



Improving Students' Speaking Skills through Learning Media and the Mastery of Different Discourse Markers

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ABSTRACT

Objective: This research aims to ascertain the differences in improving students' English-speaking skills through using learning media and mastering proficiency in discourse markers. **Method:** This research uses a quantitative approach and experimental design. The design used the non-equivalent 2 x 3 factorial design. The research sample consisted of 1000 Madrasah Aliyah students in Serang Regency. However, in this study, only 10% of the population 100 was sampled using systematic random sampling techniques. The instruments used to collect data include speaking and discourse marker tests. We analyzed the research data using two-way ANOVA statistics with SPSS 26. **Results:** The results of this research are grouped into four research findings, namely (1) differences in students' speaking abilities between students who were treated using the learning media Scrabble Word and flashcards, (2) differences in students' speaking abilities with high, medium and low mastery of students' discourse markers, (3) an interaction between learning media and high, medium, and low students' mastery of discourse markers on students' speaking abilities, and (4) differences in mastery of discourse markers based on students' gender, from the average of pre-test and post-test. **Novelty:** This research is intriguing due to variations from prior studies in emphasis, subjects, outcomes, gender disparities in mastery of discourse markers, and incorporation of research variables. Previous studies concentrated solely on utilizing Scrabble words and flashcards to enhance vocabulary and students' reading abilities. Prior research only examined one research variable, specifically scrabble words, flashcards, and discourse markers.

INTRODUCTION

Teachers' perspectives regarding the role of media in the classroom will significantly influence the extent and manner in which it is incorporated. Educators have acknowledged that teaching can enhance the effectiveness of English language instruction. This finding also indicates that educators know the many media that might be utilized in English instruction (Madayani & Muhassin, 2020). Learning media refers to many forms of communication employed to transmit messages and elicit cognitive, affective, and motivational responses from students, thus facilitating a purposeful, intentional, and regulated learning process. In the present context, the utilization of learning media represents a significant advancement in enhancing the effectiveness of classroom instruction. The selection of appropriate media and instructional methods can enhance the accessibility of educational content for pupils. Learning media development should be tailored to meet the specific requirements and demands of learners (Mei & Surat, 2021). These requirements are tailored to the specific circumstances of the learner within the classroom setting, the subject matter to be instructed, and the available resources. One form of learning media that has the

Game-based learning can potentially engage and inspire learners, where learning activities are integrated into gameplay (Putra & Paramita, 2023). This research emphasizes using Scrabble Word and Flashcard learning media to enhance students' speaking skills.

The current body of literature concerning the utilization of Scrabble Word or Flashcard learning medium predominantly centers on the acquisition of vocabulary rather than the enhancement of English speaking abilities (Azzahra et al., 2024; Hadi et al., 2021; Lestari et al., 2024; Mardiani et al., 2024; Ramdhani, 2022; Sari, 2024) indeed, the current data lack a comprehensive description of the effects of utilizing Scrabble Word and Flashcard learning medium in enhancing English speaking proficiency. Nevertheless, this research draws upon several theoretical discoveries about the Scrabble Word and Flashcard learning media, serving as a foundational reference for the study. In addition to the points above, this study also underscores the proficiency in employing discourse markers concerning English speaking skills. Simultaneously, discourse markers, which are linguistic indicators utilized in speech, play a role in enhancing the coherence and fluency of language. The acquisition of discourse markers significantly influences the development of oral communication. Discourse markers serve as linguistic tools that augment the structural components of oral communication and play a role in the articulation of diverse concepts. The importance of acquiring skills in employing discourse markers is widely acknowledged in addressing prevalent obstacles encountered by individuals learning a new language, including uncertainty, disruptions in speech flow, and struggles in sustaining a cohesive dialogue. According to Manan and Raslee (2018), discourse markers connect statements that have been made, are now being made, and will be made in a conversation.

Furthermore, the current body of research on the relationship between discourse markers and students' speaking skills is primarily focused on the effects of mastering discourse markers on speaking skills without considering the integration of learning media (Arya, 2020; Jayantini et al., 2022; Truong, 2022). The research findings below demonstrate that learning media, specifically scrabble words and flashcards, effectively enhances vocabulary acquisition. In the past, research has demonstrated that the utilization of discourse markers has had a positive impact on students' oral communication skills. Nevertheless, there needs to be more research examining the precise effects of incorporating learning media and mastering discourse markers on students' proficiency in spoken English. Hence, this study investigates the influence of learning media on students' proficiency in spoken English while incorporating discourse markers to enhance their speaking abilities in English. This study aims to address existing research deficiencies by introducing a comprehensive methodology for incorporating learning media and enhancing proficiency in discourse markers among high school students in Indonesia. This study is the first of its kind in this particular environment. Therefore, this study can offer comprehensive perspectives and practical strategies to enhance the caliber of English language acquisition in Indonesia.

This research is intriguing due to variations from prior studies in emphasis, subjects, outcomes, gender disparities in mastery of discourse markers, and incorporation of research variables. Previous studies concentrated solely on utilizing Scrabble words and flashcards to enhance vocabulary and students' reading abilities. Prior research only examined one research variable, specifically scrabble words, flashcards, and discourse markers. This research will also examine the proficiency in using discourse markers

according to gender. This research aims to enhance students' English speaking skills by mastering discourse markers and utilizing learning resources.

