as a tool to communicate with each other from various regions of the world (Utami et al., 2022). Based on data obtained from the British Council book (2013), it is known that there are 1.75 billion people who use English. There are several reasons why English is important to learn. The first is to facilitate a person in finding a job, improve the ability of social interaction with people abroad, expand the search for knowledge or literature internationally, and also to open the horizons of understanding of the use of technology (Putri & Wijayanti, 2008). According to Crystal (1997) at present English is the most superior international language and is used by many people.

Factors that make English an international language include; (1) Political factors. Based on history, the British Empire has conquered various countries such as Australia, Asian countries, Africa, ancient India and also most of the American continent. The British made a rule to use English when communicating with local people. (2) Expansion factor. The expansion factor in this context can be interpreted as language expansion. The language expansion factor at that time occurred in the United States, and after World War II, the United States took a role in expanding trade and using English as a means of communication. Ultimately, English did not only develop in Great Britain or the European region, but also began to dominate in various regions of the world (Baugh, Albert C. 1935. *A History of the English Language*). Up to the present, English has an important role in aspects of life, not only has a role in politics, but English also plays an important role in education.

English is the first foreign language in Indonesia. This statement was based on the decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967 (Kartono, 1980: 126). The factor that made English chosen as the first foreign language in Indonesia among other foreign languages was because currently, Indonesian could not be used to communicate with the outside world. Another factor is because English is an international language that plays an important role in various fields, such as politics and education. In politics, English is used as a communication tool to establish cooperation and friendship with other nations. In the field of education, someone can obtain, learn, and understand new knowledge delivered in English. Someone can also have extensive opportunities to study abroad with mastery of English as a default capital (Kartono, 1980: 125). Thus, English is a main priority that must be learned among other foreign languages.

However, Indonesians' perceptions of English as a language are still very diverse. Indonesians who learn English are usually interested in the culture of European society. Based on the theory conveyed by Nababan (1993: 82) Someone who has an interest in learning a language, usually has an interest in the culture of

the place where the language comes from. Nababan also states that language and culture have an interrelated relationship, namely (1) language is part of culture (phylogenetic), and (2) person learns culture through his language (ontogenetic).

Some people who learn English have the aim of communicating with people from various parts of the world, and also as motivation and a means when someone wants to continue their education abroad. Based on research by Eliza Putri Ananda (2023), it was revealed that Indonesian people, especially teenagers, tend to insert English when communicating. This means that they have a positive perception of English. On the other hand, there are still some Indonesians who are not interested in learning English. This can happen because their main focus is not on language development or because they are not interested in the culture of European society.

Many people are willing to make an effort to learn English because they realize that English will provide many benefits for the development of quality of life. Some of the efforts people make to learn English include attending courses, practicing regularly using media such as videos or watching movies, and choosing to enter the English education department to deepen their knowledge of grammar. Someone who is interested in learning English must be influenced by strong motivation. Ellis (2013) states that motivation in learning English cannot be separated from two things, namely the attitudes and affective conditions of learners which will directly affect students' effort in learning a foreign language. These attitudes and affective conditions are factors that will encourage students to make more effort in learning, so that the goal of mastering English can be achieved.

English language learning is mandatory for students. Launder (2008) states that English is a subject that must be studied for three years in junior high school and three years in senior high school. English has been an optional subject since the 1994 curriculum was implemented in Indonesia. However, in reality there are still many students who do not make good progress in their English language skills even though they have been taking English lessons at school for years (M. Thalal, 2010).

Several previous studies, such as research conducted by Ema Dauyah and Yulinar (2018) regarding students' perceptions of English, show that 84% of students are motivated to study English to expand their knowledge pertaining to the world of education. This is because participants feel that English really helps them to understand the world for the better (through reading, films, news, etc.). In addition, 76% of participants agreed that learning English would improve relationships and have an impact on the world of work.

Apart from that, research conducted by Diah Rosyani Meisani (2021) regarding students' perceptions of English as local content showed that 84.54% of 97 participants gave positive responses to English. The participants felt that English could help them get many opportunities. Therefore, the participants were very

enthusiastic about participating in the English learning process in class. On the other hand, there were 15.46% of participants who were not interested in learning English. Some of the reasons put forward by participants included; they have difficulty memorizing vocabulary, understanding vocabulary, understanding English grammar, and also have difficulty pronouncing English words correctly.

Therefore, it is important to know students' perceptions of English as a language. A person's perception of English as a language will influence the process of learning that language. As is known, English is a language that has an important role in various aspects, one of which is the educational aspect. Even though English has an important role as an international language and is a mandatory subject in school, not all students have a positive view and interest in English. This also applies to students in the English language education study program. Consequently, in this case study, researchers explored in more depth the perceptions of English language education study program students towards English as a language, because these students are being prepared to become educators, who will later teach English.

This research was conducted on students of the English language education study program at Palangka Raya University. In Palangka Raya itself, research related to the perception of English as a language is still very rare. Palangka Raya is a province that rarely interacts with people from abroad, and people in Palangka Raya themselves rarely speak out about the importance of English as an international language. The people who will play a role in providing an understanding of the importance of English are those who are currently being prepared to become English teachers in the English language education study program. It is hoped that this research will provide benefits and become reference material for further research.

## **LITERATUR REVIEW**

English has been officially designated as the first foreign language in Indonesia, as stipulated in the Decree of the Minister of Education and Culture No. 096/1967 issued on December 12, 1967 (Kartono, 1980). One of the primary reasons for this policy was the limited capacity of the Indonesian language to function as a medium of international communication at that time. In addition, English was selected because of its status as an international language with significant influence across various domains, particularly politics and education. In the political sphere, English serves as a key means of communication for fostering international cooperation and diplomatic relations. In the educational context, proficiency in English enables individuals to access, acquire, and comprehend new knowledge that is predominantly presented in English, as well as to pursue study opportunities abroad. Therefore, English has been prioritized over other foreign languages in Indonesia's education system (Kartono, 1980).

Chaer (2013: 177) states that English is the primary means of international communication and has become the lingua franca for nations around the world. Therefore, English plays an important role for anyone who wants to build extensive relationships with people from various countries. English also plays an important role in acquiring knowledge in a broader and more detailed manner. According to Nevid (2017), perception is a process of interpreting the world as seen through sight or experience. Perception can mean a response or point of view towards something. Djamarah (2011) states in his theory that students are the main subjects in the field of education. Students are subjects who have the goal of seeking knowledge in educational institutions. They need support, guidance, and motivation to explore their potential.

#### **METHOD**

In this study, researchers utilized a mix method. Mix method is a synthesis of quantitative and qualitative methods. This mixed method is commonly used by researchers to solve complex problems that are unable to always be achieved using only one method, be it qualitative or quantitative methods (John W Creswell, 2009). In the first step, researchers distributed questionnaires as a form of application of quantitative methods. Based on a statement from Creswell (2014), a questionnaire is a data collection technique that uses questions or written statements to respondents to answer. Another opinion was also expressed by Sugiyono (2017: 42) that a questionnaire is a data collection technique that is done by giving a set of questions or statements in writing to participants. The participants in this study were students of the English education study program at Palangka Raya University class of 2022. There were 106 students in the class of 2022, and those who responded to the questionnaire distributed amounted to 78 people.

The survey given by the researcher, it contains statements related to English as a language. Participants are given a score for these statements (for example 1-5, yes or no, agree or disagree, and others). In the second step, the researcher used qualitative methods through interview instruments. The researcher used open-ended interviews with the participants. According to Creswell (2014) interviews are a technique for collecting data by conducting direct interactions with participants. Qualitative interviews have the aim of obtaining information and also a deeper and more reliable understanding of the phenomenon being studied. The researcher selected 8 participants from batch 22 to be interviewed. 4 of the 8 participants were students who initially did not plan to enter the English education study program. In the meantime, 4 out of 8 participants had very good English skills.

From the results of this interview, it is known that there are various perceptions towards English based on the participants' backgrounds. In the data analysis process, researchers accomplished several stages. For quantitative

methods, researchers used descriptive statistical techniques. Before conducting statistical data analysis, researchers tested the validity and reliability of questionnaire statements. According to Sugiyono (2020: 202) the validity test is a process to test the real data with the data collected by the researcher. The validity test is used to determine whether each item in the instrument is valid or not. According to Sugiyono (2020: 209) reliability is the process of measuring the same object with the aim of producing the same data. should be done only on questions that have met the validity test. In this study, researchers conducted validity and reliability tests using SPSS. Descriptive statistical data analysis is included in the type of inferential data analysis. Based on the statement from Sugiyono (2014) inferential data analysis is a method of data analysis by describing data without making conclusions that apply to the public. In processing interview data, researchers made very clear interpretations of each participant's diverse answers, making it easier for readers to understand participant perceptions well.

## **FINDING**

Based on the results of the study, the researcher presents the findings obtained from the distribution of questionnaires and answers to interviews. These findings and discussions will describe clearly and in detail about English students' perceptions of English as an international language. This data is presented in two forms. The first is in the form of quantitative percentages taken from the questionnaire statements, and also the results of the description of the interview answers regarding the perceptions of English Education Students Perception of English as International Language. The following are the results of the validity and reliability of each aspect of the questionnaire.

There are two ways to prove the validity of an instrument. The first way is to compare it with the  $r$  table value, the second way is to compare the number with the significance value. The way to compare numbers with the  $r$  table value is to pay attention to the total value of the person correlation. The number of respondents is 78 people with a significance level of 5% and the comparison number is 0.223. This figure will be compared with the person correlation of the results of the spss validity test. If the number is greater than the value of 0.223, the questionnaire statement is declared valid. While the reference for the significance value itself is, an instrument is declared valid if the resulting number is  $<0.05$ . The reliability test is used to test the reliability of the research instrument. A questionnaire is said to be reliable if the answers it produces are consistent over time. The requirement is if the resulting Cronbach' alpha value is  $> 0.6$ . the result showed the reliability of English use in daily life was 0.73. Then, the reliability of the English benefits in everyday life was 0.974. Moreover, the reliability of attitude and motivation in learning English was 0.834.



In the questionnaire distributed by the researcher, there were three aspects of the statement that became a reference to see the overall outline of the perception of English students towards English as a language. The three aspects of the questionnaire included: The use of English in daily life (consisting of 5 statements), the benefits of English in daily life (7 statements), and also the attitude and motivation in learning English (10 statements). For each statement, the participants gave a score. The score consists of 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). The results of the tool can be seen below.

### The Use of English in Daily life

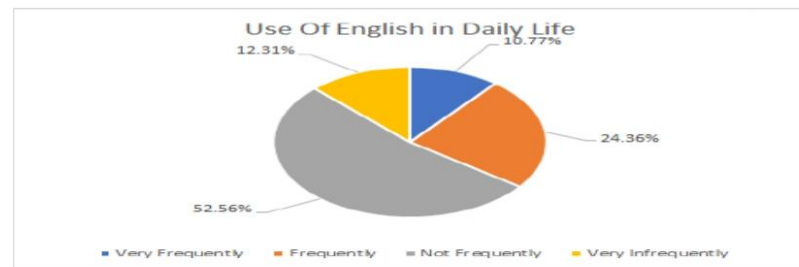


Figure 1.

