

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research



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ABSTRACT: This classroom action research study aims to delve into the experiences of students in learning English for General Purposes (EGP) by utilizing Pearson MyEnglishLab and ActiveTeach, two online teaching and learning tools developed by Pearson Education. Through a mixed-method approach that combines quantitative and qualitative research methods, the study investigates the effects of these tools on student engagement and learning outcomes. Over the course of one semester, the researchers observed the learning process, conducted interviews with students, and administered questionnaires to gather comprehensive data. The analysis of the collected data reveals that teaching EGP with ActiveTeach and Pearson MyEnglishLab yields significantly more engaging and impressive outcomes in comparison to traditional teaching methods. These online tools offer various benefits, including the consolidation of teaching materials within a single application. Students appreciate the convenience and accessibility of having reading passages, listening audio, and assessments readily available in one platform, thereby streamlining their learning experience. Overall, this study underscores the positive impact of online tools, specifically Pearson MyEnglishLab and ActiveTeach, on EGP classrooms. The findings highlight the potential of these tools to enhance student experiences, foster engagement, and promote effective language learning. By embracing digital platforms, educators can harness the benefits of technology to optimize the teaching and learning process in EGP contexts.

KEYWORDS: ActiveTeach; MyEnglishLab; EGP; engaging; impressive

INTRODUCTION

In today's fast-paced and interconnected world, harnessing the power of digital platforms has become an indispensable tool for enhancing language learning experiences. Among the myriad of resources available, Google search engine (Al abbas, et al, 2020) stands out as a versatile and accessible platform that holds tremendous potential for learners of language. By leveraging the vast repository of information and interactive tools offered by Google, language enthusiasts can embark on an exciting journey towards mastering English, fostering language proficiency, and gaining a deeper understanding of this global lingua franca. Embracing the digital frontier of language learning through the use of Google search engine opens doors to an immersive and adaptive learning environment, empowering learners to explore and evolve at their own pace while maximizing their language acquisition capabilities. Alongside Google search engine, there exists a comprehensive teaching and learning platform provided by Pearson called MyEnglishLab and ActiveTeach, which undeniably enriches the English learning experience for both teachers and learners, indulging them with a wealth of valuable resources and innovative tools.

Pearson ActiveTeach and MyEnglishlab

Pearson ActiveTeach (AT) and MyEnglishLab (MEL) are digital platforms that provide interactive digital experiences both inside and outside the classroom. The learning material content is tailored to relevant topics that align with students' real-life experiences, where all selected vocabulary is derived from corpus analysis. AT and MEL are presented separately, which serve different purposes. AT is designed for interactive teaching and can only be accessed by instructors for interactive teaching purposes in the classroom, while MEL can be accessed by both teachers and students. The advantage of AT is that everything needed for teaching can be found in one place. Teachers no longer need to prepare multiple folders and files to store teaching materials, extra resources, course books, etc. The presence of AT spoils and facilitates the work of teachers in creating an interactive and engaging teaching environment.

Similar to AT, MEL is also available on the Pearson English Portal, offering all course components in one entry point. In MEL, there are numerous benefits for students who have their own accounts. Students can access their learning anytime and anywhere. MEL provides advantages for both educators and learners. Some of the benefits for educators include automated marking,

Examining the Use of Pearson Activetech and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

progress viewing, result exporting, and an online messaging tool. With automated marking, instructors can assign exercises and tasks for each session, and the results can be viewed directly from the instructor platform. Moreover, instructors can monitor multiple attempts made by students to answer a question and track the time at which students complete the assignments and exercises. Instructors can also track the progress of each student by viewing the exercises and tasks that have been completed. Another feature that instructors can utilize is the online messaging tool, allowing teachers and students to interact actively at any time and from anywhere without constraints of time and place.

MEL allows students to adopt a flipped learning model, where they can complete all of their assignments outside the classroom. Teachers assign various learning activities such as listening exercises, reading activities, and enriching vocabulary tasks that students can work on anytime and anywhere after class. Face-to-face instruction can be conducted in the classroom using the course's Teacher Notes to deliver new topics or ideas in an interactive environment with instant feedback, providing guidance to students to scaffold their learning. Several features are available and can be found in MEL, including videos, audios, and auto-marking capabilities, which enhance the course experience beyond the traditional printed workbook.

English for General Purposes (EGP)

English for General Purposes (EGP) is designed for a broad audience at the beginner level (Douglas, 2011). Contrasting English for Specific Purposes (ESP), which targets specific contexts (Juliana & Juliani, 2020), EGP focuses on developing Listening, Speaking, Reading, Writing, Grammar, and Vocabulary skills. It covers practical topics relevant to daily life and communication (Liu et al., 2011), catering to those seeking to improve their English communication skills for general purposes. The program suits students with basic proficiency levels, ranging from A2 to C2, including advanced learners. EGP empowers individuals with versatile language skills essential for effective communication in various real-life situations.