Further, most recent studies on discourse markers investigated the function and the use of discourse marker types (Aamir et al., 2023; Alif et al., 2023; Lu, 2023). There was quite a little research exploring the effects of discourse markers on specific language skills, such as writing and speaking (Balbay & Dogan, 2023; Farahani & Ghane, 2022; Khasawneh & Khasawneh, 2023; Lu, 2023). Then, none of them involved learners in primary education. Those studies generally recruited higher education participants, such as undergraduate students, language teachers, and lecturers (Farahani & Ghane, 2022; Khasawneh & Khasawneh, 2023). Balbay (2023) and Farahani and Ghane (2022) explored the impact of discourse markers, but they have yet to experiment with them.

In conclusion, there is a gap found in those research studies; namely, research on discourse markers needs to be conducted to look into the effect of discourse markers on the speaking skills of senior high students through pre- and post-test experiments. Therefore, this research will not only investigate the impact of learning media, such as Scrabble Word and Flashcards, on students' English speaking skills but also examine the speaking skill and its correlation with discourse marker use among students. So, this research will be carried out based on the following three research questions:

1. Is there a difference in students' speaking abilities between students treated using Scrabble Word and flashcard learning media?
2. Is there a difference in students' speaking abilities with high, medium, and low students' mastery of discourse markers?
3. Is there an interaction between learning media and high, medium, and low students' mastery of discourse markers on students' speaking abilities?

RESEARCH METHOD

This study elucidates the research challenge in question. Are there disparities in the speaking proficiency of students who received instruction through Scrabble Word and flashcard learning materials? Additionally, are speaking abilities different among students with high, medium, and low mastery of discourse markers? Lastly, is there an interaction between the learning media and students' proficiency with high and medium mastery of discourse markers? Furthermore, students need to develop their speaking skills. This study posits that there is a notable impact on enhancing students' speaking skills through the utilization of learning media and the acquisition of discourse markers. When examining student characteristics, it is possible to observe variations in the mastery of discourse markers based on the student's gender. The methods section delineates the approach taken to obtain this study's results. This research aims to ascertain the differences in improving students' English-speaking skills through learning media and mastering proficiency in discourse markers. This study employs a quantitative approach, explicitly utilizing a Quasi-experimental design. The design incorporates a non-equivalent control group method and follows a 2 x 3 ANOVA two-way factorial design. The factorial design employed in this study allowed for examining the impact of two distinct treatment variables, referred to as factors, on the target population (Creswell & Poth, 2016). Experimental research is a methodological approach to uncover systematic, logical, and comprehensive truths about observed variables by implementing treatments within a designated group (Creswell, 2014).

Participants

The study population consisted of 1000 students from Madrasah Aliyah in Serang Regency. The magnitude of this size necessitates the division of investigation into multiple segments due to the substantial temporal and financial resources required. Consequently, a sample size of 10.00% of the population was selected. Furthermore, the researchers employed a systematic random sampling technique to ascertain the sample size of students included in the study. Systematic random sampling is a sampling technique wherein the selection of units in the sample is carried out at regular intervals, resulting in gaps between each selected unit. The process of determining the research sample involves various steps.

1. Researchers categorized the samples according to their study programs, which included three distinct programs: science, social studies, and religious studies, across all grade levels.
2. The researcher selected samples for the study programs based on the sequence of student attendance in class for each program.
3. In the academic context, it is observed that each study program in class 10 has a total of 7 courses, while class 11 and class 12 consist of 8 classes each. Consequently, the cumulative number of classes across these three levels amounts to 23. Four students were randomly selected from each class in 20 study programs. The selection was based on the serial number of the student attendance list, either from the beginning or end. To complete the sample of 100 students, three additional classes were randomly chosen, each consisting of six or seven students.

In addition, the outcomes of the suggestions made by English teachers at Madrasah Aliyah about selecting research samples. The sample was partitioned into two groups, with each group including 50 students. The experimental group was composed of 50 students selected from a particular class. The control group consists of 50 students selected from the class. The study sample comprised 46 female and 54 male students, ages 16 to 17 years.

Data Collection Procedures

The initial step in the research was to conduct a pre-test of speaking and discourse markers in the experimental and control classes before treatment. Subsequently, During the treatment, the experimental group received instruction on Scrabble terms related to verbs, nouns, adjectives, and adverbs in the initial stage. Within the experimental group, lessons in the textbook are organized according to their respective themes or topics. Students must play Scrabble with precision in order to discern verbs, nouns, adjectives, and adverbs. During the second phase, the control class received instruction on verbs, nouns, adjectives, and adverbs through flashcards. During the third phase, the researcher clarified the purpose of discourse markers employed in the conversation. In each session, the researcher instructed on five distinct categories of discourse markers within the unit. In addition, students in the experimental group were separated into three groups of the same size in each class, that is, when all students were present. Collaboration between students was highlighted and encouraged by researchers to better understand the function of discourse markers by employing Scrabble words in the experimental class and flashcards in the control class. During the fourth stage, each group is assigned a conversation to listen to and tasked with identifying the discourse markers present within it. Subsequently, each group was instructed to engage in a dialogue by assuming different roles. Subsequently, the discourse is refined to gather

input from colleagues and, if needed, from researchers. The final stage is to do homework for the next session. For example, researchers invite pupils to read tale books. Then, the story must be summarized using discourse markers for the next session.

