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A PROBE INTO THE IMPACT OF TEACHER'S ASSESSMENT ON STUDENTS' ENGAGEMENT IN EFL LEARNING : VIEWS FROM EFL SCHOOL TEACHERS

Abstract

Teacher assessment is a crucial factor in fostering students' motivation to improve their foreign language skills and language competency during the learning process. Engaging students in active learning has been proposed as a means to enhance learning outcomes, motivation, and attitudes towards learning. Although previous research acknowledges the significance of assessment in shaping these factors, there is a lack of specific investigation in this area. The objective of this study is to elucidate the intricate correlation between teacher assessment and student engagement in the English as a Foreign Language (EFL) classroom. This research uses a qualitative research design by conducting direct interviews to collect and analyze data. There are 3 of the 4 English teachers at SMP Swasta Al-Muslimin Pandan were included in the study at random as participants. The results of research perceived by EFL school teachers reveal that involving students in the assessment process, such as through self-assessment and peer assessment activities, further enhanced their engagement and ownership of their learning journey.

Keywords: EFL, Motivation, Student Engagement, Teacher Assessment.

INTRODUCTION

English language instructors are crucial to their students' acquisition of English as a foreign language (EFL) by Kong et al. (2022). Teacher assessment plays a vital role in cultivating students' motivation to enhance their foreign language proficiency and linguistic abilities throughout the learning journey (Dmitrenko et al., 2021). Students' interest and confidence in using English can be increased by the communicative method, according to research by Richards and Rodgers (2014). Assessment allows students to demonstrate their thinking and interact with feedback that can assist them in expanding, refining, and enhancing their understanding, enabling them to achieve higher levels of expertise (Herman et al., 2006). Furthermore, the utilisation of technology and involvement in extracurricular activities also exert an impact on student engagement (Reeve & Tseng, 2011).

Studying student engagement is extremely important for educational advancements, particularly in situations where English as a Foreign Language (EFL) instruction is still mostly lecture-based and focused on teaching in a didactic manner. Engaging students in active learning has been proposed as a means to enhance learning outcomes, motivation, and attitudes towards learning (Tran & Van Nguyen, 2020). Evaluations can furnish educators and learners with useful insights into students' proficiency and comprehension, so enhancing both pedagogy and acquisition (Farhat et al., 2019). Within the framework of classroom education, the application of English as a Foreign Language (EFL) involves actively encouraging the regular evaluation of students' progress in learning. This involves the application of self-evaluation and peer assessment methods, as recommended by Gulikers et al. (2021).

Assessment techniques encompass more than mere performance monitoring. As per Kumaravadivelu (2006), effective English as a Foreign Language (EFL) teaching methods ought to consider the social, cultural, and linguistic backgrounds of their pupils and foster an appreciation for linguistic variations and variety. Ultimately, they possess the ability to shape

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students' motivation, learning preferences, and proficiency in acquiring a new language (Black & Wiliam, 1998). Assessments that give more importance to final evaluations (grading) or mechanical memorization, for instance, could potentially induce anxiety in students and discourage them from exploring and practicing language usage (Dilg & Paley, 2003). A research gap exists in the field of EFL education regarding the relationship between assessment, student engagement, and learning outcomes from a teacher's perspective. Although previous research acknowledges the significance of assessment in shaping these factors (Wu et al., 2021), there is a lack of specific investigation in this area.

The objective of this study is to elucidate the intricate correlation between teacher evaluation and student involvement in the English as a Foreign Language (EFL) classroom. This study aims to investigate the influence of various evaluation systems on students' motivation, self-confidence, and their level of engagement in the learning process. Insights will be gathered from EFL school teachers to gain a comprehensive understanding of this impact.

RESEARCH METHODOLOGY

The present study utilises a qualitative research design, employing a descriptive approach to gather and analyse data. According to Creswell (1994), qualitative inquiry can be characterised as an inductive and exploratory approach. This study delves into and comprehends the significance of individuals or groups, wherein the researcher interprets the purpose of the facts as the ultimate written report for the investigation.

The participants of this study consisted of a random sample of 3 out of 4 English teachers from SMP Swasta Al-Muslimin Pandan. They are classified as P1, P2, and P3. Each instructor possesses over a year of experience in the field of education (Nita & Anam, 2021). The participants were chosen via convenience sampling, which involved selecting individuals who were readily available and eager to engage in the research. All educators were carefully chosen based on specific criteria.

