

A Comparative Analysis of Learner Profiling and Role-Playing Approaches for Personalized English Sessions in Multi-Linguistic Milieus

Valerie Indiana Chemistry^{1,*}, Salwa Maziyatun Najah², & Nety Krisyati²

¹Department of Online Learning and Education Technology, Edgewood College, United States of America

²Department of Advanced Education, University of the People, United States of America

*Corresponding email: valche1914@gmail.com

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Abstract: A Comparative Analysis of Learner Profiling and Role-Playing Approaches for Personalized English Sessions in Multi-Linguistic Milieus. Objective: Despite meeting formal English reading and writing standards, Indonesian students face significant challenges in developing practical speaking skills due to limited daily English exposure and multiple linguistic barriers from prior ethnic and national language mastery. This study investigated how learner profiling and role-playing activities could enhance English-speaking performance and engagement among Indonesian multilingual students. **Methods:** The research employed a mixed-method approach, studying 197 students from two culturally diverse high schools in East Java and South Sumatra. Data collection included quantitative language proficiency assessments and qualitative student engagement and learning preferences analysis. **Findings:** The learner profile showed improvements across three dimensions: 21st-century Skills (literacy effectiveness 82.1%), Psychological (learning motivation increase 88.8%), and Linguistic Competence (vocabulary mastery improvement 91.7%). The data shows that 85.4% of students indicated a preference for personalized learning methods over traditional approaches. **Conclusion:** The findings demonstrate that integrating learner profiling as a diagnostic tool with role-playing as the primary instructional method creates an optimal strategy for English language instruction in classrooms with multilingual students, effectively addressing both foundational skills and practical communication abilities while maintaining high student engagement and reducing learning anxiety.

Keywords: multilingual education, foreign language exposure, second language acquisition, teaching English as a Second Language, differentiated learning, personalized learning, learner's profiling, role-playing.

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INTRODUCTION

The globalization of commerce and business has made English language proficiency increasingly vital for professional success, particularly in developing countries such as Indonesia, where English is a critical bridge toward global opportunities (Nazikian & Park, 2016). While various English methodologies have

been implemented in Indonesia, a significant gap remains between instructional approaches and measurable improvements in English speaking proficiency. Building upon this concern, the study compares how personalized instruction to assist English-speaking performance and learning engagement among Indonesian students can be enhanced through learner profiling and role-

playing activities. The study also aims to offer better and updated insights into practical personalization aspects of English language acquisition.

Problem Statement

Indonesian students face a significant challenge in developing practical English language skills despite recognizing their importance for academic and professional advancement (Amarasthi, 2022). While 65% of English Language Learners (ELL) in Indonesia meet formal English reading and writing standards, they still struggle with speaking English and communicating actively (Sari, 2017). This gap

between academic performance and practical speaking ability stems from three key factors. First, students have limited daily exposure to English-based speaking interactions (Fadilah, 2023). Second, English is typically introduced after students have mastered their ethnic language and Indonesian, creating multiple language barriers that mainly affect their speaking confidence and fluency (Farhani et al., 2017). Third, text-based teaching, which is favored over speaking-based activities in Indonesian schools, limits students' opportunities for active language production and engagement (Anggela et al., 2024).

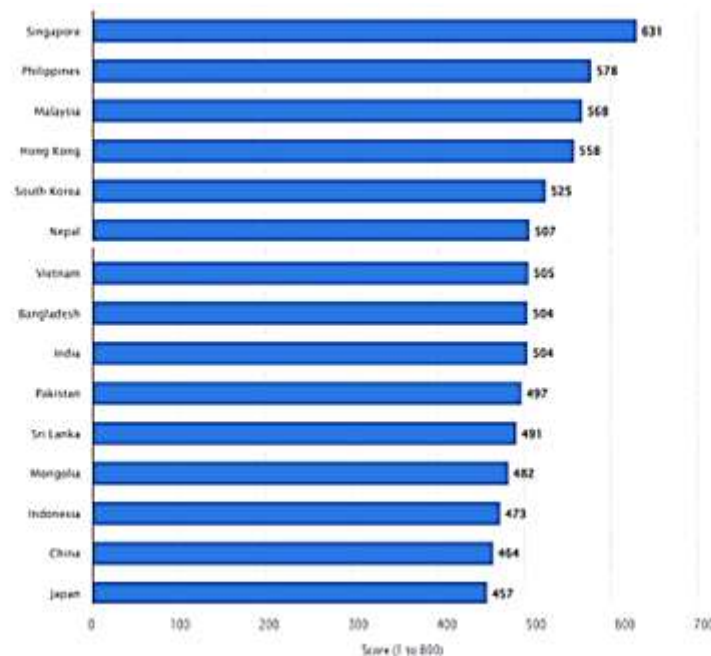


Figure 1. English proficiency index in Asia, taken from Statista (2024)

Rationale

Although the implementation of personalized learning is generally deemed an integral part of English teaching (Kramersch, 2014), multilingual learners in Indonesia continue to struggle with English speaking proficiency, impacting their international employment prospects and the ability to collaborate with global teams. This challenge is evidenced by Indonesia's

English Proficiency Index, mentioned in Statista (2024), which scores 473 out of 800, falling considerably behind regional peers such as Singapore (631), the Philippines (578), and Malaysia (568). The implications are particularly significant given Pearson's (2024) findings that advanced English speakers report substantially higher job satisfaction (88%) compared to beginners (64%), with over half of the learners

syllabus-based and needs-based approaches (Podlozny, 2018). Various studies report compelling results: 70% increased speaking motivation at Karangpandan High School (Sumpama, 2016), improved mean scores from 61.92 to 76.31 at Cimahi High School (Basit, 2018), and 65% of students achieved the passing criteria at 251 Jakarta High School (Sari, 2017).

However, as seen in Figure 2, bibliometric analysis through Research Rabbit reveals an intriguing paradox: Despite the documented global success of both approaches, their effectiveness within Indonesia's unique multilingual landscape remains unclear. This disconnection between international efficacy and local outcomes necessitates a focused examination of Indonesia's unique educational ecosystem. Therefore, this study evaluates the contextual effectiveness of learner profiling and role-playing, specifically within Indonesian ELL classrooms, considering the country's unique linguistic, cultural, and educational parameters.

