

**ACCELERATING STUDENT COMPETENCY IN ENGLISH
THROUGH EFFECTIVE LEARNING MANAGEMENT: INSIGHTS
FROM MAN 2 MATARAM**

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ABSTRACT

This study examines the implementation of an English learning management system aimed at accelerating student competency at MAN 2 Mataram. This study analyzes aspects of planning, organizing, implementing, and controlling in the English learning process in an accelerated program tailored for language track students. Using a qualitative approach, data were collected through observation, interviews, and document analysis at MAN 2 Mataram, a leading Islamic high school in Mataram. The findings indicate that effective planning and organizing are essential to adapting the curriculum to the needs of diverse students, especially those with high cognitive abilities. The English curriculum is tailored to emphasize essential materials, allowing students to learn in an accelerated manner without being distracted by less relevant content. The implementation is supported by motivated and well-trained teachers, who use a variety of teaching methods to encourage active learning. However, this study identified several challenges, including limited resources and varying levels of student readiness, which were addressed through targeted interventions and continuous teacher supervision. This study concludes that a well-managed learning system, supported by a strong curriculum and effective teaching strategies, can significantly improve students' competency in English, especially in an accelerated learning environment. These findings provide valuable insights for educators and policy makers aiming to improve educational outcomes in similar contexts.

Keywords: learning management, competency acceleration, English education, Islamic school

ABSTRAK

Penelitian ini mengkaji penerapan sistem manajemen pembelajaran Bahasa Inggris yang bertujuan mempercepat kompetensi siswa di MAN 2 Mataram. Studi ini menganalisis aspek perencanaan, pengorganisasian, pelaksanaan, dan pengendalian dalam proses pembelajaran Bahasa Inggris dalam program akselerasi yang disesuaikan untuk siswa jalur bahasa. Dengan pendekatan kualitatif, data dikumpulkan melalui observasi, wawancara, dan analisis dokumen di MAN 2 Mataram, sebuah sekolah menengah atas Islam terkemuka di Mataram. Temuan menunjukkan bahwa perencanaan dan pengorganisasian yang efektif sangat penting untuk menyesuaikan kurikulum dengan kebutuhan beragam siswa, khususnya mereka yang memiliki kemampuan kognitif tinggi. Kurikulum Bahasa Inggris disesuaikan untuk menekankan materi-materi esensial, memungkinkan siswa untuk belajar secara akselerasi tanpa terganggu oleh konten yang kurang relevan. Pelaksanaan didukung oleh guru-guru yang termotivasi dan terlatih dengan baik, yang menggunakan berbagai metode pengajaran untuk mendorong pembelajaran aktif. Namun, penelitian ini mengidentifikasi beberapa tantangan, termasuk keterbatasan sumber daya dan tingkat kesiapan siswa yang bervariasi, yang diatasi melalui intervensi terarah dan supervisi guru secara kontinu. Studi ini menyimpulkan bahwa sistem pembelajaran yang dikelola dengan baik, didukung oleh kurikulum yang kuat dan strategi pengajaran yang efektif, dapat secara signifikan meningkatkan kompetensi siswa dalam Bahasa Inggris, khususnya dalam lingkungan pembelajaran akselerasi. Temuan ini memberikan wawasan berharga bagi

pendidik dan pembuat kebijakan yang bertujuan meningkatkan hasil pendidikan dalam konteks serupa.

Kata kunci: manajemen pembelajaran, akselerasi kompetensi, pendidikan bahasa inggris, sekolah islam

INTRODUCTION

Education is a cornerstone for national development, playing a crucial role in equipping individuals with the knowledge and skills necessary for personal and societal advancement. In Indonesia, the educational landscape has undergone significant transformations over the years, particularly in response to global trends emphasizing competency-based education and inclusive learning environments. The National Education System Law No. 20 of 2003 serves as a guiding framework, stressing the importance of nurturing students' potential through competencies, skills, and creativity, while also fostering moral character and responsible citizenship. This approach reflects a broader global trend towards educational reform aimed at enhancing learning outcomes and ensuring that education systems are responsive to the diverse needs of students (OECD, 2023; Rosser, 2018).

