CHANGING INDONESIAN EFL STUDENTS' PERSPECTIVES OF GRAMMAR LEARNING THROUGH COMMUNICATIVE GAME-BASED ACTIVITIES

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ABSTRACT

The role of grammar instruction is inevitably important for second and/or foreign language mastery. Unfortunately, in practice, many English teachers in foreign language contexts such as in Indonesia still teach grammar deductively; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. This particular method of teaching is believed to produce learners who cannot use the language communicatively although they have considerable knowledge of grammar rules. It has also been seen as contributing to learners' passive participation and negative feelings towards grammar learning. This paper aimed to give an alternative solution to that problem by offering some ideas of game-based activities which have been applied in the researcher's EFL classes at a state university in Medan, Indonesia. Using pre- and post-study questionnaire, the research study was conducted with 30 adult EFL learners taking an after-class English course. The findings indicated that these activities were effective in creating a non-threatening and more relaxing

grammar classes, changing students' negative perspectives of grammar learning and improving their communicative skill.

INTRODUCTION

The teaching of grammar for language learners has been a long debate among the stakeholders; the English language teachers and students, researchers and practitioners. Some argue that grammar is not necessary to be given a special focus on language learning as children learn their first languages without learning the rules of how the words are combined yet they are able to communicate with others. Lewis (1993) asserted that grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary. However, Celce-Murcia (1985) argued through evidences showing that no-grammar teaching will lead to the product of clumsy and impropriate foreign languages, which means that grammar plays a very important role in language learning. Furthermore, Corder (1988) emphasized the importance of grammar in acquiring the capability of producing grammatically acceptable utterances in language. Learning grammar will help to furnish the basis of the four language skills: listening, speaking, reading and writing.

Regardless of the problem, the role of grammar instruction has been considered crucial to the ability to use language. Furthermore, grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL) contexts, in as much as without a good knowledge of grammar, learners' language development will be severely constrained (Widodo, 2006). As a result, many methods and approaches in teaching grammar have been proposed in order to get the best learning outcomes.

Unfortunately, in practice, many English teachers in foreign language context still teach grammar deductively; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. This particular method of teaching is believed to produce learners who cannot use the language communicatively although they have considerable knowledge of grammar rules. It has also been seen as contributing to learners' passive participation and negative feelings towards grammar learning. Al-Mekhlafi and Nagaratnam (2011)

stated that learners have generally looked upon grammar instruction as the moments of discomfort and sometimes even terror. Class activities are usually dominated by teachers explaining the grammar rules followed with the instruction for the students to do the exercises in accordance with grammar rules explained. Thus Baron (1982) said that most learners portrayed English teachers as unattractive grammar mongers whose only pleasure in life is to point out the faults of others.

In order to change this negative stigma of grammar instruction, English teachers should be aware of the strengths and the weaknesses of various teaching approaches and methods. Furthermore, they must be able to apply and adapt them in such a way that they can work best for accommodating their learners' diversities, but also creating an enjoyable class with interactive and meaningful activities at the same time. In this case, there are some important points that every EFL/ESL teacher must put into consideration in grammar instruction; how to create a teaching approach with interactive activities that make grammar class non-threatening, enjoyable and relaxing yet give significant improvement on students' language skills. This article is aimed to give an alternative solution to that question by providing

> **Author**
> This part is not elaborated in the finding. How is the student improvement despite the change of their perspective on grammar?

some ideas of game-based grammar activities. Chen (2005) explained that games are motivating and offer students a fun-filled and relaxing learning atmosphere. Through games, students also have the opportunity to use language in a non-stressful way focusing on both the message and the language.

LITERATURE REVIEW

Grammar Teaching Methods and Approaches

Methodology is the key aspect in language teaching. There are two terms within methodology which are used to refer to the type of instruction used in classrooms; method and approach. Walia (2012) differed the two terms as follows: "methods are the fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom" (p. 125). There have been many methods and approaches offered by the experts and each claim to give the most effective outcomes. Savage, Bitterlin and Price (2010) summarized six methods and approaches that have a big influence in the evolution of grammar instruction, namely: grammar translation method, direct method, audio-lingual method, cognitive approach, natural approach and communicative approach. This

> **Author**
> The explanation of the methods should be relevant to game-based activities. If each method is presented one by one, it does not contribute to reader's understanding about the relevance to the method offered in this study

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> How does it relate to game?

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> Savage et al.

evolution can be illustrated as a pendulum swinging back and forth between explicit and implicit grammar instruction.

Grammar-translation Method

The name of grammar-translation method represents the main emphases of this method through which teachers teach classes using the students' native languages with grammar study as the focus of the lessons. The advantage of this method is explicit teaching of grammar rules that describe the language functions. However, because of the lack of communicative practice, students taught with this method can barely speak in the language learnt, which actually is the main reason why one learns a new language.

Direct Method

The direct method can be said as the opposite of grammar-translation method. Native languages are not allowed to use in classrooms to encourage students to speak in the target one. This method is claimed as the natural method through which students learn the direct association between words and meanings. Aspects of grammar are taught by using inductive presentation through which learners understand grammar rules from the examples. This is regarded as one of its weaknesses, besides the minimum focus it gives

on reading and writing, which are needed by students with work or academic goals (Savage, Bitterlin and Price, 2010).

Audio-lingual Method

The audio-lingual method emphasizes on oral production, which is drilled through the memorization of a series of dialogues and the rote of practice of language structures. Larsen-Freeman (2000) explained that this method avoids the teaching of grammar through explicit rules, but practice drills to help learners memorize the structures of sentences in the target language. The belief is that through much practice, students will develop fluency. However, in reality, students taught with this method tend to memorize the dialogues but cannot produce their own sentences in the target language when they need it.

Cognitive Approach

The cognitive approach considers the conscious study of language rules as central to the learning of a foreign language and practice will be meaningful if learners understand the rules involved in practice. They are encouraged and helped to first have a clear understanding of a grammatical rule before practicing and using it in meaningful contexts. The limitation of this approach is its emphasis

on analyzing structure at the expense of communicative practice but the pronunciation is the emphasized (Savage, Bitterlin, and Price, 2010).

Natural Approach

The natural approach is based on the idea of enabling naturalistic language acquisition in the language classroom with less emphasis on practice and more on exposure to language input. The aim of the natural approach is to develop communicative competence. Thus, lessons in the natural approach focus on understanding messages in the foreign language, and place little importance on conscious learning of grammar rules (Richards and Rodgers, 1999) which becomes the flaw of this approach.

Communicative Approach

The communicative approach, also known as communicative language teaching (CLT) focuses on the communicative functions of language rather than on mere mastering of structures. It aims to make communicative competence the goal of language teaching through activities that involve real communication and carry out meaningful tasks (Liu and Shi, 2007). In CLT, grammar is taught as a means to help learners convey their intended meaning appropriately. Based on

the assumption that some learners learn better by being given the context and then are presented with the grammar rules afterwards while others need the rule in order to understand the rationale for the new grammatical structure, the teaching of grammar can be managed either deductively or inductively depending on the kinds of grammatical points. Learners are encouraged to be actively involved in communication activities while the teacher plays the role as a facilitator without giving much correction or intervention during the activities. This focus on communicating is pointed as one of the weaknesses of this approach as it may result in ignoring grammar (Savage, Bitterlin, and Price, 2010). Another weakness of this approach is its feasibility to be applied in EFL context since CLT was developed mainly in the context of English Second Language (ESL) teaching.

CLT and Game-based Activities

The teaching of grammar, particularly in the context of EFL such as in Indonesia, has traditionally been dominated by the grammar-translation method (GTM) where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. As a result, many EFL learners

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Does it inspire game based method?

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(Liu & Shi, 2007).

The Rationale of the Study

Based on the aforementioned studies, the author believes that the use of game-based grammar activities in English classrooms can transform grammar lesson which was considered as a boring and torturing one (Widodo, 2006; Tuan & Doan, 2010; Al-Mekhlafi and Nagaratnam, 2011) to be an interesting and relaxing one and change Indonesian EFL learners' negative perspectives of grammar learning to positive ones. Furthermore, as games can be used to give practice in all language skills and in many types of communication, using game-based activities in grammar learning is hoped to help promote students' language skills, particularly their communicative one. In the present study, the author thus introduced four grammar games that she created to her classroom.

METHOD

Research Design

Using qualitative research method, this study was intended to be a pilot of game-based language learning. The author acted both as the participatory researcher and the teacher of an after-class English course. The author's major strategy used in changing learners' negative perspectives of grammar is to create and provide game-based activities played either inside or outside classroom.

This study was conducted at a state university in Medan, Indonesia from February to May 2017. Purposeful sampling strategy was used to determine the study participants. All 30 (20 female and 10 male) second semester students taking the English course taught by the researcher became the participants to answer the questionnaires, however only ten students who wanted to volunteer themselves were recruited as participants in the interview phase.

As for the ethical considerations of the study, an informed consent letter was submitted to all participants before their participation in this study. The consent letter was designed to provide sufficient information about the study for the participants, comprehension of the aims of research and voluntary participation of the participants. The issues regarding anonymity and confidentiality were also taken into consideration and explained to the participants.

Data Collection

An open-ended questionnaire to find out students' perspectives of grammar learning was used in this study. The questionnaire was distributed twice during the study; once in the first meeting of the

Author
Al-Mekhlafi & Nagaratnam, 2011

Author
Sampling is not used in qualitative research. Revise this part

Author
What about observation and field notes? Student's opinion gained in interview should be supported with the fact in the class that is observable

class (pre-study questionnaire) and the other the last meeting of the class (post-study questionnaire). A follow-up interview was conducted with ten participants who wanted to volunteer themselves. This interview phase was aimed to get more in-depth explanation on students' perspectives; thus, by employing volunteer-based participants, it was hoped those who involved in this phase had given broadened answers to the same questions given in the questionnaire. The interview was audio-recorded and then transcribed in full. Participants were asked to complete the questionnaire and answer the questions during interview in either Indonesian or English as they wished.

For the purpose of the research problem, the open-ended questions posed to the participants are as follows:

1. What do you think of grammar lessons?
2. Do you think that learning grammar can help you improve your ability to communicate in English? Why or why not?