The five statements in the first aspect of the questionnaire were about how often English students use English in daily life. The results show that more English students do not often use English in their daily lives. This can be seen from 52.56% of students who answered that they do not often use English in their daily lives. Furthermore, 24.36% of students answered that they often use English in their daily lives. 12.31% of students answered that they do not use English very often in their daily lives, and 10.77% of students answered that they use English very often in their daily lives. The percentage of answers from each questionnaire statement can be seen in the histogram below.

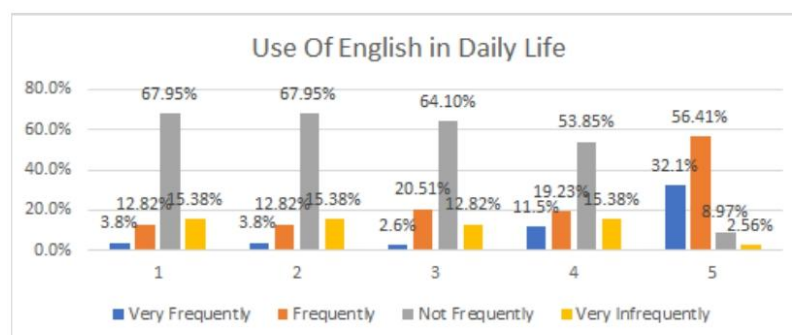


Figure 2.

The first questionnaire item was about all the time using English when on campus. In the first statement, the results showed that 67.95% (53) out of 78 English students did not use English when on campus. The second questionnaire statement was about using English when having informal conversations with friends. The results show that 67.95% (53) out of 78 English students do not often speak English with friends. The third questionnaire statement was about always using English when talking to lecturers, either during study or consultation. The results showed that 64.10% (50) out of 78 English students do not often use English when talking to lecturers.

The fourth statement is about frequently using English in almost all daily life. The results showed that 53.85% (42) out of 78 English students do not use English often in their daily lives. The last item of the questionnaire in the first aspect contained a statement about always looking for new vocabulary to become more fluent in English. The results showed that 56, 41% (44) out of 78 English students often look for English vocabulary to improve their English proficiency. The conclusion that the researcher draws from this first aspect of the questionnaire is that although there are many English students who look up their English vocabulary, the English students tend not to use English in their lives.

## 2. The Benefits of English in everyday life

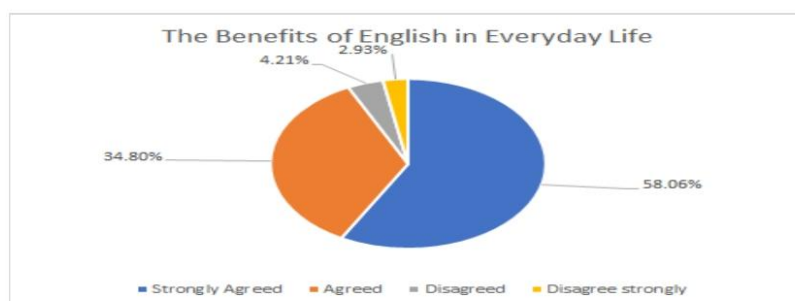


Figure 3.

The seven statements contained in the second aspect contain the benefits of English in everyday life. From the diagram above it can be seen that 58.06% of English education students strongly agree about the positive benefits when learning English. 34.80% agreed about the good benefits of learning English. 4.21% of students disagree with the questionnaire statement. 2.93% of students strongly disagreed with the questionnaire statement. As for the percentage of answers from each questionnaire statement can be seen in the histogram below.

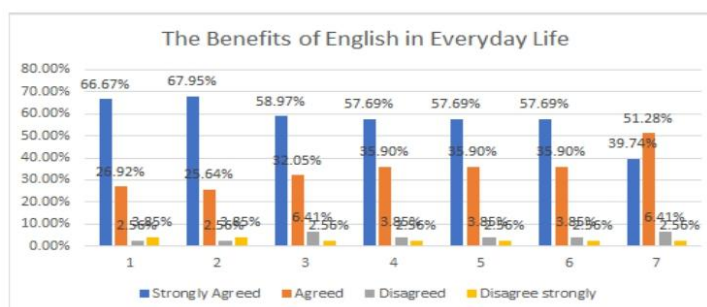


Figure 4.

The first questionnaire item contained a statement about the perceived agreement that English is an important language among other languages to communicate internationally. The percentage results showed that 66.67% (52) of 78 English students strongly agreed with the statement. The second questionnaire item contained agreement with the perception that English can open up opportunities to gain wider relationships. The results showed that 67.95% (53) out of 78 English students strongly agreed with the statement. The third questionnaire item contained a statement about the approval of perceptions related to self-confidence to be able to compete in the world when mastering English well. The results showed that 58.97% (46) out of 78 English students strongly agreed with the statement.

The fourth item of the questionnaire contained agreement with the statement regarding the acquisition of good knowledge with English. The results showed that 57.69% (45) of 78 English students strongly agreed with the statement. The fifth item of the questionnaire contained a statement about agreement with the perception of the role of English in accessing today's technology. The results showed that 57.69% (45) out of 78 English students strongly agreed with the statement. The sixth questionnaire item contained a statement about perceived agreement regarding the role of English in understanding different cultural perspectives. The results showed that there were 57.69% (45) out of 78 English students who strongly agreed with the statement.

The seventh questionnaire item asked about the perception agreement regarding companies that tend to consider prospective employees with good English language skills. The results showed that 51.28% (40) of the 78 English students agreed with the statement. This shows that most English students strongly agree on the benefits of learning English

#### Attitude and Motivation in Learning English

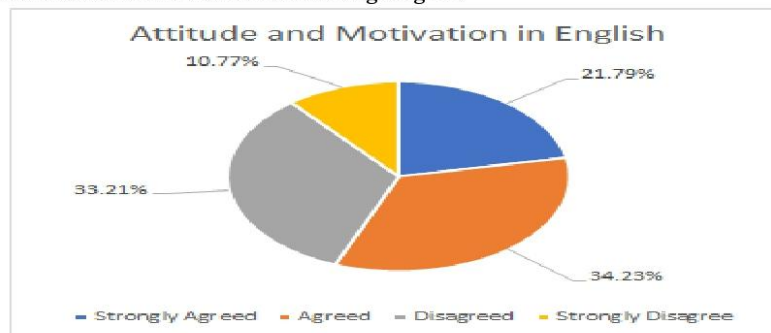


Figure 5.

The 10 statements of the third aspect of the questionnaire were about their attitude and motivation when learning English. The results show that 34, 23% of the English language students strongly disagree (can also be conditioned as strongly disagree) to the statements of the questionnaire. 33.21 % of the students disagreed (not often) with the questionnaire statements. 21.79 % strongly agreed (not often) with the questionnaire statements, and 10, 77 % agreed (often) with the questionnaire statements. The answers to the 10 statements can be seen in the histogram below.

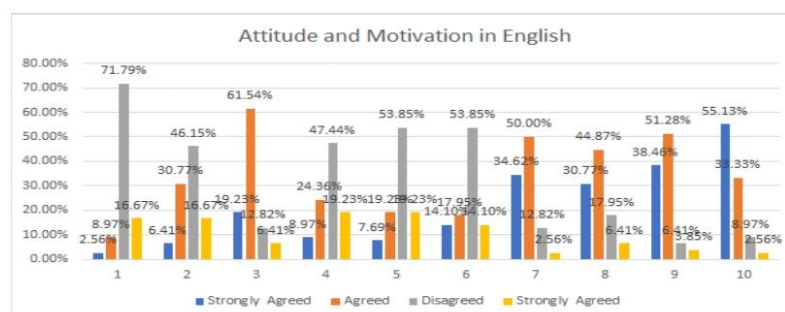


Figure 6.

The first questionnaire item contained the statement that students often practiced their English. The results showed that 71.79% (56) of the English students did not often practice their English. The second questionnaire item contained a statement regarding the agreement of self-perception, that their English is very good for communication. The results showed that 46, 15% (36) of 78 English students disagreed with the statement. The third questionnaire item contained a statement about the seriousness of learning English during college. The results showed that 61.54% (48) of 78 English students agreed with the statement. The fourth item of the questionnaire contained a statement about whether one is confident when speaking English.

The results showed that 47.44% (37) out of 78 English students disagreed (not confident) with the statement. The fifth item of the questionnaire contained a statement about fluency in explaining presentation materials in English. The results showed that 53.85% (42) of 78 English students disagreed (not fluent) with the statement. The sixth questionnaire item contained a statement about not being afraid to make mistakes when speaking English. The results showed that 53.85% (42) out of 78 English students disagreed (still afraid) with the statement.

The seventh item of the questionnaire contained a statement about the desire to learn English well in order to introduce local culture to the international level. The results showed that 50.00% (39) out of 78 English students agreed with the statement. The eighth questionnaire item contained a statement about perceptual agreement when entering the English education study program based on their own motivation. The results showed that 44, 87% (35) of 78 English students agreed with the statement. The ninth questionnaire item contained a statement regarding perceived agreement with the liking of associating with people who speak English. The results showed that 51.28% (40) of 78 English students agreed with the statement. The tenth questionnaire item contained a questionnaire statement about the motivation of learning English to go abroad. The results showed that 55, 13% (43) of 78 English students strongly agreed with the statement.



After obtaining data from distributing questionnaires to 106 English students in batch 2022 of Palangka Raya University, researchers also obtained data from the interview process. Data was collected using semi-structured interviews. According to Sugiyono (216: 430) semi-structured interviews are interviews whose questions are freer than structured questions, but do not get out of the line of questions that have been arranged. The main aspects of the questions asked in this study relate to the perceptions, motivations, and also the frequency of use of English by English language students. The responses of the eight participants have been thematically analyzed for depth, meaning, and relevance to the main topic of the study.

#### **Perceptions of English Before Entering the English Education Study Program**

In this section, the researcher asked the eight participants about their initial motivation to enter the English education study program. The researcher also asked questions related to their views on English before entering the English education study program. Motivation is usually related to perception before realizing something. The following are the answers from each participant.

***Participant 1:** "I did like English before I entered the English education study program. I want to understand many things that are said in English."*

***Participant 2:** "I like English because I think people who can speak English are cool. I like playing games, listening to English music, and watching English movies. That's why I want to understand English better."*

***Participant 3:** "I did like English before entering this study program. When I was in middle school, I joined an English club and also an English debate competition. From there I felt that English is very important to obtain useful achievements."*

***Participant 4:** "I have liked English for a long time, I also have aspirations to travel the world. I am motivated to learn English more deeply so that I can gain a wide range of relationships and experiences."*

***Participant 5:** "I have liked English for a long time. I am also interested in English literature. I realized that language skills can help people to develop better."*

***Participant 6:** "Before entering the English Education Study Program, I realized that English plays an important role in every aspect of life. Therefore, I wanted to study English in depth, the aim was to reach the stage of broad communication and relationships."*

***Participant 7:** "Before entering English education, I really liked English because I wanted to go abroad. I wanted to develop my language skills because when I was in middle school, I majored in languages."*

***Participant 8:** "I really liked English from elementary school. I realized that English can open up wider opportunities."*

Based on the statements given by each participant, the researcher drew the conclusion that all participants had a good perception of English. All participants also felt that English has an important role in the aspect of broad communication



and to obtain useful achievements. English also has an important role in developing self-quality.

