

Fostering Community Engagement: English Language Lecturers' Professional Development Through Collaborative Research

Nani Hizriani^{1✉}, Saadillah², Khairatunnisa³, Kesya Fitriah Azizah⁴

^{1,2,4} English Language Education Department, Tarbiyah and Teacher Training Faculty, UIN Antasari Banjarmasin, South Kalimantan, Indonesia

³ English Language Education Department, STAI Rasyidiyah Khalidiyah (Rakha) Amuntai, South Kalimantan, Indonesia

Correspond author: khairatunnisaicha@gmail.com

Abstract

This community service program aimed to give the creation and effects of a community-based professional development initiative for English language educators at private higher education institutions in South Kalimantan that is administered by the Ministry of Religious Affairs (MORA). There are 3 universities joined in this program with 6 educators who taught English subject in university. Given that English language teaching (ELT) required collaborative research abilities, the project offers workshops on multidisciplinary communication, project management, and publication in addition to comprehensive instruction in research methods, data analysis, and ethical practices. The program enables educators to actively participate in community-focused research and pedagogical developments by fostering a culture of knowledge-sharing and cooperation through networking and mentoring opportunities. Using a service-learning methodology, the project combined academic goals with community involvement, strengthening social engagement and professional skills. Then, the participants did the activities for eight meetings for several stages such as primary planning, supply and instruction, getting familiar with journals, reference searching, and the last journal publications. Results demonstrated that organized phases such as planning, teaching, and publishing preparation enable teachers to develop their skills and gain authority. Next, the participants are able to conduct the research using the previously taught method.

Keywords: Community Engagement, Collaborative Research, Professional Development

KomtekInfo Journal is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.



1. Introduction

Experts in English language teaching (ELT) emphasized the importance of collaborative approaches to research, recognizing its potential to enhance professional development and contribute to the advancement of knowledge within the field [1, 2, 3, 4]. According to Richards & Farrell [5] collaborative research in ELT offers many advantages, including the sharing of expertise, perspectives, and resources among educators. By engaging in collaborative research, English language instructors not only expanding their understanding of teaching and learning processes but also contribute to the development of cutting-edge instructional strategies and resources that meet the needs of their local communities.

An essential and relevant aspect of English Language Teaching (ELT) is professional development (PD), which gives educators the chance to improve their professional identities, knowledge, and abilities. This point of view emphasises how PD is complex and

includes both formal and informal learning opportunities. This is furthered by [6], who emphasize that PD is a continuous process combining emotional, experiential, and intellectual development. They argue that PD comprises everyday reflection activities and a mindset centered on lifelong learning, going beyond formal workshops and courses. Collectively, these perspectives present professional development (PD) as an encompassing and long-lasting journey that is essential to educators' careers.

To improve teaching quality, adjust to changing educational demands, and promote a culture of lifelong learning, English language lecturers must engage in continuous professional development, or CPD. Workshops and action research are examples of CPD activities that help educators improve their methods and stay up to date with current developments in education. As "engaging in reflective practices and action research allows educators to assess their teaching effectiveness and make necessary adjustments," reflective practices enable lecturers to evaluate and enhance their

effectiveness [7]. By encouraging active engagement and being in line with educational goals, customized CPD programs, especially in English-medium instruction (EMI) settings, address particular issues [8]. Through promoting collaboration through mentoring and team teaching, which "foster collaboration and knowledge exchange among educators" [9], CPD also aids in professional development. It improves crucial abilities like lesson planning and content selection, which are essential for successful instruction [10]. However, some instructors believe that CPD is unrealistic or not properly customized, highlighting the necessity of continuous assessment. "Programs that promote active participation and align with educational objectives are essential for effective CPD implementation," according to [10], guaranteeing its applicability and influence on student outcomes and teacher quality.

Based on the preliminary needs analysis informal communication. The Community servicers found some information and also challenges related to the professional development of participants (English lecturers of PTKIS in South Kalimantan), especially publishing in journals accredited by SINTA, which is evident from the fact that journals on their campuses are still not accredited. Furthermore, most participants published only in local journals. On the other hand, the participants' challenges are difficulties choosing methodology for the paper and using reference manager tool avoid error in citation and paper template.

Then, the need for collaborative research among English lecturers is more pressing than ever in South Kalimantan, where English language education is essential to promoting global connectivity and communication. Nevertheless, even though collaborative research is becoming increasingly important, many instructors lack the knowledge and tools needed to participate in these projects successfully. This gap not only restricts the professional development of English language lecturers but also limits the potential for innovative pedagogical practices and research contributions within the community.

The community research project aims to address the need for collaborative research skills among English lecturers from private universities under MORA (PTKIS) in South Kalimantan by providing comprehensive training in effective strategies, techniques, data analysis methodologies, and ethical considerations. Through facilitated networking opportunities, personalized mentorship, and guidance from experienced researchers, participants will be

empowered to engage actively in collaborative research endeavors. The project also seeks to promote the dissemination of research findings through community-focused publications, presentations, and workshops, fostering a culture of knowledge-sharing within the community.