Data Analysis

The data collected from questionnaire and transcribed interviews were analyzed by using content analysis for purposes of classification, summarization and tabulation. Direct quotations by the interviewed individuals were used and consistency within the opinion was analyzed to ensure inner reliability. To maintain the trustworthiness of this study, once the data were interpreted, the researcher did a member checking process. The data interpretations were shared with the participants to give them the opportunity to discuss and clarify the interpretation and contribute new or additional perspectives on the issue under study.

The Game-based Grammar Activities

Three types of game-based grammar activity were used in this study, namely; Guessing the Word, Board & Dice Game, and Run & Guess. The first two activities were always done inside the classroom while the last one outside the classroom because it needs a big space for students to run around. These three activities can be modified to adjust them with the topics of discussion.

Guessing the Word

Guessing the Word is best played with the topics of parts of speech. Instead of asking students to memorize new vocabulary, this activity allows them to practice their speaking and writing skills while learning new words of different parts of speech. There are two ways of doing this activity. The first one is by dividing students into

groups and each group chooses a representative to take a category to play. S/he writes down five words related to the category chosen. The other members of group will guess those words within limited time. The group who can guess the most correct answers within the least time will be the winner. The other is by assigning students into groups and each group sits in a circle. Each member of a group will be given a card containing words to guess but not allowed to see it. The other group members will be clue givers for the words. The winner is the person who can guess the most correct answers within the given time. This activity can be followed up with individual work of writing a short paragraph using the words and sharing his/her work with other group members who should give feedback on their friends' works.

Board & Dice Game

The purpose of Board & Dice Game is to make students practice spoken English through a fun competition. Students sit in groups of four. Each member of groups takes turn to throw the dice and moves his/her token as many steps as that appears on the dice but can only stay there if answering the question or doing the instruction written on the board correctly. The winner is the first who can reach the finish line. This activity can be done with any topics of grammar such as Parts of Speech, Tenses, Passive Voice, and Conditional Sentences. For example, teachers can write some verbs on the board and students should use those verbs in particular tense or particular type of conditional sentence. Teachers can also write sentences on cards and students should change the voice of the sentences correctly in order to advance their tokens on the board.

Run & Guess

This last activity should be done outside the classroom, which most students find enjoyable and fun as it allows them to have the class in a different atmosphere. Run & Guess makes students practice their speaking skill while enjoying physical exercise in an open area. As a preparation before doing this activity, the teacher should write questions on cards and place them separately. Students are divided into groups. All members of the groups will take turn to race to the questions. If they know the answers, they can run back to their groups to share the answers. If the answers are correct, the next player can run and do the same thing. This activity is done within a limited time so when the time is over, the group with the most correct answers will be the winner. It is applicable to most topics of grammar

such as wh-questions, active-passive voice, and direct-reported speech. If there is enough time, it can be followed with written exercise like that in *Guessing the Word* activity.

FINDINGS

Perspective of Grammar Learning

Most participants (n=28) wrote negative comments as the response for the first question (What do you think of grammar lessons?) in pre-study questionnaire. Out of the 30 statements in the responses, 25 pointed out that grammar lessons were difficult to learn, 20 indicated that too much rules to memorize and exercise to do in grammar class and 17 showed that grammar class was either boring or frightening, as seen in the following excerpts.

> "I don't like grammar because it is so difficult, just like Mathematics. We have to remember the formulas and make many sentences using those formulas."

> "I think learning grammar is so boring. The teacher explains the lesson and the students do the exercises. It is always like that."

Two other participants gave neutral comments about grammar lesson, while not explicitly stating that they liked them.

> "Grammar lessons are not difficult if we understand the rules and practice using them a lot."

However, all students (n=30) gave positive responses for the same question in post-study questionnaire with reasons such as 'I could play while learning grammar', 'I like learning grammar', and 'I want to learn grammar everyday'.

> "I think we played and laughed a lot during the class yet I learned much how to make correct sentences."

What is common in these responses is that according to the students, grammar class was really fun and the game-based activities made grammar class entertaining and relaxing:

> "I did not know that grammar class could be this fun. I though grammar was only about rules and written exercises."

> "I like the games because they make grammar lessons so entertaining…"

Grammar Learning and Communicative Skills

The second question that was posed to the participants was regarding the students' perspectives of the relationship of grammar learning with their communicative skills in English. In the pre-study

questionnaire, only 7 students answered 'yes' and indicated that learning grammar could help improve their ability to speak and write in English.

> "Grammar is actually important to help us speak English because it provides rules to use the language correctly."

The rest of the participants (n=23) responded 'no' to the question and pointed out that grammar did not have much influence in their speaking and writing ability. 20 students stated that learning grammar made them afraid of making mistakes when speaking, 18 students believed that people could speak English without necessarily learning grammar, 12 students said that learning grammar only helped them write correct sentences but not speak English fluently, and 5 students indicated that it was not necessary to learn grammar at all.

> "Actually I can speak English when talking with my friends but I'm always afraid to speak with my teachers because I'm afraid that they notice when I make grammatical mistakes."

Meanwhile, the result from the post-study questionnaire showed that 29 out of 30 participants responded 'yes' for the second question. Students mentioned a variety of reasons showing that learning grammar has helped them improved their communicative skills, particularly the speaking one. The most frequently cited reason with 20 participants is that learning grammar gives them much opportunity to practice their speaking skill and as a result they gain more confidence to use their English to speak with others. Some opinions of participants are quoted as follows:

> "Learning grammar through games improves my speaking ability. "

> "I like the games because they make grammar lessons so entertaining and I can practice my English skills; speaking, listening, reading, and writing."

> "I think I speak English better and more fluently now. I'm not afraid of making mistakes anymore."

Only one participant responded 'no' to the second question in the post-study questionnaire. S/he pointed out that learning grammar through games gave him/her opportunity to speak but s/he did not really know whether his/her communicative skills had

improved because s/he did not get direct feedback from the teacher when s/he used her English during the activities.

DISCUSSION

The analysis of the data revealed that there was big difference of students' perspectives of grammar learning before and after the game-based activities applied in grammar class. Firstly, students' negative perspectives of grammar learning which was considered difficult and boring changed drastically into positive ones seeing grammar as entertaining and enjoyable class to attend. Based on students' previous experience in learning grammar, most of them thought that grammar class meant memorizing rules and using those rules into sentences. This finding perfectly reflected that many English teachers in Indonesia still use the grammar translation method (GTM), through which teachers explain the grammar rules followed with the instruction for the students to do the exercises in accordance with grammar rules explained (Al-Mekhlafi and Nagaratnam, 2011). After taking the grammar class using game-based activities, all of the students stated that grammar class was fun as they could play yet learn grammar rules at the same time.

Secondly, grammar class involving game-based activities had successfully changed students' opinion of the importance of learning grammar to improve the four language skills; listening, speaking, reading, and writing. In the pre-study questionnaire, most students did not find grammar class helpful in improving their communicative skills. This opinion of the disintegration of grammar from other language skills was also explained by Oxford (2001) as a result of the use of GTM. She believed that this method would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language (Oxford, 2001). On the contrary, the data from the post-study questionnaire showed that most of the students believed that learning grammar was important to improve their English fluency because grammar is integrated and cannot be separated from the four language skills.

Finally, game-based activities were perceived to give more opportunity for students to practice their English communicatively and to be exposed to English speaking environment which eventually helped them improve their communicative skills, particularly their

speaking one. The result also indicated that these activities increased students' confidence in using the language.

CONCLUSION & IMPLICATION

> **Author**
> Changing the perspective is not enough because in the background it also deals with student's participation. This is still not explored here

This study was conducted in the context of a pilot of game-based language learning. The aim of this study is to investigate whether game-based language activities can change students' negative perspectives of EFL learning, particularly grammar learning. Although the findings indicating radical changes of students' perspectives of grammar learning, this study was carried out under several limitations. The limited number of participants of this study is one of them. Distributing questionnaire consisting two open-ended questions and interviewing ten participants only about their past and current experiences of grammar learning are certainly among its limitations too. Findings of this study therefore cannot be generalized for all EFL students in Indonesia. Also, since these activities were relatively new to be used in the grammar class, these could be interpreted as preliminary findings regarding their effectiveness in changing students' negative perspectives.

> **Author**
> It is generally accepted that qualitative method is not meant to generalize finding. Omit this part

Furthermore, for being able to fully investigate the influence of the use of game-based activities on students' perspectives of grammar learning and the effect of these activities on the improvement of students' language skills, more comprehensive study with larger numbers of individuals and different research approach is needed. Using different demographic groups, researchers can also examine the possibility of different perspective that may occur between the male and female students and also among Indonesian EFL students with different majors. Further studies may utilize instructors so as to provide a broader picture of the influence of game-based grammar activities on their perspectives of grammar instruction.

