



Using Mobile Language Learning Technology to Promote Intercultural Awareness: Insights From an Extensive Listening Class

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ABSTRACT

Purpose: This study reports on the intervention of technology-enhanced language learning in an extensive listening class to promote intercultural awareness. **Methods:** The nature of the present study was exploratory as the recruited students were engaged in virtual language learning tasks through different online platforms, such as zoom meetings, podcasts, Padlet, and other online listening resources (ESL Fast, BBC Learning English, voice tube, and news in level). A phenomenological case study was adopted to investigate the intervention of technology-enhanced language learning to promote intercultural awareness perceived through the participants' perspective. Data were garnered through analysis with interpretative phenomenological analysis (IPA) and critical discourse analysis (CDA) from questionnaires and interviews. **Findings:** The learners' intercultural awareness was perceived to enhance during the experiences of extensive listening mediated by technology. Generally, they respond positively to intercultural incidents within various topics of intercultural listening. **Research Implications:** This study contributes to the research on technology-enhanced intercultural learning with extensive listening activity in EFL teaching. In this sense, the students teachers' perceptions of intercultural awareness development during technology-mediated extensive listening, rather than providing intervention effectiveness. **Originality:** The present study investigates the intervention of language learning technology to promote intercultural awareness in EL class. Furthermore, the language learners' responses to various online listening platforms concerning intercultural topics are also discussed.



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INTRODUCTION

Over two decades, Intercultural Communication has advocated for the use of digital technologies to integrate intercultural dimensions into the formal language classroom. For example, a qualitative project conducted by [Schlaoui \(2001\)](#) reported the decisive contribution of Computer-Assisted Language Learning (CALL) to promoting intercultural competence by providing ways to connect people and build communities. In line with this, [Baker \(2012, 2015\)](#) suggested exploring IT/electronic media through English to investigate cultural representations and to engage language learners in face-to-face and online intercultural communication. It is similar to the case study by [P. M. Ribeiro \(2016\)](#), in which digital storytelling was shown to effectively engage students in improving their intercultural awareness. Further, a survey by [\(Kusumaningputri & Widodo2018\)](#) found that “digital photograph-mediated intercultural tasks help students enhance their critical awareness of cultural realities portrayed in the photographs they navigated online.” (p. 49). In parallel, [Eren \(2021\)](#) investigated the potential of telecollaboration in a multicultural learning context to raise critical intercultural competence among 50 pre-service English teachers. The findings suggested that telecollaboration is a potential space to promote pre-service teachers' critical cultural awareness. Finally, to wrap up the results of the previous studies about the intervention of technology to encourage IC, a meta-analysis study on intercultural learning supported by technology conducted by [Shadiev & Sintawati \(2020\)](#) revealed that technology is beneficial for facilitating intercultural learning by creating intercultural learning environments in which people from different cultural backgrounds communicate and exchange culture-related information. Further, videoconferencing and email were reported as the most frequently used technologies between 2014 and 2019.

Previous studies have shown the extent to which digital technology-enhanced intercultural tasks could promote students' intercultural competence, which encompasses knowledge, skills, awareness, attitudes, and experience (Mahaputri et al., 2025). While most of these studies were conducted in formal language classrooms, promoting intercultural understanding through pleasurable activities beyond the classroom remains under-investigated. Extensive listening (EL) would be relevant to integrating intercultural learning inside and outside the classroom. It engages learners in receiving a great deal of comprehensible, enjoyable listening input (Renandya & Farrell, 2011). However, most research into extensive listening has focused on its effect on listening fluency (Alm, 2013; Renandya & Farrell, 2011; Waring, 2008), critical thinking, and the development of English proficiency (Milliner, 2017). Furthermore, in the Indonesian context, Widodo & Rozak's (2016) study revealed that becoming autonomous and reflective language learners results from collaborative, reflective online video-assisted pedagogical practice in EL. Although the studies reported above provide positive, convincing evidence for the use of EL in EFL classrooms, empirical evidence on the extent to which extensive listening can serve as a platform for learning about culture still needs to be investigated more widely. More importantly, the extent to which listening can encourage students to learn cultural knowledge and build their cultural awareness has yet to be empirically proven.