While students in the experimental group were exposed to this intervention, students in the control group were not provided explicit guidance on discourse markers. Instead, they were instructed to read assigned storybooks, listen to conversations, and engage in conversations through role-playing. The therapy was conducted throughout 15 sessions, each lasting 50 minutes, under the supervision of an English instructor. During the initial session, the participants were standardized. During the second session, pupils were administered an initial assessment. Throughout 12 sessions, students were instructed to use discourse markers using Scrabble word and flashcard learning materials. In the last session, both groups conducted a post-test on speaking skills. Subsequently, the data is subjected to analysis in order to obtain the outcomes. As an illustration, researchers request students to peruse narrative literature. Then, the story must be summarized using discourse markers for the next session.

Although students in the experimental group received such treatment, students in the control group did not get particular instructions about discourse markers. They narrate prescribed storybooks, listen to talks, and carry out conversations through role-playing. The therapy was conducted throughout 15 sessions, each lasting 50 minutes, under the supervision of a supervisor. In the first session, participants were homogenized. During the second session, pupils were administered an initial assessment. Throughout 12 sessions, the students received instruction on discourse markers. The last session assessed both groups using a speaking and discourse markers post-test. Researchers and English teachers at Madrasah Aliyah developed the test questions. Then, the data is evaluated to acquire the results. The study flowchart is shown in Figure 1.

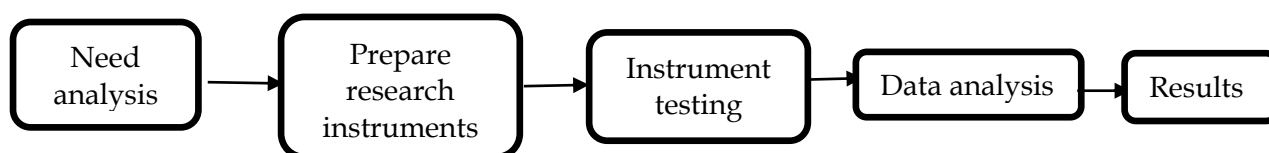


Figure 1. Flowchart of research procedure (Mulyana et al., 2024).

Instruments

Instruments used to collect the data included speaking assessments and discourse markers tests. In the first class, each instrument was evaluated. The characteristics of the trial students indicated those of the actual students chosen from the eleventh-grade students of Madrasah Aliyah Serang Regency, Indonesia. Furthermore, the researchers administered a speaking test to evaluate how well the students' speaking skills are. During the test, every student was required to use only English. Students in each experimental group were tested before (pre-test) and after receiving treatment (post-test). The second test was designed to determine the student's mastery of discourse markers. The researchers later gave the students speaking assignments and analyzed the use of discourse markers in their assignments. The discourse markers were examined using Fraser's theory. Fraser explains the functions and relationships of different discourse markers (DMs) categories in his theory. The data on the speaking

scores and discourse mastery indicators obtained from the participants were examined by conducting a parametric test. The test is given under the assumption that the distribution of the speaking score variance of the population is considered normal. In addition, the researchers used inferential statistics to prove their hypothesis and analyzed the data by applying descriptive statistics. The researchers also performed the normality and homogeneity tests to complete the process.

Data Analysis

The data analysis method presents analytical descriptive statistics based on this study's objectives and research questions. This analysis utilizes mean scores, standard deviation measures, significance values, and 2-way ANOVA to uncover discrepancies in students' English-speaking abilities. Research data was analyzed using two-way ANOVA statistics using SPSS 26. This study examines how learners' English language competency improves through the use of learning media and the mastery of discourse marker skills, as well as the relationship between these research variables. Before conducting any analysis, all data underwent verification to ensure that it met the test criteria for normality, homogeneity, and correlation feasibility. The researcher employed a two-way factorial analysis of variance (ANOVA) design to examine the impact of two distinct categorical independent variables on one dependent variable. In ANOVA, the researcher aims to examine the primary effects of each independent variable and determine whether the impact of one independent variable on the dependent variable remains consistent across all levels of the other independent variables. This analysis also seeks to determine whether an interaction between the independent variables exists. The present study examines the relationship between learning media and mastery of discourse markers as independent variables and their impact on speaking ability as the dependent variable. The researcher employs the two-way ANOVA test to analyze the results of the two-way ANOVA research. This test examines the data analysis outcomes across different groups of variables to address the research questions posed by the researcher. Subsequently, the researcher employed the F test from a two-way ANOVA to analyze and make sense of the results. The researcher employed a two-way ANOVA to assess the disparities in means between groups of independent and dependent variables in this investigation. The primary benefit of utilizing this ANOVA technique is its ability to extend the analysis to scenarios where two or more factors influence the measured entities.

RESULTS AND DISCUSSION

Results

This study analyzed differences in improving students' speaking skills through learning media and mastery of high, medium, and low discourse markers. This research also highlights the influence of learning media interactions and mastery of high, medium, and low discourse markers on students' speaking abilities. The results of this research are grouped into four research findings, namely (1) differences in students' speaking abilities between students who were treated using the learning media Scrabble Word and flashcards, (2) differences in students' speaking abilities with high, medium and low mastery of students' discourse markers, (3) an interaction between learning media and high, medium, and low students' mastery of discourse markers on students' speaking abilities, and (4) differences in mastery of discourse markers based on

students' gender, from the average of pre-test and post-test. What is new to our research is that there are differences in mastery of discourse markers based on student gender.