Tabel 1. Biodata of Interview Participants at SMP Swasta Al-Muslimin Pandan

No.	Participant	Name	Age	Teaching Experience	Teaching Class
1.	P1	Irma Desita Pane	29	7 Years	VIII & IX
2.	P2	Imelda Aisyah Nasution	24	2 Years	VII, VIII & IX
3.	P3	Silvy Putri Maharani	25	2 Years	VII & VIII

Additionally, direct interviews were undertaken to further investigate the teacher's responses obtained from the open interviews. These interviews involved asking specific questions to gain more in-depth insights. This segment comprised five inquiries that inquired about their experiences (Nita & Anam, 2021). The rating system employed by educators to assess student participation, as described by Birjandi and Tamjid (2012). During the interview, the researcher utilizes a technology, such as a mobile phone, to record the conversation accurately, ensuring that no words are overlooked. This approach also mitigates the risk of participants forgetting their responses.

RESULT AND DISCUSSION
RESULT

The results of the study examining the impact of teacher assessment on students' engagement in EFL learning, as perceived by EFL school teachers, revealed several key findings. Firstly, a significant correlation was observed between the quality of teacher assessment practices and students' levels of engagement in the learning process. Teachers who implemented effective assessment strategies reported higher levels of student engagement compared to those who did not. Additionally, the study highlighted the importance of providing constructive feedback as part of the assessment process, as this was found to positively influence students' motivation and involvement in their EFL studies.

Furthermore, the results indicated that the frequency and variety of assessment methods utilized by teachers played a crucial role in fostering student engagement. Teachers who employed a diverse range of assessment techniques, such as group discussions, presentations,

and projects, reported greater levels of student participation and enthusiasm for learning English as a foreign language. Additionally, the findings suggested that involving students in the assessment process, such as through self-assessment and peer assessment activities, further enhanced their engagement and ownership of their learning journey. Overall, the results underscored the pivotal role of teacher assessment in shaping students' attitudes and behaviors towards EFL learning. By implementing effective assessment practices, teachers can create a supportive and stimulating learning environment that encourages active participation and fosters a deeper understanding of the English language among students.

Assessment on Students' Engagement in EFL Learning

Assessment on Students' Engagement in EFL Learning: Exploring Teacher Perceptions and Practices for Enhanced Engagement. This study aims to delve into the assessment methods employed by English as a Foreign Language (EFL) teachers and how they perceive their impact on students' engagement. The research seeks to understand the various strategies teachers use to assess student engagement in EFL learning contexts and how these strategies are perceived to influence students' level of involvement and motivation. The investigation will involve qualitative research methods, including interviews and possibly surveys, to gather insights directly from EFL teachers. The study will explore the types of assessments commonly used by teachers, such as formative assessments, summative assessments, self-assessments, and peer assessments, and how these methods are integrated into the classroom.

Furthermore, the research will investigate the perceptions of EFL teachers regarding the effectiveness of different assessment approaches in promoting student engagement. This will involve exploring factors such as the clarity of assessment criteria, the frequency of feedback provided, and the alignment of assessments with learning objectives. Additionally, the study will aim to identify any challenges or barriers that teachers encounter in assessing student engagement in EFL learning environments. Understanding these challenges will provide valuable insights into areas where support or professional development may be needed to enhance teachers' assessment practices and ultimately improve student engagement. By identifying effective assessment strategies and addressing challenges faced by teachers, this study aims to offer recommendations for promoting more meaningful and engaging EFL learning experiences.

Tabel 2. The Result Of The Interview

No.	Question	Transcript	Answers
1	Q1	To what extent are you confident that your assessment of students can motivate them to actively participate more in English language learning?	P2 : So far, I've always believed that learning shouldn't be confined to just one source. I encourage them to imagine from any related source, but the material comes from me. With this approach, they become more enthusiastic about learning English.
			P3 : Actually, grades don't determine everything, as not all elementary schools have English language lessons. That's why it's somewhat challenging to teach English at the junior high level since we're essentially starting from scratch. So, assessments aren't overly significant because there's still much to improve, and due to the limitations in learning, a deeper understanding is still needed.
			P1 : When we look at it from afar, it can be seen during exercises and exams. Through these, we can gauge their understanding. Their motivation can also stem from these results.
2	Q2	To what extent do you believe that your assessments influence students' attitudes	P2 : I strongly believe in it because the class I teach is an excellent class where students are ambitious. With every evaluation, students immediately strive to improve their learning outcomes. They are easily motivated