■ **METHOD**

The increasing integration of global markets has positioned English proficiency as a key determinant of career success, particularly crucial for Indonesia's emerging workforce. Despite implementing various English teaching methodologies in Indonesia, a significant gap persists between instructional approaches and real-time speaking proficiency gains. Therefore, this research aims to investigate how learner profiling and role-playing activities affect these multilingual students' English-speaking performance and to analyze the comparative effects of these two approaches on students' overall learning engagement.

Data Population

The target population consisted of Grade 11 EFL students in Indonesian educational

institutions, including private and vocational schools. The study included a total sample of 96 students divided into two groups. The first group comprised 61 respondents who were students from a private secondary company school in Mataram, Lampung, South Sumatra, while the second group consisted of 35 respondents who were students from a vocational school in Kraton, Pasuruan, East Java. The sample from the Mataram school represented students from various socioeconomic backgrounds, including children of daily workers, supervisors, and managers, all exhibiting relatively similar levels of English proficiency. Meanwhile, the Kraton school sample included 20 females and 15 males aged between 15 and 16. Although these students shared similar socioeconomic backgrounds, their English proficiency levels varied; specifically, 10 student demonstrated middle-level speaking skills, while 25 students exhibited lower speaking abilities.

Data Collection Method

The researchers employed purposive sampling, specifically targeting Grade 11 EFL students. This sampling technique was selected because these students followed the K13 curriculum, which focuses on oral communication in English. Additionally, selecting samples from both private and vocational schools allowed the researchers to capture different educational approaches and student demographics within the Indonesian education system. Permission for the research was obtained through formal requests from the school leader, allowing voluntary recruitment of participants from grade 11. Announcements and sign-up forms were used to minimize potential influence. Written consent documents outlining the research purpose, procedures, risks, benefits, confidentiality, and voluntary nature were then distributed. Since the age of 17 is considered adulthood in Indonesia, students aged 17 and above signed their consent

forms independently, while parental signatures were required for those below 17.

Research Design and Procedures

At both locations, the research combined quantitative and qualitative methodologies in four weeks in the odd semester of 2023. In Mataram, where role-playing activities were already part of the established curriculum, the study focused on enhancing the existing practice by incorporating learner profiling. The intervention was implemented over four meetings of 90 minutes each, beginning with a diagnostic assessment to evaluate student readiness. This was followed by analyzing curriculum learning standards and content to create personalized lesson plans. During implementation, students engaged in activities designed to capture their attention and activate prior knowledge, with the opportunity to select learning activities that suited their individual needs. The researcher facilitated the learning process and observed classroom conditions while personalized instructions were applied to the learning process and products.

Conversely, in Kraton, where learner profiling was an established practice but role-playing activities were not yet implemented, the study introduced role-playing as a new teaching method. Students first underwent individual interviews with the researcher to assess their spontaneous speaking abilities, using consistent questions across all participants. They then participated in a four-session speaking class incorporating group work and role-play activities. The sessions progressed from readings about conversations at an airport or station, to group division and script provision, followed by rehearsals under teacher guidance, and culminated in mini-drama performances. Post-intervention individual interviews were conducted and recorded, with completed interviewees separated from those pending assessment to maintain evaluation integrity. This personalized approach allowed researchers to examine how combining learner profiling and role-playing activities affected English-speaking performance and overall learning engagement in these distinct educational contexts.

Week	Secondary School, Mataram	Vocational School, Kraton
1	<ul style="list-style-type: none"> Conducted diagnostic assessment to investigate students' readiness, learning profiles, and interests Analyzed current curriculum learning standards Designed possible alternations to current lesson plans with personalized instruction concepts 	<ul style="list-style-type: none"> Conducted diagnostic assessment through pre-test interviews to evaluate spontaneous speaking ability Recorded individual student interviews and compared to profiles Scored initial speaking abilities using the assessment rubric
2	<ul style="list-style-type: none"> Implemented personalized instructions in the learning process Students chose activities based on learning styles Wrote down learners' profiling 	<ul style="list-style-type: none"> Students learned readings about airport/station conversations Divided students into groups Distributed role-play scripts and assisted students with examples
3	<ul style="list-style-type: none"> Implemented personalized instructions focusing on learning products, following the result of the learners' profiling Students created outputs based on their preferences 	<ul style="list-style-type: none"> Students conducted role-play rehearsals as per assigned groups Teacher provided guidance and feedback to each group Groups refined their English performances based on the feedback

4	<ul style="list-style-type: none"> • Assessed students' speaking skills • Conducted surveys and questionnaires • Gathered data on student perceptions and compared that to the observed learners' profiling from Week 1; adjustments were made as needed. 	<ul style="list-style-type: none"> • Students performed mini-dramas on Parents-Teachers performance • Conducted post-test interviews, inviting the students to reflect on their achievements so far • Recorded final speaking assessments and wrote down results
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Figure 3. The step-by-step research design and the research period

Instrumentation

The research team implemented a structured data collection and analysis approach, combining qualitative and quantitative methods for comprehensive insights. First, they employed an interview rubric to evaluate three key cognitive aspects language, logic, and spontaneity/fluency on a scale of 0 to 100. This rubric, detailed in Figure 4, captured teachers' perspectives on

students' cognitive abilities concerning a specific familiar topic. Rubrics are valid because, as Brookhart (2013) stated, rubrics provide clear evaluation criteria that help ensure that assessments align with learning goals and outcomes. This alignment enhances construct validity by confirming that rubrics effectively measure relevant skills or knowledge areas.