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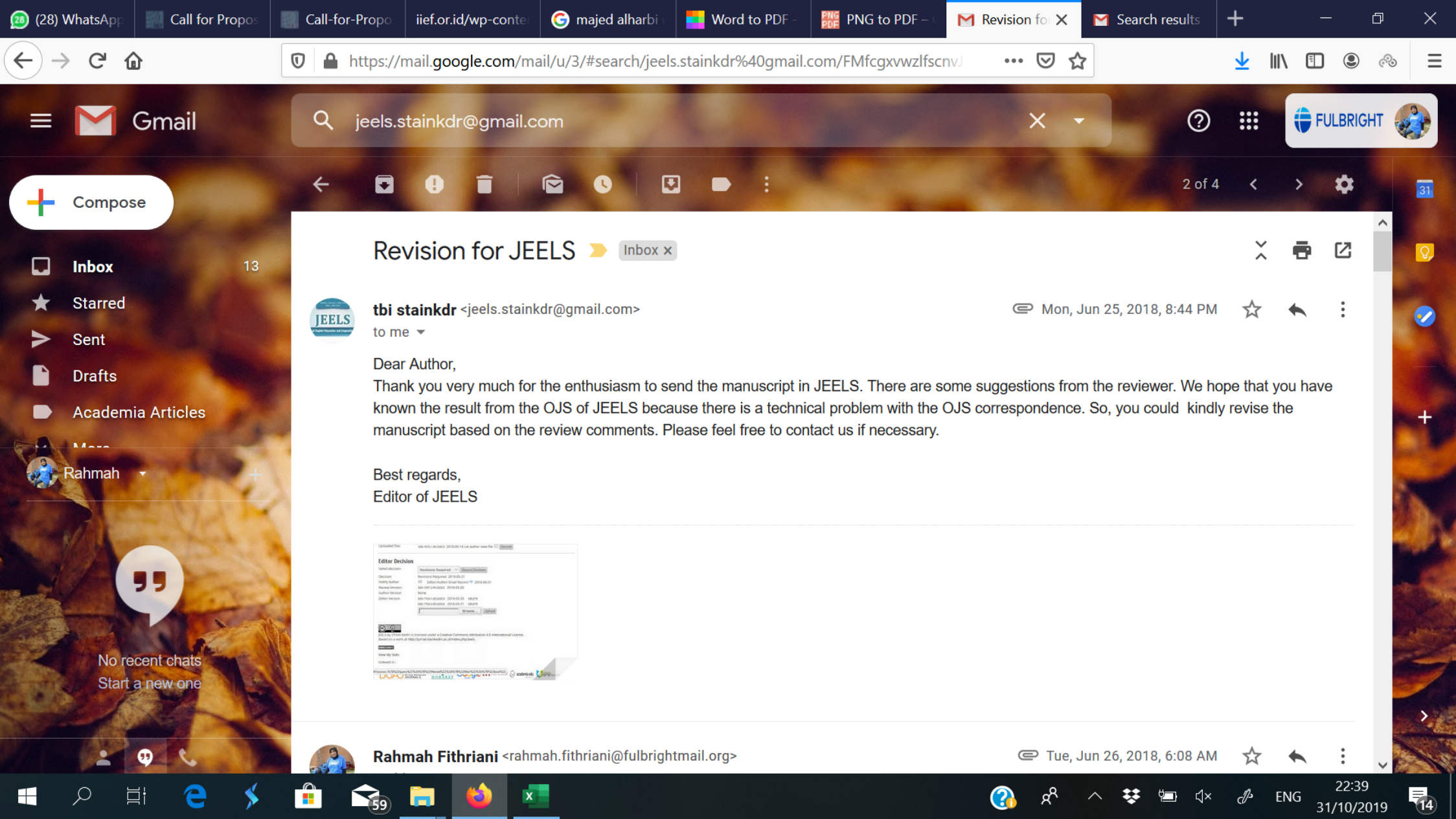
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to me

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Thank you very much for the enthusiasm to send the manuscript in JEELS. There are some suggestions from the reviewer. We hope that you have known the result from the OJS of JEELS because there is a technical problem with the OJS correspondence. So, you could kindly revise the manuscript based on the review comments. Please feel free to contact us if necessary.

Best regards,
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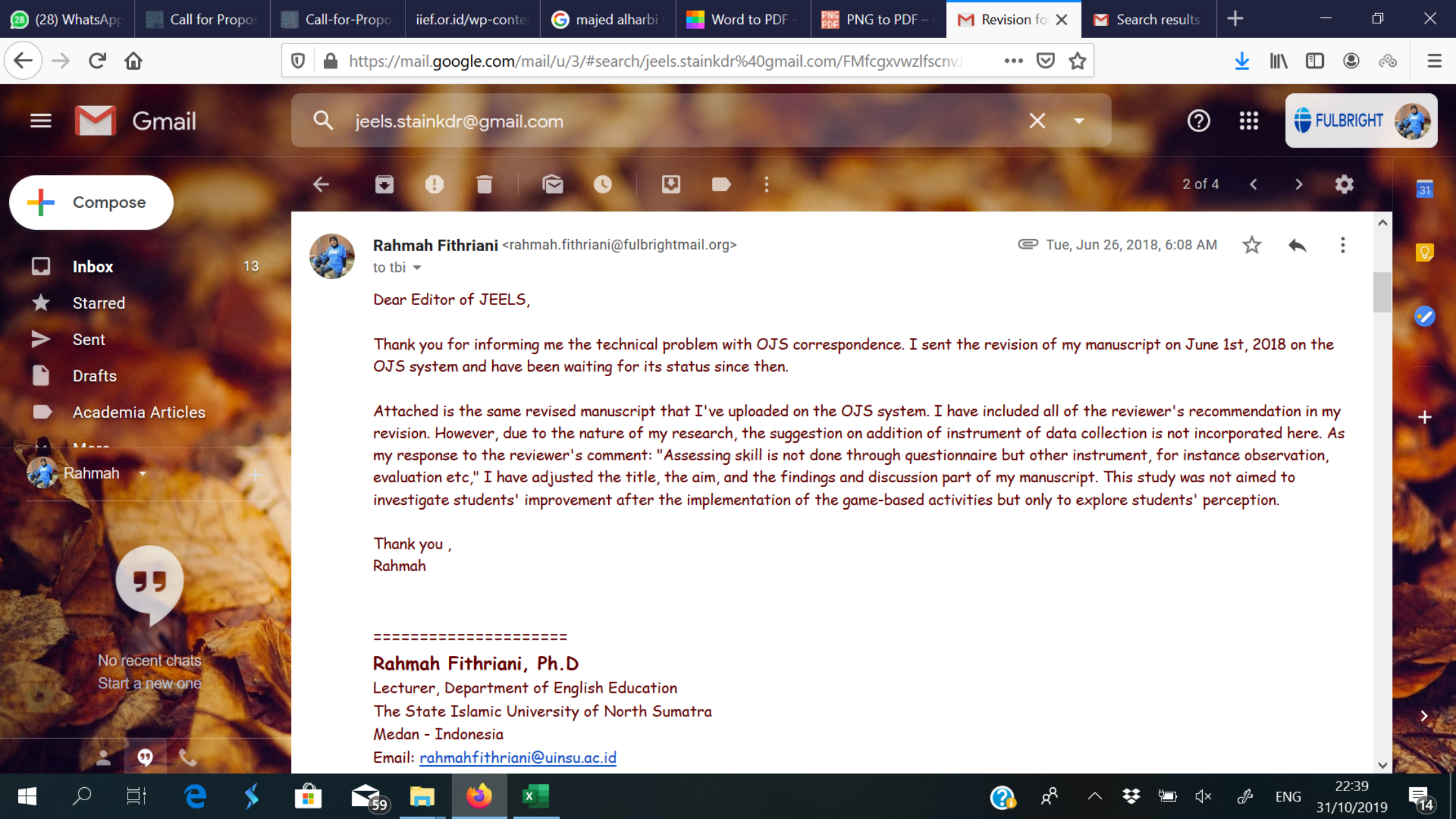
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Thank you for informing me the technical problem with OJS correspondence. I sent the revision of my manuscript on June 1st, 2018 on the OJS system and have been waiting for its status since then.

Attached is the same revised manuscript that I've uploaded on the OJS system. I have included all of the reviewer's recommendation in my revision. However, due to the nature of my research, the suggestion on addition of instrument of data collection is not incorporated here. As my response to the reviewer's comment: "Assessing skill is not done through questionnaire but other instrument, for instance observation, evaluation etc," I have adjusted the title, the aim, and the findings and discussion part of my manuscript. This study was not aimed to investigate students' improvement after the implementation of the game-based activities but only to explore students' perception.
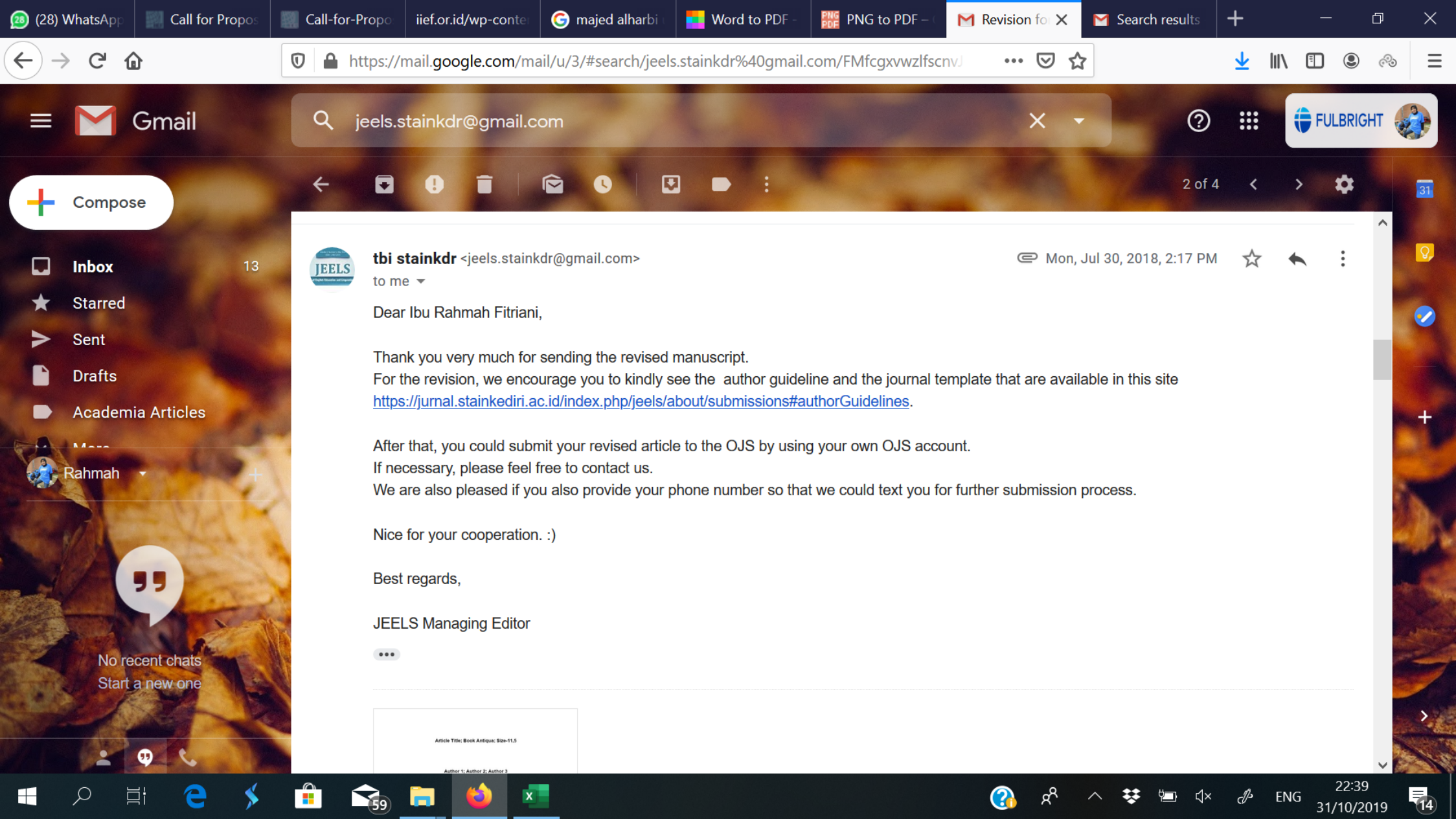
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Rahmah