In this regard, the goal of extensive listening is to engage students in knowledge building and development, including intercultural knowledge. Widodo & Rozak (2016) claimed that it is not only linguistic aspects but also social and cultural parameters that need to be of concern to language learners in order to make sense of the spoken text they listen to in EL activities. In the context of this study, due to the rapid development of technology, language learners are mediated by various listening platforms, which make it easier to engage in intercultural encounters. Consequently, being interculturally aware of other cultures and effectively engaging in authentic contexts through listening within a particular culture in ELT are urgently needed. However, to our knowledge, little attention was paid to how extensive listening activities mediated by technology can promote intercultural awareness. To fill this gap, the present study investigates the intervention of language learning technology to promote intercultural awareness in the EL class. Furthermore, language learners' responses to various online listening platforms on intercultural topics are discussed. Thus, to reach the aims, the study would be underpinned by these research questions:

1. To what extent can mobile language learning technology used in an extensive listening class promote intercultural awareness?
2. How are the language learners' responses toward using mobile language learning technology in an extensive listening class?

METHOD

Research Design

This study employed a qualitative multiple-case study design, deeply rooted in interpretative phenomenological analysis (IPA). This approach was selected to capture a nuanced understanding of how student teachers perceive and navigate their intercultural awareness (ICA) within a technology-enhanced Extensive Listening (EL) environment. While a broader survey was administered, the study primarily focuses on the lived experiences of focal participants, providing "thick descriptions" of their conceptual and practical shifts regarding ICA.

Participants and Context

The initial participants consisted of 18 freshman student teachers (aged 17–19) enrolled in an EL course within a bachelor's degree program in teacher training. These students are multilingual learners proficient in Indonesian, English, and various local languages. Based on entry-level proficiency tests, they were categorized as intermediate in English. The EL course spanned 14 weeks (100 minutes per session) and was conducted via a blended learning model (40% face-to-face and 60% synchronous Zoom sessions). Out of the 18 students, two focal participants were purposively selected for in-depth analysis based on the richness of their reflective responses and their active engagement with the five EL digital platforms used in the course.

Ethical Considerations

To ensure ethical integrity, all participants provided written informed consent. They were explicitly informed that their participation was voluntary and that their responses would not influence their academic grades. Data were anonymized to maintain confidentiality, and the researchers adopted a "reflexive stance" to minimize the power imbalance inherent in the teacher-student relationship.

Data Collection

Data were gathered through three primary instruments to ensure triangulation: Open-ended Questionnaires, administered via Google Forms to all 18 students, to map general patterns of learning experiences and platform

utilization. Semi-structured Written Interviews: Conducted at the end of the semester to elicit deeper reflections on intercultural topics, and unstructured Follow-up Interviews: Specifically directed at the focal participants to clarify their discursive constructions of ICA. Since the participants were in their first year, instruments were administered in Indonesian to allow for maximum expressivity. Responses were subsequently translated into English using a back-translation method to ensure semantic accuracy.

Data Analysis

The analysis integrated Interpretative Phenomenological Analysis (IPA) and Critical Discourse Analysis (CDA) to bridge individual experience with broader linguistic practices. IPA (Smith et al., 2009) was used to explore the subjective "inner world" of the two focal student teachers—how they made sense of intercultural encounters in the EL digital space. Meanwhile, CDA (Fairclough, 2013) was employed to analyze how these participants (re)constructed their ICA through specific discursive choices. This involved examining how they positioned themselves and "others" during intercultural listening activities. Thematic Coding: Data were transcribed, coded, and categorized into three emergent themes: (1) EL learning trajectories, (2) engagement with intercultural listening content, and (3) the affordances of mobile language learning technology.