### **Perceptions of English after entering the English Education Study Program**

In this section, the researcher asked the participants whether their perceptions of English changed when they entered the English education study program. In addition, the researcher also asked the participants whether they were serious in learning English. The following are the statements from each participant.

**Participant 1:** *"After entering the English Education study program, I studied English seriously. However, there were times when I felt inferior when I saw other people who were more fluent. In addition, my view of English has also changed. I think English is a special language. I realize that in Palangka Raya itself there may still be many people who cannot speak English, so English is a special language that I can learn here."*

**Participant 2:** *"After entering the English Education study program, I immediately realized that English is very, very important to support the quality of life. I saw that people who are good at English have good jobs. Some people who are good at English also have the opportunity to go abroad. As for myself, I am still learning English in moderation, I also adjust it to the abilities I have."*

**Participant 3:** *"After entering the English Education study program, my views on English have also changed. I even want to become a linguistics lecturer. The reason is that I want to teach students that the basis of good English is to learn and understand linguistics well first."*

**Participant 4:** *"Yes, I am very serious about learning English. After entering the English education study program, my views on English have also changed. I increasingly think that English should be taught to school-age children. I eventually want to become an English teacher because I want to make students realize that English is an important language today."*

**Participant 5:** *"During my time in the English education study program, I studied English seriously. My views on English have also changed. First, I found out that English has a level of difficulty when applied to formal situations. For example, when doing scientific writing, I had to try harder to learn it. All this time I thought that English was an easy language because I used it in informal situations."*

**Participant 6:** *"I am serious about learning English because of the demands and responsibilities. My view on English after entering this study program is still the same, where I feel that English is so important to improve myself. In my personal opinion, I don't care about grammar or pronunciation with a certain accent. For me, learning English is about people understanding what we say. The purpose of language is to strengthen communication with each other."*

**Participant 7:** *"I am very serious about learning English. My views on English have also changed. Firstly, I realized that a lot of knowledge can be acquired through English. English is also useful in information acquisition and employment."*

**Participant 8:** *"While studying in the English education study program, I was very serious in studying, I also tried to maintain my GPA. My view on English has also changed. I see that English is a tool that has great potential for many things. I was very inspired when I saw young lecturers going abroad. I also saw that English could provide a good*

*opportunity to gain a wide range of relationships. The point is I want to develop in English so that I can also have the same opportunities"*

Based on the statements made by the participants above, the researcher drew the conclusion that all participants were very serious in learning English. In addition, their perception of English is also good, because they increasingly realize that there are many benefits that can be obtained when learning English.

### **Focus on the Development of English Language Aspects**

In this section, the researcher gave interview questions to participants related to the development aspects of English. The researcher wanted to know which aspects the participants focused on in honing their language skills, be it listening, speaking, reading, or writing. The following are the answers from the participants.

**Participant 1:** *"I focus more on speaking and listening. I don't like reading and writing in English. When writing, we have to pay attention to grammar and writing structure. I think the process is a bit complicated. I feel more comfortable when listening and speaking in English. I can slowly listen to good pronunciation and learn to practice speaking English at the same time."*

**Participant 2:** *"I focus more on speaking. This is because I feel that the most important thing about language is when other people understand what we say."*

**Participant 3:** *"I learn all aspects of English. Be it speaking, listening, reading, writing and also grammar. For now I am focusing on learning linguistics. I find linguistics very interesting but it is very rare to find friends who like to study linguistics too. The reason I study linguistics is because linguistics is the basis of language that can help us to be able to speak like a native speaker."*

**Participant 4:** *"I myself focus more on listening and speaking. Because I think learning a language requires input and output. We have to get used to listening, then practice speaking."*

**Participant 5:** *"I myself focus more on speaking and listening. The more I listen, the more I know how to pronounce English well. I still have difficulty in learning to write because I have to pay attention to the correct language structure. In addition, I am also less interested in reading English, especially scientific articles, because I find many difficult words."*

**Participant 6:** *"I focus more on adding vocabulary and speaking. I don't really care about grammar because the important thing is that what I say can be understood."*

**Participant 7:** *"I focus more on the speaking aspect. I also pay attention to my grammar, because I feel that as an English student, I should also pay attention to the language structure in every aspect of the language."*

**Participant 8:** *"I focus on learning all aspects of English. Although I find it difficult to learn grammar, I think grammar plays an important role in producing a good language. In addition, I also increase my vocabulary by reading."*

Based on the perceptions conveyed by the participants, the researcher concluded that the speaking aspect is the aspect that is the main focus to be

developed by all participants. Some aspects such as listening, writing, reading, grammar and vocabulary were also developed gradually. One participant was even interested in studying linguistics with the aim of being able to master English well.

### Frequency of English Usage

In this section, the researcher asked the participants questions about their use of English. The researcher wanted to know whether the participants used English in their daily lives such as; (1) when studying in class and consulting with lecturers. (2) having informal conversations with friends both on and off campus. In addition, the researcher wanted to know how often the participants practiced their English. Although the perception of English is quite good and the participants are serious in learning English, it is also necessary to know whether they have practiced the English they have learned. The following are the answers from the participants.

**Participant 1:** "Now that I'm in college, I practice English every day. Sometimes I also practice English outside of class hours. I always listen to songs and also watch English movies. However, I rarely use English with my friends because there is no culture of speaking English on campus. When consulting or studying with lecturers, I just follow the lecturer. There are lecturers who do not mind the use of language."

**Participant 2:** "Actually, I practiced English by myself. As for speaking English with friends, I rarely do that. Many of my friends on campus can't speak English. Maybe we only occasionally slip words like 'omaigat' or 'what' into our conversations. For consultations with lecturers, I try to use English even though it's still messy."

**Participant 3:** "I practice my English almost every day. I like to watch short videos in English, then I like to practice the new words that I hear. I also like to read English comics. However, I very rarely use English when talking to my friends on campus. We usually chat in Indonesian and Banjar. For consulting or studying with lecturers, I only use English in the first semester, and the lecturers don't mind what language I use."

**Participant 4:** "I usually practice English alone, through songs and movies. I rarely speak English with my friends on campus. But there are some of my close friends who usually invite me to speak English with light topics. When it comes to consulting and studying with lecturers, I usually use Indonesian only. This is because the lecturers I meet do not want to be complicated and do not make a big deal about the language I use."

**Participant 5:** "I happen to have a close friend who usually speaks English with me. Every day, we have daily conversations in English. I always try not to lose my English. Speaking English with other friends on campus is rare. Yes, because my other friends don't speak English either. When it comes to consulting and studying with lecturers, I usually adjust to the lecturer. If the lecturer asks in English, then I will also answer in English."

**Participant 6:** "I practice my English by getting used to reading and listening. However, I almost never use English with my friends on campus. I only practice for myself. When it comes to speaking English with lectures during study and consultation, I only use a little bit of it, mostly using Indonesian."

**Participant 7:** "When practicing English, I have a habit of watching videos or reading English passages. I usually record vocabulary on notepads and then repeat it back. Speaking English with friends on campus is very rare, we usually use Indonesian and local languages. English is only used during class hours. As for speaking English with the

*lecturer, I adjust to the lecturer's will. If the lecturer asks a question using English, then I will try to answer in English too."*

**Participant 8:** *"As for practicing English, I always practice by myself. I usually look for vocabulary through twitter, instagram and also English comics that I read. From there, my vocabulary is increasing. Speaking English with friends on campus is very rare. My friends tend to use Indonesian and Banjar. I always speak English with my lecturers when I'm studying in class because I'm a komti. However, when I do consultations, I only use Indonesian."*

Based on the answers from all participants, it can be concluded that the participants were more comfortable speaking English alone. Although they were in an English education study program, there was no rule or initiative to speak English. The intention to learn English emerged from the awareness of each participant. The participants also had different ways to develop their English language skills. In addition, the lecturers of the English education study program mostly did not have strict rules related to language use.

### **Constraints in Learning English and Confidence in Speaking English**

In this section, the researcher asked the participants about the difficulties they experienced while learning English. The researcher also asked whether the participants had good confidence when speaking English in front of others. The researcher also asked the participants whether they felt that their English was good enough to communicate. The researcher also asked the participants whether they were able to explain the presentation material using English. The following are the answers given by each participant.

**Participant 1:** *"The difficulties I usually experience are in the vocabulary and pronunciation. Sometimes I also feel that I don't explore vocabulary with difficult levels, so I think I need to learn more. My pronunciation is also still very lacking and I need to learn more. I am actually not very confident to speak English in front of other people, my ability is still very limited. I think my English is still at 30%. When it comes to explaining English presentation materials, I always try to use English. Although my English is very stuttering. Before the presentation, I always write down the main points to explain spontaneously. If the material is difficult, then I will memorize the text."*

**Participant 2:** *"There are many difficulties that I experience. I am not focused enough on studying. First, my grammar is still messy, my vocabulary is also lacking. I do learn vocabulary from several media, but I always find vocabulary with a difficult level that is very difficult to remember. Honestly, I am very insecure when speaking English in front of others. I feel that my English ability is at the level of 20-30%. In addition, I also have problems with pronunciation, so I am more comfortable speaking by myself. If I want to explain presentation material using English, I tend to memorize or read the text."*

**Participant 3:** *"At the beginning of the semester, I found it difficult in the grammar section. In previous semesters, my grammar grades always went up and down. That's why I needed more time to study grammar seriously to catch up. When it comes to speaking English in front of other people, I am already quite confident. To be honest, when speaking I pay too*

*much attention to my grammar. I mostly only focus on plural, singular and plural nouns or time conditions. Except when writing, I will try to pay attention to grammar properly. Because when speaking, it is very rare to be reviewed, so I focus more on what I convey that can be understood well. When presenting, I am able to explain the presentation material using full English.*

**Participant 4:** *"I usually have difficulty understanding grammar when speaking English. I am honestly afraid to speak English because I am afraid of being judged badly by others. I feel that my English is at level 40 %. The things that I need to improve are understanding grammar, adding vocabulary, and also pronunciation. When presenting material in class, I usually memorize the text or read the English text first.*

**Participant 5:** *"I have difficulty in the listening aspect. People's accents are certainly different and I have to get used to listening to difficult accents in order to understand. In addition, I also sometimes forget some vocabulary, so I have to remember and memorize a lot of new vocabulary. I am also very confident when speaking English, because I often practice with my friends. My English is at 80%. The rest I have to practice a lot of English for formal situations. During presentations, I am also quite fluent in explaining the material using English spontaneously."*

**Participant 6:** *"The obstacle I experienced was in the vocabulary section. I am actually quite confident when speaking English, as long as I master the topic I am discussing. I think my English is at 70%, the rest I have to memorize difficult vocabulary again. I do not experience any obstacles in pronunciation, because it can follow. During presentations, I usually need to study more, and if the material is difficult then I will memorize or read the text."*

**Participant 7:** *"Honestly, I still have problems with speaking. This is influenced by my level of confidence. I am only confident when speaking English in front of my friends. But when I enter a formal situation, I need thorough preparation. My English level is probably around 80%, the rest I have to be more confident. For presentations in class, I can explain the material using full English. Only sometimes, when answering questions from friends, can I mix English with Indonesian."*

**Participant 8:** *"The obstacle I experienced in English is the grammar structure. I really had difficulty understanding grammar at the beginning of the semester. However, now I feel better and understand more. My English is already at 80% level, the rest I need to learn vocabulary at a difficult level. I am also able to explain the material using full English, and I can also answer questions spontaneously using English.*

Based on the answers given by the participants, the researcher concluded that most participants had difficulties when speaking English. Several factors such as lack of vocabulary, low self-confidence, and also inappropriate accent pronunciation were triggers in producing language. In addition, there were several participants who had difficulty in understanding grammar. However, the participants also slowly improved during the process of learning English. This can be seen from several participants who were already able to explain the material using English, although there were several participants who still had to memorize and read English texts when explaining the material.