The English for General Purposes (EGP) program prioritizes developing essential language skills for effective communication. The Listening component enhances comprehension of spoken English across various contexts like conversations, lectures, and media. Speaking activities foster confident expression of ideas and opinions, encouraging fluency and accuracy in discussions and presentations. EGP's Reading component exposes students to diverse texts, improving comprehension and vocabulary. Meanwhile, the Writing component hones their ability to create coherent texts, mastering structure, organization, and grammar in emails, letters, essays, and reports (Kitkauskienė, 2006). EGP equips learners with vital language tools for practical and proficient communication.

EGP programs also place a strong emphasis on Grammar and Vocabulary. Students learn grammatical structures, sentence patterns, and rules to enhance their accuracy in using English. They also build their vocabulary through various activities, including word exercises, contextual learning, and exposure to commonly used expressions and idioms. The topics covered in EGP programs are highly practical and relevant to students' everyday lives. They include social interactions, travel, shopping, health, work, and other common situations. Cultural aspects may also be incorporated, providing students with a broader understanding of English-speaking countries and their customs (Dobakhti, 2021).

English for General Purposes (EGP) programs prioritize interactivity and engagement, employing diverse teaching methodologies like group discussions, role-plays, multimedia resources, and authentic materials. Technology integration allows access to online resources, language platforms, and interactive exercises. Aimed at beginner-level students, EGP programs develop English language skills for everyday communication. Encompassing all language skills, grammar, and vocabulary, the programs cover practical topics relevant to daily life. Emphasizing interactive learning and real-world applications, EGP equips students with the confidence to communicate effectively in English across various contexts (Kamolovna, 2022).

English for General Purposes (EGP) offers several benefits, particularly in the context of academic competitiveness. In higher education institutions in Indonesia, students are required to pass English language courses for a minimum of two credit hours. Additionally, students are obligated to achieve a certain level of English proficiency as demonstrated by scores in tests such as TOEFL, IELTS, or CEFR. By acquiring English language skills for general purposes, students can prepare themselves to enhance their English proficiency and attain higher scores on proficiency tests like TOEFL, IELTS, and CEFR. This, in turn, increases their competitiveness in academic settings.

EGP offers a crucial advantage by equipping students with language skills necessary to meet academic requirements. English proficiency is vital for higher education, enabling engagement with academic materials, discussions, research papers, and presentations. Through EGP, students excel in their academic pursuits. Moreover, it broadens horizons beyond borders. Strong command of English opens doors to student exchanges, international seminars, cultural experiences, and global opportunities. This fosters language growth, cross-cultural understanding, and personal development (Khalil, 2020). EGP empowers students to excel academically and embrace a world of diverse opportunities.

English proficiency holds significant weight in career advancement due to the globalized world. Employers highly value strong communication skills in English, allowing collaboration with international colleagues, participation in global business ventures, and accessing diverse career paths. EGP hones professional communication, boosting employability locally and

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

internationally (Rusmala, 2018). Additionally, EGP fosters critical thinking and analytical prowess. Exploring diverse topics and analyzing texts enhances comprehension of complex ideas, argument evaluation, and coherent expression of opinions. These invaluable skills extend to academic pursuits, problem-solving, and decision-making

The English for General Purposes (EGP) curriculum targets overall language proficiency, encompassing everyday life, work, and cultural exchange. Learning materials include greetings and functional language, along with various expressions used in different contexts. EGP covers tenses, starting with Parts of Speech (Noun, Verb, Adjective, Adverb, Preposition, Interjection), then progressing to constructing sentences in tenses like Present Simple, Past Simple, Simple Future, and Present Perfect (Huang & Yang, 2020). The program equips students with essential language tools for effective communication and cultural adaptation, enhancing their language skills across different aspects of life and work.

In EGP, students gain crucial reading and writing skills, exploring diverse text types like articles, short stories, advertisements, and newspapers. Comprehension, information identification, argument recognition, and analytical abilities are honed. Moreover, students learn to craft clear, structured, and coherent texts, including letters, emails, essays, and reports (Abrar, 2018). The program emphasizes a comprehensive approach to reading and writing, equipping students with the essential tools to understand, interpret, and express ideas effectively in various formats. By developing these skills, students enhance their language proficiency and expand their ability to engage with written materials in real-world contexts.

In advanced stages, EGP covers conversation, specialized vocabulary, correct pronunciation, idiomatic expressions, and English culture, laying a robust foundation for confident and effective communication in everyday situations (Alhumaidan, 2023). Various approaches like lectures, group discussions, practical exercises, simulations, language games, and technology integration enhance the interactive learning experience. EGP enhances overall English proficiency, boosting confidence in everyday communication, text comprehension, grammar, and vocabulary usage. Furthermore, students develop adaptability for diverse environments and seize personal growth opportunities, including student exchanges, international seminars, and cultural exchanges (Merilyn, 2020). EGP equips learners with comprehensive language skills and prepares them for global experiences and interactions.

