



ENGLISH LEARNING ACTIVITIES IN HEAVY EQUIPMENT ENGINEERING STUDY PROGRAM AT OLAT MARAS COMMUNITY ACADEMY

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ABSTRACT

Language learning activities are carried out by language educators so that students gain appropriate language skills after being involved in a learning experience. The essence of learning English in the Heavy Equipment Engineering Study Program at the Olat Maras Community Academy is not only focused on delivering the material contained in the semester learning plan but also on paying attention to creative aspects, student passion for learning, and paying attention to the needs of students humanely and democratically. The lack of learning experience for students, in general, is not only triggered by the difficulty of the content of the subject matter that cannot be understood by students but is also driven by a teaching approach to a learning activity that creates a little learning experience for students during learning. Creating a learning atmosphere full of student activity must involve cognitive, affective, and psychographic students, such as inviting students to listen, practice, argue, and use learning media that originates from the ideas of the students themselves following their study program.

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INTRODUCTION

Learning activity is a conscious process involving a person's memory related to the information being studied in greeting, using language rules, and vocabulary (Decarrico, 2001). Meanwhile, modern language learning involves institutions, teachers, learners, and teaching (Zhao & Huang, 2010). The aim is to provide learning experiences, self-esteem, emotional involvement, learning relationships with intellect resulting from sight, emotional associations, use of voice power, communicative use of language, and learning materials that encourage learner creativity (Tomlinson & Masuhara, 2004).

Learning is still teacher-centred based on observations and experience of the English language learning activities in the heavy equipment engineering study program at the

Olat Maras Community Academy. Second, the way students learn still needs to be improved because the influence of the mother tongue dominates it. Third, the influence of information and technology brands has spawned students away from academic demands or expectations, namely learning to achieve achievements. Fourth, the psychology of students whose abilities are very heterogeneous. In line with this, the factors that influence learning English are difficult for students, namely the low ability to speak English because they are not used to it, and find it difficult to speak English so that students are unable to communicate (Chien et al., 2020). Besides that, the factors that influence the difficulty of learning English in students are the lack of interest in learning English, lack of basic knowledge of English,

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the environment does not support students to learn English, and students do not get the opportunity to learn English (Sun & Wang, 2020).

The result of the difficulty in learning English for students in the heavy equipment engineering study program at the Olat Maras Community Academy causes a low learning experience for students, which in general is not only triggered by the weight of the subject matter so that students cannot understand it but is also driven by a teaching approach that provides a little learning experience of students during learning takes place. As a result, the targeted results are different from the hopes, aspirations, and goals of education, namely to create knowledgeable, talented, and skilled students. If referring to the nature of education, whose symbol is teaching to change all mindsets and behaviour of students towards a better one based on curriculum references, then learning and teaching activities are activities to shape the learning experience of students so that they can realize the potential and competence of students.

To create a learning atmosphere full of student activity, educators must involve cognitive, affective, and psychomotor students, such as inviting students to listen, practice, argue, and use learning media that originates from the student's ideas. Following the study program to create student-centred learning (students centre learning), learning activities are emphasized according to students' abilities and learning interests.

LITERATURE REVIEW

Learning English generally occurs in two conditions, natural and formal. Ranalli, (2008) states that there are two types of language learning, namely, the naturalistic type and the formal type. The naturalistic type usually takes place in the environment of social life, so it is natural, without a teacher, and unintentional. The formal type is a formal language learning process in the classroom with teachers, materials, and other learning aids prepared in advance (Ehsan et al., 2019).

Learning activities present something in the form of imparting knowledge, cultivating something, and guiding students to act and be active. So Tiu, an Indonesian

professor (Mundiri & Ningtias, 2019), provides enlightenment related to learning, namely imparting knowledge and conveying culture to students. Learning is an activity of organizing or managing the learning environment as well as possible so that the learning process occurs. Therefore, the learning activities contain educators, material, students, strategies, methods, approaches, situations, process assessments, and evaluations that are carried out democratically to achieve learning objectives and obtain knowledge and skills.

Students' learning experience is very important in ensuring the development and sustainability of skills and the students' social skills. The reason is that a learning experience is a form of interaction carried out by students who have been designed by educators so that students gain knowledge and skills (Nückles et al., 2020). This signals that educators must create active learning interactions using effective approaches or methods, so students are easily involved in teaching and learning activities.