## DISCUSSION

The findings of this study indicate that most of the English education students of Universitas Palangka Raya class of 2022 agree with the good benefits of English. This is shown by the percentage of 56.06% of English students who answered strongly agree with the questionnaire statement. 34, 80% of English students answered agree with the statement given. This strong perception is also consistent with previous research conducted by Ema Daayah and Yulinar (2018) where 84% of students are highly motivated to learn English because they realize the good benefits of learning English. In addition, in Ema Daayah and Yulinar's research there were also 76% of English students who agreed that English had a good impact on the world of work. Another study conducted by Diah Rosyani Meisani (2021) also shows a connection with this study, where 84.54% of 97 students strongly agree with the benefits gained from learning English. Of course, most students have a good perception of English itself. However, the thing that makes the difference between this research and the previous research is that this research not only describes the perception statement towards English, but also explores whether English is used or not in their daily lives. The perceptions obtained by interviewing the participants themselves have shown that they have a good perception of English.

The participants in this study also explained the benefits they get from learning English. Research conducted by Diah Rosyani Meisani (2021) also contains statements from participants explaining their perceptions. "English is very interesting to learn, because it can help me to expand relationships with people from various countries" is one of the perceptions of participants contained in the research of Diah Rosyani Meisani (2021) where these perceptions have the same relationship with the perceptions of the participants involved in this study. In previous research conducted by Ema Daayah and Yulinar (2018), it shows that motivation in learning English arises because of the students' awareness of the importance of English for life. This is also related to the perception statements given by the participants of this study. However, in this study, it is not only about the participants' perceptions of English, but also about the frequency of using English in their daily lives, the difficulties they experience in speaking English, as well as their fluency and confidence in speaking English. All these points have been listed and explained in detail.

The results of this study also have a relationship with previous research conducted by Raynesa Noor Emilia Sari and E. Kosmajadi (2019) where the purpose of this literature finding is to see students' perceptions of English and also perceptions of English learning. The method used in the literature finding is descriptive statistics, where the results show the percentage of numbers from student perceptions. The method used in this literature review is also used in this study. The findings of this literature also explain the difficulties of students to learn



English well. These difficulties include: lack of understanding of pronunciation, limited understanding of reading texts, and also slow in understanding English vocabulary when listening to audio. This is also similar to the answers given by the participants in this study. The participants in this study also experienced the same difficulties when learning English. For students' perception of English itself, the findings of this literature contain a statement that as many as 206 (24, 52 %) students answered agreeing with the perception of good English. This is also in line with the results of this study, where English students are more likely to answer in the affirmative regarding the benefits of English in daily life even though they do not use English often.

## CONCLUSION

This study indicated that English students of Palangka Raya University had a good perception of English as an international language. However, although students had a good perception of English and agreed with the benefits obtained, students also experienced difficulties in learning English and still rarely used English. The conclusion is that a good perception and a good level of English ability are not necessarily followed by their application in everyday life. There are also some students who do not want to show their abilities to others. On the other hand, there are some students who are not confident when speaking English. It should be understood that the perception and motivation to learn English must be followed by real practice to produce quality English learners. In addition, environmental factors and motivation that come from within oneself greatly influence improving a person's English ability. When English is always practiced diligently, then a person will slowly become proficient in using it.

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## **CHAPTER IV**

### **REFLECTION**

This chapter presents a reflection on both the achievements attained and the challenges encountered throughout the implementation of the article-based non-thesis final project. It provides an opportunity to review the overall process, highlighting not only the successful completion and publication of academic articles but also the difficulties experienced during the research, writing, revision, and publication stages. The first section discusses the results of the article writing project, focusing on the academic outcomes and publication achievements. The second section addresses the challenges and difficulties faced by the student, including academic, procedural, and personal aspects encountered throughout the process. Ultimately, this chapter demonstrates how these experiences contributed to the student's development as a researcher and academic writer while providing valuable insights into the realities of scholarly publication.

#### **4.1 RESULT OF THE ARTICLE WRITING PROJECT**

The primary outcome of this non-thesis final project is the successful completion, submission, and publication of academic articles in reputable, SINTA-indexed journals, namely JELT (English Language Teaching Journal Jambi) (SINTA 5), EEJ (English Education Journal) (SINTA 4), and LEEA (Linguistic, English Education and Art Journal) (SINTA 4). Rather than producing empirical findings, this project demonstrates the student's ability to

engage in the full cycle of scholarly writing and publication, which is a key indicator of academic competence in higher education. The successful publication of the articles signifies that the manuscripts met established academic standards, passed editorial screening, and underwent peer-review evaluation.

From an academic point of view, this project gave the student real experience with academic writing. Turning initial ideas into publishable articles required careful planning, reading and using relevant sources, and applying suitable research methods. By going through several drafts and revisions, the student learned more about how academic arguments are built, supported with evidence, and improved to meet the standards of academic journals.

One important result of this project is that the student became better at handling reviewer feedback in a constructive and professional manner. Reviewers often asked for changes to make the ideas clearer, explain the methods more fully, and improve the language. Responding to these comments helped the student think more carefully about their work and develop the ability to judge their writing more critically. This revision process not only improved the quality of the articles but also built resilience and adaptability skills that are very important in academic writing and research.

This project also helped the student become more familiar with how journal publication works. The student learned how to choose the right journals, adjust articles to fit specific templates, and follow editorial rules. These experiences

gave practical knowledge that goes beyond classroom learning and will be useful for future academic growth. As a result, the student is now better prepared to take part in academic writing, publishing, and research activities in the future.

Overall, the results of this project demonstrate that a non-thesis final project in the form of article writing and publication can serve as an effective alternative to traditional thesis writing. Unlike conventional thesis writing, which primarily focuses on reporting research findings, this approach provides students with hands-on experience in academic publishing, including manuscript preparation, journal submission, and revision based on peer-review feedback, thereby better preparing them for future academic and professional demands.

## **4.2 CHALLENGES AND DIFFICULTIES**

Despite the successful completion and publication of the articles, various challenges were encountered throughout the article writing and publication process. These challenges extended beyond academic writing itself and included maintaining consistent supervision, meeting publication standards, managing time effectively, and coping with personal pressures. Although each stage presented different difficulties, the experiences ultimately became valuable learning opportunities that contributed to the student's academic and professional development.

One of the earliest challenges encountered during the article-writing process was maintaining consistent consultation with the supervisors. During the preparation of the first article, the revision stage coincided with the implementation of the Community Service Program (KKN). The demands of field activities, together with limited internet access at the KKN location, reduced the frequency of consultation with the supervisors. Consequently, a considerable portion of the revisions had to be completed independently. Although the revisions were carried out to the best of the student's ability, the limited supervisory guidance affected the consistency, coherence, and overall organization of the manuscript, resulting in the need for substantial revisions in the following stages. Reflecting on this experience, the student recognized the importance of regular consultation throughout the writing process. Therefore, during the preparation of the second article, greater effort was made to maintain consistent communication with the supervisors, discuss writing progress regularly, and obtain timely feedback. This approach contributed to a more systematic writing process and improved the overall quality of the second article.

Another challenge involved maintaining accuracy, coherence, and consistency in academic writing. Preparing articles for publication required a much higher level of academic rigor than ordinary course assignments. Developing logical arguments, selecting appropriate academic vocabulary, ensuring coherence across sections, and complying with journal writing conventions required continuous revision and careful proofreading. Achieving



these standards demanded patience, attention to detail, and a willingness to revise the manuscripts repeatedly in response to both self-evaluation and supervisory feedback.

Responding to reviewers' comments also became one of the most demanding stages of the publication process. Reviewer feedback frequently required substantial revisions, including restructuring sections, strengthening arguments, clarifying methodological procedures, and improving language accuracy. Addressing these comments required careful interpretation, several rounds of revision, and close consultation with the supervisors to ensure that the manuscripts met the expectations of both the reviewers and the target journals. Through this process, the student gradually developed a more critical perspective toward academic writing and learned to regard reviewers' comments as constructive feedback that strengthened the quality of the manuscripts rather than as criticism.

Time management also emerged as a significant challenge throughout the project. The student was required to balance article writing, data collection, supervisory consultations, responsibilities during the Community Service Program (KKN), and journal submission deadlines simultaneously. Furthermore, the uncertainty of waiting for reviewer feedback, combined with relatively short revision deadlines, often created additional pressure. Nevertheless, as the project progressed, the student gradually developed more effective time-management strategies by setting priorities, organizing writing schedules more systematically, and maintaining more consistent consultation

with the supervisors. These adjustments enabled the student to complete the publication process more efficiently and with greater confidence.

Beyond these academic and procedural challenges, the student also encountered personal difficulties throughout the publication process. Waiting for editorial decisions and reviewer feedback occasionally generated uncertainty and reduced confidence in the quality of the manuscripts. Receiving extensive revision requests after considerable effort had been invested sometimes led to mental fatigue and emotional pressure. As this was the student's first experience with scholarly publication, the high standards expected by reputable journals also created feelings of anxiety and fear of rejection. At times, comparing the manuscripts with published studies written by experienced researchers further contributed to feelings of inadequacy. Nevertheless, these experiences gradually strengthened the student's emotional resilience, self-confidence, and perseverance in dealing with academic writing and scholarly publication.

Overall, the challenges encountered throughout this project became valuable learning experiences rather than obstacles. Through continuous reflection, sustained supervisory support, repeated revisions, and increasing familiarity with the publication process, the student developed stronger academic writing skills, improved time-management abilities, greater emotional resilience, and a deeper understanding of scholarly publication. Ultimately, these experiences not only contributed to the successful completion of the non-

thesis final project but also prepared the student to participate more confidently in future research and academic publishing.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestions derived from the implementation of the article-based non-thesis final project. It summarizes the overall achievements, the knowledge and skills gained, and the lessons learned throughout the process of writing and publishing academic articles. In addition, this chapter provides several suggestions for future students, supervisors, and educational institutions to support the successful implementation of publication-based final projects.

#### **5.1 CONCLUSION**

This non-thesis final project demonstrates that academic article writing and publication can serve as an effective alternative to the conventional undergraduate thesis. Through the completion and publication of three scholarly articles, the student successfully engaged in the complete process of academic research, manuscript preparation, journal submission, revision, and publication. These experiences provided practical exposure to real academic practices beyond the requirements of traditional undergraduate research.

Throughout the project, the student developed various academic competencies, particularly in academic writing, research organization, literature review, and scholarly communication. Preparing manuscripts for publication required the student to construct logical arguments, apply appropriate research

methods, follow journal guidelines, and maintain academic language quality. In addition, the publication process enhanced the student's understanding of journal selection, manuscript formatting, Open Journal Systems (OJS), editorial procedures, and the peer-review process.

