MANUSCRIPT (*NASKAH PUBLIKASI*)

"EXPLORING PRE-SERVICE ENGLISH TEACHERS' UNDERSTANDING AND PERSPECTIVES OF DIGITAL LITERACY IN LEARNING PROCESS"

"*MENYELIDIKI PEMAHAMAN DAN PERSPEKTIF GURU BAHASA INGGRIS PRAJABATAN TENTANG LITERASI DIGITAL DALAM PROSES PEMBELAJARAN*"

INDAH DAMAYANTI[1], IBRAHIM[2]

BY:

INDAH DAMAYANTI
NIM. 1911102421016

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR

2023

MANUSCRIPT (*NASKAH PUBLIKASI*)

"Exploring Pre-Service English Teachers' Understanding And Perspectives Of Digital Literacy In Learning Process"

"Menyelidiki Pemahaman Dan Perspektif Guru Bahasa Inggris Prajabatan Tentang Literasi Digital Dalam Proses Pembelajaran"

INDAH DAMAYANTI[1], IBRAHIM[2]

BY:

INDAH DAMAYANTI
NIM. 1911102421016

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR

2023

NASKAH PUBLIKASI

EXPLORING PRE-SERVICE ENGLISH TEACHERS' UNDERSTANDING AND
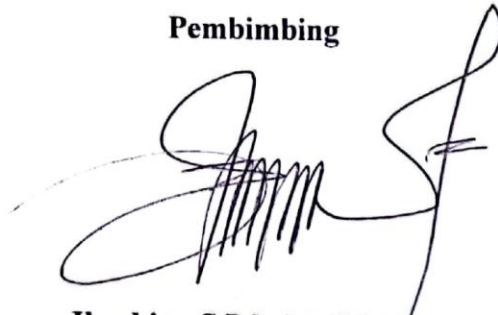
PERSPECTIVES OF DIGITAL LITERACY IN LEARNING PROCESS

Oleh:

Indah Damayanti
NIM. 1911102421016

Samarinda, 23 Agustus 2023

Telah disetujui Oleh

Pembimbing

Ibrahim, S.Pd., M. TESOL
NIDN. 1116019002

Persetujuan Publikasi

Kami dengan ini mengajukan surat publikasi penelitian dengan

Judul:

EXPLORING PRE-SERVICE ENGLISH TEACHERS' UNDERSTANDING AND
PERSPECTIVES OF DIGITAL LITERACY IN LEARNING PROCESS

Bersama dengan surat persetujuan ini kami lampirkan makalah publikasi
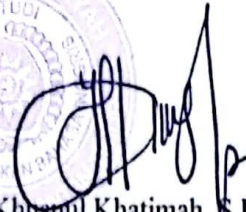
Penguji 1

Peneliti

Sunarti,S.Pd.,M.Pd
NIDN. 1103117901

Indah Damayanti
NIM. 1911102421016

Mengetahui,

Ketua Program Studi
Pendidikan Bahasa Inggris

Khusnul Khatimah, S.Pd., M.Pd.
NIDN. 1128068901

EXPLORING PRE-SERVICE ENGLISH TEACHERS' UNDERSTANDING AND

PERSPECTIVES OF DIGITAL LITERACY IN LEARNING PROCESS

Yang disiapkan dan disusun Oleh

Nama   : Indah Damayanti

NIM   : 1911102421016

Program Studi   : S1 Pendidikan Bahasa Inggris

Telah dipertahankan di depan penguji pada tanggal 11 Juli 2023 dan dinyatakan telah

memenuhi syarat untuk diterima sebagai kelengkapan guna mencapai derajat sarjana

Pendidikan Bahasa Inggris pada Universitas Muhammadiyah Kalimantan Timur.

Susunan Penguji:

Penguji I   : Sunarti, S.Pd.,M.Pd
                  NIDN. 1103117901

Penguji II   : Ibrahim, S.Pd., M. TESOL
                  NIDN. 1116019002

Mengetahui,

Dekan Fakultas Keguruan dan Ilmu Pendidikan	Ketua Program Studi Pendidikan Bahasa Inggris
Prof. Ali Saukah, M.A., Ph.D. NIDK. 891262001	Khusnul Khatimah, M.Pd. NIDN. 1128068901

LEMBAR PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini,

Nama	: Indah Damayanti
Tempat, Tanggal Lahir	: Samarinda, 02 April 1997
Alamat	: Jl. A. W Syahrani Gg. 4 Rt. 01
NIM	: 1911102421016

Dengan ini menyatakan bahwa karya ini adalah hasil kerja saya sendiri kecuali kutipan dan ringkasan yang masing-masing telah saya jelaskan sumbernya.