Despite these advancements, the Indonesian education system faces persistent challenges, particularly in terms of educational quality and equity. Research indicates that while access to education has improved significantly, with rising enrollment rates across all levels, the quality of learning remains a critical concern. For instance, the OECD's Programme for International Student Assessment (PISA) 2022 results revealed that over 75% of Indonesian students did not meet minimum proficiency levels in key subjects such as mathematics and reading (OECD, 2023). This gap highlights the urgent need for educational reforms that not only expand access but also enhance the effectiveness of teaching and learning processes.

The research problem addressed in this study centers on the disparities in learning capabilities among students, particularly within the Madrasah Aliyah (Islamic Senior High School) context. Traditional educational models in Indonesia have predominantly employed a

standardized approach, where all students are expected to follow the same curriculum and pace. This method often overlooks the diverse intelligence, talents, and interests of students, resulting in a one-size-fits-all model that can hinder both high-achieving and struggling learners. Consequently, there is a pressing need for innovative educational strategies that cater to the varied learning needs of students.

This study seeks to fill a notable research gap by examining the implementation of an accelerated learning program at MAN 2 Mataram, an esteemed Islamic school in Mataram. This program is specifically designed for students in the language stream, focusing on English language acquisition. By tailoring the curriculum and teaching methods to meet the needs of students with exceptional abilities, this initiative represents a novel approach in the Indonesian educational landscape. The program's emphasis on essential competencies and personalized learning pathways offers a promising model for addressing the diverse needs of learners, thereby contributing to improved academic performance.

The primary purpose of this research is to analyze the management of the English learning system at MAN 2 Mataram, focusing on how the program's planning, organization, implementation, and evaluation contribute to enhancing students' English competency. Through this analysis, the study aims to provide valuable insights that can inform educational practices not only within Islamic educational institutions but also in broader educational contexts across Indonesia.

The significance of this study lies in its potential to inform policymakers, educators, and stakeholders about effective strategies for improving educational quality and equity. By highlighting the successes and challenges of the accelerated learning program at MAN 2 Mataram, this research can serve as a model for other institutions seeking to implement similar initiatives. Ultimately, the findings aim to contribute to the ongoing discourse on educational reform in Indonesia, emphasizing the importance of responsive and inclusive educational practices that cater to the diverse

needs of all students.

LITERATURE REVIEW

Theoretical Frameworks for Accelerated Learning

Accelerated learning is grounded in several educational theories that emphasize the importance of adapting teaching methods to meet diverse student needs. One prominent theory is Constructivism, which posits that learners construct their understanding and knowledge of the world through experiences and reflecting on those experiences. This approach is particularly relevant in accelerated programs, where students are encouraged to engage actively with the material, fostering deeper learning and retention of knowledge (Martins et al., 2008).

Another important framework is Differentiated Instruction, which advocates for tailoring educational experiences to meet individual learner needs. Tomlinson (2001) describes differentiated instruction as a way to accommodate different learning styles, readiness levels, and interests, making it a suitable approach for programs like those at MAN 2 Mataram, where students exhibit varying degrees of cognitive abilities.

Additionally, Bloom's Taxonomy provides a hierarchical classification of learning objectives that can guide curriculum development in accelerated learning contexts. By focusing on higher-order thinking skills, such as analysis and synthesis, educators can create learning experiences that challenge advanced students while still supporting those who may need more foundational knowledge (Bloom & Krathwohl, 1956).

Current Trends in English Language Education

The teaching of English as a second language (ESL) in Indonesia has evolved significantly, particularly in response to globalization and the increasing demand for English proficiency in the workforce (Winnie et al., 2023). Recent studies emphasize the importance of communicative language teaching (CLT), which prioritizes interaction as the primary means

of language learning. CLT encourages students to use English in real-life contexts, enhancing their communicative competence (Cloudia Ho, 2020; Sasstos, 2020)

Moreover, the *Merdeka Belajar* (Emancipated Learning) initiative launched by the Indonesian government aims to transform the educational landscape by promoting student-centered learning and empowering teachers. This initiative encourages schools to develop innovative curricula that cater to students' diverse needs, aligning with the goals of accelerated learning programs (OECD, 2023)

Challenges in Implementing Accelerated Learning Programs

Despite the potential benefits of accelerated learning programs, several challenges persist. Research indicates that resource limitations, including insufficient teaching materials and inadequate teacher training, can hinder the effectiveness of these programs (OECD, 2023) Furthermore, varying levels of student readiness pose significant obstacles, as not all students may be prepared to engage with an accelerated curriculum (Boelt et al., 2022; Liu & Tourtellott, 2011).