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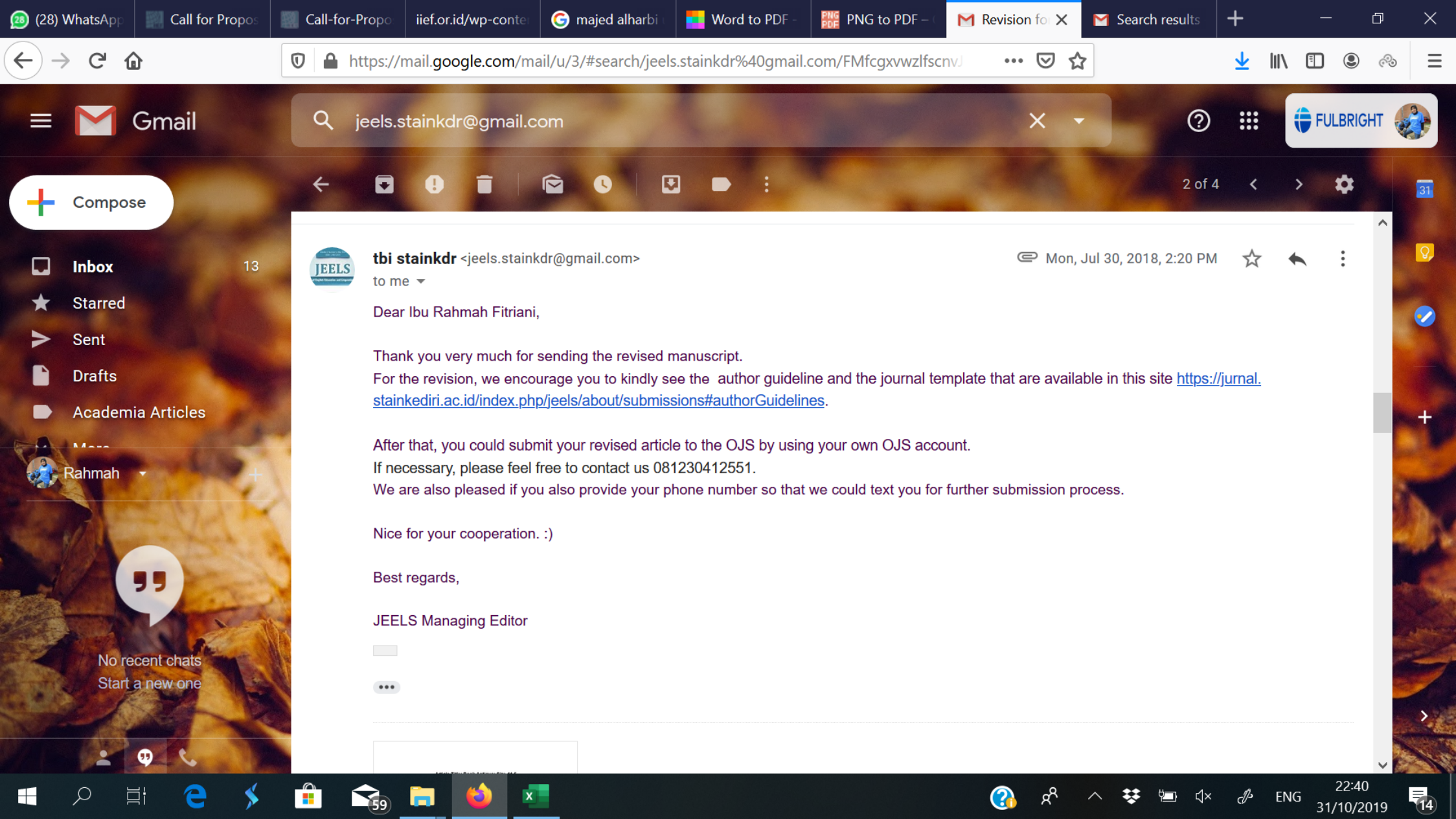
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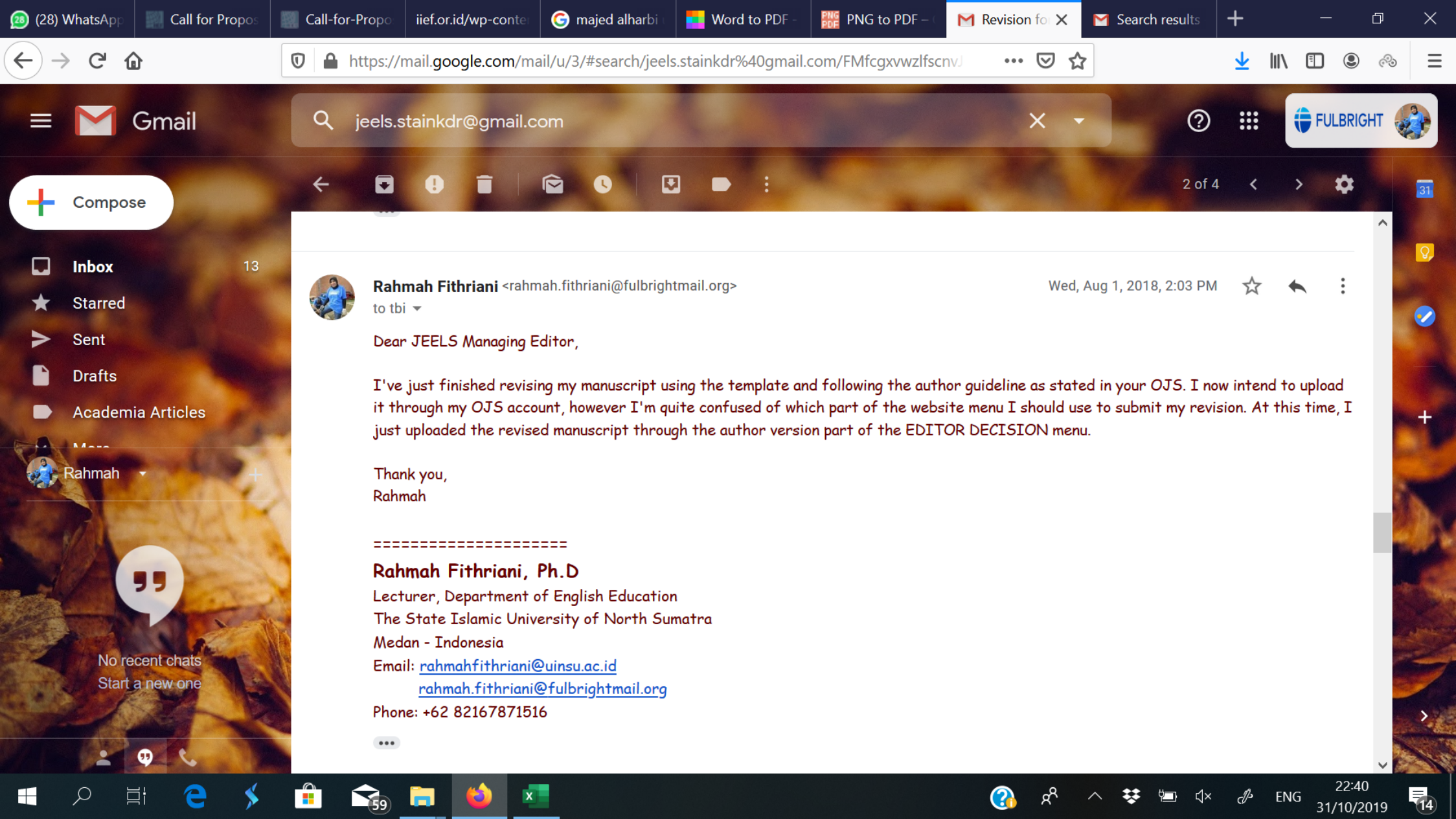We are also pleased if you also provide your phone number so that we could text you for further submission process.