In summary, the benefits of English for General Purposes are numerous. It enables students to compete in academic environments, meet the language requirements of higher education institutions, and achieve higher scores on English proficiency tests. Additionally, it equips students with the skills necessary to pursue international opportunities, enhances their employability prospects, and fosters critical thinking abilities. English for General Purposes serves as a valuable asset for students seeking academic success, personal growth, and professional development in an increasingly interconnected world.

ACTION RESEARCH

Action research constitutes a research approach focused on a particular context, aiming to tackle issues or enhance quality within a target group (Arikunto, 2002). Within this research paradigm, collaboration and active engagement between the researcher and the group in question are pivotal. The method entails practical measures that employ an inventive angle to address challenges, with a foundation in the 'learning by doing' principle to devise solutions. While commonly employed in education to amplify the learning journey, this approach is also adaptable to diverse realms like organizational settings, healthcare services, and communities. Notably, the outcomes of action research are directly applicable and advantageous to the involved group.

Moreover, as highlighted by Kemmis and Taggar (1988), action research embodies an endeavor to assess prevailing concepts through practical application, with the aim of enhancing or revolutionizing the present state and generating concrete effects. This approach encompasses collaborative introspection, executed collectively, to elevate the caliber of education and societal dimensions, while also fostering an understanding of the circumstances and context in which the action research unfolds.

In contrast, characterizes action research as a concentration on practical activities, encompassing the trial of ideas or concepts within real-life scenarios on a small scale, all with the intention of elevating quality and effecting enhancements. Its core lies in taking active measures within the lived experience to resolve pragmatic issues or refine the quality of established practices. Notably, action research places substantial weight on pragmatic application and concrete results. It signifies a method that proactively involves individuals or groups in directly confronting precise issues or hurdles. In essence, action research endeavors to induce substantial improvements and favorable transformations by executing and assessing concepts within genuine real-world settings (Thorne & Qiang, 1996).

The action research carried out in this study pertains to empirical action research. Within this methodology, the researcher actively engages with and immerses themselves in the research subject, leading to a direct experiential involvement. Empirical action research necessitates the researcher's active participation, allowing them to be part of the research context and observe the phenomena being investigated. Through this close interaction with the research subject, the researcher acquires firsthand insights and a profound comprehension of the practical facets related to the research topic. This form of action research enables the collection of comprehensive and authentic data by being embedded in the environment, interactions, and dynamics of the research subject. The researcher's direct engagement empowers them to capture subtleties, intricacies, and context-specific particulars that might remain concealed in alternative research methodologies. By embracing empirical action research, researchers can cultivate insights

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

deeply rooted in real-life situations, thereby providing actionable implications. This approach facilitates an all-encompassing grasp of the research subject and nurtures a synergistic link between theoretical concepts and practical applications. Ultimately, empirical action research plays a pivotal role in advancing pertinent and applicable knowledge within the realm of study.

Previous Studies on Learning Management System (LMS) and English for General Purposes (EGP)

Prasetya's study (2021) investigated the use of Learning Management Systems (LMS) Moodle and Google Classroom for teaching English at the tertiary level. Both platforms proved suitable for electronic testing and accessible feedback features, with Google Classroom being simpler for feedback implementation, while Moodle showcased greater versatility. Respondents recognized the benefits of both platforms, emphasizing their potential for enhancing English language teaching at the higher education level. While Google Classroom offers ease of use and simplicity in feedback, Moodle provides advanced features for more versatile feedback options. These LMS platforms present valuable opportunities for improving online English education experiences at the tertiary level.

Meanwhile, Tanduklangi et al. (2019) conducted action research to address issues related to class teaching and find solutions through classroom action research. The main problem identified was the lack of motivation among students, which resulted in insufficient English language skills. The research showed improvements in teaching, as students' summative grades surpassed the minimum completion score requirements. These improvements were achieved through a transformation in teaching techniques, such as creating student-centered classes that encouraged active participation through class discussions and interactions. Additionally, the integration of the Learning Management System (LMS) Edmodo made the learning process more engaging, interactive, and resourceful.

Taufik et al. (2021) also conducted a classroom action research (CAR) to explore the impact of Google Classroom on students' English language learning during the Covid-19 pandemic. The study aimed to assess the effectiveness of the Learning Management System (LMS) Google Classroom in promoting independent learning. The results indicated that the use of Google Classroom as a learning model was deemed highly effective in enhancing students' independent learning skills. Implementing Google Classroom in English language teaching at the university level was found to be beneficial in improving students' English competency. The study highlights the positive role that technology and online platforms can play in supporting remote learning and facilitating students' language development.