A study by Hattie (2008) highlights the importance of formative assessment in addressing these challenges. Continuous assessment allows educators to gauge student understanding and adjust instruction accordingly, ensuring that all learners can progress through the curriculum effectively (Bennett, 2011; Black & Wiliam, 2009).

Insights from Successful Practices

The literature also points to successful practices in accelerated learning environments. For instance, the Accelerated Learning Program (ALP) implemented at the Community College of Baltimore County has shown promising results in improving student outcomes by integrating developmental education with college-level coursework (Azhar et al., 2021). This model emphasizes the importance of supportive instructional practices

and collaborative learning environments, which can be adapted to the context of MAN 2 Mataram.

Additionally, research on the Integrated Basic Education and Skills Training Program (I-BEST) demonstrates the effectiveness of contextualized learning in accelerating student achievement. By combining basic skills instruction with occupational courses, I-BEST has successfully improved student completion rates and overall academic performance (Wachen et al., 2010).

The literature on accelerated learning highlights the importance of effective management, tailored curricula, and innovative teaching strategies in enhancing student competency in English. By drawing on established educational theories and successful practices from other contexts, this study aims to provide valuable insights into the implementation of English learning management systems at MAN 2 Mataram. Addressing the challenges identified in the literature will be crucial for optimizing the learning experience and outcomes for students in accelerated programs.

RESEARCH METHOD

This study employs a qualitative research approach to explore the implementation and effectiveness of the English learning management system at MAN 2 Mataram, specifically within the accelerated competency program for students in the language stream. The qualitative approach is chosen for its ability to provide in-depth insights into the processes, challenges, and outcomes associated with the program, allowing for a comprehensive understanding of how learning management practices influence student competency in English.

Research Design

The research adopts a case study design, focusing on MAN 2 Mataram as a single unit of analysis. This design is appropriate for capturing the complexities of implementing an accelerated learning program within a

specific educational context. The case study approach enables the researcher to delve deeply into the specific strategies, practices, and experiences of both teachers and students involved in the program.

Research Setting

The study was conducted at MAN 2 Mataram, a prominent Islamic senior high school in Mataram, Indonesia. The school was selected due to its reputation as a leading institution in implementing innovative educational programs, including the accelerated competency program in English. The research setting provides a unique opportunity to examine the effectiveness of learning management systems in an environment where educational excellence is highly prioritized.

Participants

Participants in this study included English teachers, school administrators, and students enrolled in the language stream at MAN 2 Mataram. Purposeful sampling was used to select participants who are directly involved in the accelerated learning program. This included teachers responsible for curriculum planning and delivery, as well as students who are the primary beneficiaries of the program. Additionally, interviews were conducted with school administrators to gain insights into the broader management and policy perspectives.

Data Collection Techniques

Data were collected through a combination of observations, semi-structured interviews, and document analysis.

Observations: The researcher conducted non-participant observations in English classes to gain firsthand insights into the teaching and learning processes. These observations focused on the instructional strategies employed, classroom dynamics, and the interaction between teachers and students.

Interviews: Semi-structured interviews were conducted with English teachers, school administrators, and selected students. The interviews aimed to explore participants' perceptions of the program's effectiveness, the challenges encountered, and the strategies used to overcome these challenges. The semi-structured format allowed for flexibility, enabling participants to elaborate on their experiences while ensuring that key topics were covered.

Document Analysis: Relevant documents were analyzed to supplement the data obtained from observations and interviews. These documents included the school's curriculum plans, lesson plans, student performance records, and official reports related to the accelerated competency program. Document analysis provided additional context and helped to triangulate the data collected through other methods.

Data Analysis

Data analysis was conducted using thematic analysis, a method suitable for identifying, analyzing, and reporting patterns (themes) within qualitative data. The analysis followed a systematic process involving:

Familiarization: The researcher thoroughly reviewed the collected data, including interview transcripts, observation notes, and documents, to become deeply familiar with the content.