Demikian surat pernyataan keaslian tulisan ini saya buat.

Samarinda, 22 Agustus 2023

(Indah Damayanti)

Exploring Pre-Service English Teachers' Understanding and Perspectives of Digital Literacy in Learning Process

Indah Damayanti
Email: Maiia.indah24@gmail.com
Universitas Muhammadiyah Kalimantan Timur

Ibrahim
Email: Ibr195@umkt.ac.id
Universitas Muhammadiyah Kalimantan Timur

Abstract (English)

The purpose of this study is to exploring understanding of pre-service English teachers in English education at one of the private universities in Kalimantan Timur regarding digital literacy in learning, as well as the perception of pre-service English teachers about the importance of digital literacy in Education. This research is conducted using descriptive research techniques, qualitative case studies. The subjects of this research are four students from the English Education Department. The instrument used in this research was interview and observation. The results show that most students already have a good understanding of digital literacy in general, but in the scope of education students understanding are still weak, and students have a positive perspective on digital literacy and are aware that it is important to have an understanding of digital literacy.

Keywords: Digital Literacy, Pre-Service English Teachers, Learning Process

INTRODUCTION

In the current 4.0 industry era, people's dependence on the internet and technology has increased significantly, because people have started using the internet for all activities, as Bresnahan & Yin (2017) said in the current era information and communication technology (ICT) systems are part of everyday life. In this case, educational institutions play an important and influential role in promoting and implementing digital literacy education, according to Peromingo & Pieterson (2018) effective participation in the community environment depends on one's digital skills, which correlate with the level of education. Digital systems are increasingly seen as the center of running and organizing educational institutions with modern concepts, Selwyn et al. (2017) Digital literacy is the knowledge and ability to use digital media, communication tools, or networks to evaluate, use, create and utilize information correctly, wisely, intelligently, meticulously, accurately, and legally, and is based on fostering communication, and interaction in everyday life.

Pre-service teachers need to understand the importance of digital literacy in order to effectively apply pedagogical competencies and equip themselves to cope with the changes brought about by technological advances. This is also in line with the fact that digital literacy can help learners to participate in the competitive world and overcome the increasing competitiveness in the digital era (Komlayut & Srivatanakul, 2017). According to Zaiat et al.

(2000), the rapid advancement of technology today allows educational students as prospective teachers to be able to equip students with cognitive skills in order to process various information, such as problem solving, critical thinking, strategic planning, social conversation skills, teamwork, perseverance, curiosity, and also initiative. By utilizing the rapid development of technology today, pre-service teachers must be able to develop understanding and skills, using computers, literacy skills for innovative learning and understanding of digital technology in learning in order to provide knowledge to their students (Nuryani & Handayani, 2020).

According to this perspective, it can be said that future teacher candidates must have reading skills that include digital literacy, including the ability to know and use technology in the learning process. Digital literacy is not just about reading and writing skills, but more complex digital competencies include skills to use, understand, evaluate, and analyze information in different formats. However, in fact several studies say that there are still weak digital literacy competencies that teachers or pre-service teachers have, both in the field of ICT literacy, starting from teacher education that does not pay attention to the digital competence of teaching students (Helleve et al., 2020).

According to Feerrar (2019) due to the growing and widespread impact of digital technology, not only in the teaching and learning process and research, but universities must also ensure that students can use and utilize digital devices so as to be able to create critically, as content to gain digital literacy skills. Weak digital literacy among prospective teachers necessitates efforts to improve their understanding, starting with the concept of Perception said by Listyana & Hartono (2015) that perception contains a process to know and assess the extent to which we know other people. In this case, perception is used to measure the size of prospective teachers understanding of digital literacy.

The objective of this study is to find out the understanding of pre-service English teacher from English education department in one of Private Universities at Kalimantan Timur regarding digital literacy in learning, as well as the perception of pre-service English teachers about the importance of digital literacy in Education.