Ramadania (2021) conducted a research study to investigate students' perceptions of Learning Management Systems (LMS) used in the context of online English learning during the Covid-19 pandemic. The findings revealed a positive outlook from the students towards the LMS. They expressed enjoyment in using the LMS as it provided them with convenient features for submitting assignments, taking quizzes, receiving feedback, and engaging in communication forums. The LMS was seen as a facilitator in their English learning process, offering accessible and user-friendly tools that enhanced their learning experience. Furthermore, in a study conducted by Dobakhti (2021), it was discovered that English for Academic Purposes (EAP) learners require greater exposure to general text types, as well as more diverse tasks, activities, and exercises to effectively learn and utilize the language.

In a study conducted by Huang & Yang (2020), a combination of quantitative surveys and qualitative interviews was used to examine the influence of gender, grade level, and English proficiency on learners' perspectives about English for General Purposes (EGP). The researchers discovered that these factors had an impact on how students viewed EGP. They also noted both similarities and differences between the statistical data and the detailed accounts provided by the participating students. Based on the students' suggestions, it was recommended that a well-designed EGP curriculum should include advanced English courses and opportunities for developing communication skills. Additionally, students emphasized the importance of having the right to choose textbooks and engaging in language exchanges.

Numerous studies have explored various aspects of English language learning, finding that factors like gender, grade level, and English proficiency influence learners' perspectives on EGP. Student-centered approaches and Learning Management Systems (LMS) like Edmodo have shown improvements in language skills and grades. Positive feedback from students highlights the convenience of LMS platforms like Google Classroom for assignments, quizzes, feedback, and communication. For English for Academic Purposes (EAP) learners, exposure to diverse text types and activities is essential. Google Classroom has effectively promoted independent learning during the pandemic, enhancing English competency. Both LMS Moodle and Google Classroom are suitable for electronic testing with accessible feedback features. Google Classroom offers simplicity, while Moodle excels in versatility for feedback implementation. These LMS platforms offer significant advantages in higher education English online pedagogy.

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

METHODOLOGY

Research Design and Data Collection Procedure

This research employed mix-method of qualitative and quantitative approach. In qualitative method, semi-structured interviews are designed to provide a balance between flexibility and structure. They allow the interviewer to have a general framework of questions while also allowing for the exploration of unplanned topics that may arise during the interview (Fraenkel et al., 2012). By conducting these interviews, the researcher aimed to gain insights into the students' perspectives on using Pearson ActiveTeach and MyEnglishLab as instructional tools for EGP. After the interviews were completed, the researcher utilized Atlas.ti, a computer-assisted qualitative data analysis software, to analyze the interview data. Atlas.ti provides tools for coding, organizing, and exploring qualitative data, helping researchers to identify patterns, themes, and relationships within the data.

In addition to interviews, qualitative data in this study were obtained through classroom observations conducted over 14 meetings during semester 2, 2022/2023. The researcher actively observed the learning process taking place within the classroom. Through these observations, the researcher paid attention to various relevant aspects in line with the research objectives. The researcher observed the interaction among students, teaching strategies employed, and student participation in learning activities. The purpose of these observations was to gather in-depth data about the ongoing learning context. The researcher aimed to capture important details such as student behaviors, responses to the learning materials, social interactions, and other significant incidents that could influence the learning process. By directly observing the classroom, the researcher could gain a richer and more comprehensive understanding of the students' experiences and the dynamics of the learning environment. The qualitative data obtained from these observations were analyzed and interpreted alongside other data to address the research questions posed.

Lastly, for quantitative data, the researcher administered a questionnaire to the students using a Likert scale ranging from strongly disagree to strongly agree adapted from Heba (2017). The questionnaire consisted of items divided into three clusters: Perceptions of students' engagement, Students' perceptions of their own beliefs, and Perceptions of students' participation. The purpose of the questionnaire was to gather numerical data that could provide insights into the students' perspectives on various aspects of the study. The first cluster of perceptions of students' engagement, aimed to assess how students viewed the level of involvement and active participation in the learning process. The second cluster of students' perceptions of their own beliefs, aimed to explore the students' perspectives on their own learning beliefs and practices. This cluster sought to uncover the students' attitudes, values, and perceptions that influenced their instructional approaches. The third cluster of students' perceptions of participation, focused on the students' views regarding the extent of student involvement in class discussions, group activities, and other interactive learning experiences. This cluster aimed to gauge the students' perceptions of their engagement beyond mere attendance, providing insights into the teachers' observations of students' active participation in the learning environment.

Participants

The participants of this research were students enrolled in English for General Purposes (EGP) program at Pradita University. The study followed a Classroom Action Research design, implementing ActiveTeach and MyEnglishLab as teaching tools. Prior to the commencement of the class, all students underwent the Pearson English placement test. The results of this test were used to determine the initial proficiency level for each student's English learning journey, categorized according to CEFR levels: A1, A2, B1, B2, C1, and C2, representing beginner, elementary, upper elementary, pre-intermediate, intermediate, and advanced levels, respectively.