Score	Linguistic (Grammar, Vocabulary, and Pronunciation)	Critical Thinking (Logic and Reasoning)	Communication (Fluency and Spontaneity)
75-100	Students speak English with 0-5 mistakes in pronunciation, structure, and diction. They show reasonable control of simple grammatical forms with attempts at complex structures. They utilize a range of appropriate vocabulary to ask questions and express opinions and make a commendable effort to pronounce most words correctly.	Students could relate to the questions and provide relevant answers with details. Produces more complex sentences with no occasional hesitation, with relevant contributions to the context.	Students could speak fluently and spontaneously with 0-5 pauses (during the whole interview) to think of possible sentences they would like to say. Overall, they initiated speaking and responded appropriately.
75-50	Students speak English with 5-10 mistakes in pronunciation, structure, and diction, with some control of simple grammatical forms with some attempts at complex structures, utilize some appropriate vocabulary to ask questions and express opinions, and make some effort to pronounce most words correctly.	Students could relate to the questions and provide relevant answers but without details. Produces more complex sentences despite occasional hesitation, with relevant contributions to the context.	Students could speak fluently and spontaneously with 5-10 pauses (during the interview) to think of sentences they would like to say. Overall, they could speak and respond appropriately, but with some extra questions or clues given.

50-25	Students speak English with 10-15 mistakes in pronunciation, structure, and diction. They have little control over simple grammatical forms and some attempts at complex structures. They utilize a little appropriate vocabulary to ask questions and express opinions and make little effort to pronounce most words correctly.	Students could relate to the questions but could not provide relevant answers. They produced no complex sentences and had occasional hesitations, with some relevant contributions to the context.	Students could speak with 10-15 pauses (during the interview) to think of sentences they would like to say. Overall, they struggle to speak and respond appropriately.
25-0	Students speak English with more than 15 mistakes in pronunciation, structure, and diction, and they have no control over the simplest grammatical forms. They utilize little to no appropriate vocabulary to ask questions and express opinions and make no effort to pronounce words correctly.	Students could not relate to the questions could not provide relevant answers, and hesitated throughout the session.	Students could not speak English fluently and spontaneously, pausing for most of the time or using Bahasa Indonesia to fill in the gaps between their pauses because they forgot the English words.

Figure 4. The English assessment rubric used in this research

The rubric effectively combines 21st-century skills with linguistic competencies, focusing on three key areas: Linguistic Skills (including Grammar, Vocabulary, and Pronunciation), Critical Thinking (encompassing Logic and Reasoning), and Communication (emphasizing Fluency and Spontaneity). Additionally, it addresses the psychological dimensions of learning by assessing students' cognitive abilities, such as their capacity to apply knowledge and analyze information, as well as their confidence and willingness to engage in communication. The results of this assessment were used to develop a preliminary personalized lesson plan tailored to the students' observed needs.

Next, a seven-point Likert scale survey, illustrated in Figure 5, was administered to gather students' perspectives on their learning progress. This survey completed the learners' profiling by

incorporating their self-assessments. The preliminary lesson plan will be refined based on the findings to better align with the students' perceptions and needs. The Likert scale survey is valid because, as Kusmaryono et al. (2022) stated, the reliability and validity of the Likert scale highlight its effectiveness in capturing nuanced opinions and attitudes through a range of response options. Their study underscores how the Likert scale enables a more detailed understanding of respondents' feelings than simple yes/no choices.

The Likert scale encompasses three primary dimensions: 21st-Century Skills, Psychological Dimensions, and Linguistic Dimensions. Under 21st-Century Skills, questions 1-10 address Communication (questions 1-3), Collaboration (questions 4-5), Creativity (questions 6-7), and Technology Usage (questions 8-10). The Psychological Dimensions include Self Confidence (question 11),

presentations using sound or video, presentation software, posters, etc.).	
The use of technology has engaged me more with the learning activities.	96
Psychological Dimension	
Self Confidence	
I can feel less nervous and anxious and feel more fun in speaking in English.	96
Self-Efficacy	
I am confident that I can accomplish a difficult task.	96
I believe that I can achieve the learning goals that I set.	96
Motivation to Learn	
The personalized learning activities in the class motivated me to learn new things.	96
The personalized learning activities in the class motivated me to understand the content.	96
The personalized learning activities motivate me to earn good grades.	96
The personalized learning activities motivate me to show my speaking abilities to my teacher, friends, and family.	96
Control of Learning Beliefs	
1 After I study in 8 ways according to my interests, then I am able to learn the material.	96
1 If I study 9 according to my learning needs, I will try hard	96

	enough to understand the material.	
Self-Direction		
2	The learning activities help me track my progress and change things if I am not working the way I should, to complete a task.	96
2	I can assess the quality of my work before I submit it.	96
2	I get feedback from my friends and teachers to improve my work.	96
Social Engagement		
2	I have strong relationships with fellow students through the learning activities.	96
2	I pay attention in classes.	96
Linguistic Dimension		
Grammar		
2	Personalized instructions help me use grammar well so that my errors do not interfere with people's understanding of my ideas.	96
2	Personalized instructions help me to use the correct basic structure when I speak.	96
2	The learning activities help me to use the correct forms of words.	96
Vocabulary		
2	I listen to audio recordings and watch videos to try and learn vocabulary from context.	96
2	Through the learning activities, I can increase and practice new vocabulary.	96

3	Through the	
0	learning activities, I can use the vocabulary words in a conversation to help me remember better.	96
3	I learn to make	
1	my own sentences using new vocabulary through the learning activities.	96
Pronunciation		
3	The learning	
2	activities helped me pay attention to pronunciation.	96
3	I learn to	
3	pronounce better through the activities. I pronounce better through the personalized instructions.	96
Fluency		
3	Through the	
4	learning activities, I construct simple sentences without hesitation.	96
3	Through the	
5	learning activities, I demonstrate fluency.	96

Figure 5. The Likert Scale used in this research was distributed to participants in English and Indonesian

Self-Efficacy (questions 12-13), Motivation to Learn (questions 14-17), Control of Learning Beliefs (questions 18-19), Self Direction (questions 20-22), and Social Engagement (questions 23-24). Lastly, the Linguistic Dimensions comprise Grammar (questions 25-27), Vocabulary (questions 28-31), Pronunciation (questions 32-33), and Fluency (questions 34-35). These categories collectively assess various facets of student capabilities and attributes, which will be helpful for learners' profiling process.