According to Kementerian Pendidikan dan Kebudayaan (2017), digital literacy is seen as one of the challenging skills required by 21st-century society. This relates to the capacity for communicating, creating and exchanging meaning, analyzing and evaluating the information included in networked digital resources, and having a working knowledge of technology, media, and information (Hague & Williamson, 2010)

In short, digital literacy leads to learning to understand and use technology, starting with critically finding and evaluating information as a learning resource, processing those resources in digital media, and finally presenting and communicating with peers. Therefore, according to Ackerman (2010) grouping 3 components of digital competencies that student must have in the learning process namely information literacy, media literacy and information and communication technology literacy.

A pre-service teacher is a person who is preparing to become a certified teacher through an approved teacher education program, the pre-service teacher education program aims to prepare undergraduate students to become competent teachers with pedagogical practices that will serve to meet the increasing demands related to the teacher profession (Bransford et al.,2015).

Perception is the idea of a person when he has seen and done something so that he can infer what he feels. According to Mullins (2005), perception is the process of a person choosing, organizing, and interpreting information. So it can be concluded that perception is something that

is received through the five senses so that each individual can choose, organize, and translate information to create a meaningful picture of the world.

Research conducted by Pertiwi (2022) using qualitative methods that explore the digital literacy skills of students and their perspectives on digital literacy in EFL learning. Research using this questionnaire instrument showed aspects of digital literacy that affect students' EFL learning involving technological (ICT) and media literacy, as well as their perspectives on digital literacy. The results showed that EFL students were encouraged to apply digital literacy because almost all components of learning were integrated with digital technology. As a result, they showed a heightened awareness of keeping up with the latest issues of digital literacy in their EFL learning.

Then another study conducted by Durriyah et al. (2018) with a qualitative method that explores the perceptions of prospective teacher students about the use of digital technology for EFL teaching. This research was in the form of a course given to a group of prospective teacher students at a Jakarta state Islamic university where they learned conceptual and practical knowledge about digital technology in the teaching and learning process, then they were assigned to explore the available digital technology and must integrate the technology into the teaching unit contained in junior high school English textbooks. The most popular digital technologies chosen are Facebook blogs, Skype, and WhatsApp. Each of the technologies offers unique potential to facilitate and enhance Language learning. The study used a qualitative paradigm, and the results suggest that digital technology seems to have great potential to teach English skills.

METHOD

This research used descriptive case study of qualitative research design. The focus of this research were students at one of the private universities in Kalimantan Timur, and the researcher chose 4 students from the English Education study program, students in 6th semester. Some of the characteristics that selected by the researcher are two male students with the highest and lowest scores, and two female students with the highest and lowest scores. The score is selected based on their GPA (Grade Point Average). The score is accumulated from semester 1 to semester 5.

Data gathering techniques that used by researcher include observation and interviews. The first instrument in a descriptive qualitative case study is observation. In this instrument, researcher made observations through OpenLearning media for English Education students in 6th, to find out the extent to which they understand the use of OpenLearning media, and how familiar they are in doing assignments in OpenLearning and the second used interviews to gather more in-depth information from participants. In this study, researcher conducted semi structure interview. Information collected, submitted in writing or captured in audio, video, or audio-visual format. The researcher analyze the data using Miles & Huerman (1994), the qualitative data analysis process which included three stages such as data reduction, data presentation, and conclusion.

FINDINGS
3.1 Digital Literacy knowledge of pre-service English teacher

The result of the study shows that two of the four students only understand the definition of digital literacy, but they feel that they are not literate in the digital world. According to the interview, the participants are actually good at using technology and understand technology but

in terms of technology for learning they do not understand well. This happened because some students stated that they have not really followed digital developments in the world of education.

"..I think digital literacy is the understanding of reading material related to digital, for example reading material using smartphones such as reading webtoons, reading dramas and others. In the use of technology, I understand quite well, such as the use of social media, but in the world of education I feel that I am not yet digitally literate because I have not really followed digital developments in the world of education". **(Interview Student A).**

This is reinforced when researcher observed the participants in their Open Learning application, where they completed their progress well, but in a fairly short time.

"Student A completed all the progress, but the time spent was quite short, it can be seen that Student A understands how to use the Application but does not make good use of study time" **(Observation Student A).**

In terms of learning, it is found that some students admitted to only understanding the basics of using learning media, for example, the use of zoom, open learning, and power points.