Beyond these academic achievements, the project also provided valuable lessons through the challenges encountered during the writing and publication process. Maintaining consistent consultation with supervisors, balancing article preparation with other academic responsibilities, responding to reviewer comments, and managing revision deadlines required perseverance, adaptability, and effective time management. Reflecting on these experiences enabled the student to recognize the importance of continuous supervision, systematic planning, and constructive engagement with feedback in producing high-quality academic work.

Overall, this project demonstrates that publication-based final projects not only fulfill graduation requirements but also prepare students for future academic and professional careers. By combining research, academic writing, publication experience, and reflective learning, this approach contributes to the development of competent graduates who are better prepared to participate in scholarly communication and future research activities.

## **5.2 SUGGESTION**

Based on the experiences gained throughout this project, future students who choose article publication as their final project are encouraged to begin the

writing process as early as possible. Early preparation provides sufficient time for conducting research, preparing manuscripts, revising articles, selecting appropriate journals, and responding to reviewer comments. Students are also advised to maintain regular consultation with their supervisors throughout every stage of the writing process, as continuous guidance contributes significantly to the quality and consistency of the manuscripts.

In addition, students should strengthen their academic writing competence before submitting manuscripts for publication. Understanding journal guidelines, maintaining academic integrity, applying accurate citation practices, and improving English academic writing skills can reduce unnecessary revisions and increase the likelihood of successful publication.

Academic supervisors and educational institutions are encouraged to provide structured support for students undertaking publication-based final projects. Regular consultation schedules, workshops on academic writing, journal selection, publication ethics, and Open Journal Systems (OJS) would greatly assist students in navigating the publication process more effectively. Such institutional support can improve both the quality of student publications and their overall academic experience.

Finally, future researchers are encouraged to investigate the effectiveness of publication-based final projects in improving students' academic writing competence, research skills, publication readiness, and professional



development. Such studies may provide empirical evidence regarding the long-term impact of publication-oriented learning within higher education.

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## APPENDICES

### Appendix 1: Letter of Acceptance of The Article 1 “Learning Experience and English Exposure of English Education Students at University Palangka Raya”



#### LETTER OF ACCEPTANCE

(E-ISSN: 2503-3840)

Date: June 4, 2026

Dear,

**Leni Romarta Matondang, Maria Inggrita Vadelaine Panyat, Muhammad Subhan Fikri, and Akhmad Fauzan**

*Universitas Palangka Raya, Indonesia.*

#### *Warm Greetings!*

It is our great pleasure to inform you that after the peer-review process, your article, **"LEARNING EXPERIENCES AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITAS PALANGKA RAYA"**

has been **ACCEPTED** and successfully **PUBLISHED** in journal of **Jambi-English Language Teaching (JELT)** (<https://online-journal.unja.ac.id/jelt/article/view/45569>) Volume 9 Number 2, November 2025 regular issue.

The manuscript has successfully fulfilled the academic and editorial requirements of the journal and has been officially published as part of the journal issue mentioned above.

Thank you for submitting your work to our journal. We highly appreciate your contribution to the advancement of knowledge and look forward to receiving your future submissions.

Editor-in-Chief  
  
Dr. Hustarna, S.Pd., MA.

## Appendix 2: Letter of Acceptance of The Article 2 “Investigating the Use of English Writing Assistant Application by English Language Education Students”



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733



### SURAT KETERANGAN PUBLISH ARTIKEL

Nomor:155/Un.28/E.6a/PP.00.9/06/2026

Pengelola jurnal **English Education: English Journal for Teaching and Learning** Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan menerangkan bahwa:

Nama : Leni Romarta Matondang<sup>1</sup>, Akhmad Fauzan<sup>2</sup>, Muhammad Subhan Fikri<sup>3</sup>  
Instansi : <sup>1,2,3</sup> Universitas Palangka Raya, Indonesia.  
Email : <sup>1</sup>lennyromartamtd@gmail.com, <sup>2</sup>akhmadfauzan@gmail.com,  
<sup>3</sup>muhammadsubhanfikri@gmail.com  
Judul Artikel : Investigating the Use of English Writing Assistant Applications by English Language Education Students

Artikel tersebut di atas sudah berhasil disubmit melalui mekanisme **Online Journal System** di **English Education: English Journal for Teaching and Learning (Sinta 4)** dan akan publish untuk **Vol.14 No.01 Edisi Januari – Juni Tahun 2026**. Artikel telah menjadi hak milik **English Education: English Journal for Teaching and Learning** dan sudah diproses berdasarkan prosedur yang berlaku.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.



Padangsidempuan, 30 Juni 2026  
Editor in Chief

Fitri Rayani Siregar, M.Hum.

### Appendix 3: Letter of Acceptance of the article 3 “English Education Students’ Perception of English as An International Language”



LINGUISTIC, ENGLISH EDUCATION AND ART (LEEA) JOURNAL  
INSTITUT PENELITIAN MATEMATIKA KOMPUTER,  
KEPERAWATAN, PENDIDIKAN, DAN EKONOMI (IPM2KPE)

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Terakreditasi (Sinta 4), Surat Keputusan Kementerian Riset, Teknologi dan Pendidikan Tinggi, Direktorat Jenderal Penguatan Riset dan Pengembangan, Nomor 28/E/KPT/2019. Alamat : Jl. Gunung Sari Kelurahan Karya Bakti. Kecamatan Lubuklinggau Timur II Kota Lubuklinggau Sumatera Selatan. No HP. 081377987485

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#### LETTER OF ACCEPTANCE (LOA)

NO : 01/23.09/IPM2KPE/LEEA/2025

Kepada Yth

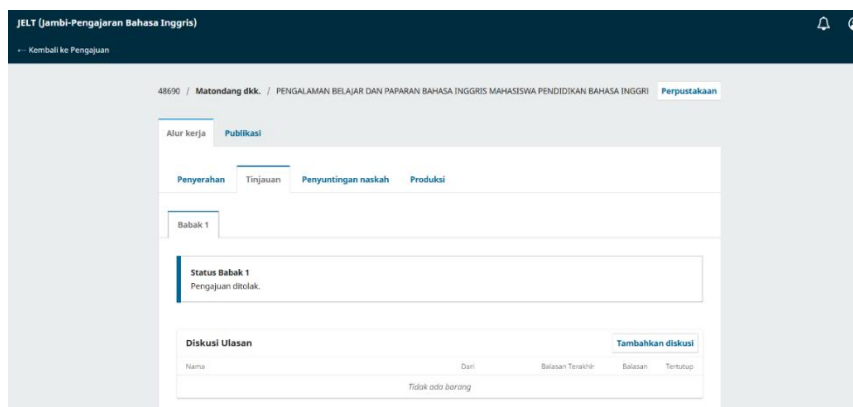
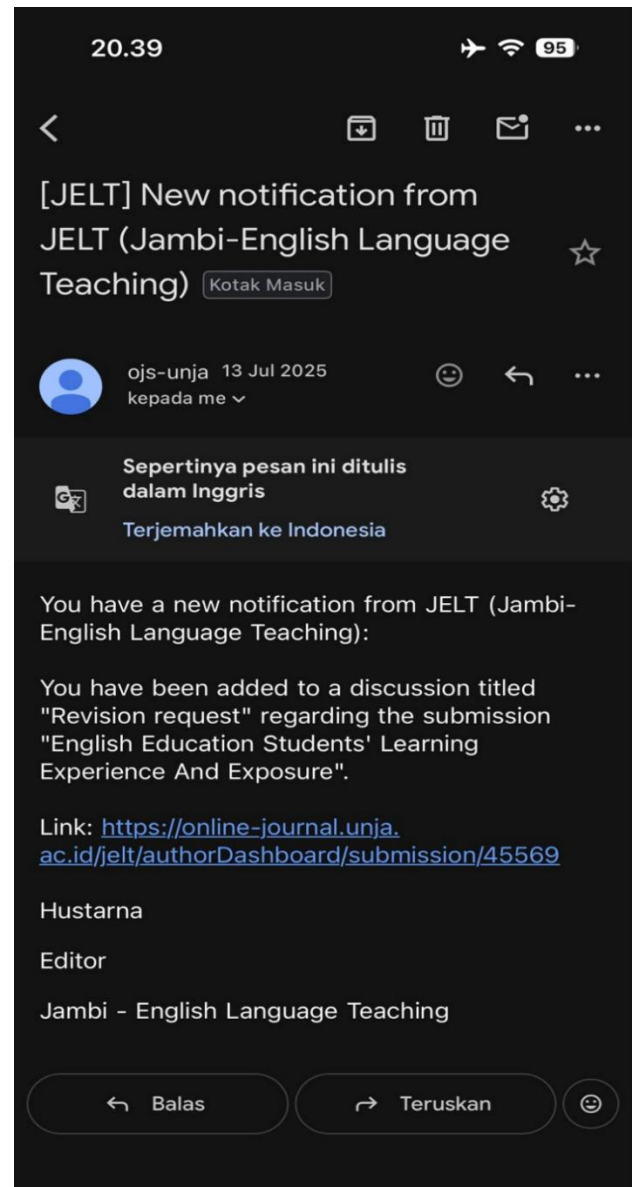
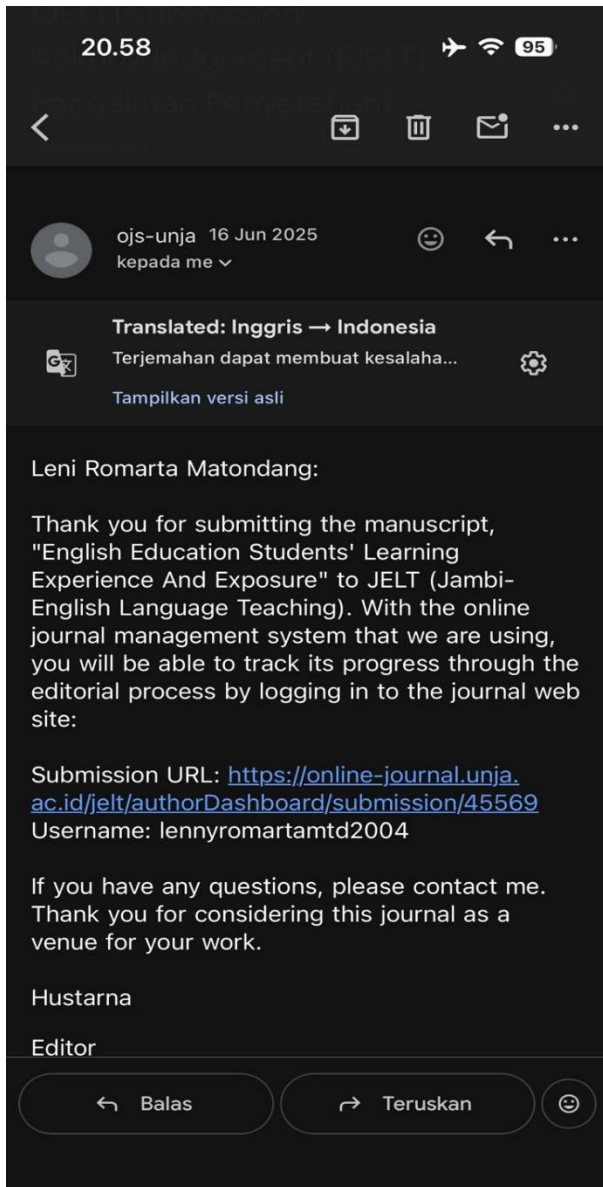
Maria Inggrita Vadelaine Panyat<sup>1</sup>, Leni Romarta Matondang<sup>2</sup>, Muhammad Subhan Fikri<sup>3</sup>, Rezqan Noor Farid<sup>4</sup>, Tampung N. Saman<sup>5</sup>.  
Universitas Palangka Raya<sup>1,2,3,4,5</sup>.