The study examined the impact of different learning media on students' English-speaking abilities. The control class utilized Flashcards, while the experimental class employed Scrabble Word. Pre-test and post-test test results were conducted to measure the students' English-speaking abilities before and after the treatment. The results indicated significant differences in the English-speaking abilities between the two class groups, suggesting that integrating learning media enhanced mastery. Significant disparities in discourse markers were seen between the two classes. Notably, students who demonstrated proficiency in high, medium, and low discourse markers exhibited discernible distinctions. This is evident from the contrasting average scores across the groups. The initial study's findings raised the question of whether there was a disparity in students' spoken proficiency when comparing those exposed to Scrabble Word as a learning medium with those who utilized flashcards. The data is presented as the mean value of the pre-test and post-test outcomes and the corresponding standard deviation. Therefore, Table 1 can describe students' English-speaking abilities before and after using learning media by integrating students' English discourse markers between different groups.

Table 1. Descriptive statistics of the control group.

Statistic	Discourse Markers	Pre-test	N	Post-test	N
Means	High	62.27	22	64.42	26
	Medium	50.00	6	59.17	2
	Low	43.75	17	50.00	12
Std. Deviation	High	6.49	22	6.97	26
	Medium	9.18	6	0.00	2
	Low	12.55	17	7.72	12

According to the data presented in Table 1, the pre-test outcomes for the control group indicated the following: the group with high mastery of discourse markers had the lowest average speaking skill value ($M=43.75$, $SD=12.55$); the group with medium mastery of discourse marker values ($M=50.00$, $SD=9.17$); and the group with high mastery of discourse marker values ($M=62.27$, $SD=6.49$). The post-test results revealed the following: the mean score for speaking skills in the low group with mastery of discourse markers was ($M=50.00$, $SD = 7.72$), the mean score for speaking skills in the high mastery of discourse markers was ($M=64.42$, $SD = 6.97$), and the mean score for speaking skills in the medium mastery of discourse markers was ($M=59.17$, $SD=0.00$).

Table 2. Descriptive statistics of the experimental group.

Statistic	Discourse Markers	Pre-test	N	Post-test	N
Means	High	60.83	6	72.50	4
	Medium	54.42	26	55.00	28
	Low	69.57	23	70.00	28
Std. Deviation	High	2.04	6	0.00	4
	Medium	8.40	26	8.38	28
	Low	6.20	23	8.97	28

Conversely, within the experimental group, the pre-test outcomes indicated that individuals with high mastery of discourse markers exhibited an average speaking skill score of ($M=60.83$, $SD=2.04$). Those classified as having medium mastery of discourse markers achieved an average speaking skill score of ($M=54.42$, $SD=8.40$), while those classified as having low mastery of discourse markers accumulated an average speaking skill score of ($M=69.57$, $SD=6.20$). Based on the post-test outcomes of the experimental group, individuals with high mastery of discourse markers demonstrated an average speaking skill score of ($M=72.50$, $SD=.00$). Those with medium mastery of discourse markers achieved an average speaking skill score of ($M=55.00$, $SD=8.38$). In contrast, those with low mastery of discourse markers achieved an average speaking skill score of ($M=70.00$, $SD=8.97$). The results of this study provide an answer to the second research problem statement, which was whether there are significant differences in speaking abilities among students with varying degrees of mastery of discourse markers (high, medium, or low). According to this study, proficiency in discourse markers at different proficiency levels, high, medium, and low, can enhance students' English speaking abilities. The mean grade of the students in the experimental group exhibited a substantial increase.

The second analysis of this research aligns with whether there are differences in English speaking proficiency based on varying levels of expertise in discourse markers. Thus, the results obtained from the experimental group were compared to those obtained from the control group. The utilization of parametric statistics in this comparison is justified due to the normal distribution and homogeneity of the data. This study employs two-way ANOVA analysis using SPSS 26 software, which utilizes parametric statistics to determine (1) the concurrent test measurements (F test) and (2) the significance of these measurements. The significance level for the F test is set at <0.05 . The results indicate that the significance value is less than 0.05 ($F = 9.899$, $Sig\ 0.000 < 0.05$). There are variations in students' proficiency in using discourse markers, categorized as high, medium, and low skill levels. Table 2 presents the importance of variations in students' English-speaking skills based on their high, medium, and low proficiency in using discourse markers.

Table 3. Test of ANOVA 2 ways.

Source	Dependent Variable: Speaking Skill				
	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9127.40a	5	1825.48	28.85	.00
Intercept	134118.10	1	134118.10	2119.69	.00
Learning Media	1639.70	1	1639.70	25.91	.00
Discourse Markers	1252.70	2	626.35	9.89	.00
Learning Media* Discourse Markers	1782.80	2	891.40	14.08	.00
Error	5947.59	94	63.272		
Total	393300.00	100			
Corrected Total	15075.00	99			

a. R Squared = .60 (Adjusted R Squared = .58)

According to the findings in Table 3, a two-way ANOVA analysis reveals a notable disparity in the English-speaking proficiency of students who utilize either Scrabble Word or Flashcard learning methods. This is demonstrated by the results of ANOVA,

where the calculated F value is compared with the F table value at a significance level of 5.00%. The calculated F value ($F = 25.91$) is found to be more than the F table value (3.93), indicating statistical significance. Additionally, the Sig value (0.00) is less than the significance level of 0.05. This study employs ANOVA to examine variations in variance among different groups. This approach aligns with the researcher's established research objectives and problem formulation. The analysis of variance, or two-way ANOVA, is employed to examine the interactions among groups of variables.