"..Maybe only the basics I understand technology, because only a few I know, for example zoom, power point, open learning, only the basics, but if I understand the current website, maybe I don't really understand." **(Interview Student B)**

In the next question the researcher asked "digital tools that are most often used, and used for what purposes?" the participants answered that the digital tool most often used is the smartphone, and the majority answered the function of using the smartphone, namely for communication, playing games, social media and as a tool for learning.

"...The digital tool that I use is my mobile phone, which I use for relationship, searching for information, playing games, social media and as a tool for the learning process," **(Interview Student B)**

In the next question, the researcher asked about the media application that they often use for learning, and how they use it for learning purposes, various ways of students using applications for learning, and most students use the Instagram application, and YouTube as one of the learning media they use.

"..If you use social media applications like a Instagram or Youtube, maybe in general we can follow native influencer speakers who have qualified English knowledge for us to follow, in order to increase our vocabulary." **(Interview Student A&D)**

"..When using Youtube, I usually pre-set the algorithm to a foreign country, especially in English, for example in search, homepage, content, and so on, making it easier for me to learn English using this app." **(Interview Student B)**

In general, in the interview section, the researcher found that students actually understand digital literacy and are able to use technology well, but in terms of digital in the teaching and

learning process, students still do not understand or still have shortcomings. One of the causes of students' weak knowledge of digital literacy in the learning case is that students are more interested in using technological tools only for entertainment and entertainment and another cause is that students tend to be lazy in looking for new information about learning.

*"..I am also a lazy person to find out something new/information especially in terms of learning, so in my opinion, I am lacking in terms of digital literacy for learning."***(Interview Student C)**

Their lack of knowledge about digital literacy skills in the learning process namely students do not maximize the time in learning activities that take place using learning media, like Open Learning.

"..Yes, we use Open Learning as one of the learning media, but usually depending on the students, we just read the material briefly and then skip to the next page, or actually read the whole material thoroughly. I am also sometimes active in Open Learning, but sometimes not active". **(Interview Student D)**

This is then reinforced by the findings of observations made by researcher to four students in the activity of using one of their learning media, namely OpenLearning. The observation results showed that the activities of the four students are quite low, and did not maximize their time in learning activities that took place using OpenLearning media. Researcher assessed some of their activities in OpenLearning, namely, Activity, Creativity, and Effectiveness of students in using OpenLearning media. During the observation, the researcher found a low level of student reading which can be seen from the progress and time spent by students in reading the material, as well as low student activity in finding ideas / ideas and asking questions.

"The researcher found activities Three out of four students sampled had completed their progress in less than 2 hours, and the majority did not complete the tasks in Open Learning until they were finished." **(Observation Student B, C, D)**

So based on the explanation given above, it can be concluded that the majority of students who are research samples after being observed and interviewed, the result is that students only have a good interest and understanding in technology, such as using it in terms of entertainment, but for the use of technology in terms of learning, students have less interest and less understanding, which is due to the lack of students in utilizing digital literacy technology in learning, as well as students' laziness in terms of searching and reading information in terms of learning.

3.2 Pre-Service English Teachers' Perspectives
In addition to finding students' abilities regarding digital literacy, researcher also found various kinds of perceptions that students have of digital literacy skills. Of the four students who are sampled, all stated that they are aware that digital literacy skills are needed in the current era, they agreed that in today's increasingly advanced era digital literacy is very important especially in the future technology will change increasingly sophisticated.
Some students have the perception that having digital literacy skills can expand our knowledge, because according to them, the more literate we are about digital literacy, the wider

the knowledge we got, especially in the current era, knowledge is not only obtained from books, but can be obtained in advanced technology.

"..Having digital literacy skills in the current era is very important because digital literacy today requires us to learn not only from books but from digital tools, so we must be able to adapt from books to digital. Because our smartphones are not only for social media but can also access other applications, so if we are not digitally literate, we will find it difficult to progress, so you should not just stick to books."(Interview Student A)

Other students also have a perception of digital literacy that in the current era almost every human being really likes something instant in living everyday life, when we have digital skills it will be very helpful for us, especially the use of digital today is not only used for learning but for other purposes, such as payments.