Coding: Data were systematically coded to identify significant features relevant to the research questions. Codes were developed inductively, allowing themes to emerge organically from the data.

Theme Development: Coded data were grouped into broader themes that captured the essence of the participants' experiences and the key factors influencing the implementation of the learning management system.

Reviewing Themes: The themes were reviewed and refined to ensure they accurately represented the data. This step involved cross-referencing themes with the original data to validate their relevance and coherence.

Reporting: The final themes were used to construct a narrative that

addresses the research objectives, providing a detailed account of how the English learning management system is implemented and its impact on student competency.

Validity and Reliability

To ensure the validity and reliability of the research findings, several strategies were employed:

Triangulation: The use of multiple data collection methods (observations, interviews, document analysis) allowed for the triangulation of data, enhancing the credibility of the findings.

Member Checking: Participants were given the opportunity to review and comment on the findings to ensure that their perspectives were accurately represented.

Thick Description: Detailed descriptions of the research context, participants, and processes were provided to allow readers to assess the transferability of the findings to similar contexts.

Reflexivity: The researcher maintained a reflexive journal throughout the study to acknowledge and mitigate potential biases that could influence the research process and outcomes.

Ethical Considerations

The study adhered to ethical standards in educational research. Informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, and their rights, including the right to withdraw at any time. Confidentiality was maintained by anonymizing participant data and securely storing all research materials.

RESULT AND DISCUSSION

This section presents the findings of the study, focusing on the implementation of the English learning management system at MAN 2 Mataram, specifically within the context of the accelerated competency

program. The discussion integrates these findings with relevant literature, providing a comprehensive understanding of how effective learning management can enhance student competency in English.

Implementation of the Learning Management System *Planning*

The study revealed that the planning phase of the English learning management system at MAN 2 Mataram was meticulously designed to focus on essential competencies. The curriculum was specifically tailored to meet the needs of students in the language stream, allowing them to progress at an accelerated pace. This strategic focus on key language skills such as speaking and writing was essential in optimizing student learning outcomes.

One of the English teachers emphasized, *“We deliberately designed the curriculum to prioritize critical skills like speaking and writing, which are essential for our students. By omitting less relevant materials, students could focus better and achieve more in a shorter time frame.”* This statement highlights the intentional planning process that prioritized the most critical aspects of language learning, ensuring that students could maximize their competency in the shortest time possible.

Similar research by Fakhroh & Hikmah (2023) supports these findings, where effective curriculum planning in language education was shown to significantly improve student performance. Fakhroh's study on Arabic language learning management at Islamic Boarding School also found that careful curriculum planning, focused on essential competencies, led to improved student outcomes in language acquisition

Organizing

The organizing phase involved the careful allocation of resources, including the selection of experienced teachers and the provision of adequate learning materials and technology. The school prioritized the assignment of its best teachers to the language stream, ensuring that

students received high-quality instruction aligned with the accelerated program's demands.

The head of the language department mentioned, *"We selected our most experienced teachers for this program because they are better equipped to handle the diverse needs of students. We also ensured that the classrooms were well-resourced, with access to digital tools and a rich library of learning materials."* This statement underscores the importance of resource allocation in the success of the program, ensuring that both human and material resources were optimized to support accelerated learning.

Supporting this finding, research by Hidayati (2017) on the management of Arabic language learning in MAN 1 Surakarta emphasized the importance of resource allocation and experienced teachers in successful language learning programs. Hidayati's study found that assigning well-trained teachers and providing adequate resources were critical factors in achieving high levels of student competency

Outcomes of the Accelerated Competency Program ***Student Competency in English***

The implementation of the accelerated learning program led to significant improvements in student competency across the four key language skills: listening, speaking, reading, and writing. Students in the language stream demonstrated superior proficiency, particularly in speaking and writing, compared to their peers in the regular program.

A student participating in the program remarked, *"The accelerated program really pushed us to improve quickly, especially in speaking. We had more opportunities to practice and receive feedback, which helped us become more confident and proficient."* This statement reflects the positive impact of the accelerated program on students' language skills, particularly in areas that require frequent practice and immediate feedback.