According to Almusharraf & Khahro, (2020), to design and develop student learning experiences, it is necessary to consider the following:

1. To formulate goals in the cognitive domain, learning experiences can be designed simply by listening or reading.
2. Subject matter, planned learning experiences must pay attention to the characteristics of the subject matter, both from the complexity of the material and its packaging.
3. Availability of learning resources
4. Consider the interests, talents, learning style tendencies, and basic abilities of students

To create language learning activities that are more fun and provide learning experiences for students, several ways that educators can apply are (Wang & Chen, 2020):

a. Visual learning

Learning is absorbing something from the outside by someone by seeing and hearing, which is then supported by other senses such as the mouth and hands and absorbed by the brain. Therefore, visual learning is learning

from something concrete so that the brain can capture and store every object that the eye receives. Visual learning uses more sight than hearing (Grossberg, 2019). In short, visual learning is a learning process that uses concrete objects (learning media) that the eye can see. Visual media can generate interest in learning, such as shows, pictures, diagrams, and videos (Marliana & Isroyana, 2022). Every media captured by the eye's senses will become information for the brain, which then the individual can adjust to his environment.

b. Intellectual study

Intellect is the ability of an individual to contemplate, create, solve problems, and construct meaning. For this reason, intelligence is the overall ability of individuals to think and act in a directed manner and manage and control the environment effectively (Espina et al., 2022). Remembering that intellectual involves the means used by humans to "think", whether mental, physical, emotional or intuitive bodily experiences, as well as integrating existing experiences to activate the brain's neural network, which is useful for learning for oneself. Thus, someone studying to be intellectual needs to develop positive thoughts and attitudes. These attitudes that need to be developed Haas, (2019) are continuing to learn, thinking rationally, critically and freely, developing dreams (ideals), actively seeking, being creative and initiative, daring to act and being responsible, being reflective and being a defender of the truth and justice.

c. Chalk and talk

Chalk and talk learning activities or lectures are expository learning because it is more of an educator's verbal or spoken approach. This follows the opinion Hong et al., (2019) that expository learning emphasises the speaking process. The characteristics of chalk and talk or expository learning are. First, the expository method is carried out by conveying subject matter verbally, meaning that speaking orally is the main tool in carrying out this method. Therefore people often identify it with lectures. Second, the subject matter delivered is a subject matter that already exists, such as data or facts,

certain concepts that must be memorised so that it does not require students to think again.

The concept of chalk and talk is that students are only involved in paying attention and conveying back (orally) what is conveyed by the educator, such as the core of each subject matter. At the end of learning activities using the chalk-and-talk approach, students can invite and involve their minds to remember and re-implement the subject matter delivered by their educators to achieve learning satisfaction. Planning and management of learning activities that are good, active, democratic, humane and effective are sometimes often ignored by educators, especially those related to language learning. This fact needs to be addressed because educators are indifferent to thinking about, knowing, and implementing learning strategies. Adopting the opinion of linguistic experts, Oxford & Crookall, (1990) states that several language learning strategies exist in students from the start, namely as follows in **Table 1**.

All sources of knowledge offer one hope: to enable students to acquire a set of skills called knowledge and skills. When participants manage language and produce correct language knowledge in speech, writing, and sounding words and sentences alias reading, it will lead to the acquisition of skills, experience, and achievements. However, achievement is not the beginning or end of something that has been done because it is directly related to intelligence. The reason for intelligence is not only to thwart the mistakes that arise but also to know how to overcome something wrong or bad to be right or good. So, presenting a set of methods, strategies, or approaches that are applied during teaching activities is not only to encourage students to be able to complete the demands of the curriculum but rather to make students feel the learning experience while being guided, fostered, taught, and educated by the educator concerned (Bai et al., 2019).

A super educator is an educator who does not weaken the ability of students who make mistakes in answering questions both in writing and orally. For this matter, educators must realise that students are still in a position to seek knowledge for truth so that it can be

accepted by society or other people. The teacher's teaching process will be more beautiful if students' mistakes in the answer are given praise and their mistakes are justified so that their knowledge continues and the curiosity or curiosity and motivation that exists in students is always growing.