"..Having digital literacy skills is very important because now everything is digital, starting from digital payments, learning through digital, so we as individuals are required to understand, if not we will be outdated."(Interview Student B &C)

Based on the results of the explanation given above, the researcher concluded that all students who were sampled had a positive view of digital literacy in general, which means that students as prospective teachers have the perspective that having digital literacy skills for a student is very important, but the perspective of students in the scope of education is still lacking, due to students' disinterest in understanding digital literacy in the learning process.

DISCUSSIONS

The results of interviews and observations made to students who are research participants, it is that students have a good understanding of technology, for example in terms of entertainment, but for the use of technology in terms of learning, students are less interested and lack a good understanding, which is due to the lack of students in utilizing digital literacy technology in learning, as said by Helleve et.al. (2020), in fact several studies say that there are still weak digital literacy competencies that teachers or pre-service teachers' have, both in the field of ICT literacy, starting from teacher education that does not pay attention to the digital competence of teaching students, even so they realize that having digital skills in this day and age is very important. This is consistent with the view that according to Bresnahan & Yin (2017) in the current era information and communication technology (ICT) systems are part of daily life.

When discussing the world of technology, especially in the world of education, having digital literacy skills will greatly help students in the future in the learning process. This is in line with what Komlayut & Srivatanakul (2017) said that the need to adapt to advances in digital technology aims to prepare prospective teachers, especially at the university level, to be successful in the future, for example in careers and social life. This is also in line with the fact that digital literacy can help learners to participate in the competitive world and overcome the increasing competitiveness in the digital era.

This finding is consistent with research conducted by Pertiwi (2022) which states that digital literacy has equipped students or participants with the ability and awareness to have one of the essential skills for 21st century society in their learning activities. The exploration of digital

literacy in the learning process however should be promoted not only in the higher education level but also for every level of education.

Digital literacy is not only about reading and writing skills, but more complex digital competencies include skills to use, understand, evaluate, and analyze information in various formats. However, due to the low of students interest in reading and searching or finding the latest information, thus making student literacy still weak.

One of the causes of weak students in using technology in the scope of learning is according to Selwyn (2008) most of the studies that have been conducted over the past decade into students' everyday use of ICT at university have tended to be subject specific, as evinced in recent studies into ICT use amongst students studying subjects such as dental education, accounting and business studies and computer science. So it can be said that there are specific majors that are intense in the use of technology, but there are majors that are less intense in technology, for example social science majors.

Thus, based on the results and discussion above regarding the study of students' understanding and perceptions of digital literacy in the learning process, it is known that students have a good understanding of technology, but for the use of technology in terms of learning students are less interested and lack a good understanding, which is due to the lack of students in utilizing digital literacy technology in learning.

CONCLUSION

Based on the research findings and discussion above, the researcher concluded that basically students have good digital literacy skills in general, but in the scope of learning, students tend not to understand digital literacy well. It can be said that they are only active users of digital technology but they rarely utilize digital technology for learning purposes. The weak digital literacy skills of students are caused by one factor, namely student laziness in searching for information and the lack of students in maximizing time in learning activities, for example in the use of open learning.

In general, students have a positive perspective on digital literacy, but in terms of learning, students lack interest in understanding digital literacy in the learning process. Finally, it is recognized that the benefits of having digital literacy skills and ubiquitous digital technology provide collaborative or independent learning, easy, effective and efficient use, communicative and interactive activities, and creativity and critical thinking. However, the lack of skills in mastering digital technology in the learning process is an obstacle experienced by students as prospective teachers today.

REFERENCES

Bresnahan, T., & Yin, P. L. (2017). Adoption of new information and communications technologies in the workplace today. *Innovation Policy and the Economy*, *17*(1), 95–124. https://doi.org/10.1086/688846

Feerrar, J. (2019). Development of a framework for digital literacy. *Reference Services Review*, *47*(2), 91–105. https://doi.org/10.1108/RSR-01-2019-0002

Gary L. Ackerman. (2010). *Brief Review of Fadel , C ., & Trilling , B . (2009). 21st Century Skills : Learning for Life in Our Times . San Francisco : Jossey-Bass . March*, 2010–2012.

Hague, C., & Williamson, B. (2010). Digital participation, digital literacy and schools. *Curriculum and Leadership Journal*, *8*, 10.