Berdasarkan hasil telaah tim Jurnal LEEA, artikel yang berjudul “**ENGLISH EDUCATION STUDENTS’ PERCEPTION OF ENGLISH AS INTERNATIONAL LANGUAGE**”, akan diterbitkan pada edisi Vol. 8, Nomor 4, September-Desember 2025. Demikianlah Letter of Acceptance (LOA) ini dibuat semoga dapat dipergunakan sebagaimana mustinya.

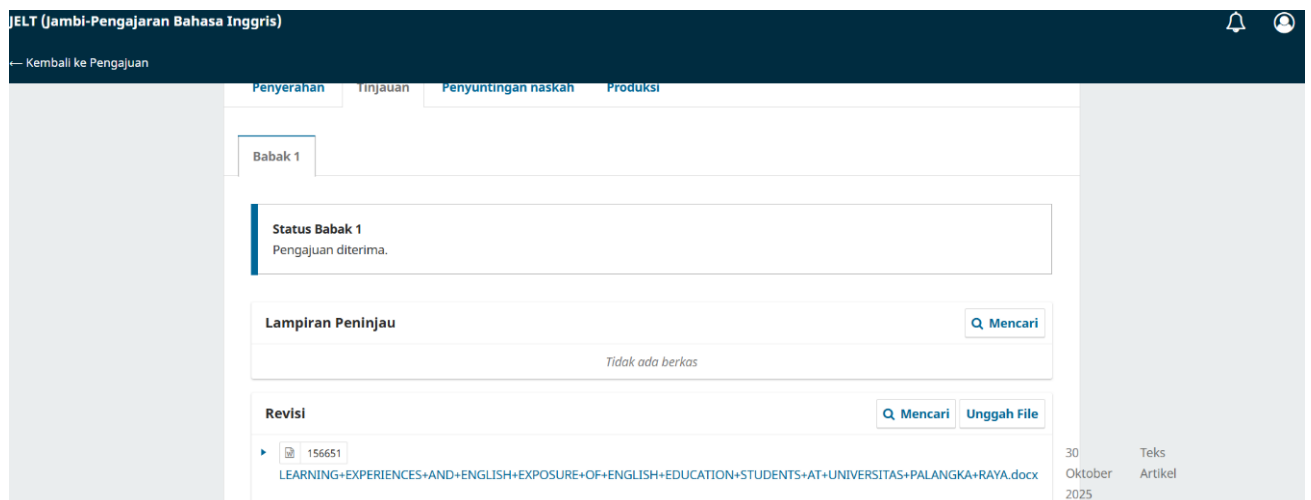
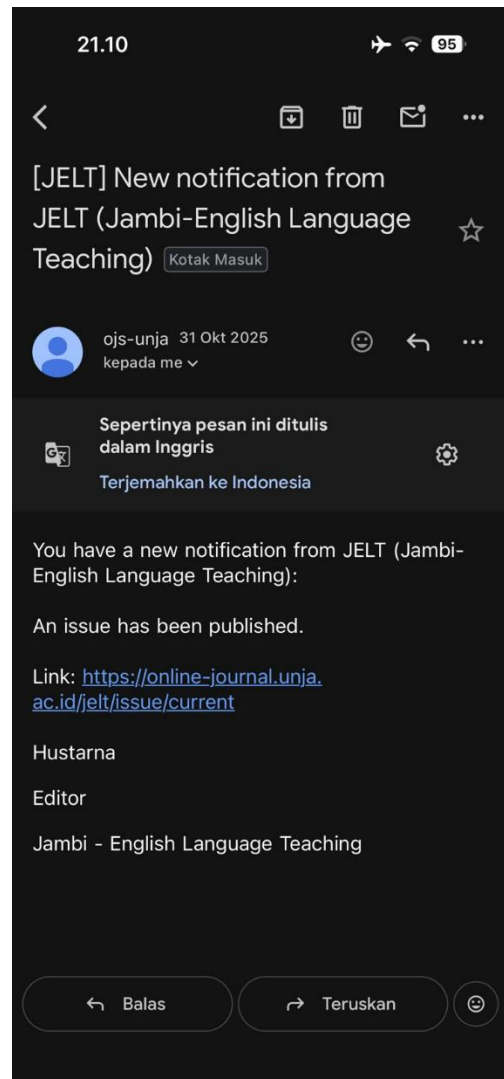
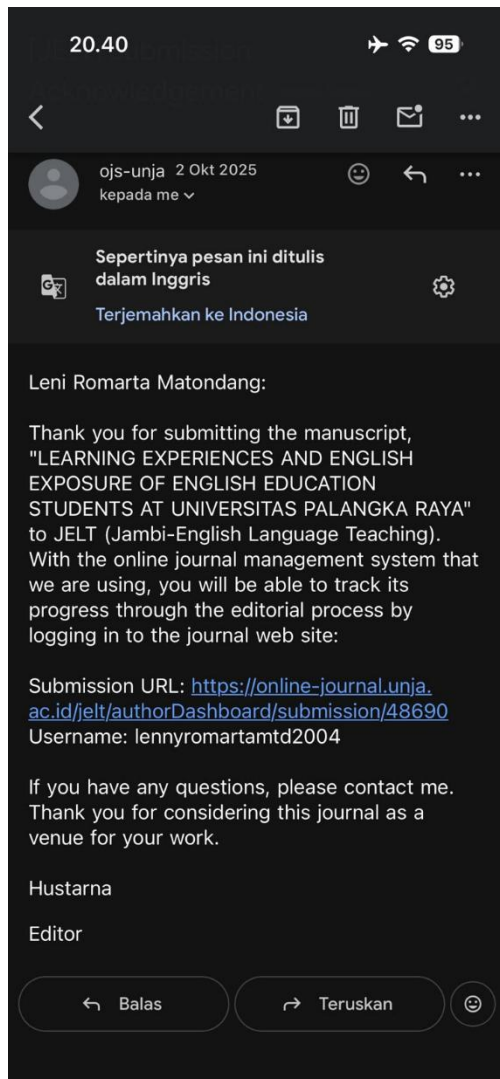
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Journal Manager

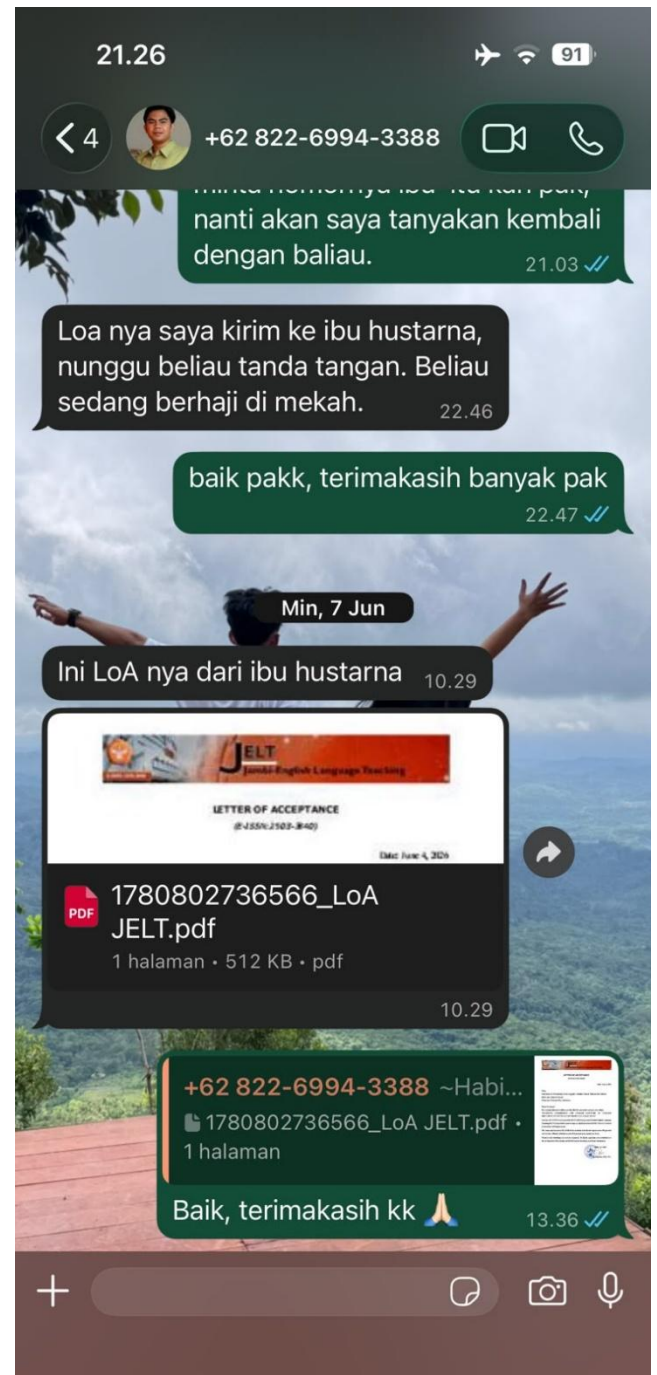
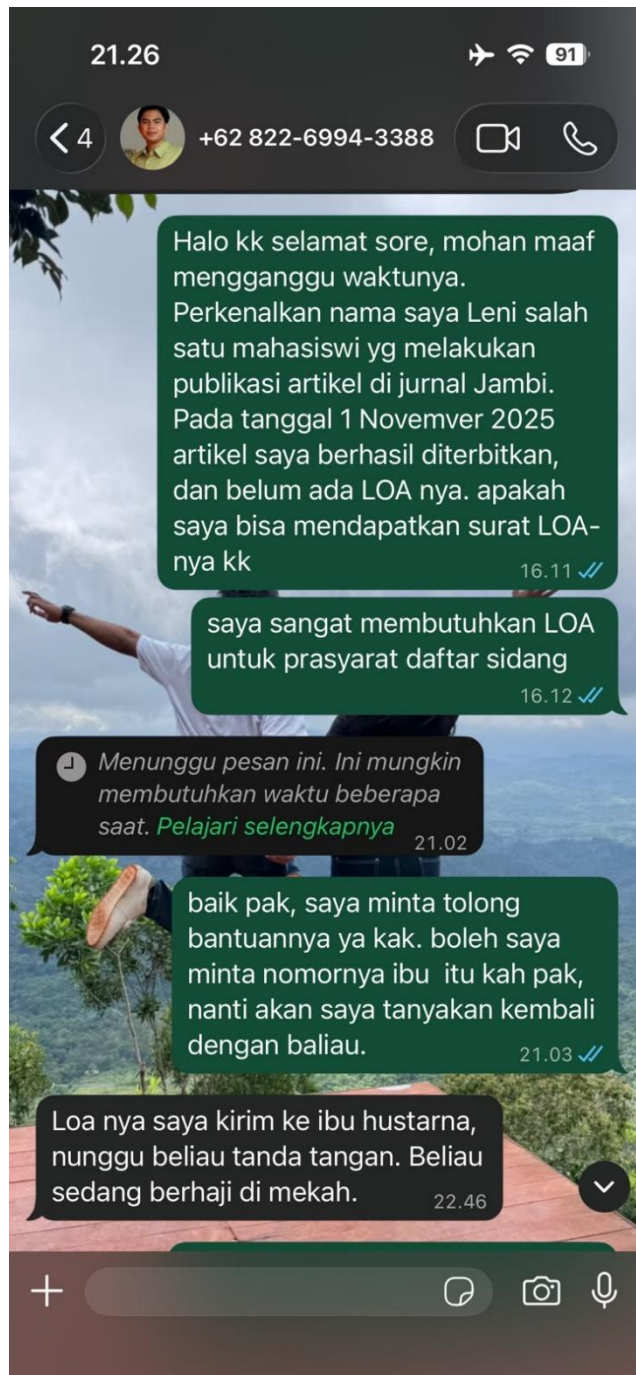
Dr. AHMAD GAWDY PRANANOSA, M.Pd