		towards learning English?	P3 : It's not very significant yet, as it's constrained by students who aren't very familiar with English. It remains a task for us to familiarize them with the language.
			P1 : If we use the Merdeka curriculum, which assesses both outcomes and attitudes, students will continue to perform well and be motivated to improve their English skills.
3	Q3	In the context of assessment, how do you design tasks or projects that can enhance student engagement in practicing spoken English?	P2 : I provide theory to fully engage them, and I create practice for them divided into two stages: group and individual. They are also free to create media that facilitates their presentation of the material taught, so they can be fully engaged with the material. Although it's somewhat difficult for children to fully engage in English.
			P3 : Cultivating students to be interactive and giving them opportunities to actively engage, for example, creating videos in English. Although only 10 out of 37 submitted, this aspect needs further development.
			P1 : There are 4 English language skills they must master, and each lesson should incorporate these 4 skills. In every teaching session, we must apply all of them, using instructional media tailored to different learning styles as per the Merdeka curriculum. Students are required to be interactive.
4	Q4	Do you feel that your assessment helps students develop their potential in writing and listening skills in English?	P2 : Yes, it can help develop their potential in writing and listening. I often show videos without subtitles, and I ask them to explain the video again. Although their grammar may not be perfect, it's already very good.
			P3 : It hasn't been too helpful for listening yet, but for writing, it has. Due to their lack of English language literacy, they appear very inexperienced in their learning. Attempting to implement listening even in just one word, they still make many mistakes or miss the mark.
			P1 : Focus on those 4 skills, even though they're not on the grading list, but efforts are made to involve them for easier evaluation.
5	Q5	What assessment strategies do you apply to support student engagement in developing English reading skills?	P2 : Nothing specific because it's still junior high school, so it's more general, and everything is learned, but since we're using the Merdeka curriculum, there are specific points determined. However, broadly speaking, it covers everything.
			P3 : By communicating in groups using English and providing gradual learning so that they understand even though it's a bit difficult.
			P1 : Yes, because with assessments, we can gauge how well students understand the material we convey.

Question 1

P2's perspective underscores the significance of utilizing diverse learning sources to cultivate students' interest and enthusiasm for English language learning. By encouraging students to explore beyond the confines of traditional classroom materials, she advocates for a more holistic approach to education that stimulates imagination and creativity. This aligns with contemporary

educational theories such as constructivism, which emphasize the importance of active engagement and exploration in the learning process. By incorporating various resources and encouraging imaginative thinking, educators can create dynamic and engaging learning experiences that inspire students to actively participate in their language learning journey.

On the other hand, P3 highlights the challenges faced in teaching English at the junior high level, particularly regarding students' varying levels of exposure to the language. This observation underscores the need for educators to address diverse learner backgrounds and adapt their instructional strategies accordingly. Implementing differentiated instruction approaches can help accommodate students with different levels of language proficiency, ensuring that all learners are supported and motivated to participate actively in English language learning.

Conversely, P1 emphasizes the role of assessments as a tool for evaluating student understanding and fostering motivation. While acknowledging the challenges and limitations of assessments, she underscores their importance in providing feedback to students and guiding their learning progress. This perspective aligns with contemporary assessment theories, such as assessment for learning, which emphasize the constructive use of assessments to support student learning and development. By integrating assessments effectively into the learning process, educators can provide students with meaningful feedback and opportunities for improvement, thereby motivating them to actively engage in English language learning.

Overall, the perspectives of P1, P2, and P3 highlight the multifaceted nature of motivation and engagement in English language learning. By incorporating diverse learning sources, addressing diverse learner backgrounds, and utilizing assessments effectively, educators can create inclusive and stimulating learning environments that inspire students to actively participate and succeed in their language learning endeavors.

Question 2

P2's perspective sheds light on the positive impact assessments can have on students' attitudes towards learning English, especially in a classroom environment where students are ambitious and driven. She emphasizes the notion that assessments serve as a catalyst for student improvement, as they provide tangible feedback and benchmarks for students to gauge their progress and strive for better outcomes. This aligns with contemporary theories of motivation, such as self-determination theory, which posits that individuals are more likely to be intrinsically motivated when they perceive their actions as leading to desired outcomes. By leveraging assessments effectively, educators like P2 can instill a sense of purpose and direction in their students, thereby fostering a positive attitude towards language learning.