Moreover, proficiency in discourse markers significantly impacts students' English-speaking skills. This is demonstrated by the results of an ANOVA, where the computed F value is compared to the F table value at a significance level of 5%. The calculated F value ($F = 9.89$) is found to be greater than the F table value (3.93), indicating statistical significance (Sig. value = $0.00 < 0.05$). This discovery aligns with the second research inquiry. The results of the third study revealed a noteworthy correlation between different types of learning media and the proficiency of students' English-speaking skills, specifically their mastery of discourse markers. This is demonstrated by an ANOVA, where the calculated F value is compared to the F table value at a significance level of 5.00%. The calculated F value ($F = 14.08$) is found to be more than the F table value (3.93), indicating statistical significance.

Additionally, the Sig. Value (0.00) is less than the significance threshold of 0.05. Conversely, an R-squared score of 0.605 indicates that the combined impact of studying media and proficiency in discourse markers on students' English speaking abilities is 60.5%. Furthermore, the influence of instructional materials on speaking results is contingent upon the proficiency level in employing discourse markers. The research findings were reinforced by a two-way ANOVA data analysis, which revealed an interaction between learning media and students' proficiency levels (high, medium, and low) in discourse markers. This interaction had an impact on students' English-speaking abilities. The researcher conducted additional tests using the Scheffe test and plotted estimates of the marginal mean. This was done to enhance the validity of the two-way ANOVA test results and minimize any potential bias in the research findings.

According to the findings in Table 3, a two-way ANOVA analysis reveals that the proficiency of discourse markers at various levels (high, medium, and low) has a notable and beneficial impact on the English-speaking abilities of students. In addition, the two-way ANOVA analysis revealed significant variations in students' speaking abilities exposed to the Scrabble Word and Flashcard learning media. Furthermore, the findings of the third analysis from the two-way ANOVA indicated the presence of an interaction impact between the utilization of learning media and proficiency in discourse markers on the English-speaking skills of the students. The research highlights teachers' need to exercise caution when delivering instructional materials to acquire discourse markers. Additionally, teachers should incorporate a broader range of digital-based learning resources. According to researchers, a significant proportion of pupils still demonstrate a deficiency in their comprehension and mastery of discourse markers.

In addition, researchers observed differing findings about skill in employing discourse markers between female and male students based on gender. The researchers will thoroughly investigate intriguing discoveries about the acquisition of discourse markers, with a particular emphasis on the impact of students' gender. This will be the fourth finding in the study. The findings of this study are consistent with prior research indicating that discourse indicators positively influence students' aptitude in spoken

English. In addition, researchers face constraints when analyzing data, selecting samples, and determining study techniques. The findings of this study align with the research objectives and formulation outlined by the researcher at the outset of the investigation.

The third analysis in this research aims to determine if there is an interaction between the use of learning media and the level of student discourse mastery (high, medium, or poor) in their speaking abilities. This study uses the variance analysis approach, specifically parametric statistics, to examine variations in variance among groups. Additionally, it investigates interactions between variance groups, specifically between groups of independent and dependent variables. The results of the ANOVA in Table 3 demonstrate the comparison between the calculated F value and the table F value at a significance level of 5.00%. The calculated F value ($F = 9.89$) exceeded the critical F value (3.93), indicating statistical significance ($\text{Sig. value} = 0.00 < 0.05$). The following research examines the correlation between the utilization of learning media groups and proficiency in high, medium, and low discourse markers on students' English language abilities, as displayed in Table 3. Additional examination utilization of the Scheffe test.

Table 4. Using Scheffe test.

Multiple Comparisons Dependent Variable: Speaking Skill Scheffe						
(I) Discourse Markers	(J) Discourse Markers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
High	Moderate	10.50*	2.05	.00	5.39	15.61
	Low	1.29	1.92	.79	-3.49	6.07
Moderate	High	-10.50*	2.05	.00	-15.61	-5.39
	Low	-9.21*	1.92	.00	-13.99	-4.43
Low	High	-1.29	1.92	.79	-6.07	3.49
	Moderate	9.21*	1.92	.00	4.43	13.99

Based on observed means.
The error term is Mean Square (Error) = 63.272.
*. The mean difference is significant at the .05 level.

Table 4 illustrates the interaction between learning media and high, medium, and low mastery of discourse markers on students' English-speaking abilities. The results are: 1). The interaction between high versus medium mastery of discourse markers is $M=10.50$. Moreover, the Sig value <0.05 means H_0 is rejected. These findings conclude that there are differences in the English-speaking abilities of students with high and moderate mastery of discourse markers. 2). the interaction between high versus low mastery of discourse markers is $M=1.29$. With Sig value >0.05 , H_0 is accepted. These findings conclude that the English-speaking abilities of students with high and low mastery of discourse markers are the same. 3). the interaction between medium versus high mastery of discourse markers is $M=-10.50$. Sig value <0.05 means H_0 is rejected. These findings conclude that there is a difference in the English-speaking abilities of students with medium and high mastery of discourse markers. 4). the interaction between medium versus low mastery of discourse markers is $M=-9.21$. Sig value <0.05 means H_0 is rejected. These findings conclude that there are differences in the English-

speaking abilities of students with medium and low mastery of discourse markers. 5). the interaction between low versus high mastery of discourse markers is $M=-1.29$. If the sig value is > 0.05 , then H_0 is accepted. These findings conclude that the English-speaking abilities of students with low and high mastery of discourse markers are the same. 6). the interaction between low versus medium mastery of discourse markers is $M=9.21$. Sig value < 0.05 means H_0 is rejected. These findings conclude that there are differences in the English-speaking abilities of students with low and medium mastery of discourse markers.