Participating in the English class was a mandatory requirement for successfully completing the English subject. The current level of the participants in this study is pre-intermediate, indicating their ability to describe experiences and events, express dreams, hopes, and ambitions, as well as provide brief reasons and explanations for opinions and plans. By using ActiveTeach and MyEnglishLab as instructional resources, the research aimed to explore the effectiveness of these tools in enhancing the students' language skills and overall learning outcomes. The study sought to investigate the impact of integrating technology into the English language classroom and its potential to improve the students' proficiency levels over the course of the research. The findings of this research would provide valuable insights into the efficacy of incorporating digital tools in language education and contribute to the ongoing efforts in enhancing English language learning strategies for students in the EGAP program at Pradita University.

Triangulation

Triangulation is a research approach that involves using multiple methods, data sources, or theories to confirm, strengthen, or validate research findings. The concept of triangulation originates from the field of geodesy, which refers to the use of three reference points to determine an accurate position. In the context of research, triangulation is employed to achieve a more comprehensive and convincing understanding of the phenomenon under investigation (Creswell & Clark, 2017). In this study, the triangulation method used is data source triangulation, where the researcher utilizes multiple different data sources to examine and verify their findings. These sources include data gathered through interviews, observations, and questionnaires (Flick, 2018). Employing data triangulation is expected to minimize bias and enhance the validity of the research outcomes. By collecting data from various sources and employing different methods, researchers can achieve more substantial validity in their findings (Yin, 2017).

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

The data obtained from different resources, such as interviews, observations, and questionnaires, were utilized to answer the central question of this research: "What are the perceptions of students towards the use of ActiveTeach (AT) and MyEnglishLab (MEL), and to what extent does AT and MEL enhance student motivation in learning English?"

FINDINGS AND DISCUSSION

Interview

The use of MyEnglishLab (MEL) and ActiveTeach (AT) have had a positive impact on the learning process, increasing engagement and bringing structure to the classroom. Students find it easy to follow the materials provided in the learning management system, leading to a more organized experience as responded by Respondent 4 "MEL (MyEnglishLab) has provided a structured learning approach, resulting in increased engagement during in-class studies". MEL's availability outside the classroom has also boosted students' motivation, as they can access lessons anytime and anywhere. Furthermore, the Learning Management System, such as MyEnglishLab, can enhance students' learning motivation. Students find it easier to grasp the learning materials since all the teaching materials are readily available on the LMS. This sets it apart from traditional learning approaches that heavily rely on textbooks. This aligns with the statement made by Respondent 1, who expressed, "I am more motivated because with the presence of this LMS, learning has become easier compared to traditional approaches that only rely on textbooks. With the LMS, all the materials are available online, and this has been very helpful"

Additionally, MyEnglishLab (MEL) offers diverse features enhancing learning, with students particularly enjoying online quizzes and exercises. Respondent 3 shared her positive experience: "I enjoy working on online exercises and assignments on MEL and AT. Once I finish, I review my results, identify mistakes, and correct them, gaining new knowledge and insights." Respondent 3 also highlighted how video and listening materials improve her speaking skills, especially pronunciation. Listening to native speakers helps her identify and correct pronunciation mistakes. "The video section is my favorite. Hearing native speakers allows me to compare and improve my English," she expressed.

Students actively participate in discussions with peers, indicating high engagement and involvement. The teaching materials in MEL and textbooks are relatable and relevant to daily life, enhancing comprehension. Students enjoy working on practice exercises and assignments that align with the content learned, reinforcing the connection between theory and practice. Class discussions and the video component, in particular, are highly valued by students, as they provide exposure to native speakers and opportunities for self-improvement. Overall, students have a positive attitude towards using MEL and find pleasure in exploring subjects they enjoy while enhancing their language skills.

Figure 1 illustrates the students' perception of their engagement.