Creating solid and intimate relationships with students who are full of boundaries needs to be worked out, or educators do not position themselves as gods or kings that students must fear and respect (Felten & Lambert, 2020). The quality behind

the teacher's openness like that will increase the opportunity for students to learn a lot from their educators after the trial of the subject matter in class is over. This can also arouse the shyness and self-consciousness of students. Whatever is done by educators during teaching and learning activities, one concept that must be agreed upon and owned by educators is "enter the world of students and bring students into the world of educators" and "encourage students to be able, capable, and gain knowledge not pressuring students with final values or rules that are not democratic and humane.

Table 1 Language Learning Strategies That Exist In Students

Number	Strategy	Function	How to apply
1	Memory	Enabling students to master the subject matter and re-apply it when communication occurs	Learning activities that use picture and sound media so that students are active in doing exercises
2	cognitive	Make students better understand the purpose of learning	Conveying the contents of the subject matter using language that can be understood by students so that learning targets are achieved.
3	Compensation	Enabling students to use the language they have just acquired and then using it too even though the ability of students is still limited	Guess words, meanings, meanings of words verbally to reduce students' difficulties in communication and narration
4	Metacognitive	Enabling students to adjust the way and process of learning	Focus students on learning the language, educators arrange and plan something good for students and then evaluate what has been given
5	Affective	Enabling students to control their emotions	Always enthusiastic, develop understanding skills, and do not suppress students or avoid emotional attitudes towards students.
6	Social	Enabling students to interact socially using the language they have learned.	Familiarize students to ask questions, guide students to use good, correct, polite language, work attitude and social empathy.

Source: (Uztosun, 2014)

Language teaching can also be likened to "dove tame". Educators must show an exemplary use of good, polite language and have basic standards of meaning and understanding of the language so that students are fond of learning languages. The main essence of language learning activities is

to help develop students' potential in a more fun, exciting, democratic and humanist learning atmosphere through learning interaction experiences with their environment. Learning activities can be carried out democratically and interactively for a learning experience for students. In that

case, students will acquire language skills when socializing and making good decisions according to their conditions and those of others. Remember that educators and students must achieve the main target in learning activities. However, cooperation in learning and teaching is more important than completing the material and always wanting to be smart on their own. Creating such a learning process will incubate quality language learning due to active interaction between learning actors, educators and students.

So far, up to the second of the information era and the current domination of technology, language learning activities in the field alias in the educational environment, especially in the second region of Indonesia in the Middle East, are still dichotomy by the old paradigm learning activities which are full of learning material content that neglects affective and psychomotor learning, meaning Cognitive aspects still dominate in the practice of the educational curriculum (Uslu et al., 2016). This fact occurs not only in the second region of Indonesia in the Middle East but also nationally. For this matter, observers have also researched educational practices in Indonesia that cognitive aspects in the curriculum are still dominant in learning activities. In order to avoid this, language learning activities must be able to create a harmonious and warm relationship, or students must be more active in interacting with educators and their environment. Therefore, educators must know that students have language intelligence, such as telling stories, informing, debating, and speaking, all of which are used very differently by the students. Understanding the inherent intelligence of the participants, the learning activities carried out by educators will be more humane and democratic.

METHOD

The method is a way or approach that is applied to achieve the goals that have been planned in a procedural and structured manner. For this reason, this study uses a qualitative approach using observational methods. The goal is to learn English learning activities in the Heavy Equipment

Engineering Study Program at the Olat Maras Community Academy. The use of a qualitative approach with the observation method because this study focuses more on empirical experience while learning English in the Heavy Equipment Engineering Study program at the Olat Maras Community Academy. So, this study describes the reality of English learning activities in the Heavy Equipment Engineering Study Program at the Olat Maras Community Academy, which includes cognitive, affective, and psychomotor learning experiences.

RESULT AND DISCUSSION

Based on direct observations that have been carried out during English learning activities in the Heavy Equipment Engineering Study program at the Olat Maras Community Academy that learning activities provide learning experiences to students by doing simple things that students can understand and do to make students enthusiastic about learning. Students learning experiences in the Heavy Equipment Engineering Study Program at the Olat Maras Community Academy are categorized into cognitive, affective, and psychomotor.

1. Cognitive learning experiences

Cognitively, students get learning experience while involved in English learning activities obtained through paying attention to the material presented by educators. From this incident, educators implicitly aim to be achieved in the learning process, namely that students can acquire knowledge, thinking skills, and how to decide something after learning activities. Thinking skills refer to the ability to answer questions correctly, ask questions to clarify understanding of the subject matter, and conclude teacher explanations using their language.