RESULTS

Drawing on IPA and CDA analyses of interview and questionnaire data, the study explores how the student teachers (re)constructed their intercultural awareness through language and discursive practices in the extensive listening class. Mainly, the study focuses on how learning experiences in EL classes on intercultural listening topics, activities, online listening platforms, and EL practices contribute to the development of intercultural awareness. Thus, the findings are presented on three themes: 1) EL learning experiences, 2) intercultural listening topics, and 3) mobile language learning technology for EL.

Learning experiences in the EL class to develop Intercultural awareness

At the end of the EL course, the learners are asked about their experiences in the EL class, including teaching practices such as lectures, peer interactions, online listening platforms, and cultural topics. Figure 1 shows the responses of 18 student-teacher participants to the EL learning experiences. In terms of lecturer teaching practice, 10 participants (56%) responded that it was satisfying, and two participants had a higher response than the one toward the peer’s interaction. In addition, the data show that the use of five online listening platforms was satisfactory. More details: about 88.9% of participants indicated that YouTube is the most frequently used platform for experiencing EL, compared with other platforms. In contrast, none of the participants used BBC Learning English for EL practice. Finally, in terms of the intercultural listening topics, 11 participants (56%) chose the ‘in-group out-group’ topic as the most satisfying topic rather than stereotypes (40%) and culture shock (38%). Furthermore, more than half of the participants agreed that they were satisfied with the lecture’s teaching practice and that the In-Group Out-Group topic, mediated by YouTube, was the most exciting experience in EL.

Bagaimana pengalaman anda dalam mengikuti MK EL

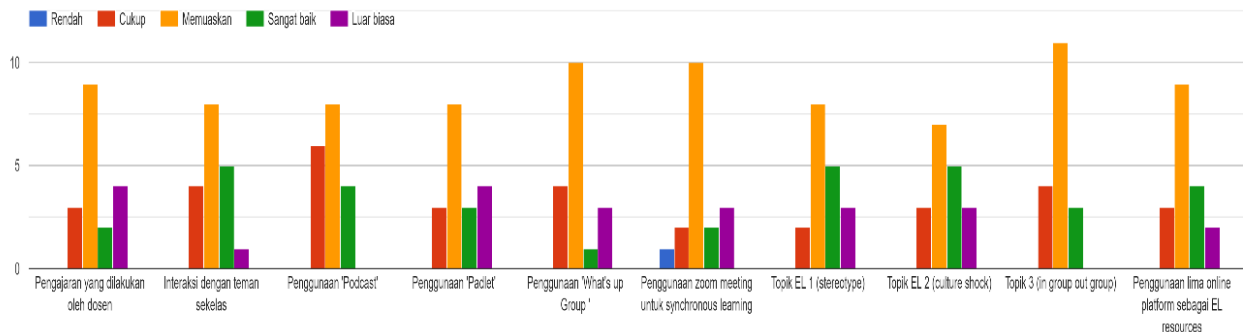


Figure 1. Learning experiences in the EL class

Additionally, the student-teacher participants were asked to provide reasons for their questionnaire responses. To ensure understanding, the excerpts have been translated from Bahasa into English. Here are the student-teacher participants’ responses toward learning experiences in EL class regarding how they contribute to developing intercultural awareness.

Interview Excerpts # 1

Participant 6

This EL class is exciting, with both synchronous and asynchronous sessions. Because not only did I listen to the English lesson, but also Ibu Ratna gave us a "clue topic", which opened my mind about the diversity in this world, not only across cultures but also in the world. So, even though I'm just listening from the corner of the room, my mind is as if I have become a "global citizen" understanding the habits of people outside, why they can think like that, etc. And during discussion sessions, not only do we measure the extent of our listening skills, but we are also required to be able to promote speaking skills, understand the topics that have been heard, present them, ask questions, listen to friends' opinions, and much more. Thank you, Mom, for all your dedication.

Participant 18

This EL class is perfect because we can learn different accents, vocabulary, and slang by listening. My listening ability has improved quite a bit because I got used to a foreign accent over time. EL is very influential for speaking because when we listen to other people, we can learn new vocabulary and hear how words are pronounced in different accents. After the course, I will be more diligent in practising listening to films from various countries that use English because I need to learn more accents other than British (US).