The researchers consolidated the data from all the sources to construct a detailed learners' profile. This profile served as the foundation for

designing a personalized English lesson plan that addressed the identified needs of the students. The validity of lesson plans is supported by Zaragoza et al. (2023), who emphasize that lesson plans allow teachers to set clear, attainable objectives for each session. This clarity provides educators with direction and keeps students focused on the intended learning outcomes. Moreover, it facilitates the creation of personalized lesson plans aligned with the learners' profiles.

Data Analysis

The data analysis involved two complementary methods. The first utilized a

seven-point Likert scale survey (ranging from strongly agree to disagree strongly). The responses were compiled into a table for percentage-based analysis. The second method employed an interview scoring rubric that assessed language performance on a scale of 0–100, with specific ranges corresponding to the number of mistakes or pauses: 75–100 (0–5 mistakes/pauses), 50–75 (5–10 mistakes/pauses), 25–50 (10–15 mistakes/pauses), and 0–25 (>15 mistakes/pauses). Interviews were recorded and scored using this rubric, and results were compared between the pre- and post-intervention phases.

Summary of Methodology

This study integrates quantitative and qualitative approaches to evaluate the effectiveness of personalized English language instruction in non-urban Indonesian educational settings. The researchers used purposive sampling to target Grade 11 EFL students following the K13 curriculum, selecting participants from private and vocational schools to reflect diverse educational approaches and demographics, with formal permission from school leaders for voluntary participation. Over four weeks, a mixed-method approach was utilized, comparing two groups (96 students total) from different schools—one implementing learner profiling and the other utilizing role-play activities. The speaking performance assessment was conducted through seven-point Likert scale surveys and interview rubrics (0-100), capturing essential dimensions of psychological engagement, linguistic proficiency, and relevant 21st-century skills.

■ ETHICS

To ensure ethical research practices, the researchers followed the direction given by Sürücü and Maslakci (2020) to prioritize building a positive relationship with participants founded

on ethical principles, ensuring the participants' autonomy and safeguarding those with diminished autonomy as ethical practices guided meaningful data interpretation. The broader ethical framework encompassed integrity, respect, social equity, responsibility, competence, and ethical balance, reflecting cultural nuances while acknowledging global ethical standards.

Considerations During Intervention

Greenfader et al. (2015) extensively researched the effectiveness of structured intervention sessions, such as learners' profiling and integrating role-playing sessions, in improving the oral language skills of English learners, whether conducted individually or in groups within the educational milieu. Building on this, Tomlinson and Moon (2013) proposed that interventions for diverse learners should concentrate on implementing specialized instruction methods globally recognized as effective in addressing speaking challenges. Recognizing that existing approaches were not as beneficial in improving Indonesians' English skills, the researchers propose addressing this research gap. The intervention sought to develop a personalized learning framework that fosters holistic English language development and meets the diverse needs of students in Indonesia's multicultural context.

Considerations During Data Collection

Ensuring the safety and confidentiality of participants' personal information during data collection was a priority. Anderson (2019) states that this assurance encompasses protecting participants' privacy, maintaining confidentiality, and enabling anonymity. To uphold privacy, the researcher carefully approached participants and collected data privately without publicly requesting personal or sensitive information. The consent letter permitted children to participate and

be recorded, specifying that videos or pictures would not be shared publicly, such as on social media or school platforms. Recorded materials were solely used for the study; any use outside this required blurred faces during presentations. All ethical standards were outlined in the consent letter, which parents signed, ensuring participant safety throughout the data collection process.

Considerations of Researcher Bias

Anderson (2019) defines bias as a systematic error within a study, necessitating unbiased study results, data gathering, and participant involvement. To mitigate the considered bias, the researchers devised a comprehensive plan that included reviewing survey questions, introducing broad topics before specifics, and categorizing data-gathering topics sequentially. For instance, a rubric will guide objective assessment during interviews, with recordings enabling score verification. Then, standardized open-ended questions will ensure equal speaking opportunities for all students, irrespective of gender or cultural background, ensuring a fair interview process for all

participants. The study also recognized that taking samples from two non-urban schools may not fully represent Indonesia's vast educational milieu.

Summary of Ethics and Considerations

Overall, the ethical framework emphasized integrity, respect, social equity, responsibility, competence, and cultural sensitivity. The study also mitigated researcher bias through structured interview protocols and data analysis procedures, ensuring fairness and accuracy. Ethical integrity, participant safety, and unbiased research outcomes were central to this study's ethical framework and operational procedures.

■ RESULT AND DISCUSSION

Result of Student Assessment for the Learners' Profiling

Using the aforementioned rubric, the traditional approach was implemented and evaluated. As shown in Figure 6 below, the assessment results were documented to inform the development a preliminary personalized lesson plan tailored to the students' observed needs.

Student Interview Scores

No.	Linguistic (Grammar, Vocabulary, and Pronunciation)	Critical Thinking (Logic and Reasoning)	Communication (Fluency and Spontaneity)
	Pre	Pre	Pre
1	50	65	50
2	60	66	60
3	70	70	60
4	55	64	60
5	65	74	70
6	70	66	60
7	55	72	60
8	65	60	55
9	65	64	60
10	70	72	70
11	55	64	60
12	50	56	60
13	65	70	55

14	60	65	60
15	70	75	60
16	75	75	55
17	75	77	60
18	60	66	60
19	65	71	60
20	60	60	55
21	65	70	60
22	70	72	65
23	55	59	60
24	60	61	55
25	65	67	60
26	70	72	65
27	55	57	60
28	60	72	55
29	65	64	60
30	70	56	65
31	75	70	60
32	60	63	55
33	65	62	60
34	70	71	65
35	55	56	60
36	60	66	55
37	65	71	60
38	70	60	65
39	55	70	60
40	60	72	55
41	65	66	60
42	70	72	65
43	75	65	60
44	60	70	55
45	65	55	60
46	70	60	65
47	55	65	60
48	60	70	55
49	65	75	60
50	70	60	65
51	55	65	60
52	60	70	55
53	65	55	60
54	70	75	60
55	75	75	55
56	60	77	60
57	65	66	60
58	70	71	60
59	55	60	55
60	60	70	60
61	65	72	65