Put, English learning activities in the Heavy Equipment Engineering study program at the Olat Maras Community Academy in cognitive activity are mental structuring of students' thoughts through words, sentences, and language of expression so that students know English in a simple and precise manner according to their study program. In this learning experience, students will be solving problems, recognizing objects, curious, and aware of the importance of social support in the learning environment, such

as friends and practical tools in the form of shapes and sizes.

2. Affective learning experience

Students' learning experience in the affective aspect is an activity passed by students driven by feelings, like happiness, calm, communication well, and style of speech when interacting with their environment. Then, learning effectively means that students will get learning experiences from values and attitudes conveyed by educators. At such times, students will think and act to meet their needs and expectations, such as following norms, learning, speaking politely, and respecting others. Students in the affective domain will receive much valuable input from educators who aim to support their cognitive development. The values received by students during learning activities are how to speak politely with educators, cooperation, discipline, and friendliness (Hargreaves, 2019). All of this is done to express or practice values for acceptable life activities.

During English teaching activities in the heavy equipment engineering study program at the Olat Maras Community Academy, There are several that are very in touch with students' effective learning experiences, namely:

- a. Attitude; all students of the heavy equipment engineering study program at the Olat Maras Community Academy, while participating in English learning activities, must be able to observe and imitate something positive
 - b. Interest; encourage students of the heavy equipment engineering study program at the Olat Maras Community Academy to obtain specific objects, activities, understanding, and skills according to their study program.
 - c. Score; involve students of the heavy equipment engineering study program at the Olat Maras Community Academy to act and do good and avoid bad deeds.
 - d. Moral; emphasizes students in the heavy equipment engineering study program at the Olat Maras Community Academy to have good morals with each other.
 - e. Self-concept; students of the heavy equipment engineering study program at the Olat Maras Community Academy can know their weaknesses and abilities.
- ## 3. Psychomotor learning experience

English learning activities for students in the heavy equipment engineering study program at the Olat Maras Community Academy prioritize cognitive and affective learners and psychomotor. In vocational education, such as in the heavy equipment engineering study program at the Olat Maras Community Academy, Psychomotor students are very important because they are directly related to skills requiring much physical activity. Physical activity in English learning activities refers to how to do something such as digging, dredging, and moving heavy equipment using words, phrases, or sentences in English accompanied by the physical movements of students. The physical movements carried out by students are based on language information that is responded to by their cognition, resulting in students having interesting learning experiences (joyful learning activities) (Weinstein, 1990). The learning experiences of students in the psychomotor context are deliberately created by educators so that students have talents and interests in English courses which ultimately support their skills both before and after lectures.

Then, to be able to create a psychomotor learning experience for students, the educator determines the learning material appropriately and manipulates the state of the classroom environment for students to become a learning activity that provides a learning experience for students and determines learning media according to the subject matter at the meeting. The output of the involvement of students' cognitive, affective and psychomotor learning experiences in English language learning activities in the heavy equipment engineering study program at the Olat Maras Community Academy is that students have simple, good, and correct English skills according to the needs of the world of work, namely in the heavy equipment sector.

The principle for creating a learning atmosphere for students to be more experienced, namely; First, determine the learning objectives to be achieved by both parties, namely students and educators; second, students must obtain learning satisfaction; third, involve students during learning activities; fourth, using different learning resources to achieve learning goals (Pratiwi & Masfuah, 2019). Therefore, improving the English learning experience for students majoring in heavy equipment engineering can be done by adjusting the material according to the major

chosen by the students, and the learning material is 40% theory and 60% practice.

Therefore, according to existing educational references, language education is essentially providing language learning services for students appropriately, providing opportunities to actualize their abilities dynamically, artistically, and fun by using certain language symbols that are good and correct so that the language submitted is acceptable and acceptable. Teaching activities will only achieve the degree of an interactive and useful language learning experience if students are introduced to the pronunciation of letters (pronunciation) (Rochadiana et al., 2022). Furthermore, it can be seen from the application that language departs from four types of collections of words so that they become good language utterances. The four types of vocabulary are as follows:

1. Language vocabulary that has developed since infancy - children know the language when they hear the sound of language and then try to pronounce the sound of the language/word that is heard even though it is not correct because they are still in the early process of knowing the language.
2. Language vocabulary that is added and continues to be added by children during childhood and begins to be applied (speech over) to their social environment. Children use a small amount of language at this age and tend to be monotonous, and language functions according to their ability to understand social-environmental interactions.
3. Language vocabulary continues to increase when children can read and write and compose language symbols to communicate with the social environment according to their age level and ability to speak the language.