Based on the data, most participants agreed that their learning experiences in the EL course were exciting and contributed to developing their awareness of diverse cultures. The lexical use of ‘very interesting’ by participant 6, ‘very fun’ by participant 10, and ‘very good’ by participant 18 shows that they enjoyed the learning activities in the EL class. The clause ‘opened my mind’ by participant 6 indicates that the intercultural topics presented in the EL activities made them aware of the diversity of English users worldwide. Additionally, the word ‘a global citizen’ indicates that she engaged in EL activity and even understood the habits of people from different cultural backgrounds. In a similar vein, participant 18 mentioned the phrase ‘different accents’, which is closely related to the concept of global English, and realized that users of English are varied, as are the cultures. This is one of the starting points for promoting intercultural awareness. Thus, all the preceding excerpts reveal that learning activities in EL that address intercultural topics enable participants to become aware of other people’s behaviours, beliefs, and values, reflecting cultural diversity. As a result, technology-mediated EL on listening platforms effectively promotes participants' intercultural awareness.

Intercultural listening topics

Intercultural listening topic dalam aktifitas EL

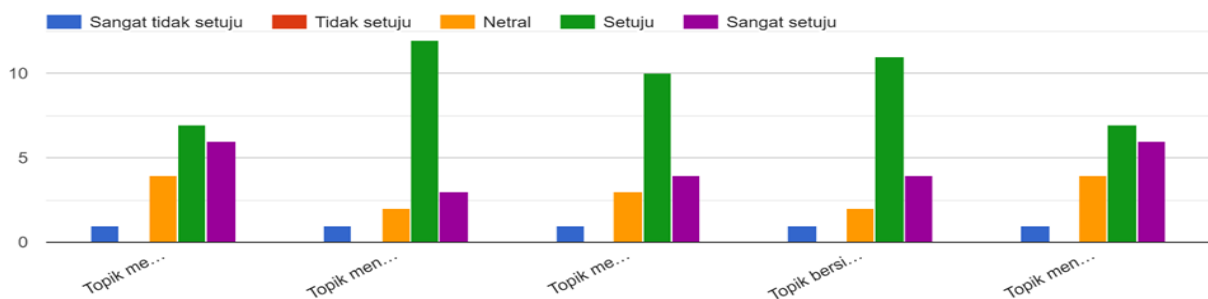


Figure 2. Intercultural listening topics

Regarding the topics in EL that are relevant to intercultural awareness, including stereotypes, culture shock, and in-group/out-group, the participants are asked about the contribution of the topics in terms of the participants’ knowledge, curiosity, and openness toward other cultures, intercultural discussion, the authenticity, and the relevance of the global Englishes concept. Regarding the first term, the data (Figure 2) shows that 10 participants (56%) agreed that topics could promote their intercultural knowledge, curiosity, and openness. Meanwhile, the rest of them (30%) agreed, were neutral (10 %), and disagreed (4%). Regarding the intercultural discussion during the EL activity, approximately 12 participants (67%) agreed that the three topics effectively triggered discussion of intercultural awareness. This is relevant to the next question: whether promoting their curiosity about another culture is effective.

The data showed that more than half of the participants (56%) agreed with this point of view. Furthermore, authenticity is a characteristic of EL activity. In this sense, 11 participants (61%) agreed that the topics were authentic and relevant to real-life situations. This fact leads to their new perspective on global Englishes since they listened to many different people around the globe. Moreover, 7 participants (38%) agreed that English, as an international language, allows them to accept differences in accents among other English speakers. 6 of them, or around 33% of the participants, were very agreeable. In contrast, 25 % are neutral, and 4 % disagree.

In addition to the questionnaire data, the interview excerpts on intercultural topics are as follows.

Interview Excerpts # 2

Participant 10

EL class is fun, where we learn to listen to specific topics from different listening platforms and then share our opinions. I learned a lot of new things and knowledge about topics I heard and discussed, such as stereotypes and culture shock, two things we often encounter in our lives. Then I also got a lot of new vocabulary that I had never heard before. This affected my speaking skills because I started to get used to hearing English. Consequently, I subconsciously applied what I had often heard to my English pronunciation. After the course is over, I will continue doing listening activities on different topics.