The Scheffe test is a post-hoc statistical test employed in statistical analysis. The Scheffe test is utilized for conducting unplanned comparisons of group means in variance studies (ANOVA). Unplanned comparisons refer to comparisons made during data collection after doing the ANOVA test, where the comparison parameters are not initially included in the ANOVA experiment. The Scheffe test is employed to ascertain if one set of means differs significantly from the average of another. Further analysis reveals that the Scheffe test indicates that English speaking ability is significantly and positively impacted by the interaction between learning media groups comprised of students with high, medium, and low mastery of discourse markers. This implies that a student's proficiency in English speaking will increase proportionally to their mastery of discourse markers. Students who fail to master discourse markers or have a limited understanding of them, conversely, encounter challenges when attempting to speak English. Scheffe's follow-up test demonstrated that the interaction between learning media groups and mastery of high, medium, and low discourse markers was significant for four groups (high vs moderate, moderate vs. high, moderate vs low, and low vs. moderate), as indicated by the significant mean difference at the 0.05 level in Table 3. However, the interaction between learning media groups and mastery of high, medium, and low discourse markers was not significant for the two groups. Figure 1 depicts the impact of interactions between learning media groups, comprised of students with varying levels of competence in discourse markers, on English speaking ability. This is based on the findings obtained via data analysis using Scheffe tests.

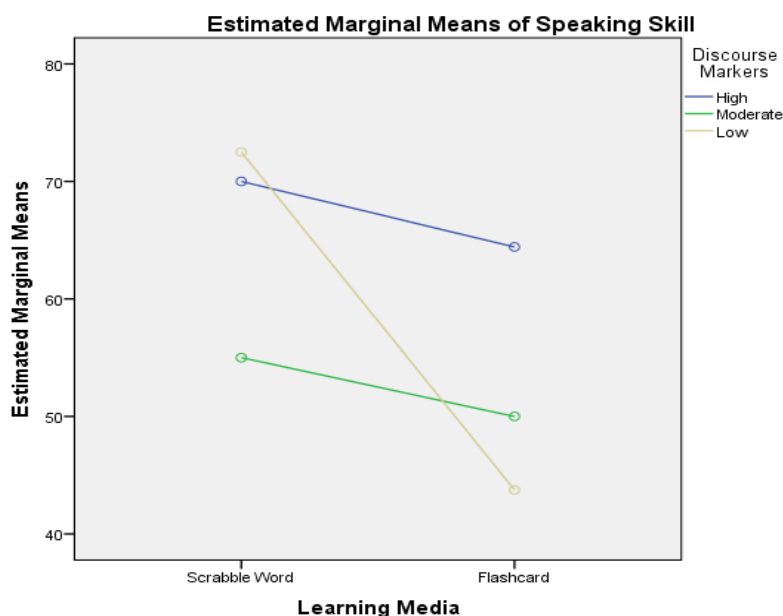


Figure 2. Estimated marginal means.

Based on Figure 2, it is estimated that there is an interaction between learning media, mastery of discourse markers, and students' English language skills. As visualized in Figure 2, through the medium of Scrabble, the group with low mastery of discourse markers significantly outperformed the group with high mastery of discourse markers in terms of speaking results. On the other hand, in implementing flashcard teaching, the group with high mastery of discourse markers significantly improved their speaking results compared to the group with low mastery of discourse markers. Next, the marginal average estimate in the graph above shows an image of the interaction of three lines that intersect with other lines. This means that the use of learning media influences students' English language skills through interaction with their mastery of discourse markers, whatever the level of mastery of discourse markers of students in various discourse marker mastery groups. The findings of this research indicate an interaction between the two independent variables and the dependent variable, namely, the interaction between the learning media variables and mastery of discourse markers on students' English-speaking abilities. This finding is a new perspective that has yet to exist in previous research. The new perspective on this finding is integrating learning media and mastery of discourse markers to improve students' English-speaking skills. In the context of the research questions and objectives, the research findings are very appropriate to the research questions and objectives the researcher presents. The findings of this research also have beneficial implications: learning English using Scrabble Word and Flashcard learning media integrated with students' mastery of discourse markers can improve students' English-speaking skills. The findings of this research provide a new perspective for teachers and students in the English language learning process. Regarding the second subproblem, this research demonstrates that there may be variations in students' proficiency in using discourse markers depending on their gender. Therefore, the disparities in mean grades among male and female students were utilized. Table 5 presents the disparities in students' proficiency in discourse markers based on gender, considering the distinctive attributes of male and female students.

Table 5. Differences in mastery of discourse markers based on gender.

Discourse Marker	Mean	Std. Deviation	Gender	N
High	96.33	7.506	Male	10
	83.33	2.082	Female	3
	91.83	6.969	Total	13
Moderate	82.14	9.765	Male	14
	65.68	3.344	Female	12
	72.08	10.410	Total	26
Low	86.25	4.500	Male	30
	34.75	1.560	Female	31
	60.50	27.923	Total	61
Total	83.67	8.697	Male	54
	64.59	15.751	Female	46
	72.60	16.222	Total	100

The findings of the 2-way ANOVA analysis in Table 5 indicate significant disparities in the means and standard deviations between male and female students in terms of their mastery of discourse markers. The disparity in mastery of discourse markers

between male and female students is evident in the mean scores of each group. Among male students, the mean score is 96.33 with a standard deviation of 7.506, and 10 male students have achieved mastery in this area. Conversely, among female students, the mean score is 83.33 with a standard deviation of 2.082, and only three female students have demonstrated high proficiency in discourse markers. In the group of students with moderate proficiency in using discourse markers, the average score for male students is 82.14, with a standard deviation of 9.765. There are a total of 14 male students who have a high level of proficiency in using discourse markers. On the other hand, the average score for female students is 65.68, with a standard deviation of 3.34. Among the female students, there are a total of 12 students who have a high level of proficiency in using discourse markers. For the group of students with low proficiency in discourse markers, the mean score for male students is 86.25, with a standard deviation of 4.50. Thirty male students have a high mastery of discourse markers. On the other hand, the mean score for female students is 34.75, with a standard deviation of 1.56. Thirty-one female students have a high mastery of discourse markers. There is variation in the proficiency of pupils in using discourse markers across different levels and genders.