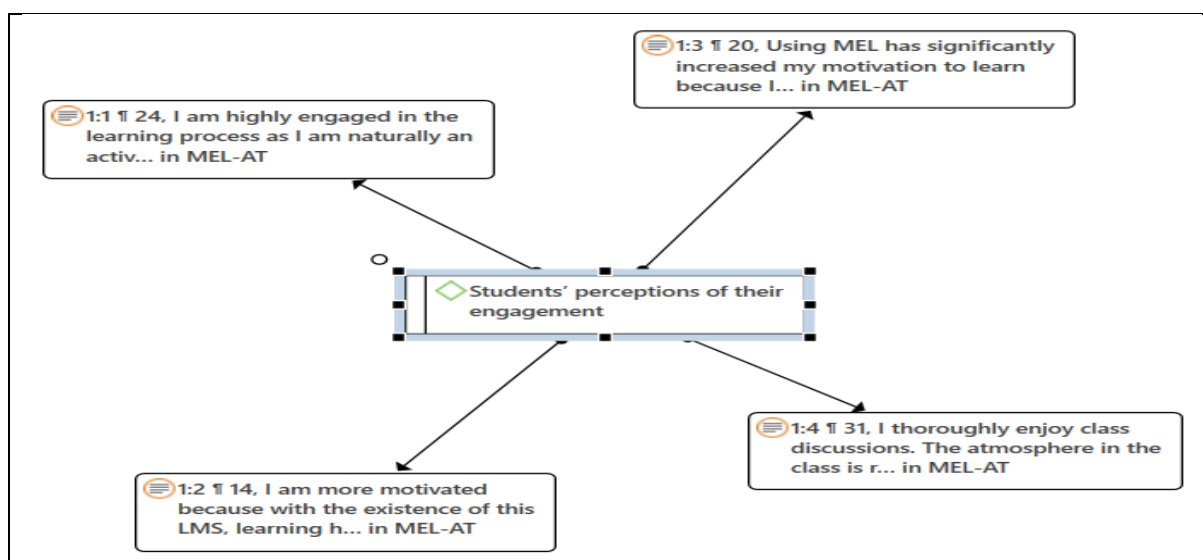


Figure 1. The students' perception of their engagement.

Observation

Observations in the classroom setting allow the researcher to observe firsthand how students integrate AT and MEL into their learning practices. By observing the implementation process, the researcher can identify patterns, challenges, and opportunities related to the use of these tools. The observations provide a qualitative understanding of how AT and MEL are utilized and their

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

impact on student motivation. Four elements were observed and analyzed: the interaction among students, the teaching strategies employed, and student participation in learning activities.

The Interaction among Students

From the observation results, it was evident that the students engaged in interactions with their classmates, including exchanging answers from exercises, participating in small group discussions to create conversation scripts, and communicating with their group members. The students' interactions demonstrated collaboration and active participation in the learning process. By exchanging answers and engaging in discussions, they were able to gain a deeper understanding of the materials being taught. Additionally, through group work and communication with their classmates, they were able to enhance their English communication skills. These observations highlight the importance of student interaction in English language learning. Through interaction and collaboration, students can support and enrich their learning experiences.

The study observed a high level of student involvement in the online classroom, as they attentively engaged with the presented material and participated in online learning activities. Students enjoyed a blended learning approach, combining online materials with offline class discussions, creating a diverse and engaging environment. However, students faced challenges in adjusting to technology use. Previously accustomed to offline learning, adapting to an entirely online situation, including online exercises and assignments, proved challenging. Despite this, students continued to make efforts to overcome obstacles and adapt to technology, displaying resilience in their learning process.

The Teaching Strategies Employed

The results of the observation indicated that the teaching strategy utilizing the available technology in ActiveTeach was highly effective. Students were actively engaged and focused on their learning. Additionally, the use of strategies such as small group discussions proved to be effective as students were able to actively participate. The utilization of technology, specifically ActiveTeach, played a significant role in enhancing the teaching and learning experience. The researcher observed that the use of interactive features and multimedia resources provided by ActiveTeach captured students' attention and stimulated their interest in the subject matter. This technology-based teaching approach fostered a dynamic and engaging learning environment.

Furthermore, the implementation of small group discussions as a teaching strategy was found to be highly effective. This approach promoted active participation and encouraged students to share their ideas, engage in critical thinking, and collaborate with their peers. The small group setting allowed for meaningful interactions, fostering a sense of ownership and responsibility among students for their learning. Overall, the findings of the observation indicated that the teaching strategies employed, particularly leveraging the technology available in ActiveTeach and incorporating small group discussions, were successful in creating an effective and engaging learning environment. These strategies not only enhanced student engagement but also facilitated active participation and collaborative learning among the students.

Student Participation in Learning Activities

The results of the observation indicated that students were actively involved in various learning activities both inside and outside the classroom. Inside the classroom, students demonstrated a high level of engagement and participation in the learning activities. They actively followed the lessons, completed exercises provided through ActiveTeach, and actively participated in small group discussions. This active involvement showcased their willingness to contribute to the learning process, engage in meaningful conversations, and collaborate with their peers.

Furthermore, outside the classroom, students displayed proactive engagement in their learning. They diligently worked on exercises and assignments assigned through MyEnglishLab. This independent work showcased their commitment to expanding their language skills beyond the confines of the classroom. It indicated their recognition of the importance of independent practice and self-directed learning to enhance their proficiency in English. The active participation of students in both in-class and out-of-class learning activities highlights their motivation and dedication to improving their English language skills. Their active engagement not only reflects their eagerness to learn but also suggests the effectiveness of the instructional tools and platforms utilized in the study.

Overall, the findings of the observation demonstrate that students were actively involved in learning activities, both within and outside the classroom. Their active participation, whether through in-class discussions, exercises on ActiveTeach, or assignments on MyEnglishLab, signifies their commitment to the learning process and their recognition of the significance of practice and self-directed learning in improving their English proficiency. Students demonstrate a high level of engagement in online learning. They enjoy the combination of online learning and offline class discussions. Despite facing several technology-related challenges, students remain enthusiastic about utilizing online learning tools such as the MEL and AT Learning Management Systems, which contribute to an improvement in their learning motivation.