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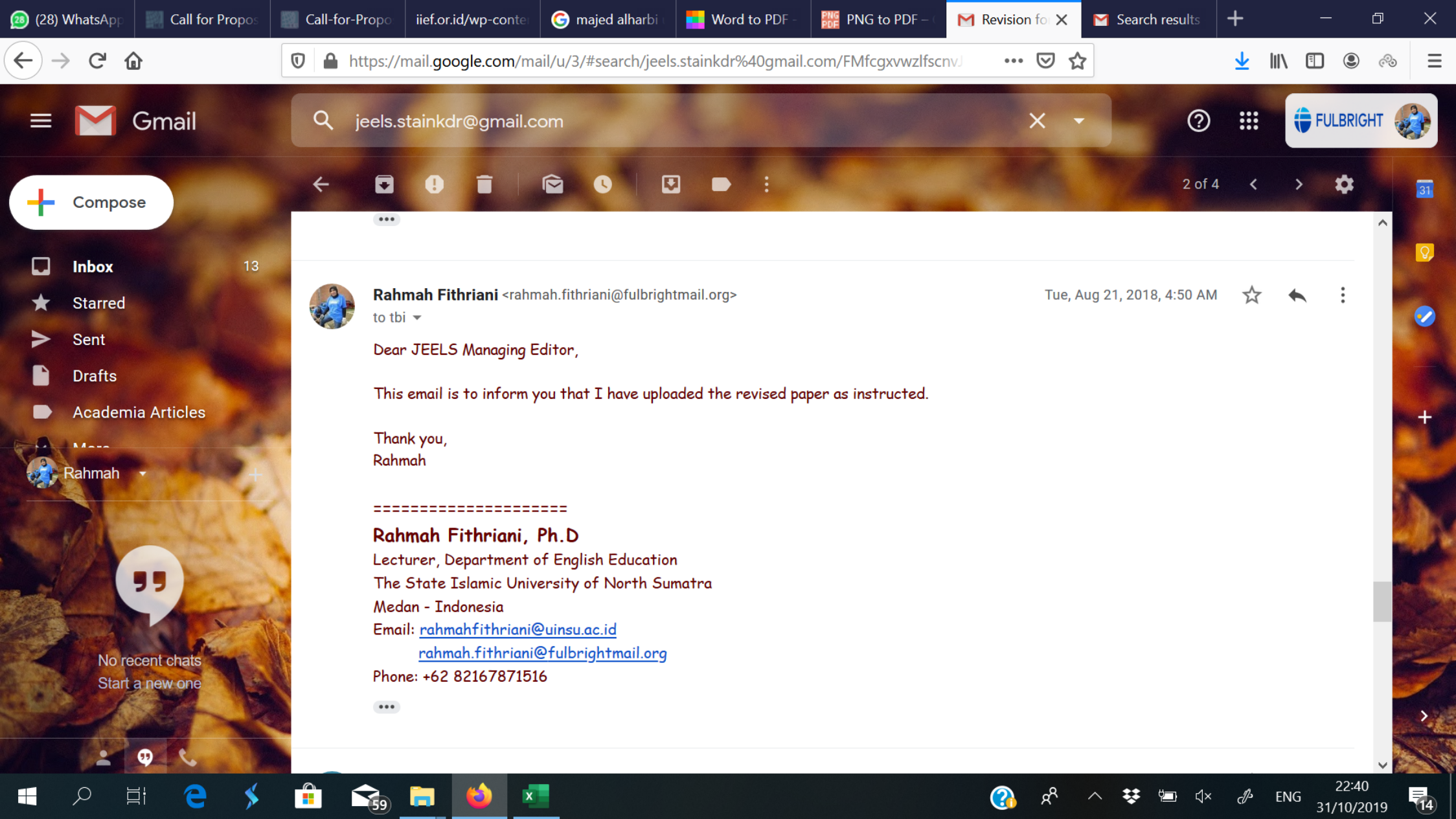
Thank you,
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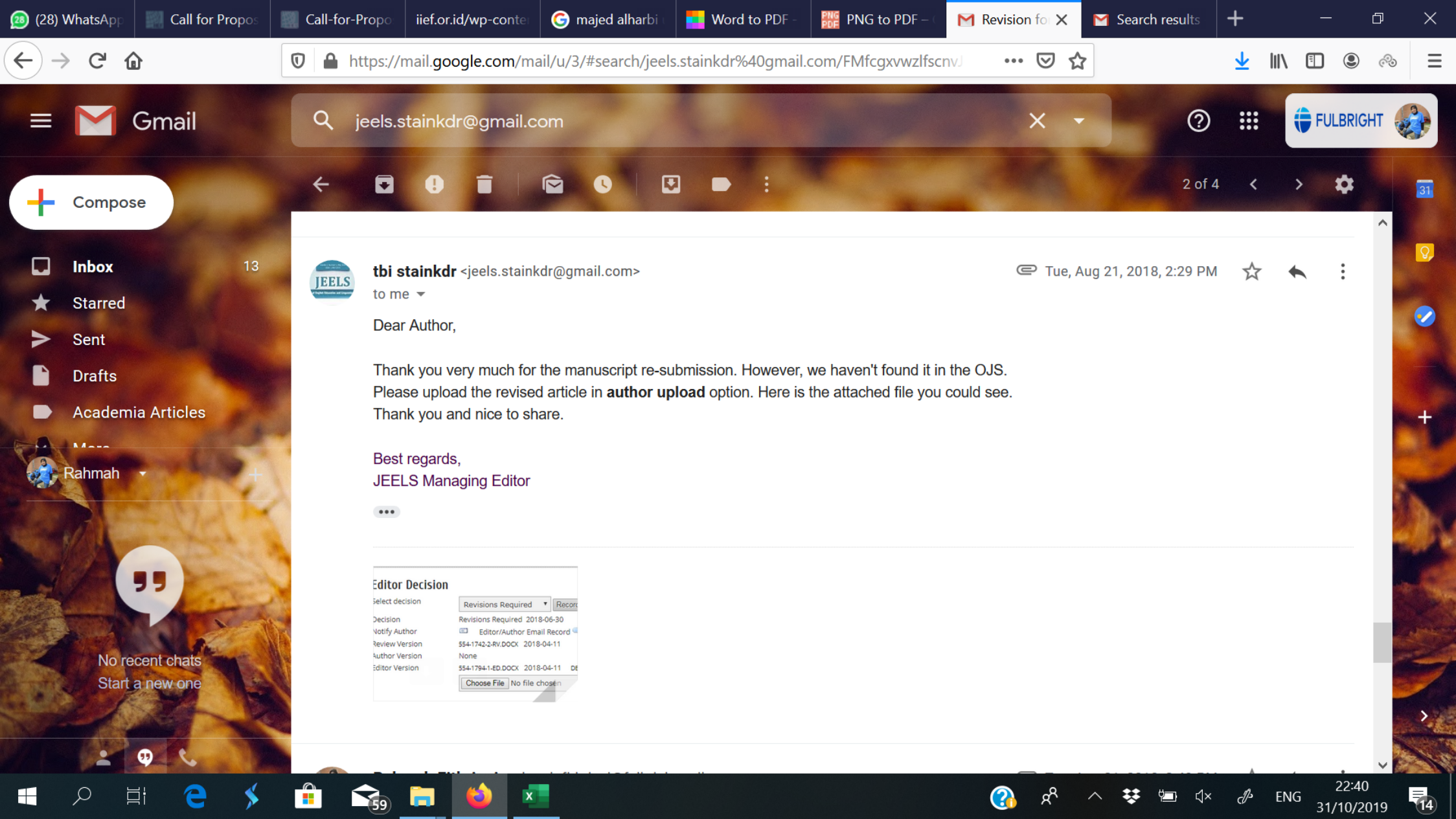
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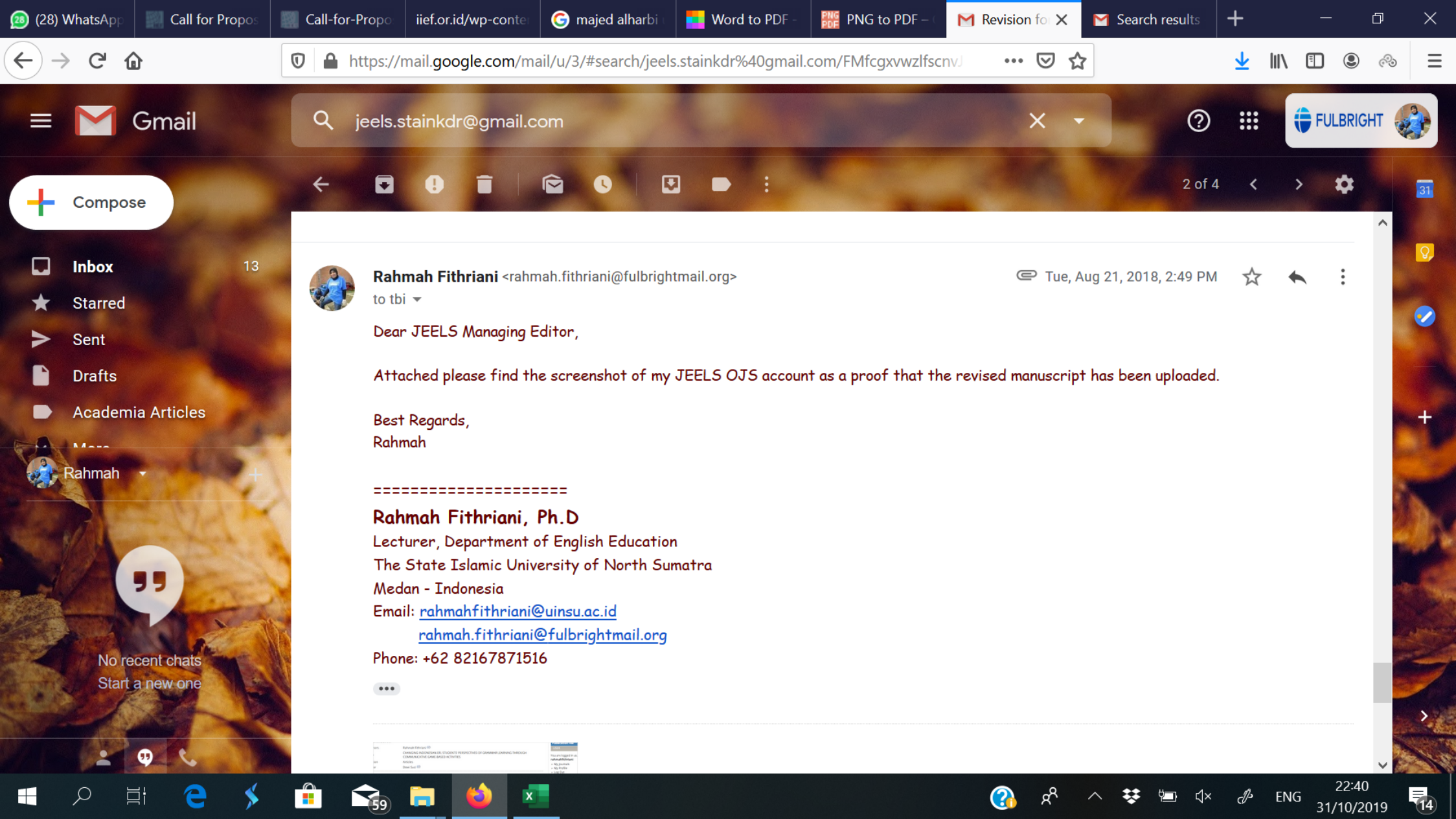
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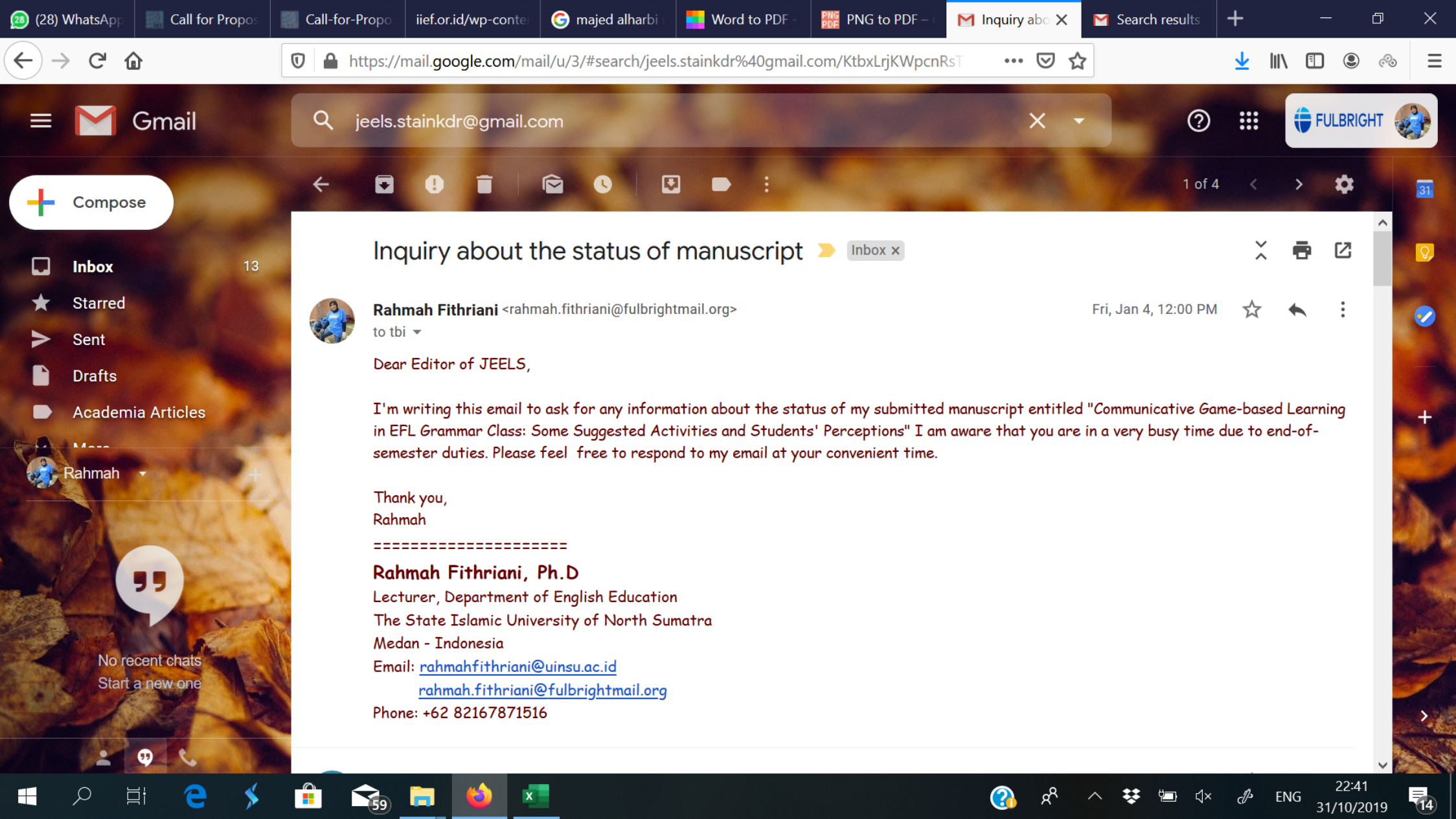Attached please find the screenshot of my JEELS OJS account as a proof that the revised manuscript has been uploaded.