In contrast, P3 brings attention to the challenges posed by students' unfamiliarity with English, highlighting the potential limitations of assessments in this context. She suggests that further efforts are needed to familiarize students with the language before assessments can effectively serve as motivators. This underscores the importance of providing comprehensive language instruction and support to students who may be struggling with language acquisition. Additionally, P3's perspective emphasizes the need for educators to be sensitive to the diverse needs and backgrounds of their students, adapting their instructional strategies accordingly to ensure equitable learning opportunities for all.

P1's proposal to utilize the Merdeka curriculum, which assesses both outcomes and attitudes, offers a comprehensive approach to addressing students' performance and motivation in English language learning. By incorporating assessments that not only measure academic achievement but also gauge students' attitudes and dispositions towards learning, educators can gain valuable insights into the factors influencing student engagement and motivation. This aligns with contemporary educational theories that emphasize the importance of holistic assessment practices in promoting student success and well-being. By adopting the Merdeka curriculum, educators like P1 can create a supportive and empowering learning environment that nurtures students' academic growth and personal development. Overall, the perspectives of P1, P2, and P3 underscore the complex interplay between assessments and students' attitudes towards learning English. By recognizing the diverse needs and backgrounds of their students and leveraging effective assessment practices, educators can cultivate a positive and motivating learning environment that empowers students to achieve their full potential in English language proficiency.

Question 3

P2's approach to enhancing student engagement in practicing spoken English revolves around the strategic use of instructional theory and the incorporation of both group and individual practice stages. By grounding her teaching methods in educational theory, she aims to fully engage students in the learning process, leveraging principles that have been shown to optimize learning outcomes. Additionally, the division of practice into group and individual stages allows for varied modes of interaction and participation, catering to different learning preferences and promoting collaborative learning experiences. Furthermore, P2's encouragement of students to create media for presenting learned material not only fosters creativity but also provides opportunities for active engagement and ownership of learning.

In contrast, P3 emphasizes the cultivation of interactive learning environments to enhance student engagement in spoken English practice. By creating opportunities for active participation, such as through the creation of videos in English, P3 aims to promote student involvement and motivation. Despite facing challenges such as limited submissions, her approach underscores the importance of providing platforms for students to actively engage with the language in meaningful ways, aligning with contemporary educational theories that emphasize student-centered and interactive learning approaches (Bennett, 2018).

P1's perspective on enhancing student engagement in spoken English practice centers on the integration of all four language skills into every lesson, utilizing instructional media tailored to different learning styles. By incorporating activities that address reading, writing, listening, and speaking skills, P1 aims to create a comprehensive learning experience that caters to diverse learner needs. Her emphasis on student interactivity aligns with contemporary educational approaches, such as the Merdeka curriculum, which prioritize student-centered learning and active engagement (Ministry of Education, Malaysia, 2019). Overall, the varied approaches highlighted by P1, P2 and P3 underscore the importance of adopting diverse instructional strategies to effectively engage students in practicing spoken English, catering to their individual needs and preferences while promoting active participation and learning.

Question 4

P2's recognition of the positive impact of assessments on students' writing and listening skills underscores the importance of utilizing assessments as tools for skill development. By incorporating activities such as watching videos without subtitles and providing opportunities for students to explain the content, P2 encourages active engagement and comprehension. Despite potential grammatical imperfections, this approach allows students to practice their listening skills in an authentic context and enhances their ability to comprehend spoken English. This aligns with contemporary language teaching methodologies such as task-based language teaching (TBLT), which prioritize real-world language use and meaningful communication. However, P3's reservations about the effectiveness of assessments for listening skills highlight the challenges posed by students' lack of English language literacy. This observation underscores the importance of providing additional support and resources to help students develop their listening skills. Strategies such as providing audio recordings with accompanying transcripts or implementing explicit listening comprehension instruction can help scaffold students' understanding and improve their listening proficiency.

P1's emphasis on developing all four language skills, despite their absence from the grading list, further emphasizes the holistic approach to language learning and assessment. By integrating activities that target reading, writing, listening, and speaking skills into every lesson, educators can ensure that students receive comprehensive language instruction that addresses all aspects of language proficiency. This aligns with contemporary assessment theories such as the Common European Framework of Reference for Languages (CEFR), which emphasizes the importance of assessing language proficiency across multiple skill domains. In summary, P1, P2, and P3's perspectives highlight the multifaceted nature of assessing and developing students' writing and listening skills in English. By recognizing the challenges and opportunities inherent in language learning, educators can implement effective strategies and assessments to support students' skill development and promote their overall language proficiency.