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

Questionnaire

In the quantitative method, the data is obtained from a questionnaire that is divided into three clusters: Perceptions of students' engagement, students' perceptions of their own beliefs, and perceptions of students' participation.

Test of Reliability

The researcher examines the questionnaire's reliability using Cronbach's alpha coefficient, a statistical measure assessing internal consistency. Values range from 0 to 1, with higher scores indicating greater reliability. A Cronbach's alpha value of 0.60 or higher generally signifies satisfactory reliability, varying with research context (DeVellis, 2017). In this study, a Cronbach's alpha coefficient of 0.85 indicates a reliable questionnaire with good internal consistency, ensuring consistent measurements in the research.

Table 1. Reliability test of Cronbach’s Alpha

	Reliability Statistics	
Cronbach's Alpha		N of Items
0,85		15

Findings from The Questionnaire

To gather information regarding students' viewpoints on learning English for General Purposes (EGP) using ActiveTeach and MyEnglishLab, an analysis was conducted on the primary data obtained from a questionnaire. The research questions of this study aimed to explore the overall perceptions and attitudes of students, and these were examined based on fifteen questions that were categorised into three groups: students' perceptions of engagement, students’ perceptions of their own beliefs, and perceptions of student participation. To determine the students' opinions on each question within each category, frequency tests were employed.

Students' Perceptions of Engagement

The findings related to students' perceptions of engagement were presented as the initial category in Table 2.

Table 2. Perceptions of students' engagement

Items	SD	D	NEU	A	SA
Pearson ActiveTeach and MyEnglishLab are more engaging than traditional classroom instruction.	0.0	0.0	12.5	50	37.5
Pearson ActiveTeach gives me greater opportunities to interact in English with other students in class.	0.0	0.0	6.3	62.5	31.3
I actively participate in learning activities using Pearson ActiveTeach.	0.0	0.0	0.0	81.3	18.8
I am more motivated to learn English in class using the Pearson ActiveTeach	0.0	0.0	12.5	75	12.5
When I work on learning activities in class,I feel more encouraged.	0.0	0.0	6.3	81.3	12.5

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

According to the provided percentages, the majority of respondents (87.5%) find Pearson ActiveTeach and MyEnglishLab more engaging than traditional classroom instruction, with only 12.5% neutral. Additionally, 62.5% agree that ActiveTeach enhances opportunities for student interaction, and 31.3% strongly agree. Respondents unanimously (100%) believe students actively participate in learning activities with ActiveTeach. While 12.5% remain neutral, the majority (75%) agrees that ActiveTeach positively impacts student motivation, with 12.5% strongly agreeing. Overall, these findings indicate a strong inclination towards ActiveTeach's effectiveness in engaging students and enhancing their English language learning experience.

Meanwhile, the majority of respondents (81.3%) agreed that when students work on learning activities in class, they feel more encouraged. Additionally, 12.5% of the respondents strongly agreed with the statement, suggesting a higher level of confidence in the positive impact of learning activities on student encouragement. Based on the provided percentages, it is evident that the majority of respondents (93.8%) either agree or strongly agree that when students work on learning activities in class, they feel more encouraged. A small percentage (6.3%) expressed a neutral viewpoint on this statement. No respondents disagreed or strongly disagreed with the statement.

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

Students' Perceptions of Their Own Beliefs

The findings related to students' perceptions of their own belief were presented as the initial category in Table 3.

Table 3. Students' perceptions of own beliefs

Items	SD	D	NEU	A	SA
I feel that Pearson ActiveTeach and MyEnglishLab have improved my understanding.	0.0	6.3	12.5	68.8	12.5
Pearson ActiveTeach and MyEnglishLab help me a lot in learning English.	0.0	0.0	0.0	31.3	68.8
Pearson ActiveTeach and MyEnglishLab allow me to feel facilitated during the class.	0.0	0.0	12.5	56.3	31.3
I feel fun to do exercises in class.	0.0	0.0	25	75	25
I enjoy discussing topics with peers using Pearson ActiveTeach.	0.0	0.0	6.3	62.5	31.3

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

The data reveals that the majority of respondents (81.3%) agree Pearson ActiveTeach and MyEnglishLab have improved students' understanding, with a small percentage (6.3%) disagreeing and 12.5% neutral. Moreover, a substantial majority (68.8%) strongly agrees that these platforms make their work easier, with an additional 31.3% in agreement. No participants disagreed or remained neutral. Regarding class facilitation, a majority (56.3%) agrees and a significant portion (31.3%) strongly agrees that ActiveTeach and MyEnglishLab benefit students, with only 12.5% neutral. The findings suggest that many users perceive these platforms as beneficial, enhancing students' learning experiences in the classroom.