Best Regards,
Rahmah

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I'm writing this email to ask for any information about the status of my submitted manuscript entitled "Communicative Game-based Learning in EFL Grammar Class: Some Suggested Activities and Students' Perceptions" I am aware that you are in a very busy time due to end-of-semester duties. Please feel free to respond to my email at your convenient time.
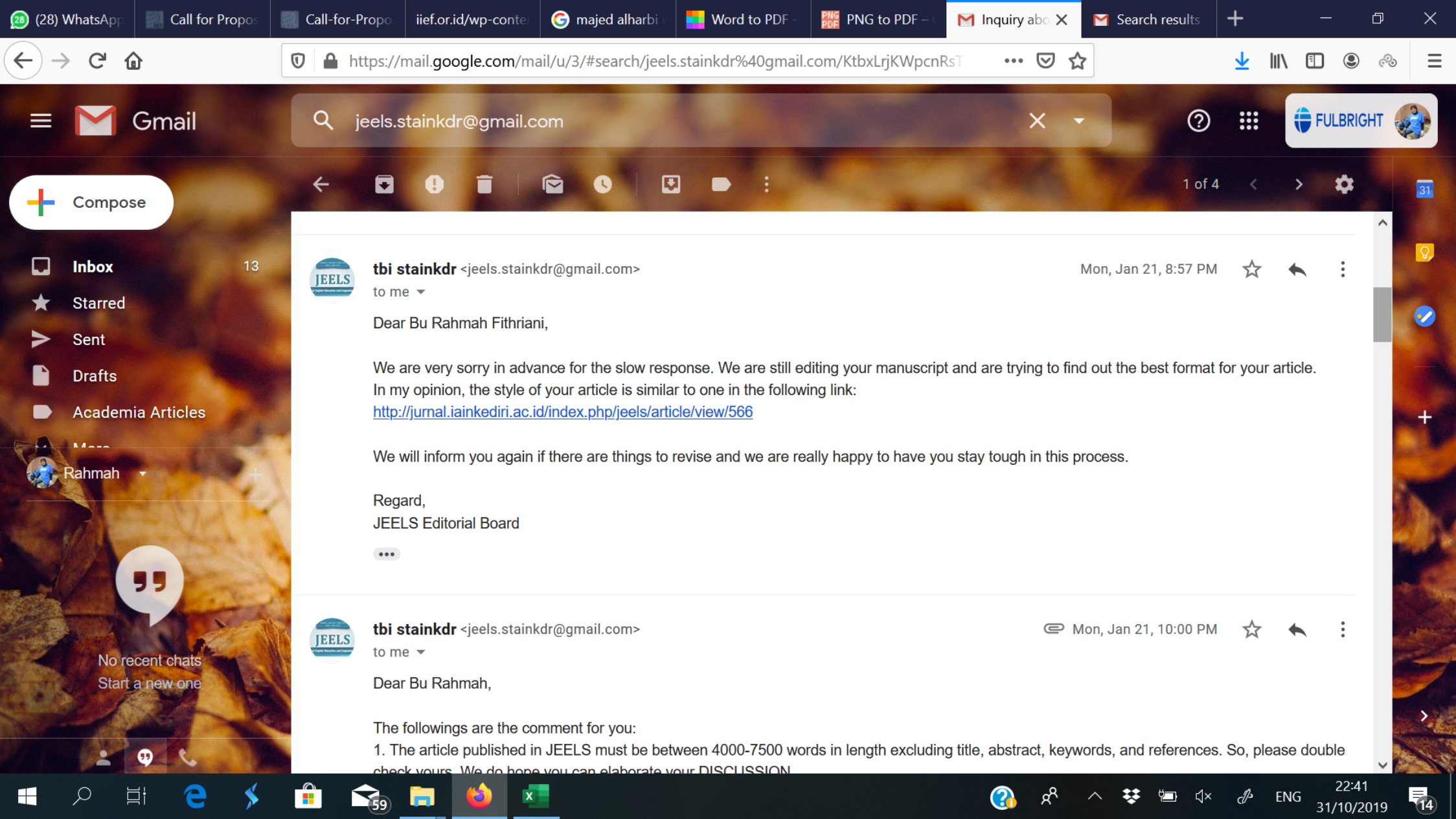
Thank you,
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Rahmah

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tbi stainkdr <jeels.stainkdr@gmail.com>
to me

Mon, Jan 21, 8:57 PM

Dear Bu Rahmah Fithriani,

We are very sorry in advance for the slow response. We are still editing your manuscript and are trying to find out the best format for your article. In my opinion, the style of your article is similar to one in the following link:

http://jurnal.iainkediri.ac.id/index.php/jeels/article/view/566

We will inform you again if there are things to revise and we are really happy to have you stay tough in this process.
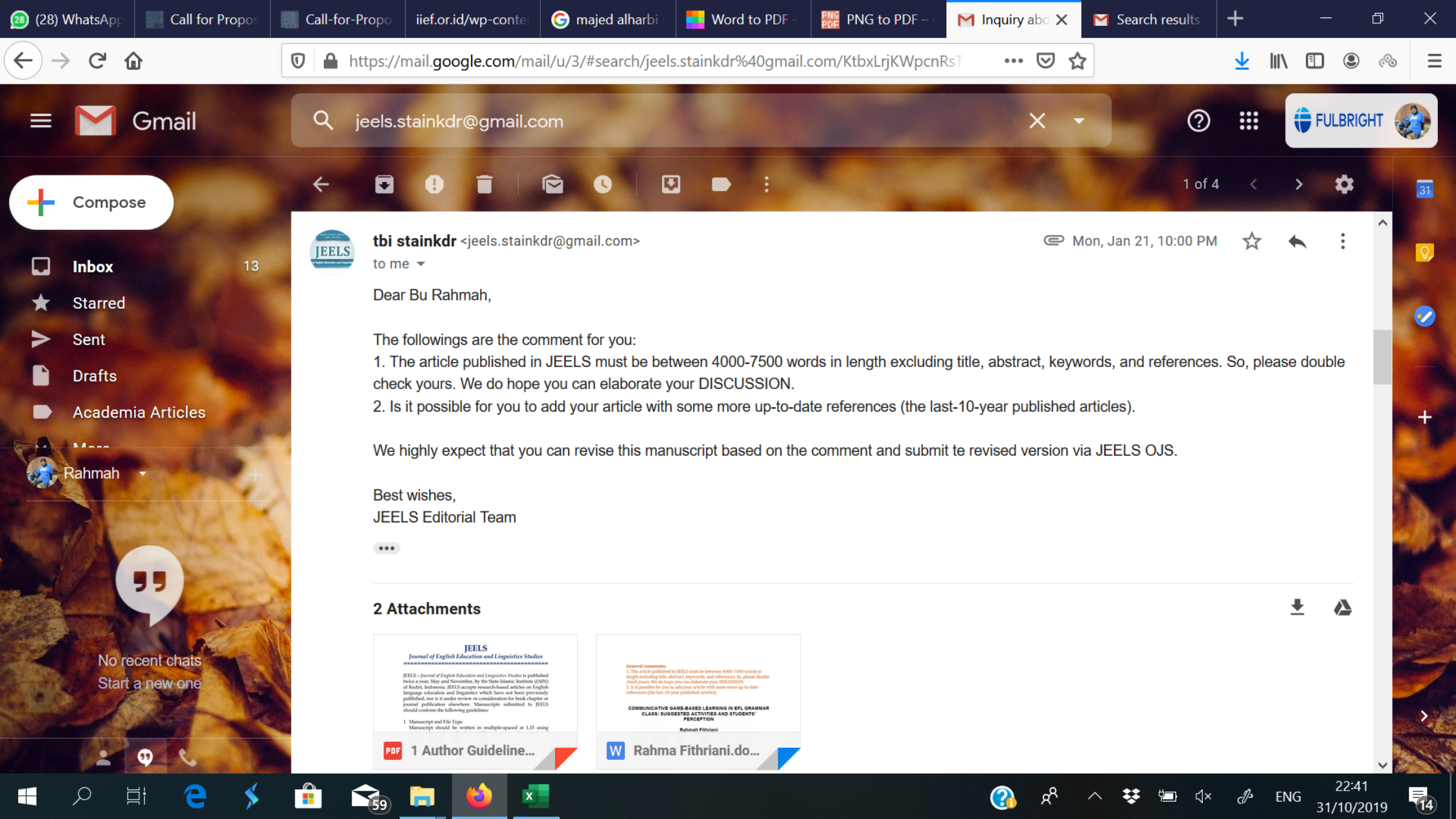
Regard,
JEELS Editorial Board