According to the findings above, proficiency in using discourse markers has a notable influence on students' speaking skills, and gender disparities also play a role in mastering discourse markers. These findings can be utilized as a theoretical and empirical basis for practical instructional approaches, particularly in the context of English language acquisition. Meanwhile, the results of the data analysis of this research indicate that female students tend to have difficulties in mastering discourse markers, while men do not experience such difficulties. The data analysis includes a comparison of the mean and standard deviation. However, mastery of discourse markers varies between groups, starting with the high, medium, and low discourse marker groups, depending on the student's gender.

Discussion

The objective of this research is to address three research inquiries utilizing quantitative methods. A two-way 2x3 ANOVA factorial study design examined various independent and dependent variable combinations. According to research findings, the utilization of the Scrabble Word and Flashcards learning tools has a significant influence on enhancing English speaking skills. This finding contradicts the conclusions of previous studies (Febriani, 2020; Khaira et al., 2021), which stated that using scrabble words is an effective and distinctive method for enhancing and reinforcing literacy abilities. This educational tool is beneficial in fostering innovative critical thinking, logical reasoning, and analytical skills among engineering students. In addition, utilizing Scrabble media can enhance the effectiveness of studying Arabic vocabulary. The disparity between the outcomes of this study and prior research lies in the fact that the Scrabble Word learning tool solely enhanced students' vocabulary proficiency.

Conversely, the findings of this study demonstrate that the Scrabble Word tool effectively enhanced students' English-speaking abilities, as evidenced by the results of the two-way ANOVA analysis mentioned earlier. The utilization of media can be a valuable tool for teachers to inspire and motivate students in their quest for mastery of the English language. Media serves as a conduit for communication, particularly in educational settings where it provides content to students to enhance effective instruction (Syafrizal et al., 2020).

Additional discoveries in this study further demonstrate that the utilization of Flashcard learning media can enhance students' proficiency in spoken English. This finding contradicts previous research (Khan, 2022; Susantini & Kristiantari, 2021; Wen et al., 2020) that asserted the beneficial effects of flashcards on students' vocabulary development in online education. Furthermore, including flashcards in Chinese language instruction is recommended to enhance students' motivation and expedite the learning process. This research's distinguishing factor is the efficacy of flashcard media in enhancing students' English-speaking proficiency. This contrasts with prior research findings asserting that flashcard media enhanced pupils' vocabulary proficiency. The study's findings thoroughly explain the significant impact of learning media on enhancing English speaking proficiency, a crucial aspect of achieving fluency in a foreign language. The findings offer empirical data that supports the use of learning media in the English curriculum. An essential basis for educational policies prioritizing the utilization of learning media as a potent instrument to enhance English language proficiency and promote the development of a curriculum that is more flexible, responsive to technological advancements, and facilitates student success in spoken English abilities.

The research findings offer a comprehensive insight into the importance of learning media in enhancing English speaking abilities, a crucial component in acquiring a foreign language. These findings give empirical evidence to justify incorporating learning media into the English curriculum. An essential basis for educational policies that promote the utilization of learning media as a potent tool to enhance English language proficiency and foster the creation of a curriculum that is more adaptable, responsive to technological advancements, and facilitates students' achievements in oral English skills. Teachers acknowledge that the effectiveness of English language education can be enhanced by using learning media (Madayani & Muhassin, 2020). Learning media is a facilitative instrument for educators to effectively communicate knowledge during learning activities (Windawati & Koeswanti, 2021).

The second study indicates that variations exist in students' English-speaking proficiency, which is impacted by students' level of proficiency in discourse markers, categorized as high, medium, and low. The research findings indicate that the impact of high, medium, and low proficiency in discourse markers on English-speaking outcomes varies depending on the level of proficiency in discourse markers (high, medium, and low). The results of a two-way ANOVA analysis, using simultaneous test scores (F test) and significance values (Table 3), provide evidence of variations in English speaking abilities among groups categorized by high, medium, and low discourse mastery markers. These findings are further supported by additional tests conducted using the Scheffe test (Table 4). Four groups of students exhibit proficient speaking skills in using discourse markers: (high vs. medium group, medium vs. high group, medium vs. low group, and low vs. medium group).

Additionally, two groups do need to demonstrate more mastery of discourse markers. (Comparing high to low and low versus high). Discourse markers are linguistic features that rely on their order and purpose to define segments of spoken language (Schiffrin, 1987).

This finding aligns with previous studies that have demonstrated the role of discourse markers as strategic tools for organizing and structuring verbal communication at various levels, including interpersonal, referential, structural, and cognitive (Arya, 2020; Jayantini et al., 2022; Truong, 2022). Additionally, these studies

have highlighted the significance of discourse markers in English conversations, facilitating effective communication and conveying the speaker's attitude. However, the findings of this second study differ from (Khameneh and Faruji, 2020), who found that discourse markers had no discernible effect on students' speaking ability or willingness to communicate at an intermediate level of English as a foreign language (EFL).