62	70	59	60
63	55	61	55
64	60	67	60
65	65	72	65
66	70	57	60
67	75	72	55
68	60	64	60
69	65	56	65
70	70	60	77
71	55	65	66
72	60	70	71
73	65	55	60
74	60	60	70
75	55	65	72
76	60	70	59
77	65	55	61
78	61	60	67
79	67	65	72
80	60	70	57
81	65	75	72
82	64	60	77
83	55	65	66
84	60	70	71
85	61	55	60
86	69	60	70
87	55	65	75
88	60	64	60
89	65	55	65
90	70	60	70
91	75	77	60
92	60	66	65
93	65	71	60
94	59	60	65
95	55	70	60
96	60	72	55

Result of Likert's Scale for Learner's Profiling

Based on the 7-point Likert scale data with a sample size of $N=96$, each response is assigned a numerical value ranging from 1 (Strongly Disagree) to 7 (Totally Agree). The overall score for any item can be calculated using the formula:

$$\text{Score} = \frac{(f_1 \times 1 + f_2 \times 2 + f_3 \times 3 + f_4 \times 4 + f_5 \times 5 + f_6 \times 6 + f_7 \times 7)}{N}$$

Where f represents the frequency of each response. The central tendency measures yield a weighted mean (\bar{x}) of 6.27, indicating a strong positive overall response, with the mode being "Totally Agree" (7) and the median being "Totally Agree" (7). The dispersion measures show a standard deviation (σ) of 1.23, suggesting moderate response variability and a range of 6 points from 1 to 7.

As seen in Figure 6 below, despite the diverse opinions within the group, the students unanimously agreed that active learning significantly contributes to the development of three key areas: 21st Century Skills (including communication, collaboration, creativity, and technology usage with 85.6% positive response), Psychological Dimension (covering self-confidence, self-efficacy, motivation to learn, control of learning beliefs, self-direction,

and social engagement with 88.6% positive response), and Linguistic Dimension (encompassing grammar, vocabulary, pronunciation, and fluency with 92.0% positive response). The mode across most items was “Totally Agree,” particularly strong in pronunciation and technology usage categories, where 95.8% and 93.8% of respondents gave the highest rating.

Likert Scale Result (n=96)

		Strongly Disagree	Disagree	Totally Disagree	Neutral	Agree	Strongly Agree	Totally Agree	Blank	Total
21st Century Skills										
Communication										
1	I am more confident in preparing and delivering an oral presentation to the teacher or others.	3	9	19	4	14	10	37	0	96
2	I am more confident in communicating my ideas using different media like video, voice recording, and presentation.	0	3	5	3	9	14	62	0	96
3	I am more confident in asking and answering questions in oral communication.	1	7	13	4	16	11	41	0	96
Collaboration										
4	I can confidently work individually, in pairs or small groups to complete the task.	0	2	3	6	8	7	70	0	96
5	I am confident in working with others to set goals and create a plan for myself and my group.	0	1	2	10	6	14	63	0	96
Creativity										
6	I am more confident in expressing ideas in different ways.	0	3	5	8	14	22	44	0	96
7	I can show creativity in different ways.	0	1	2	6	13	18	56	0	96
Technology Usage										
8	Personalized instructions allow me to use technology to complete the task.	0	1	2	3	8	9	73	0	96
9	Personalized instructions allow me to use technology to help to share information (e.g., multimedia presentations using sound or video, presentation software, posters, etc.)	0	1	2	2	3	15	73	0	96

10	The use of technology has engaged me more with the learning activities.	0	1	2	4	6	9	74	0	96
Psychological Dimension										
Self-Confidence										
11	I can feel less nervous and anxious and feel more fun in speaking in English.	0	7	5	3	6	11	64	0	96
Self-Efficacy										
12	I am confident that I can accomplish a difficult task.	0	3	5	5	7	15	61	0	96
13	I believe that I can achieve the learning goals that I set.	0	1	2	6	8	14	65	0	96
Motivation to Learn										
14	The personalized learning activities in the class motivated me to learn new things.	0	0	0	11	10	15	60	0	96
15	The personalized learning activities in the class motivated me to understand the content.	0	0	0	10	15	13	58	0	96
16	The personalized learning activities motivate me to earn good grades.	0	0	0	10	13	15	58	0	96
17	The personalized learning activities motivate me to show my speaking abilities to my teacher, friends, and family.	0	1	1	10	10	9	65	0	96
Control of Learning Beliefs										
18	After I study in ways according to my interests, then I am able to learn the material.	0	1	1	9	10	17	58	0	96
19	If I study according to my learning needs, I will try hard enough to understand the material.	0	2	2	5	12	14	59	0	96
Self-Direction										
20	The learning activities help me track my progress and change things if I am not working the way I should, to complete a task.	0	1	1	15	14	4	60	1	96
21	I can assess the quality of my work before I submit it.	0	0	0	6	10	10	70	0	96
22	I get feedback from my friends and teachers to improve my work.	0	1	1	11	16	8	59	0	96
Social Engagement										
23	I have strong relationships with fellow students through the learning activities.	0	0	0	5	10	14	67	0	96
24	I pay attention in classes.	0	2	2	8	10	14	60	0	96
Linguistic Dimension										
Grammar										

2	Personalized instructions	0	1	1	6	10	11	67	0	96
5	help me use grammar well, so my errors do not interfere with people's understanding of my ideas.									
2	Personalized instructions	0	1	1	9	9	18	58	0	96
6	help me to use the correct basic structure when I speak.									
2	The learning activities help	0	0	0	6	7	15	68	0	96
7	me to use the correct forms of words.									
Vocabulary										
2	I listen to audio recordings	0	1	1	1	10	15	68	0	96
8	and watch videos to try and learn vocabulary from context.									
2	Through the learning	0	0	0	7	9	10	70	0	96
9	activities, I can increase and practice new vocabulary.									
3	Through the learning	0	1	1	8	8	9	69	1	96
0	activities, I can use the vocabulary words in a conversation to help me remember better.									
3	I learn to make my own	0	2	2	8	9	10	65	0	96
1	sentences using new vocabulary through the learning activities.									
Pronunciation										
3	The learning activities help	0	1	1	4	6	10	74	0	96
2	me to pay attention to pronunciation.									
3	I pronounce better through	0	0	0	2	6	8	80	0	96
3	the personalized instructions.									
Fluency										
3	Through the learning	0	3	3	5	6	6	73	1	96
4	activities, I construct simple sentences without hesitation.									
3	Through the learning	0	2	2	4	6	8	70	4	96
5	activities, I demonstrate fluency.									