Interpreting the participants’ responses regarding the intercultural topics, participant 10 mentioned that the issues given, namely ‘stereotypes’, ‘in-group out-group’, and ‘culture shock’, are essential topics regarding intercultural encounters they need to deal with. Furthermore, the phrase ‘new things’ indicates that these topics made them open to the English vocabulary used by people from different cultural backgrounds, which they had never encountered before. Thus, the case is given.

The utilization of mobile language learning technology for EL

Eight mobile language-learning technologies used for EL activities were included in the questionnaire. The most frequently used platforms were YouTube (88,9%), Podcast (66,7%), and TED Talks (61,1%). As shown in Figure 3, the next most frequently used were Voice Tube (33,3%), News in Levels (27,8%), and www.ello.org (22,2%). ESL Fast (11,1%) was the least frequently used technology, and all participants still needed to start using BBC Learning English (0%). Interestingly, some listening platforms were used more regularly than others. In this sense, the participants were digital natives, meaning they could easily access EL platforms on their mobile phones. Thus, we assumed technology was essential to support their intercultural awareness in the EL class. Furthermore, the finding regarding the use of EL online platforms is unsurprising, given that YouTube is the most widely used application and has been widely accessed by students, educators, and researchers over the years.

Website mana yang paling sering anda gunakan untuk aktifitas EL

18 jawaban

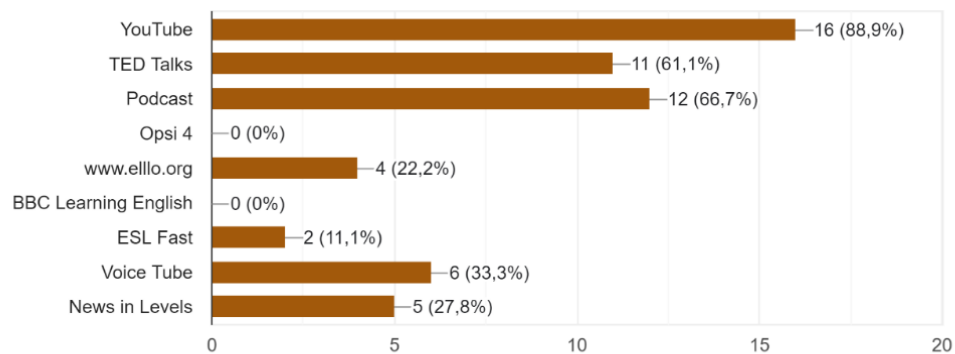


Figure 2. Frequency distribution of mobile language technology used in EL

DISCUSSION

Much of the literature indicates that EL is informed by the principles of extensive reading (Alm, 2013; Milliner, 2017; Renandya & Farrell, 2011; Waring, 2008; Widodo & Rozak, 2016). In this regard, there are three dimensions in EL where the learners listen to many self-selected listening resources. First, the learners must select the texts they want to listen to, encouraging them to practice and continue practising in their own time. Second, listening to many quantities. Third, the text’s level must be at or below their proficiency level. In line with this, Widodo & Rozak (2016) indicated that “EL involves the zone of proximal development (the remit of learner capacity), autonomy, variety, personalisation,

quality and quantity, meaning-making, scaffolding or support, and sustained engagement with spoken texts.” (p. 231) With this in mind, EL in the present study is informed by a variety of online listening platforms such as Podcasts, ESL Fast, BBC Learning English, Voice Tube, news in level, and using Padlet for a listening showcase to provide language learners with quality access for EL tasks, along with the amount of meaningful listening practice. Furthermore, as suggested by [Widodo & Rozak \(2016\)](#), to enable language learners to make sense of spoken texts in light of social and cultural parameters, various intercultural topics, such as cultural stereotypes and generalisations, in-group/out-group dynamics, culture shock, and English as a global language, are introduced to learners.