Additionally, the researchers discovered that many students had yet to attain proficiency in discourse markers, as seen by the statistical analysis results presented in Table 4. The group of students with a high knowledge of discourse markers consisted of 10 males and three females. Sixty-one students were left in the moderate discourse marker mastery group, while the remaining 26 were in the moderate discourse marker mastery group. Additionally, it has been discovered that there are hindrances to acquiring proficiency in discourse markers within educational institutions, namely due to the restricted amount of time designated for English instruction as outlined in the Indonesian curriculum (Amalia et al., 2021; Burhansyah et al., 2020; Smith, 2020; Zein et al., 2020). The results of this subsequent study underscore the significance of teachers instructing discourse markers in educational institutions, notwithstanding the constrained time allotted for English language instruction. In addition, students must exert more effort to acquire proficiency in discourse markers to enhance their English speaking and writing abilities. Discourse markers can generate interactive and communicative statements pertinent to the speaker, thereby providing an understanding of the cognitive processes associated with speech processing.

The research also reveals, as its third finding, that gender differences exist in the proficiency of discourse markers among students. The findings of the descriptive statistical analysis (Table 5) indicate that among the ten students in the high category, male students demonstrate a greater mastery of discourse markers than their female counterparts, who number only three. Then, fourteen male students succeeded within the cohort that achieved mastery of medium discourse markers, while only twelve female students did so. In contrast, among the 30 male students in the low mastery of discourse markers group, 31 students possessed proficiency in medium discourse markers, while the number of female students was 31. In general, the proficiency of discourse markers was observed among 54 male students and 46 female students. This discovery intrigues scholars and calls for further comprehensive investigation in the future, as researchers presently face temporal and financial constraints that prevent them from examining the determinants of discourse marker mastery that vary by gender among students. Students must have a firm grasp of discourse markers to indicate transitions, combine ideas, express attitudes, and regulate communication in general. Specific individuals perceive discourse markers solely as characteristics of verbal communication.

Furthermore, discourse markers significantly aid communicators in establishing a foundation for impromptu or spontaneous communication. This third research study is unique because it is the first to discover that gender influences the mastery of discourse markers, with no prior research references available. Researchers are unable to make comparisons with prior research. Based on research findings show that male students are better than female students at mastering discourse markers in English learning activities.

The fourth study demonstrates an interaction between the use of different learning media and the proficiency of students with varying proficiency levels in discourse markers about their speaking abilities. The research findings indicate that integrating

learning media with proficiency in discourse markers has a noteworthy impact on students' proficiency in spoken English. This is supported by the outcomes of the two-way ANOVA examination, as indicated by the concurrent F test value and significant value (Table 3), and further corroborated by the interactive effects of the variables image (Figure 1). Based on these two pieces of evidence, research findings substantiate the occurrence of this relationship. The presence of a correlation between the independent and dependent variables in this study suggests that the data presentation and analysis demonstrate a substantial enhancement in students' speaking skills. The fourth research conclusion emphasizes the interaction between learning media and proficiency in using discourse markers on students' English language skills. This research's findings are unprecedented in that they have never existed before. Discourse markers are pragmatic cues that provide commentary on the subsequent utterance. Essentially, they initiate a spoken statement and demonstrate how the speaker communicates its central point to connect with the previous conversation (Iman & Mutiarani, 2024). They are most likely to occur in spontaneous verbal communication.

CONCLUSION

Fundamental Finding: Based on the results and discussion. The results of this research are grouped into four research findings, namely (1) differences in students' speaking abilities between students who were treated using the learning media Scrabble Word and flashcards, (2) differences in students' speaking abilities with high, medium and low mastery of students' discourse markers, (3) an interaction between learning media and high, medium, and low students' mastery of discourse markers on students' speaking abilities, and (4) differences in mastery of discourse markers based on students' gender, from the average of pre-test and post-test. What is new to our research is that there are differences in mastery of discourse markers based on student gender. Meanwhile, the results of the data analysis of this research indicate that female students tend to have difficulties in mastering discourse markers, while men do not experience such difficulties. The data analysis includes a comparison of the mean and standard deviation. However, mastery of discourse markers varies between groups, starting with the high, medium, and low discourse marker groups, depending on the student's gender. **Implication:** The research findings also have practical implications for acquiring English. This research presents a novel approach by examining the impact of combining learning media and proficiency in discourse markers on students' speaking skills. In addition, the research findings suggest that a fresh viewpoint on gender disparities significantly impacts students' proficiency in using discourse markers. The research findings have significant consequences for teachers since they provide a more comprehensive range of options for English learning media.

Additionally, these findings profoundly impact the mastery of the English language. **Limitation:** This research is subject to multiple restrictions. The primary constraint is the sample size, which is limited due to the short duration of the study and the restricted budget provided exclusively for high school education. In essence, this study is limited by several factors in its research design, such as an unequal distribution of students across different groups and a brief data analysis. **Future Research:** Although this research has shown that integrating learning media and mastering discourse markers improves students' English language skills, it does not explore broader linguistic phenomena. It focuses exclusively on English language competency and does not include all aspects of English language proficiency. Therefore, further investigation

is necessary to explore different aspects of language. The researcher suggests that future studies further investigate the influence of discourse markers and other educational tools on improving English language competency.

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