#### Appendix 4. Correspondence with the Journal of English Language Learning (Article 1)

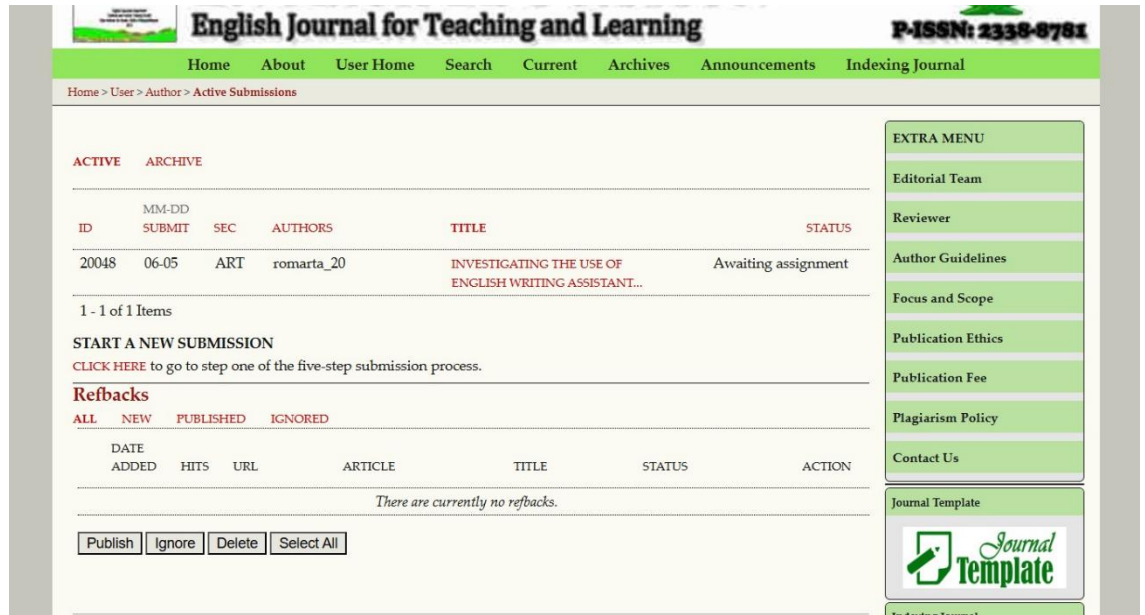








## Appendix 5: Correspondence with the Journal of English Language Teaching Studies (Article 2)



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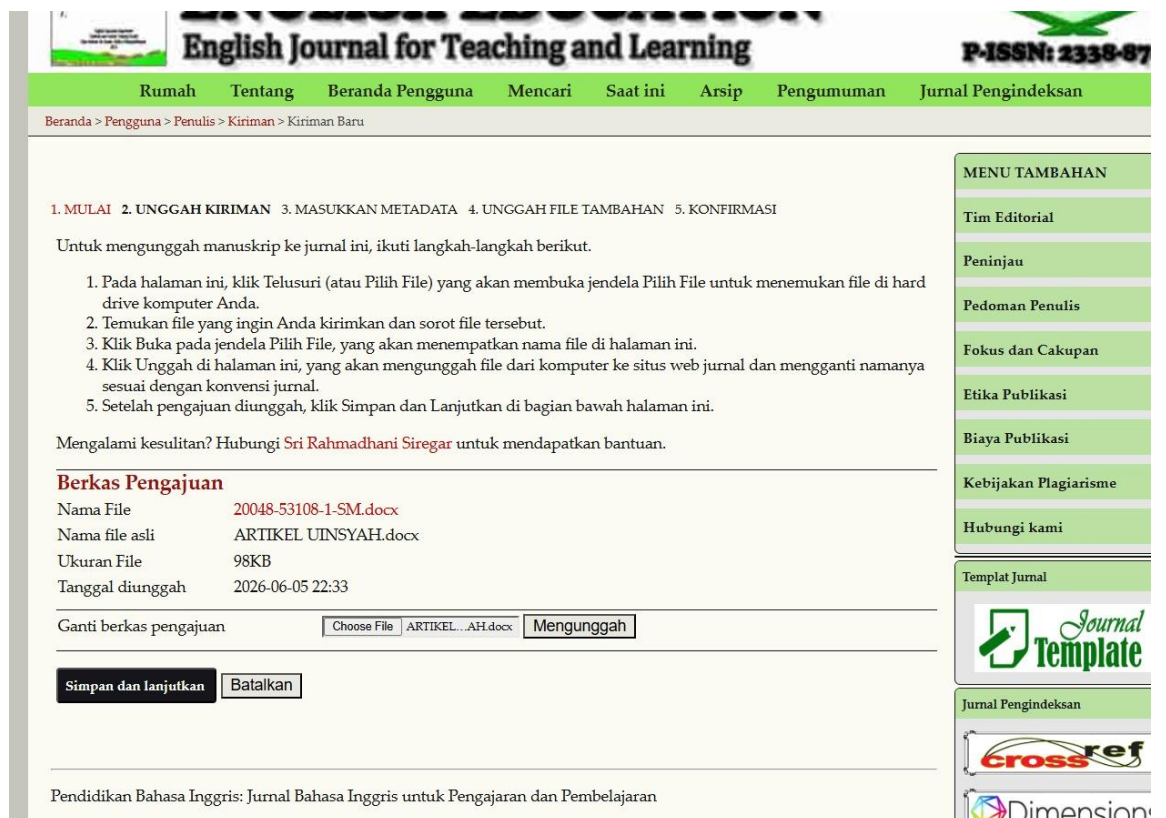
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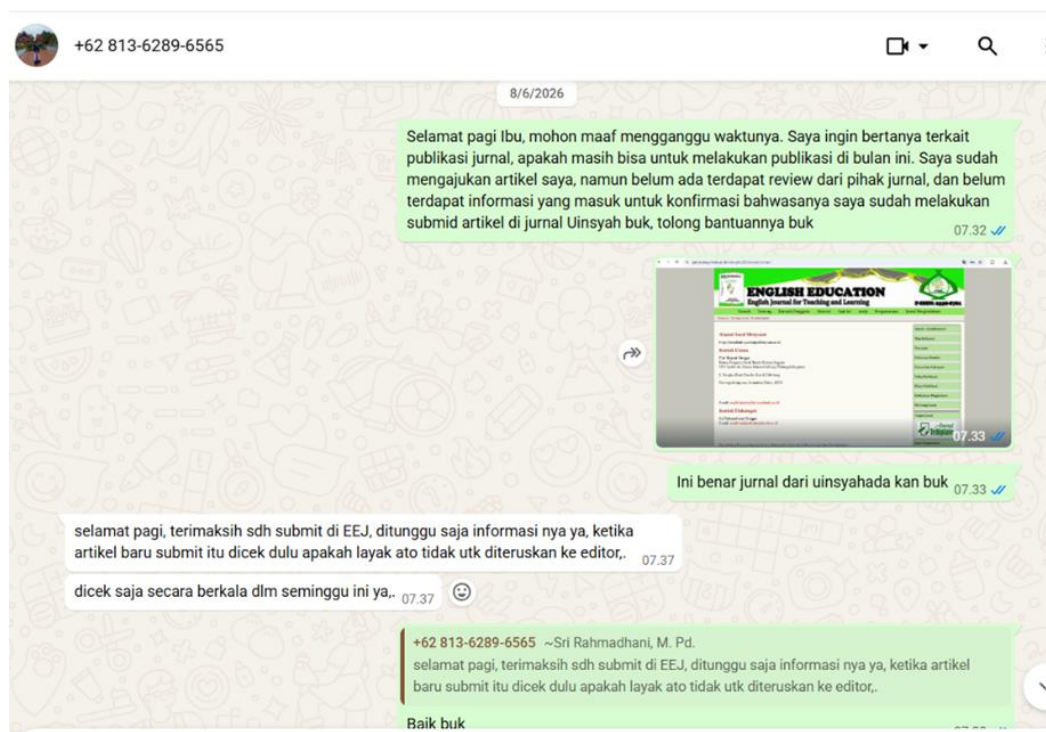
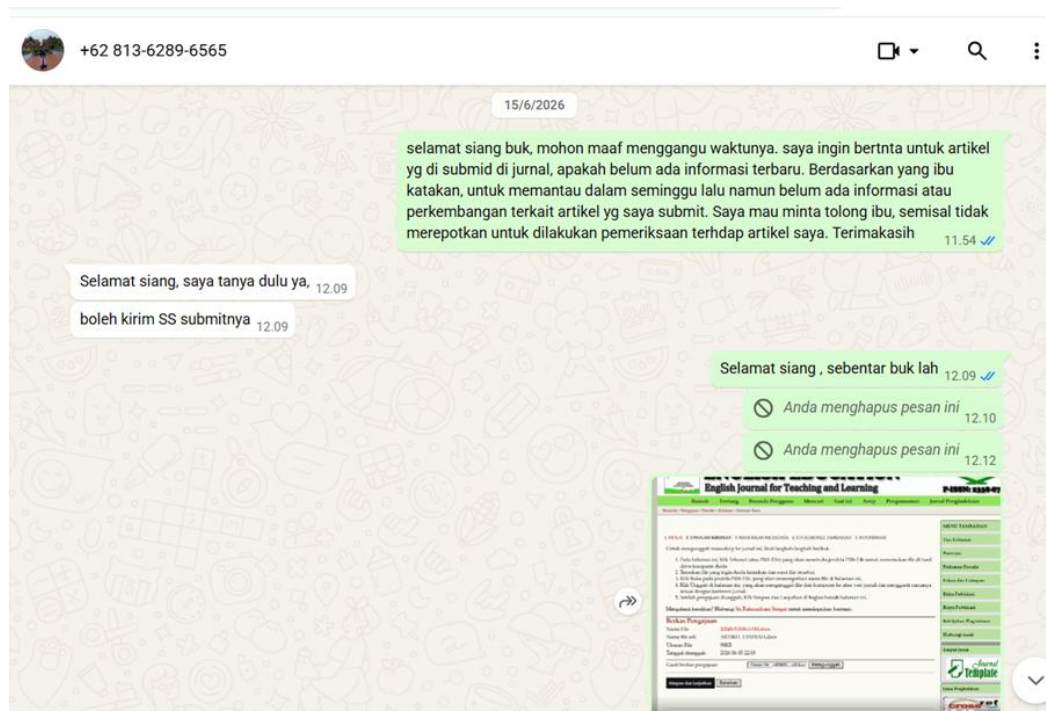