Figure 7. The Likert Scale result

Result of Role-playing

The research assessed students' English spontaneous speaking progress through pre and post-interviews surrounding a four-week speaking course. The assessment focused on three key aspects: language proficiency, logical coherence, and speaking spontaneity. The role-play activities during the four class sessions centered on public transportation scenarios, aligning with the interview topics about students'

experiences with figurative language expressions in daily life, using the lesson plan sample below.

Personalized Learning Through Role-Playing Lesson Plan Sample

I. Instructions Lesson Plan

Grade : SMA Grade : XI
 Subject : English Time : 2 meetings (4x45 minutes)
 Core Material : Songs

Basic Competence	The Competence Achievement Indicators
3.9 <i>Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.</i> Interpret the social function and language features of song lyrics about teenage life.	<input type="checkbox"/> Define the meaning of new vocabulary in the song <input type="checkbox"/> Identify figurative language <input type="checkbox"/> Interpret and relate the meaning of the song lyrics with their life.
4.9 <i>Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.</i> Grasp the meaning of songs about teenage life contextually related to the social functions and language features	<input type="checkbox"/> Present the meaning of songs.

Learning Objectives

- Students correctly define the meaning of new vocabulary after watching videos, listening to an audio file, or doing role play.
- Students identify figurative language in a song.
- Students interpret and relate the meaning of the song lyrics well after watching videos, listening to an audio file, or doing role play.
- Students present the meaning of songs well in various ways.

Learning Media and Resources

PowerPoint presentation, audiovisual media, QR code, Smartphone, *QR code scanner*, *voice note application*, *Google Classroom*, *Canva*

Learning Activities

Assessment

- Affective assessment: Observation
- Cognitive Assessment: Formative Assessment
- Psychomotor assessment: Summative assessment rubric

Learning Material

Songs about teenage life

Meeting 1

Activities	Learning Steps	Time
Opening	<input type="checkbox"/> Students pray and greet each other.	15'
	<input type="checkbox"/> The teacher checks the attendance list.	
	<input type="checkbox"/> The teacher asks students for prior knowledge about songs.	
	<input type="checkbox"/> The teacher elaborates on the learning objectives and the material.	

Core Activities	<input type="checkbox"/> Students listen to the teacher's explanation about song features.	60'
	<input type="checkbox"/> Students listen to a song titled Hero.	
	<input type="checkbox"/> Students answer some questions related to the song.	
	<input type="checkbox"/> They investigate new vocabulary, figurative language, and the song's meaning.	
	<input type="checkbox"/> Students discuss the answer with their classmates	
Closing	<input type="checkbox"/> The teacher concludes and explains the next lesson plan.	15''
	<input type="checkbox"/> Students make a self-reflection.	
	<input type="checkbox"/> The teacher concludes the class.	

Meeting 2

Activities	Learning Steps	Time		
Opening	<input type="checkbox"/> Students pray and greet each other.	15'		
	<input type="checkbox"/> The teacher checks the attendance list.			
	<input type="checkbox"/> The teacher asks students for prior knowledge about songs.			
	<input type="checkbox"/> The teacher elaborates on the learning objectives and the material.			
Core Activities	<input type="checkbox"/> Students listen to the teacher's explanation of the learning activities in each station.	60'		
	<input type="checkbox"/> Students categorize themselves into visual, auditory, or kinesthetic learners.			
	<input type="checkbox"/> Students complete the learning activities in the learning station they choose.			
	Differentiated Instructions			
	<input type="checkbox"/> The teacher provides three learning stations according to learning styles.			
	Learning Station A: Visual Learners			
	<ul style="list-style-type: none"> • Students watch the video of the song they choose. • They identify the problematic words and define the vocabulary. • They complete a visual graphic to interpret the song's meaning and relate it to their life. 			
	Learning Station B: Auditory Learners			
	<ul style="list-style-type: none"> • Students listen to the song they like. • They sing the song they listen to. • They identify the problematic words and define the vocabulary. • They discuss the meaning of the lyrics with a partner. 			
	Learning Station C: Kinesthetic Learners			
	<ul style="list-style-type: none"> • Teachers provide a gallery with pictures and trivia questions. • Students are asked to move around and follow the instructions in the pictures below. • They complete the project. 			
	Closing		<input type="checkbox"/> The teacher concludes and explains the next lesson plan.	15'
			<input type="checkbox"/> Students make a self-reflection.	
			<input type="checkbox"/> The teacher concludes the class.	

Figure 8. One of the lesson plan samples of the role-playing session

After developing learner profiles through class observations, analyzing their performances, and reviewing the completed Likert-scale surveys, personalized approaches were implemented. Subsequently, the students were

reassessed using the rubric in the aforementioned Figure 4, focusing on the same three dimensions: the 21st-century Skills Dimension, the Psychological Dimension, and the Linguistic Dimension, with the result as seen in figure 9 below.