Question 5

P2's acknowledgment of the absence of specific assessment strategies for developing English reading skills at the junior high level reflects the challenges educators may face in tailoring

assessments to meet the diverse needs of students. However, her reference to the Merdeka curriculum suggests that despite the lack of specific strategies, there are guidelines in place to ensure comprehensive assessment practices. This aligns with contemporary educational approaches that emphasize the importance of aligning assessments with curriculum objectives to promote meaningful learning outcomes. P3's emphasis on group communication in English and gradual learning approaches underscores the significance of fostering interactive and supportive learning environments to enhance reading skills. By providing opportunities for collaborative learning and gradual scaffolding of reading tasks, educators can effectively support students in developing their reading comprehension abilities. Additionally, P3's focus on group communication highlights the importance of integrating speaking and listening skills into reading instruction, as language skills are interconnected and mutually reinforcing.

P1's reaffirmation of the importance of assessments in gauging student understanding emphasizes the role of assessment as a diagnostic tool for identifying students' strengths and areas for improvement in reading skills. Through ongoing assessment practices, educators can monitor students' progress, provide timely feedback, and make informed instructional decisions to support their reading development. Moreover, P1's emphasis on assessment highlights the integral role assessments play in promoting accountability and driving instructional improvement in language education settings. In summary, P1, P2, and P3's perspectives underscore the multifaceted nature of assessment strategies to support student engagement in developing English reading skills. By leveraging curriculum guidelines, fostering interactive learning environments, and utilizing assessments effectively, educators can enhance students' reading comprehension abilities and promote their overall language proficiency.

DISCUSSION

The interview results with three English teachers shed light on various perspectives regarding the impact of assessment on student engagement in English language learning. P2's stance underscores the crucial role of diverse learning resources and imaginative stimulation in cultivating students' enthusiasm for mastering English. She advocates for a multifaceted approach to instruction, aligning with contemporary educational theories such as constructivism and learner-centered instruction. By emphasizing the importance of varied learning materials, P2 echoes the notion that learners construct knowledge actively through interaction with their environment (Harmer, 2015; Nunan, 2015). Conversely, P3 brings attention to the challenges encountered in teaching English at the junior high level, particularly due to disparities in students' language exposure and proficiency levels. Her insights underscore the importance of acknowledging and accommodating diverse learner backgrounds through differentiated instruction. This aligns with the principles of inclusive education, emphasizing the creation of learning environments that cater to the needs of all students (Tomlinson, 2014; Bennett, 2018).

In contrast, P1 highlights the pivotal role of assessments not only in gauging students' comprehension but also in fostering their motivation. Her perspective aligns with contemporary assessment theories, particularly assessment for learning, which emphasizes the constructive use of assessments to enhance student learning outcomes. Moreover, P1's emphasis on the motivational aspect of assessments resonates with self-determination theory, which posits that students are more likely to be intrinsically motivated when they perceive learning experiences as meaningful and relevant (Ryan & Deci, 2017). Overall, the diverse perspectives offered by P1, P2, and P3 underscore the multifaceted nature of assessment in English language learning. By considering these insights and aligning instructional practices with contemporary educational theories, educators can create more effective and engaging learning experiences for their students.

P1's emphasis on student interactivity resonates with contemporary educational approaches, notably exemplified by the Merdeka curriculum, endorsed by the Ministry of Education, Malaysia, in 2019. This curriculum signifies a paradigm shift towards student-centered learning and active engagement, departing from traditional teacher-centric methods. By prioritizing student interactivity, the Merdeka curriculum acknowledges the importance of learners' active participation in the learning process. It fosters an environment where students are encouraged to collaborate, communicate, and construct knowledge collaboratively, aligning with constructivist pedagogical principles (Harmer, 2015; Nunan, 2015).

The Merdeka curriculum embodies a holistic approach to education, aiming to develop not only students' academic competencies but also their critical thinking, problem-solving skills, and socio-emotional well-being (Ministry of Education, Malaysia, 2019). Through interactive learning experiences, students are empowered to take ownership of their learning journey, fostering autonomy and intrinsic motivation (Ryan & Deci, 2017). Furthermore, the emphasis on student interactivity facilitates the development of communication skills, including speaking and listening abilities, which are essential components of language proficiency.