It is obvious that language and culture are inseparable; thus, learning English as a foreign language should be incorporated with culture learning ([Fenner, 2016](#); [Kiss & Weninger, 2017](#); [Soodmand Afshar & Yousefi, 2019](#); [Takagi & Moeller, 2022](#)). Resonating with this reason, [Kramsch & Hua \(2016\)](#) suggested viewing culture learning from a modernist perspective, which involves using national language standards to study culture, and a postmodernist perspective, in which culture learning is seen as a discourse or social semiotic construction. Regarding cultural dimensions, a review study by [Shadiev & Sintawati \(2020\)](#) reported that knowledge and critical cultural awareness are the most important dimensions of intercultural learning. Furthermore, everyday culture-learning activities are reported to include self-introduction, culture introduction, and interaction. Regarding this, the present study adopted [Baker's \(2015\)](#) perspective on intercultural awareness, in which various representations of transnational cultures are presented in the EL class. [Baker \(2015\)](#) defines intercultural awareness as the correct understanding of cultural forms, practices, and frames of reference in intercultural communication. In doing so, language learners are introduced to various cultures, developing cultural knowledge of other countries and intercultural awareness. Thus, they can reflect critically on and adapt cultural knowledge.

Furthermore, [Baker \(2015\)](#) outlined that exploring IT/electronic media through English is one way to develop intercultural awareness. In the context of ELT. In doing so, learners can engage in genuine social interaction in intercultural communication. Mobile language-learning technology can help learners develop intercultural awareness and reflect on their cultural experiences by exploring a wide range of cultural representations. Similarly, [Guth & Helm \(2012\)](#) claimed that the online context is an authentic context for communication in education and work. Additionally, language learners can access a wide array of genres, cultural products, and ‘voices’ or perspectives. In regards to culture learning using mobile language technology, [Guth & Helm \(2012\)](#) opine that:

“One of the great advantages of culture learning is that now it is not only the ‘dominant’ or mainstream cultural voices that we can find on the Internet but also ‘other’ perspectives, those which the mass media and commercial, educational publishers tend to ignore or address superficially: perspectives from the multiplicity of sub-cultures, indigenous cultures, nation-less cultures who have found a voice online. Furthermore, with limited tools and an Internet connection, teachers and students can construct and share their cultural products and perspectives with a potentially global audience.” (p.8)

Within this benefit of using mobile language technology for culture learning, the study adopts the basic level of cultural awareness that consists of several elements of intercultural awareness development from [Baker \(2012\)](#), namely “culture as a set of shared behaviours, beliefs, and values; the role culture and context play in any interpretation of meaning; our own culturally introduced behaviour, values, and beliefs, and the ability to articulate this; others’ culturally introduced behaviour, values and beliefs and the ability to compare this with our own culturally induced behaviour, values, and beliefs”. (p. 66). These are the parameters to see the relevance of intercultural awareness in EL.

CONCLUSION

This study explored student teachers' perceptions of integrating technology-enhanced Extensive Listening (EL) to foster intercultural awareness. The findings suggest that technology-supported EL activities were perceived by participants as a meaningful medium for engaging with intercultural learning dimensions, particularly regarding knowledge and understanding. Through the use of various mobile language-learning platforms, the student teachers' narratives indicated budding potential for developing nuanced attitudes and critical perspectives toward cultural diversity. Their discursive reflections reveal an exploratory shift in how they view different social groups, suggesting that digital EL environments can provide a reflective space for reconsidering their own and others' cultural practices.

However, as a phenomenological case study, these findings are intrinsically bound to the specific context and the lived experiences of the small cohort involved. While the results provide deep insights into individual student-teacher trajectories, they are not intended to be generalized across all teacher training contexts. Acknowledging the localized nature of this evidence, further research is needed employing more robust experimental or longitudinal designs to rigorously measure the long-term developmental impact of technology-mediated EL on intercultural communicative competence across larger and more diverse participant samples.

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AI DISCLOSURE STATEMENT

The authors declare that this research was prepared, researched, written, and edited without the aid of artificial intelligence (AI) techniques.

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