...

tbi stainkdr <jeels.stainkdr@gmail.com>
to me

Mon, Jan 21, 10:00 PM

Dear Bu Rahmah,

The followings are the comment for you:
1. The article published in JEELS must be between 4000-7500 words in length excluding title, abstract, keywords, and references. So, please double check yours. We do hope you can elaborate your DISCUSSION

tbi stainkdr <jeels.stainkdr@gmail.com>
to me

Mon, Jan 21, 10:00 PM

Dear Bu Rahmah,

The followings are the comment for you:
1. The article published in JEELS must be between 4000-7500 words in length excluding title, abstract, keywords, and references. So, please double check yours. We do hope you can elaborate your DISCUSSION.
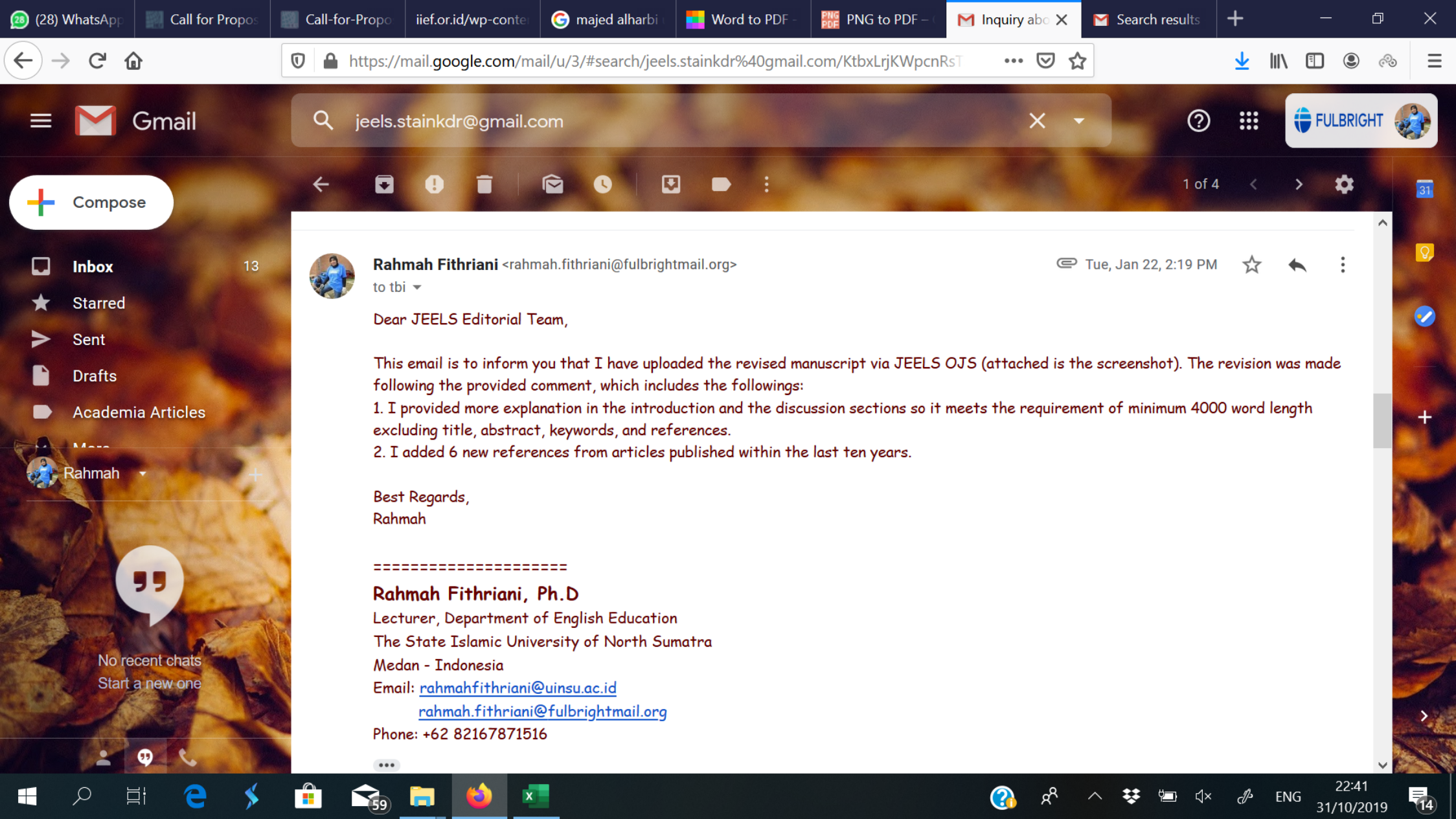2. Is it possible for you to add your article with some more up-to-date references (the last-10-year published articles).

We highly expect that you can revise this manuscript based on the comment and submit te revised version via JEELS OJS.

Best wishes,
JEELS Editorial Team

2 Attachments

PDF 1 Author Guideline...

W Rahma Fithriani.do...

Rahmah Fithriani <rahmah.fithriani@fulbrightmail.org>   Tue, Jan 22, 2:19 PM

to tbi

Dear JEELS Editorial Team,

This email is to inform you that I have uploaded the revised manuscript via JEELS OJS (attached is the screenshot). The revision was made following the provided comment, which includes the followings:
1. I provided more explanation in the introduction and the discussion sections so it meets the requirement of minimum 4000 word length excluding title, abstract, keywords, and references.
2. I added 6 new references from articles published within the last ten years.