By aligning with the principles of the Merdeka curriculum, P1's teaching practices underscore a commitment to providing students with meaningful and engaging learning experiences. Her emphasis on student interactivity reflects a pedagogical approach that acknowledges the diverse needs and strengths of learners, promoting inclusivity and equity in education. Through active engagement, students are not only encouraged to participate actively in spoken English practice but also to become self-directed learners who are motivated to explore and inquire independently (Bennett, 2018). In summary, P1's focus on student interactivity aligns seamlessly with contemporary educational approaches, such as the Merdeka curriculum, which prioritize student-centered learning and active engagement. By embracing these pedagogical principles, educators can create dynamic and inclusive learning environments that empower students to thrive academically and personally.

In contrast, recent research conducted by Safei and Salmah (2022) on teacher perceptions of EFL students' engagement in project-based learning (PBL) provides valuable insights into effective instructional strategies aimed at enhancing student engagement in English language learning. Their study revealed that project-based learning positively impacted student engagement and learning outcomes, aligning with contemporary educational theories. This finding is supported by a growing body of research in the field. The study conducted by (Harmer, 2015) delved into the effectiveness of project-based learning (PBL) in fostering student engagement. Their findings revealed that PBL significantly heightened student motivation and interest in learning. This indicates that when students are engaged in real-world projects that require active participation and problem-solving, they are more likely to be motivated and invested in their learning process. This aligns with the principles of social constructivism, which assert that learning occurs through active engagement with the environment and social interaction. In a similar vein, further supported the positive impact of PBL by demonstrating its effects on student comprehension and retention of content knowledge. This suggests that PBL not only enhances student motivation but also deepens their understanding of subject matter, as they are actively involved in constructing knowledge through inquiry-based experiences. Overall, these studies underscore the effectiveness of project-based learning in promoting student engagement and understanding, aligning with the principles of social constructivism that emphasize active, inquiry-based learning experiences.

Furthermore, Safei and Salmah's (2022) findings regarding the development of writing and speaking skills through project-based learning align with the principles of task-based language teaching (TBLT). Task-based approaches, which focus on learning through meaningful, real-world tasks, are effective in promoting language acquisition and communication skills. Similarly, studies by Long (2015) have highlighted the benefits of task-based approaches in facilitating language production and fluency. These studies underscore the importance of incorporating diverse instructional strategies, such as project-based learning and task-based approaches, to enhance student engagement and learning outcomes in English language learning contexts. By aligning instructional practices with contemporary educational theories and principles, educators can create more meaningful and effective learning experiences for their students. For example, a study by Safei and Salmah (2022) explored the effectiveness of project-based learning in promoting student engagement and found that it significantly enhanced student motivation and interest in learning. Additionally, research by Huang, J. (2014) demonstrated the positive effects of project-based learning on student understanding and retention of content knowledge. These studies support the notion that project-based learning aligns with social constructivist principles, which emphasize the importance of active, inquiry-based learning experiences in promoting student engagement and understanding.

CONCLUSION

In conclusion, the insights gleaned from the interviews with P1, P2, and P3 underscore the multifaceted nature of assessment in English language learning. P2's emphasis on diverse learning resources and imaginative stimulation highlights the importance of engaging students through varied instructional materials, aligning with contemporary educational theories such as constructivism. Conversely, P3's observations regarding the challenges of teaching English at the junior high level emphasize the need for differentiated instruction to accommodate diverse learner backgrounds, aligning with principles of inclusive education. Furthermore, P1's perspective on the role of assessments in fostering student motivation aligns with contemporary assessment theories, particularly assessment for learning and self-determination theory. Her emphasis on the motivational aspect of assessments underscores the importance of creating meaningful and relevant learning experiences to cultivate students' intrinsic motivation. Moreover, P1's focus on student interactivity resonates with the principles of the Merdeka curriculum, which prioritizes student-centered learning and active engagement. By embracing these pedagogical principles, educators can create dynamic and inclusive learning environments that empower students to thrive academically and personally. Additionally, recent research by Nur Hasanah Safei and Salmah (2021) provides valuable insights into the effectiveness of project-based learning in promoting student engagement and learning outcomes. Their findings align with contemporary educational theories, such as social constructivism and task-based language teaching, emphasizing the importance of active, inquiry-based learning experiences in English language learning contexts. Overall, by considering these diverse perspectives and aligning instructional practices with contemporary educational theories and principles, educators can create more effective and engaging learning experiences for their students, ultimately fostering their language proficiency and academic success.

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