Student Interview Scores

No.	Linguistic (Grammar, Vocabulary, and Pronunciation)		Critical Thinking (Logic and Reasoning)		Communication (Fluency and Spontaneity)	
	Pre	Post	Pre	Post	Pre	Post
1	50	54	65	70	50	54
2	60	62	66	70	60	62
3	70	72	70	78	60	72
4	55	58	64	70	60	58
5	65	68	74	75	70	72
6	70	73	66	72	60	77
7	55	57	72	77	60	64
8	65	66	60	64	55	56
9	65	74	64	69	60	62
10	70	75	72	78	70	70
11	55	58	64	73	60	76
12	50	51	56	61	60	65
13	65	69	70	75	55	59
14	60	63	65	70	60	66
15	70	74	75	77	60	64
16	75	79	75	81	55	59
17	75	78	77	79	60	65
18	60	65	66	70	60	67
19	65	67	71	76	60	63
20	60	63	60	66	55	59
21	65	66	70	73	60	65
22	70	75	72	79	65	71
23	55	56	59	63	60	64
24	60	62	61	66	55	57
25	65	70	67	72	60	62
26	70	76	72	78	65	67
27	55	59	57	61	60	64
28	60	63	72	78	55	59
29	65	71	64	73	60	65
30	70	76	56	61	65	69
31	75	80	70	75	60	66
32	60	64	63	67	55	57
33	65	68	62	70	60	63
34	70	74	71	75	65	69
35	55	58	56	60	60	62
36	60	63	66	70	55	59
37	65	72	71	76	60	62

38	70	76	60	66	65	67
39	55	60	70	73	60	66
40	60	64	72	79	55	59
41	65	73	66	70	60	63
42	70	78	72	79	65	69
43	75	57	65	70	60	65
44	60	64	70	76	55	57
45	65	72	55	59	60	77
46	70	76	60	63	65	61
47	55	60	65	71	60	66
48	60	65	70	76	55	74
49	65	73	75	80	60	79
50	70	77	60	64	65	65
51	55	61	65	68	60	65
52	60	66	70	74	55	57
53	65	74	55	58	60	64
54	70	79	75	77	60	64
55	75	60	75	81	55	59
56	60	65	77	79	60	65
57	65	73	66	70	60	67
58	70	59	71	76	60	63
59	55	64	60	66	55	59
60	60	72	70	73	60	65
61	65	75	72	79	65	71
62	70	61	59	63	60	64
63	55	66	61	66	55	57
64	60	73	67	72	60	62
65	65	76	72	78	65	67
66	70	58	57	61	60	64
67	75	63	72	78	55	59
68	60	71	64	73	60	65
69	65	79	56	61	65	69
70	70	62	60	65	77	79
71	55	67	65	73	66	70
72	60	75	70	59	71	76
73	65	80	55	64	60	66
74	60	70	60	72	70	73
75	55	66	65	75	72	79
76	60	72	70	61	59	63
77	65	78	55	66	61	66
78	61	70	60	73	67	72
79	67	75	65	76	72	78
80	60	75	70	58	57	61
81	65	70	75	63	72	78
82	64	66	60	65	77	79
83	55	60	65	73	66	70
84	60	68	70	59	71	76
85	61	65	55	64	60	66

87	55	76	65	70	75	63
88	60	62	64	66	60	65
89	65	68	55	60	65	73
90	70	73	60	68	70	59
91	75	79	77	79	60	62
92	60	64	66	70	65	67
93	65	72	71	76	60	66
94	59	60	60	66	65	60
95	55	61	70	73	60	68
96	60	64	72	79	55	65

Figure 9. Students’ results after using the rubric in figure 4, before and after the personalized learning process

In Linguistics (Grammar, Vocabulary, and Pronunciation), the scores show pre-test averages of around 63-64 points and post-test averages of around 67-68 points. This means that students generally showed modest but consistent improvements in their linguistic abilities, from pre-testing using the traditional approach to post-testing using a personalized approach. Then, in Critical Thinking (Logic and Reasoning), the pre-test scores averaged around 66-67 points, with post-test scores increasing to around 71-72 points. This dimension showed one of the more consistent improvements across students. Lastly,

in Communication (Fluency and Spontaneity), starting with pre-test scores averaging around 60 points, students showed varied improvements in the post-test, reaching averages of around 64-65 points.

Discussion

The study’s findings demonstrate the complementary relationship between learner profiling and role-playing in language learning. The first graph demonstrates overwhelmingly positive student reception, with the majority of responses falling into the “Totally Agree” category and very

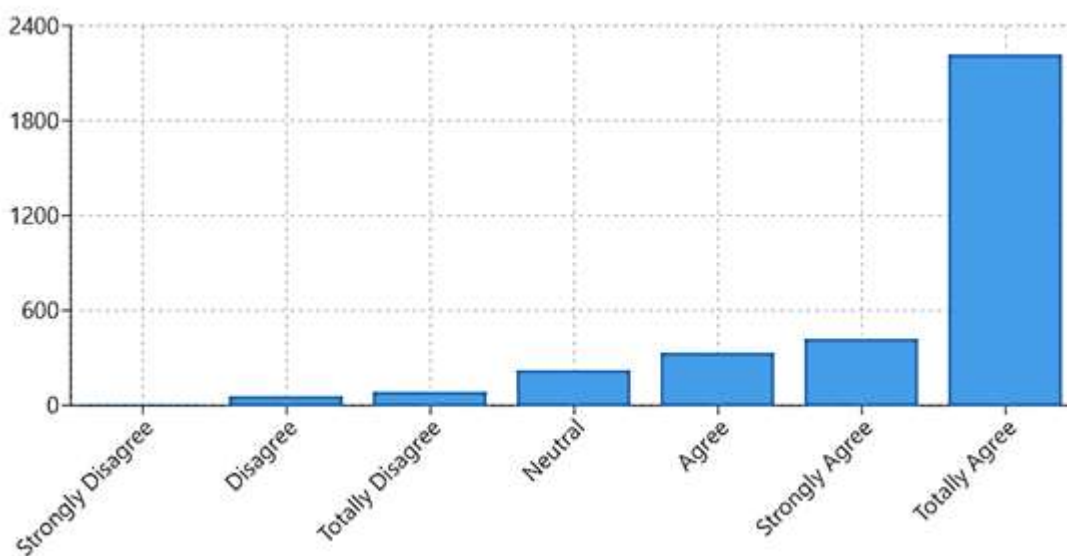


Figure 10. A bar graph view of the students’ preferences displayed in tables in figure 7

few in the “Disagree” or “Strongly Disagree” categories. This strong skew toward positive responses indicates high student engagement and satisfaction with personalized learning through role-play activities.