Judging from the language input pathways in a person, so far, language is often heard during every interaction of daily social activities, rooted in words that are heard, understood, and then spoken. Following up on the initial concept of language development in a child, English learning activities can be preserved in some ways, namely as follows:

1. Language learning can be done by guiding students gradually to accumulate language vocabulary starting from the order of daily

life activities such as nouns, verbs, adjectives, and adverbs.

2. Actualizing the accumulation of words in each activity experience so that there is no stiffness when speaking the language so that students feel more experience learning the language.
3. Using media that is cheap and affordable for students, such as pictures or drawing a place which the students themselves then discuss. The use of media for language learning is because it can stimulate students' interest in learning and create an active-interactive class atmosphere.
4. Apply language to a learning game. As simple as sound, motion, pictures, lines, and writing a word or sentence. Making language a game in learning will invite satisfaction, joy, and skill in playing the language and facilitate learning goals. The ultimate goal is for students to enjoy learning more and increasing their involvement in listening, speaking, reading and writing skills.

Language learning is an activity carried out consciously by educators so that students acquire language knowledge. To acquire linguistics, language learners must know that language has natural characteristics (Ningsih & Mustadi, 2019). The nature of the language is as follows:

1. Language is a set of sounds that have a specific purpose and are organized by grammar rules.
2. Language is the everyday conversational expression of most people spoken at normal speed.
3. Language is a system for expressing intent.

When language learning activities occur, there are two things: the "fun" of language and practising language skills whose focus is listening, speaking, reading and writing. Then, referring to the language acquisition device, each individual can speak in person or a group experience during the learning process. Under these conditions, students will experience two things firsthand: learning English in accordance with the content of the curriculum and acquiring English when in a social environment that often uses English. So, students need to absorb and understand English if the environment uses English in their daily activities, even though there is a tendency to use their mother tongue and Indonesian. At this point,

students will continue to be motivated to be more active in learning English and using it.

English learning activities are rooted in experience, namely communication interactions using language symbols, so language teaching focuses on two general matters, namely; first, to arouse interest in language actively to be able to communicate when interacting socially both directly (orally) and indirectly (in writing). Second, to accommodate passive language skills so that they can respond and understand the intent of the speech, idea or message of a text.

The principle of teaching language is more than completing the contents of the subject matter and the contents of the semester learning plan. However, more than that, namely developing the abilities of students who are obedience-oriented, knowledgeable, capable, creative, independent, intelligent, and actively applying what is taught by educators in each of their activities such as narrating, interviewing or dialogue (Mardiana et al., 2022). So, there is nothing in the visual education concept that students must be qualified for at the end of the learning process. That is a formality of the educational process because students are motivated to learn only. A smart educator can tell the difference between grades and numbers. Good values in education where the learning process is the ideal of national education, not certain numbers.

CONCLUSION

Learning English in the heavy equipment engineering study program at the Olat Maras Community Academy develops students who have cognitive, affective and psychomotor learning experiences. The heavy equipment engineering study program at the Olat Maras Community Academy is a study program that focuses more on physical activity. For this reason, educators for English courses determine precisely the teaching materials, learning media, and learning environment where learning activities occur that can provide learning experiences for students in the form of asking, acting, arguing, and showing attitudes.

Then, English learning activities in the heavy equipment engineering study program at the Olat Maras Community Academy highlight methods, strategies, and approaches according to the needs of students in the field

of heavy equipment skills so that students have a learning experience. Learning that only involves cognitive development aspects is enough to involve students to show affective and psychomotor. A good and appropriate bank of words and grammar following the needs of students in the heavy equipment engineering study program is applied to create more lively learning activities. It does not suppress students' cognitive curiosity. The delivery of values, attitudes, and morals aims to strengthen the work skills activities of students who are dominantly physically involved so that when in the field or a social work environment, students can balance their behaviour so that others can accept it.

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Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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