Helleve, I., Grov Almås, A., & Bjørkelo, B. (2020). Becoming a professional digital competent teacher. *Professional Development in Education*, *46*(2), 324–336. https://doi.org/10.1080/19415257.2019.1585381

Kementerian Pendidikan dan Kebudayaan. (2017). *Materi pendukung literasi digital.*

Komlayut, S., & Srivatanakul, T. (2017). Assessing digital literacy skills using a self-administered questionnaire. *Review of Integrative Business and Economics Research*, *6*(3), 74–85. https://search.proquest.com/docview/1918329175?accountid=174776

Lathipatud Durriyah, T., & Zuhdi, M. (2018). Digital Literacy With EFL Student Teachers: Exploring Indonesian Student Teachers' Initial Perception About Integrating Digital Technologies Into a Teaching Unit. *International Journal of Education and Literacy Studies*, *6*(3), 53. https://doi.org/10.7575/aiac.ijels.v.6n.3p.53

Listyana, R., & Hartono, Y. (2015). Persepsi Dan Sikap Masyarakat Terhadap Penanggalan Jawa Dalam Penentuan Waktu Pernikahan (Studi Kasus Desa Jonggrang Kecamatan Barat Kabupaten Magetan Tahun 2013). *Agastya: Jurnal Sejarah Dan Pembelajarannya*, *5*(01), 118. https://doi.org/10.25273/ajsp.v5i01.898

Mullins, J. W. (2005). *Marketing Management: A Strategic, Decision-making Approach McGraw-Hill/Irwin series in marketing The Irwin/McGraw-Hill series in marketing*.

Nuryani, D., & Handayani, I. (2020). Kompetensi Guru Di Era 4.0 Dalam Meningkatkan Mutu Pendidikan. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgri Palembang 10 Januari 2020*, 224–237.

Peromingo, M., & Pieterson, W. (2018). *A shift towards reciprocity*. http://eprints.lse.ac.uk/64485/

Pertiwi, I. (2022). Original research article digital literacy in EFL learning: University students' perspectives. *JEES (Journal of English Educators Society)*, *7*(2), 197–204. https://doi.org/10.21070/jees.v7i2.1670

Selwyn, N. (2008). An investigation of differences in undergraduates' academic use of the internet. *Active Learning in Higher Education*, *9*(1), 11–22. https://doi.org/10.1177/1469787407086744

Zaiat, M., Passig, F. H., & Foresti, E. (2000). A mathematical model and criteria for designing horizontal-flow anaerobic immobilized biomass reactors for wastewater treatment. *Bioresource Technology*, *71*(3), 235–243. https://doi.org/10.1016/S0960-8524(99)00077-

UMKT
UNIVERSITAS MUHAMMADIYAH
Kalimantan Timur

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

SURAT KETERANGAN ARTIKEL PUBLIKASI

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama	:	Ibrahim, S.Pd., M. TESOL
NIDN	:	1116019002
Nama	:	Indah Damayanti
NIM	:	1911102421016
Fakultas	:	Keguruan dan Ilmu Pendidikan
Program Studi	:	S1 Pendidikan Bahasa Inggris

Menyatakan bahwa artikel ilmiah yang berjudul *"Exploring Pre-Service English Teachers' Understanding and Perspectives of Digital Literacy in Learning Process"* telah di submit pada jurnal ELT WORLDWIDE: Journal of English Language Teaching pada tahun 2023, https://ojs.unm.ac.id/ELT/author/submission/51522

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Samarinda, 06 Safar   1445 H
23 Agustus 2023 M

Mahasiswa

Indah Damayanti
NIM. 1911102421016

Dosen Pembimbing

Ibrahim, S.Pd., M. TESOL
NIDN. 1116019002

[ELTWW] Submission Acknowledgement `External` Inbox ×

Prof. Drs. Muhammad Basri, M.A., Ph.D <ojs@unm.ac.id>

to me ▾

Indah Damayanti:

Thank you for submitting the manuscript, "Exploring Pre-Service EnglishTeachers' Understanding and Perspectives of Digital Literacy in Learning Process" to ELT Worldwide: Journal of English Language Teaching. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL: https://ojs.unm.ac.id/ELT/author/submission/51522
Username: indahdamayanti

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Prof. Drs. Muhammad Basri, M.A., Ph.D
ELT Worldwide: Journal of English Language Teaching

_____

ELT worldwide : journal of English language teaching
http://ojs.unm.ac.id/index.php/ELT