The second graph provides complementary evidence from the teachers’ perspective, showing modest but consistent improvements across three key areas: linguistic ability, critical thinking, and communication skills. The differences between

the purple (pre-implementation) and green (post-implementation) bars, while not dramatic, consistently show positive growth across all measured dimensions, ranging from approximately 5-10 percentage points. This dual validation - strong student preference combined with measurable academic progress - suggests that personalized role-play is indeed both motivating for students and pedagogically effective, even within a short implementation period.

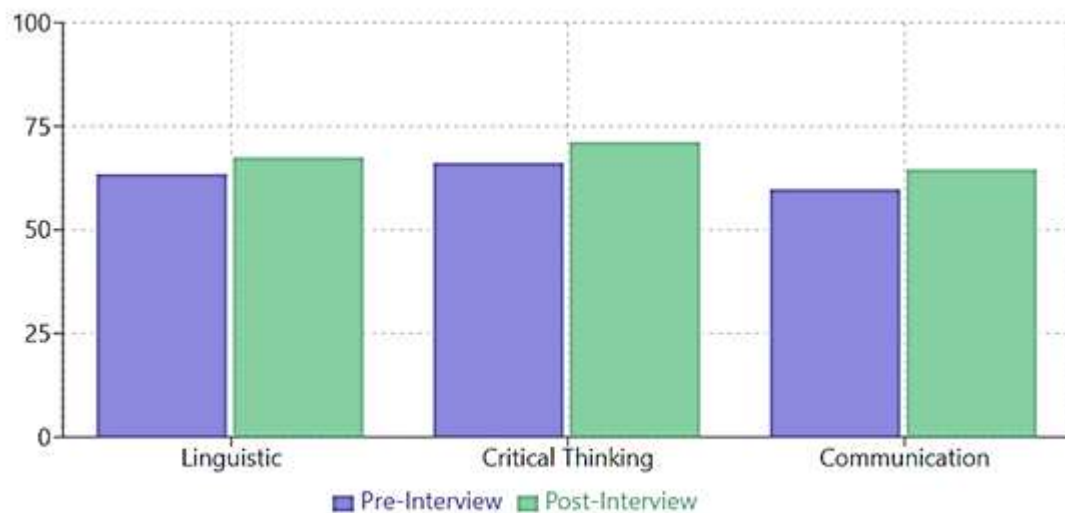


Figure 11. A bar graph view of the students’ results displayed in tables in figure 9

The measured improvements, while modest in scale, warrant particular attention given the study’s compressed four-week timeframe - a duration that captures only the initial phase of what educational research indicates is typically a longer developmental arc for personalized learning interventions. This temporal constraint suggests that the observed positive trends may represent merely the preliminary indicators of the method’s full potential rather than its ceiling effect. The compelling confluence of overwhelmingly positive student reception (>80% approval) and consistent cross-domain improvements strongly indicates that this pedagogical approach merits extended longitudinal investigation. Therefore, it is recommended that educators conduct surveys

to profile learners, identify their needs, design personalized role-playing lesson plans, and implement assessments to make necessary adjustments. This iterative process ensures lessons remain tailored to student needs over time.

Limitations

While each method has distinct strengths, their integration offers the best result for language instruction. However, the study’s four-week duration may have limited the observable impact of learner profiling, which typically requires more extended periods to show full benefits. Overall, the robust student engagement data and emerging positive learning outcomes present an actionable trajectory for future research..

Wider Area Relevance

Global multilingualism extends well beyond Indonesia, with significant linguistic diversity present across Asia, Europe, and Africa. Pereltsvaig (2011) stated that, in Asia, India recognizes 22 official languages, the Philippines hosts over 175 languages, and Malaysia operates with multiple official languages, including Malay, English, and various indigenous tongues. Alexander et al. (2008) also noted that the European Union acknowledges 24 official languages and actively promotes multilingualism as a cornerstone of its cultural identity. Africa represents one of the world's most linguistically diverse regions, with over 2,000 languages; Nigeria alone has more than 500 languages, while South Africa officially recognizes 11 languages. This widespread multilingual landscape across continents demonstrates the global relevance of research on multilingual learners and offers valuable insights into diverse linguistic contexts worldwide.

CONCLUSION

This study demonstrates that integrating learner profiling with role-playing activities delivers comprehensive benefits for English language instruction in Indonesian multilingual classrooms. The quantitative improvements across multiple dimensions combined with the overwhelming student preference for role-playing provide strong evidence for the effectiveness of this combined approach. The optimal strategy, therefore, is an integrated approach: using learner profiling as an initial diagnostic tool and progress tracker while incorporating regular role-playing activities as the primary instructional method. This combination leverages the analytical strengths of profiling while capitalizing on the engaging, practical benefits of role-playing that students clearly prefer and respond to positively.

AUTHOR CONTRIBUTIONS

Valerie Indiana Chemistry took the lead in writing the abstract, introduction, methodology,

and ethics sections, verifying the academic references' validity, and arranging them into APA 7 formatting. Salwa Maziyatun Najah was tasked with collecting data from a rural school located in Kraton, Pasuruan, East Java, and analyzing the statistical results related to the assessed students' progress in spontaneous English speaking through pre- and post-interviews conducted over a four-week speaking course. This course emphasized three key aspects: language proficiency, logical coherence, and speaking spontaneity. Nety Krisyati collected data from another rural school in Mataram, Lampung, South Sumatra, focusing on three dimensions: the 21st Century Skills Dimension, the Psychological Dimension, and the Linguistics Dimension.

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While preparing this work, the authors used Claude AI and Grammarly to paraphrase and check the English language, as they are non-native English speakers. After using these tools, the authors reviewed and edited the content as needed and took full responsibility for the publication's content.

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