Best Regards,
Rahmah

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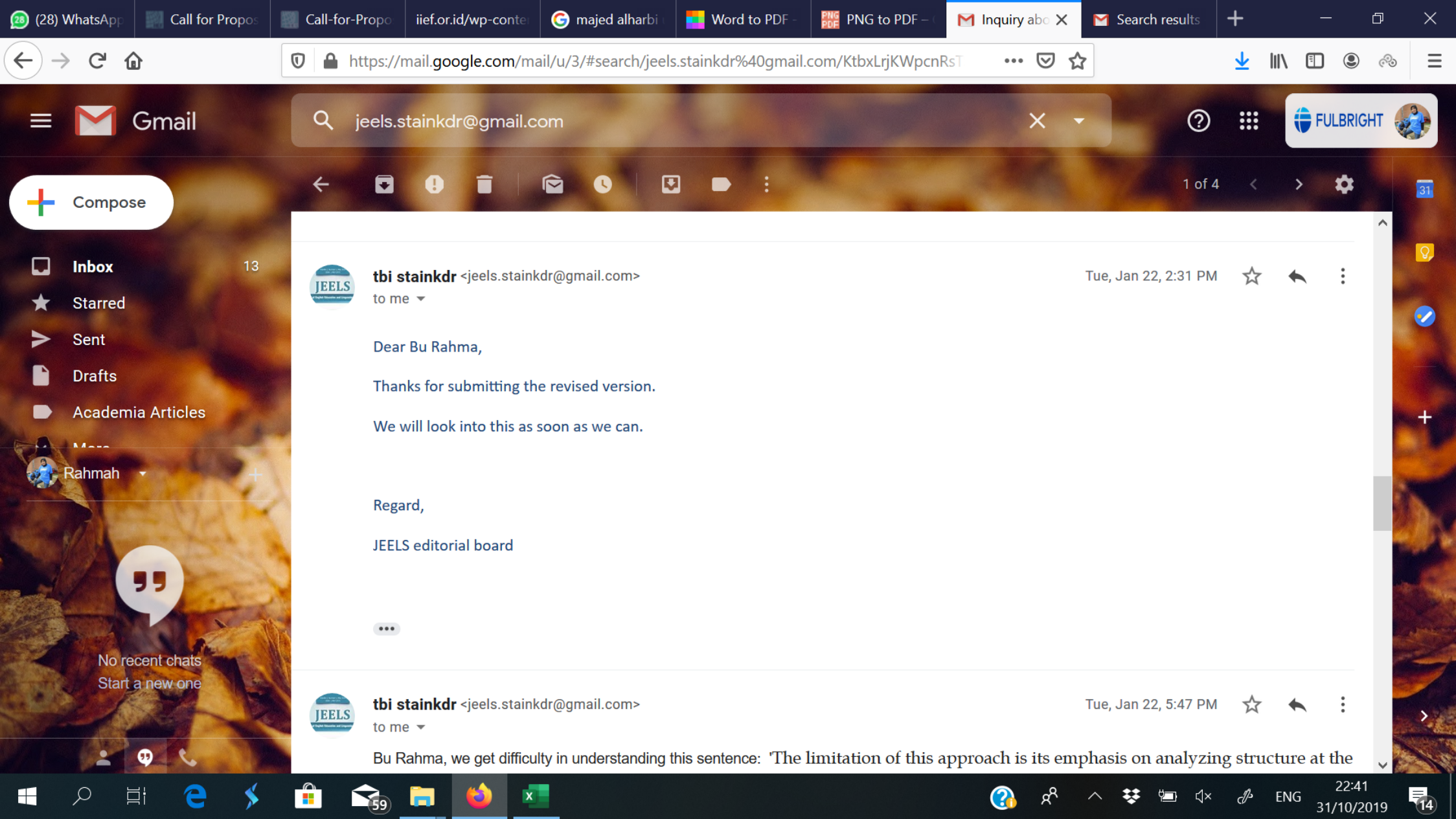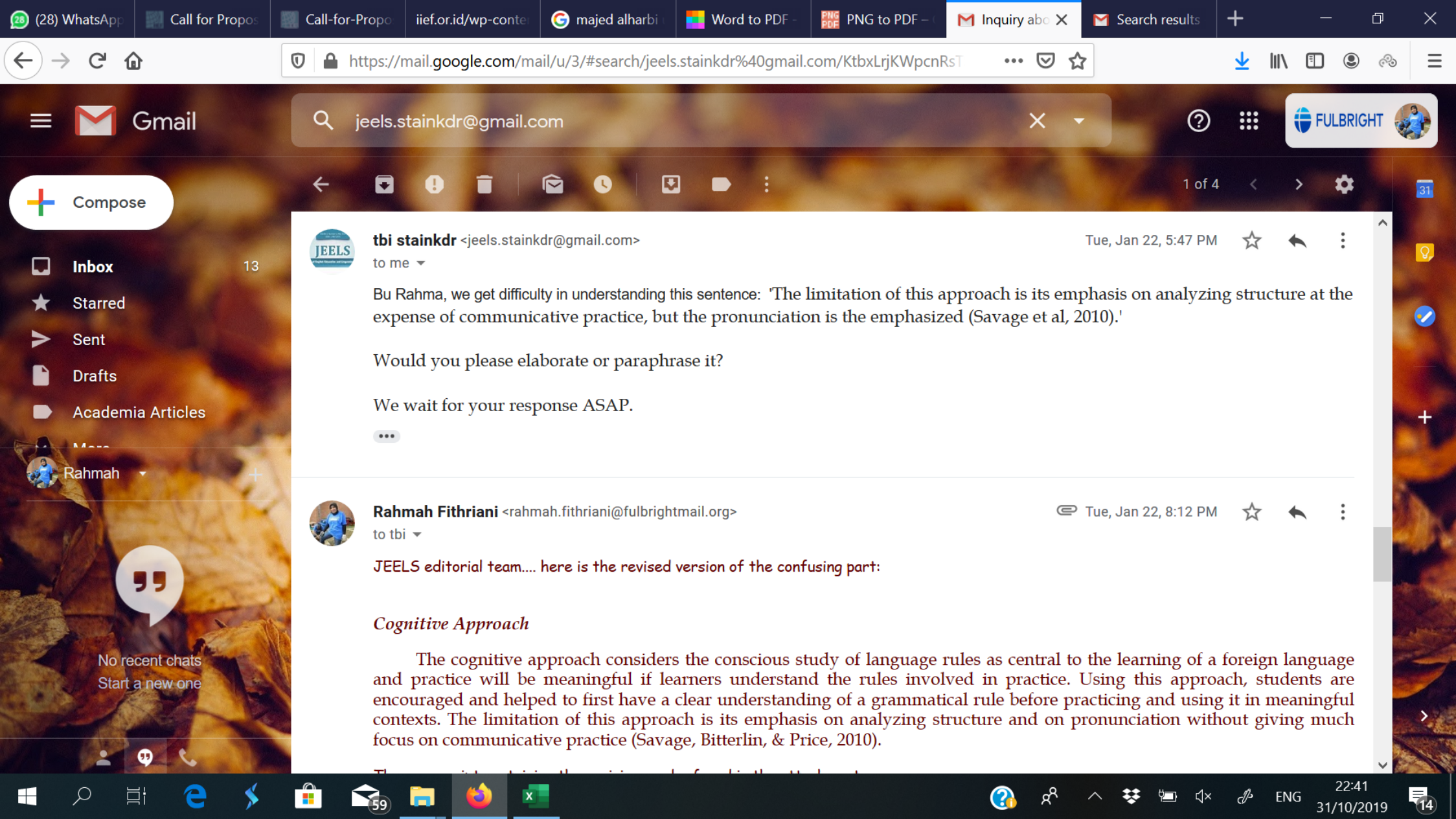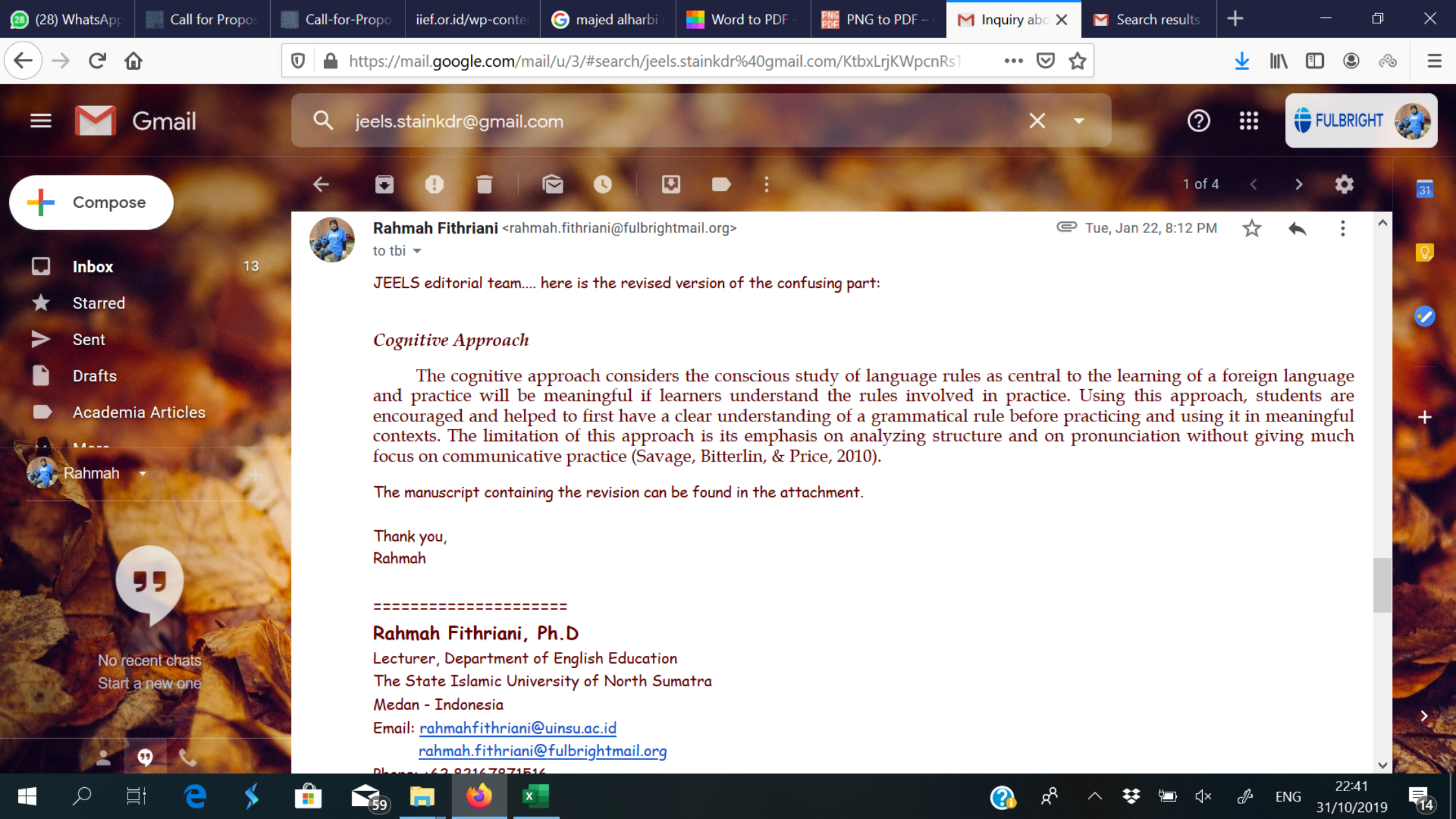
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Rahmah

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1 of 4

tbi stainkdr <jeels.stainkdr@gmail.com>   Tue, Jan 22, 2:31 PM
to me

Dear Bu Rahma,

Thanks for submitting the revised version.

We will look into this as soon as we can.

Regard,

JEELS editorial board

tbi stainkdr <jeels.stainkdr@gmail.com>   Tue, Jan 22, 5:47 PM
to me

Bu Rahma, we get difficulty in understanding this sentence: 'The limitation of this approach is its emphasis on analyzing structure at the

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31/10/2019

tbi stainkdr <jeels.stainkdr@gmail.com>   Tue, Jan 22, 5:47 PM

to me

Bu Rahma, we get difficulty in understanding this sentence: 'The limitation of this approach is its emphasis on analyzing structure at the expense of communicative practice, but the pronunciation is the emphasized (Savage et al, 2010).'

Would you please elaborate or paraphrase it?

We wait for your response ASAP.

...

Rahmah Fithriani <rahmah.fithriani@fulbrightmail.org>   Tue, Jan 22, 8:12 PM

to tbi

JEELS editorial team.... here is the revised version of the confusing part:

Cognitive Approach

The cognitive approach considers the conscious study of language rules as central to the learning of a foreign language and practice will be meaningful if learners understand the rules involved in practice. Using this approach, students are encouraged and helped to first have a clear understanding of a grammatical rule before practicing and using it in meaningful contexts. The limitation of this approach is its emphasis on analyzing structure and on pronunciation without giving much focus on communicative practice (Savage, Bitterlin, & Price, 2010).

JEELS editorial team.... here is the revised version of the confusing part:

Cognitive Approach

The cognitive approach considers the conscious study of language rules as central to the learning of a foreign language and practice will be meaningful if learners understand the rules involved in practice. Using this approach, students are encouraged and helped to first have a clear understanding of a grammatical rule before practicing and using it in meaningful contexts. The limitation of this approach is its emphasis on analyzing structure and on pronunciation without giving much focus on communicative practice (Savage, Bitterlin, & Price, 2010).

The manuscript containing the revision can be found in the attachment.

Thank you,
Rahmah

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Rahmah Fithriani, Ph.D
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Medan - Indonesia
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tbi stainkdr <jeels.stainkdr@gmail.com>   Tue, Jan 22, 9:08 PM

to me

Dear bu Rahma,

Your article has been published.
http://jurnal.iainkediri.ac.id/index.php/jeels/article/view/509

Can we have your WA number? Our administrative staff may need it.

Thanks a lot.

Best Regards,
JEELS Editorial Board.

...

Rahmah Fithriani <rahmah.fithriani@fulbrightmail.org>   Wed, Jan 23, 8:37 AM

to tbi

Dear JEELS Editorial Board,

Thank you for the intense communication and constant support and guidance so I could revise my manuscript to meet the journal's requirement. I could be contacted via WA through the # 082167871516.