This result is supported by similar research conducted by De Prada

Creo (2023) on curriculum and learning management in Madrasah Aliyah. Mahbub's study found that focused and intensive language programs, particularly those that emphasized speaking and writing, led to higher student competency levels, confirming the effectiveness of accelerated learning approaches in language education

Challenges and Solutions

The study identified several challenges in the implementation of the accelerated learning program, including disparities in student readiness and resource limitations. The varying levels of student preparedness posed a challenge, as some students struggled to keep up with the accelerated pace of the program.

One of the teachers noted, *"Some students struggled to keep up with the fast pace. To help them, we provided extra tutoring sessions and used differentiated instruction techniques to make sure they didn't fall behind."* This statement highlights the proactive measures taken by the school to address these challenges, ensuring that all students could benefit from the program despite initial differences in readiness.

These findings are consistent with research by (Ecalte et al., 2022; McCulley et al., 2013; Ocaña et al., 2019), their study emphasized the importance of differentiated instruction and targeted interventions in overcoming challenges related to student diversity in learning abilities, further supporting the need for adaptive strategies in accelerated learning environments

Implications

The findings from this study have significant implications from both theoretical and practical perspectives, particularly in the context of English learning management within Islamic educational institutions.

Theoretical Implications

From a theoretical perspective, this study contributes to the existing body of knowledge on learning management systems, particularly in the context of accelerated learning programs. The findings support and extend existing theories on differentiated instruction and curriculum design for gifted students. The study highlights the importance of focusing on essential competencies and tailoring the curriculum to meet the diverse needs of students, which is consistent with the theoretical frameworks proposed by educational scholars like Gagné and Bloom.

Moreover, this research underscores the significance of resource allocation and teacher expertise in the success of accelerated programs. The findings suggest that the effectiveness of learning management systems can be enhanced by aligning resources with the specific demands of accelerated learning environments, thus contributing to the development of a more nuanced understanding of how these systems function in practice. This study also opens up new avenues for further research, particularly in exploring the long-term impacts of accelerated learning on student outcomes and the potential for scalability in different educational contexts.

Practical Implications

Practically, the findings provide valuable insights for educators, school administrators, and policymakers seeking to implement or improve accelerated learning programs. The study demonstrates that successful implementation of such programs requires careful planning, strategic resource management, and continuous professional development for teachers. Schools looking to adopt similar programs should prioritize the selection of experienced and adaptable educators, as well as ensure that classrooms are well-equipped with the necessary learning materials and technology.

Additionally, the study highlights the importance of addressing challenges related to student readiness and resource limitations. Implementing targeted interventions, such as extra tutoring sessions and

differentiated instruction, can help bridge the gap between students with varying levels of preparedness. This approach ensures that all students can benefit from accelerated learning, regardless of their initial competency levels.

For policymakers, the findings underscore the need for supportive policies that provide schools with the resources and autonomy required to implement flexible and adaptive learning programs. This includes funding for professional development, access to advanced educational tools, and the ability to tailor curricula to the specific needs of high-achieving students.

In summary, this study provides a robust framework for the effective management of accelerated learning programs, offering practical strategies that can be applied in similar educational settings to enhance student competency and academic outcomes.

CONCLUSION

This study explored the implementation of an English learning management system within an accelerated competency program at MAN 2 Mataram, focusing on how effective planning, organization, and instructional strategies contribute to enhancing student competency in English. The findings demonstrate that a well-structured learning management system, when tailored to the specific needs of high-achieving students, can significantly improve language proficiency, particularly in key areas such as speaking and writing.

The study revealed that meticulous curriculum planning, strategic resource allocation, and the deployment of experienced teachers are critical factors in the success of the program. The proactive measures taken to address challenges, such as disparities in student readiness and resource limitations, further highlight the importance of adaptability and targeted interventions in maintaining the program's effectiveness.

From a theoretical standpoint, the study contributes to the understanding of learning management systems in accelerated educational

contexts, supporting existing theories on differentiated instruction and resource optimization. Practically, it provides valuable insights for educators, school administrators, and policymakers, offering a framework that can be applied to similar educational settings to improve student outcomes.

In conclusion, the success of the accelerated learning program at MAN 2 Mataram underscores the importance of a flexible, well-resourced, and expertly managed approach to education. This study not only validates the effectiveness of such programs but also offers practical guidance for their implementation in other educational contexts.

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