Based on the data, the majority of respondents (75%) agree and a significant portion (25%) strongly agree that students find exercises in class enjoyable, with no disagreements. Additionally, 25% expressed neutrality. This indicates a large proportion of users find the exercises engaging. Similarly, the data shows that most respondents (62.5%) agree and a substantial portion (31.3%) strongly agree that students enjoy discussing topics with peers through Pearson ActiveTeach, with no disagreements. A small percentage (6.3%) is neutral. This highlights the platform's effectiveness in promoting student engagement and enjoyment during peer discussions.

Students' Perceptions of Student Participation

The findings related to students' perceptions of students' participation were presented as the initial category in Table 4.

Table 4. Perceptions of Students' participation

Items	SD	D	NEU	A	SA
By using Pearson ActiveTeach and MyEnglishLab, I use class time very effectively.	0.0	0.0	12.5	68.8	18.8
I do further practice conversations that they have learned in class through videos.	0.0	0.0	18.8	62.5	18.8
Teaching materials presented in Pearson ActiveTeach make me actively participate in class.	0.0	0.0	12.5	81.3	18.8
I discuss what I have learned from the video with my peers and teacher in class.	0.0	6.3	0.0	81.3	12.5
Students ask things they don't understand with their friends and teacher in class.	0.0	0.0	18.8	68.8	12.5

Note: SD = strongly disagree, D = disagree, NEU = neutral

Based on the data, the majority of respondents (68.8%) agree and a significant portion (18.8%) strongly agree that Pearson ActiveTeach and MyEnglishLab help students use class time effectively, with no disagreements. A small percentage (12.5%) remains neutral, implying these tools are perceived as beneficial for maximizing class time. Additionally, a majority (62.5%) agrees,

Examining the Use of Pearson Activeteach and Myenglishlab in Teaching English for General Purposes (EGP): A Classroom Action Research

and a significant portion (18.8%) strongly agrees that students engage in further practice conversations learned in class through videos, with no disagreements. A small percentage (18.8%) is neutral. These findings suggest that many users recognize the efficacy of videos in supporting and reinforcing learning beyond the classroom.

Based on the data, a large majority of respondents (81.3%) agree, and a significant percentage (18.8%) strongly agree that Pearson ActiveTeach's teaching materials foster active student participation in class, with no disagreements or neutral opinions. These findings demonstrate the effectiveness of ActiveTeach's resources in promoting engagement during classroom activities. Moreover, a majority of respondents (81.3%) agree, and a significant portion (12.5%) strongly agree that students discuss video content with peers and teachers in class, with only a small percentage (6.3%) disagreeing. No respondents expressed neutrality. These findings highlight the significant number of students engaging in discussions about video content with both peers and teachers during class sessions.

Finally, based on the given data, it can be inferred that a majority of respondents (68.8%) agree and a notable proportion (12.5%) strongly agree that students actively seek clarification from both their friends and teacher in class when they have questions or don't understand something. None of the respondents expressed disagreement with the statement, while a smaller percentage (18.8%) remained neutral. These findings indicate that a significant number of students feel confident and willing to ask for help or clarification from their peers and teacher during class sessions.

CONCLUSION

MyEnglishLab (MEL) and ActiveTeach (AT) have had a positive impact on the learning process by increasing engagement and bringing structure to the classroom. Students find it easy to follow the materials provided in the learning management system, leading to a more organized experience. MEL's availability outside the classroom has also boosted students' motivation, as they can access lessons anytime and anywhere. The features available in MEL make learning more varied, with students particularly enjoying online quizzes and exercises. Additionally, the video and listening materials in MEL enhance speaking skills, while relatable teaching materials and active class discussions enhance comprehension and reinforce the connection between theory and practice. Overall, students have a positive attitude towards using MEL, finding pleasure in exploring subjects they enjoy while enhancing their language skills.

Observations in the classroom setting revealed that students actively integrate AT and MEL into their learning practices, engaging in collaborative interactions, active participation, and meaningful discussions, which enhance their understanding of materials and English communication skills, while the use of technology and teaching strategies such as AT and small group discussions effectively capture students' attention, stimulate their interest, and foster an engaging learning environment, resulting in high levels of student involvement, both inside and outside the classroom, in various learning activities, indicating their motivation, dedication, and recognition of the importance of practice and self-directed learning in improving English proficiency.

The questionnaire findings reveal that Pearson AT and MEL are perceived as more engaging than traditional instruction, offering increased opportunities for student interaction and active participation. The platforms positively impact student motivation, encouraging learning activities and improving understanding. Students find exercises enjoyable and enjoy discussing topics with peers using Pearson AT, enhancing understanding, learning facilitation, and engagement. Pearson AT and MEL make class work easier, and students feel encouraged during class. The platforms allow effective use of class time, further practice with videos, and prompt discussions and clarifications from peers and the teacher, fostering a supportive learning environment.

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