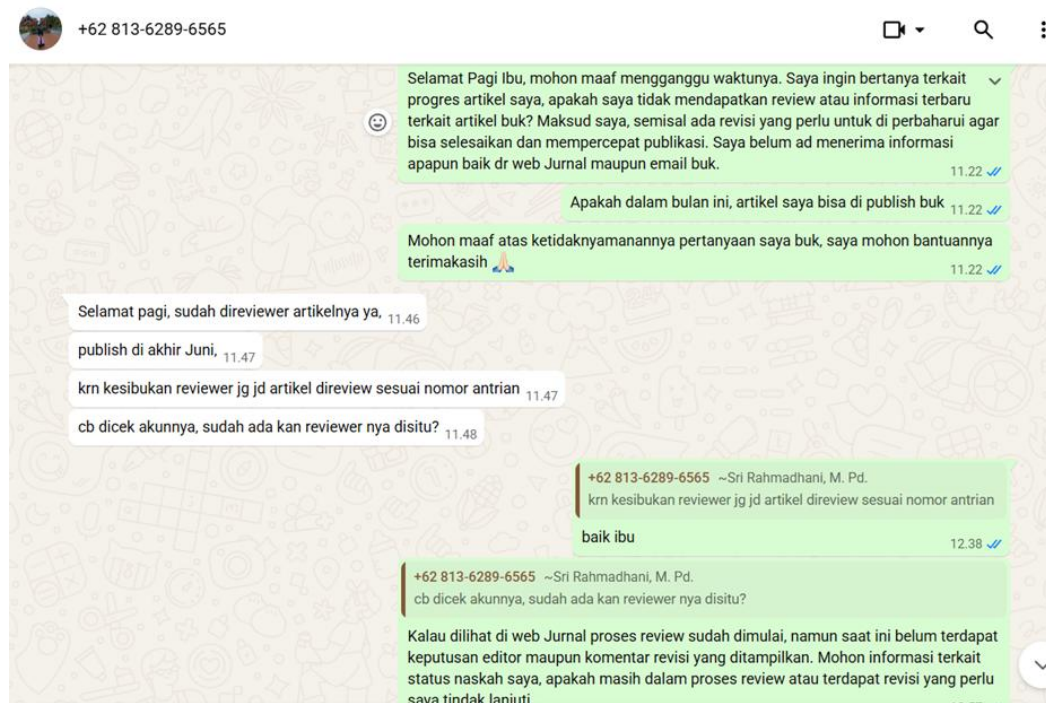
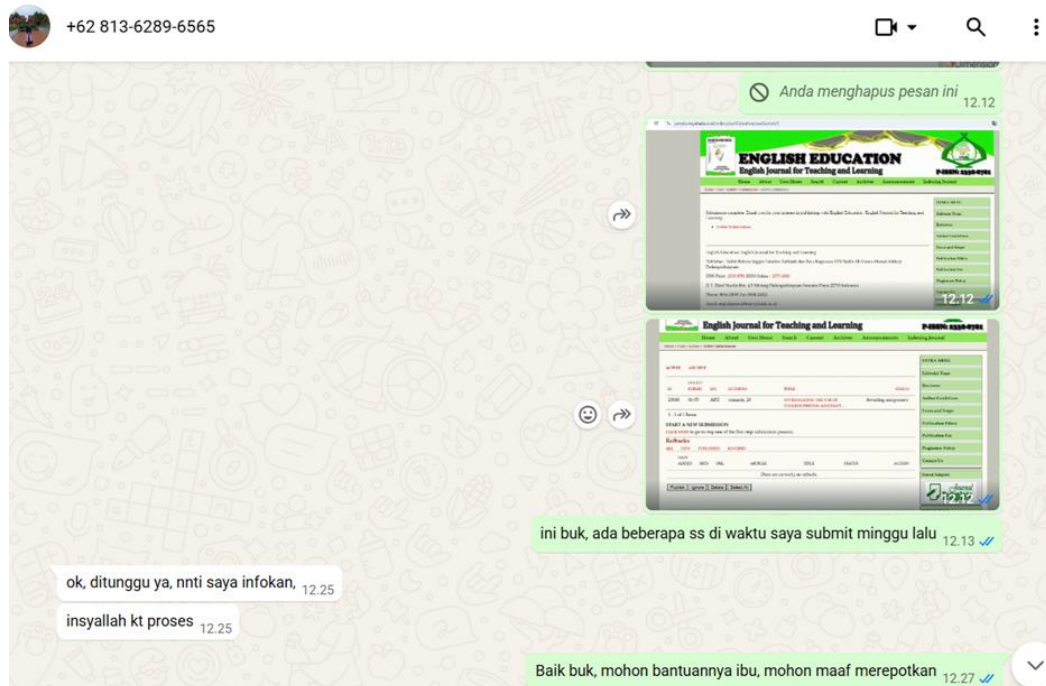
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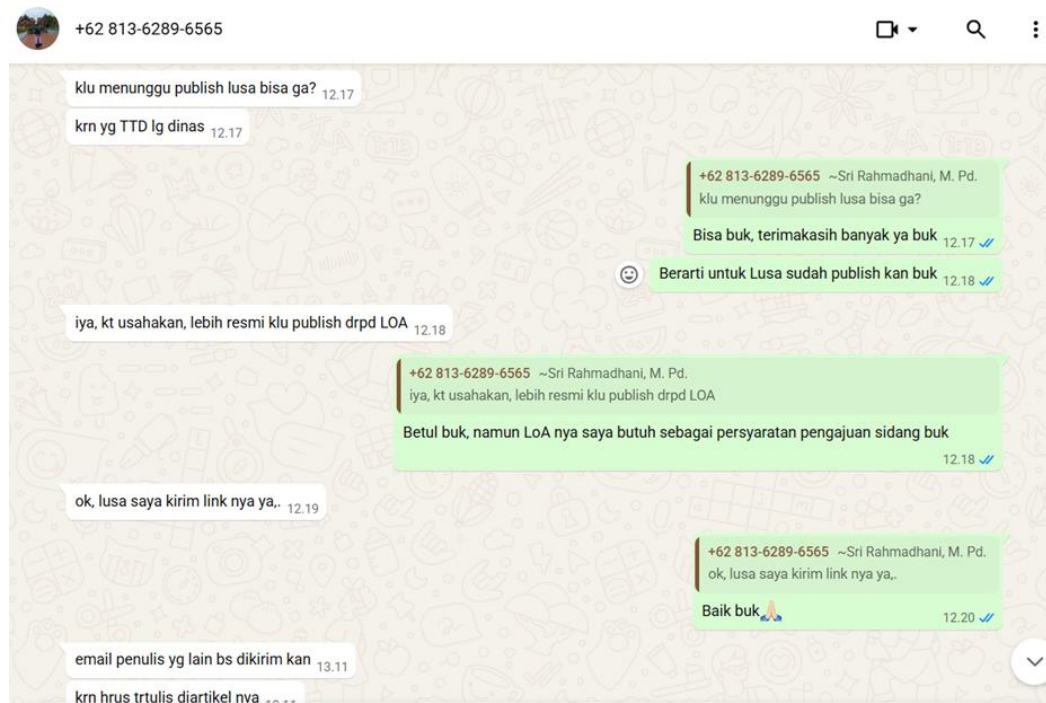
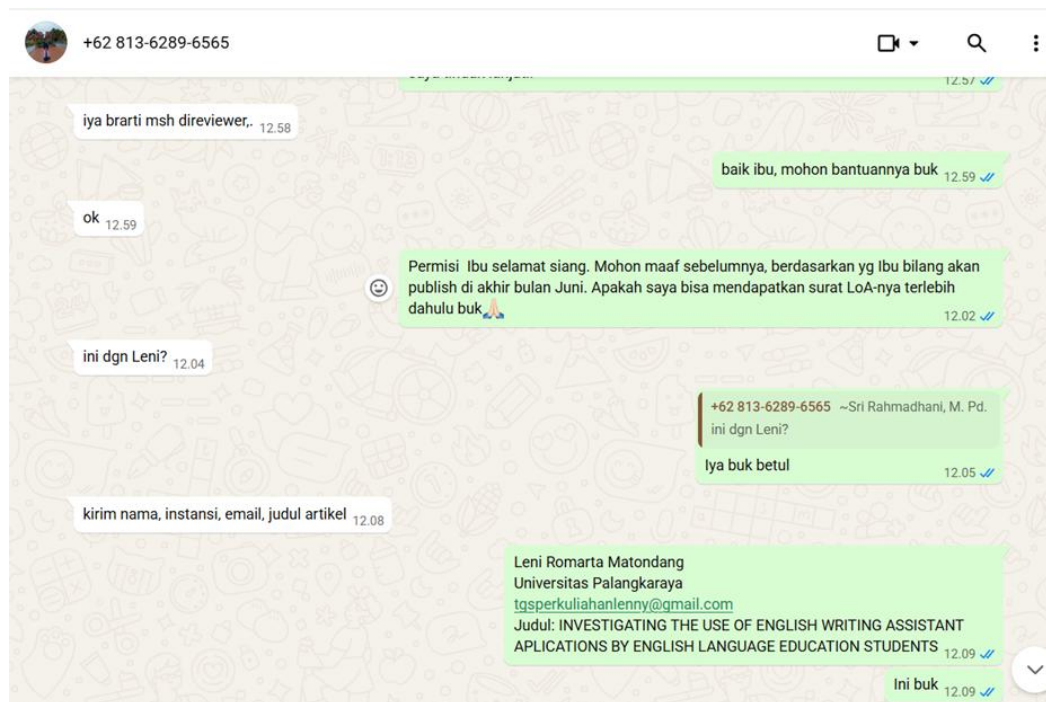
  


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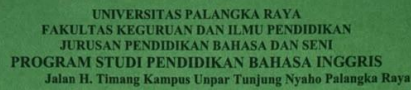
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**Nama Mahasiswa : LENI ROMARTA MATONDANG**

: 223020201103

## The Project of Scientific Articles Writing and Publication

1. Learning Experience and English Exposure of English Education Students At University of Jember

## 2. Investigating the use of English writing Assistant Applications by English Language Education Students

### 3. English Education: Students' Perception of English as An International Language

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1. Nama : Dr. Akhmad Fauzan, M.Pd.  
NIP : 19810612 200501 1 002  
Pangkat / Golongan : Penata Tk.I /IIId  
Jabatan : Lektor  
Sebagai : Pembimbing I
2. Nama : Muhammad Subhan Fikri, M.Pd.  
NIP : 19930120 202203 1 011  
Pangkat / Golongan : Penata Muda Tk.I, III/b  
Jabatan : Asisten Ahli  
Sebagai : Pembimbing II

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- Nama : Leni Romarta Matondang  
NIM : 223020201103  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Jenis Tugas Akhir : Jurnal Ilmiah  
Judul Tugas Akhir :

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Demikian surat penunjukan ini disampaikan agar dilaksanakan sebagaimana mestinya

22 Juni 2026  
a.n. Dekan  
Wakil Dekan Bidang Akademik,  
Eli Karliani  
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Nama : Leni Romarta Matondang  
NIM : 223020201103  
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Program Studi : Pendidikan Bahasa Inggris  
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Nama : Leni Romarta Matondang  
NIM : 223020201103  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
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15 Juli 2026



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BY :

LENI ROMARTA MATONDANG  
223020201103

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