2. Methods

Service-learning is an instructional strategy that blends academic objectives with initiatives to increase public awareness and direct problem-solving for societal issues [11]. In a program that combines service with reflection, academics work toward a deeper knowledge of course material, sharpen their critical thinking abilities, and develop a sense of civic responsibility while participating in worthwhile service projects that support community needs. The three stages of learning are preparation, service, and reflection. The goal is to identify solutions to the challenges the topics face to help the community meet its practical demands and overcome obstacles [12].

By providing participants with the chance to both engage in a service that addresses community needs and reflect on the experience in class or place, service-learning distinguishes itself as a teaching methodology that bridges theory and practice. This allows participants to develop a stronger sense of civic engagement and a deeper understanding of the course material [13].

The service-learning technique is a way of integrating volunteer work or community service with academic learning to help the local community. The First is investigation. The team determine what the community needs. Community needs are ascertained through observation, surveys, interviews, and documentation. To identify current issues, researchers must still analyse the data after receiving the raw data. The second is preparation and planning. Planning is determining the components of the work and what will happen, creating a timetable of tasks, and creating goals for the successful activity. The third is action. Instructors and educators who participate in community issues first-hand will have a deeper understanding of the issues facing the community. The last is reflection. This stage includes the place where knowledge, life skills, and experiences are shared. The objective of this stage is to evaluate the outcomes of the actions taken, regardless of whether the objectives were met or not [14].

Research-based community service using service learning is a dynamic approach that integrates academic research with community engagement to address real-world issues. This method involves educators and students working collaboratively with community members to identify needs and develop solutions through a structured process. Service learning promotes

experiential education where participants apply academic theories to practical situations, thereby enhancing learning outcomes and fostering civic responsibility. The process typically involves several stages: investigating community needs through various data collection methods, planning and preparing service activities, taking action to address identified issues, and reflecting on the experiences to evaluate the impact and learn from the outcomes. This approach not only benefits the community by addressing pressing issues but also enriches the academic experience by connecting theoretical knowledge with practical application, ultimately leading to more engaged and socially responsible educators and students. As shown in Table 1.

Table 1. Operational planning matrix related to the subjects of Collaboration in English Language Teaching (ELT).

Stages	Steps	Time	Resource	Responsibility
1. Planning	Determination of ELT topics & research focus. Role division and team collaboration. Finalization of coordination regulations.	Week 1	Literature, communication tools (Email/Zoom).	Team
2. Supply & Instruction	ELT Research Workshop. Method training (Needs ID, Photovoice).	Week 2-3	Presentation materials & training software.	Team & Participant
3. Journal Family	Journal template & reputation review. Practice writing abstracts/introductions.	Week 4-5	Journal platform template examples & access.	Team & Participant
4. Refere Search	Effective reference search strategies. Sharing resources among teams	Week 6	Journal database & digital library.	Team & Participant

5. Publication	Journal publication process navigation Discussion of scientific writing ethics.	Week 7-8	Submission guide & example published articles	Team & Participant
-----------------------	--	----------	---	--------------------

In service-learning project, stakeholders take on a variety of roles and have varying programmatic interests. The identification and engagement of stakeholders are crucial for the achievement and sustainability of service-learning initiatives. Instructors and faculty members create, carry out, and oversee service-learning initiatives. They oversee the learning experiences of the students, evaluate their development, and incorporate service learning into the curriculum. Furthermore, academic institutions may work with researchers, assessors, and other partners to carry out studies on the advantages and disadvantages of service-learning initiatives. Administrators, including college deans, university principals, and university administrators, are another group that supports service-learning programs by offering resources, leadership, and advocacy. The last is student. Students can take the benefit and experience based on the activities for their reference.

3. Results and Discussions

3.1 Primary Planning Stage

The first week of the project was marked by a critical coordination meeting involving UIN Antasari and teams from other institutions, including STAI Barabai, STAI Kandangan, STAI Rakha Amuntai, and STAI Al Falah Banjarbaru. The meeting aimed to align the vision and mission of the collaborative research efforts while laying out a roadmap for upcoming activities. During this meeting, participants discussed establishing several joint research projects and setting milestones for their implementation. This coordination was pivotal in ensuring all stakeholders shared a common understanding and commitment to the project's objectives.

As a follow-up to the initial meeting, plans were formalized for subsequent workshops and collaborative activities, such as training on conducting research and publishing in academic journals. These workshops were designed to equip participants with the practical skills necessary for effective research collaboration, focusing on areas like data analysis, project management, and academic writing. Establishing a detailed schedule for these activities further highlighted the team's dedication to maintaining a structured and goal-oriented approach.

The diverse composition of the project team, which included ELT lecturers and students from various Islamic higher education institutions in South

Kalimantan, added a strategic dimension to the collaboration. This diversity not only enhanced the academic networks within the region but also contributed to strengthening the quality and breadth of research in ELT. The inclusion of multiple institutions fostered a sense of shared purpose and allowed for the integration of varied experiences and insights. With comprehensive coordination and detailed planning, the project has established a robust foundation for achieving its goals and delivering valuable recommendations for the advancement of English language teaching in South Kalimantan.

3.2 Supply and Instruction Stage

The Supply and Instruction stage primarily aimed to introduce participants to fundamental concepts of research within the field of English Language Teaching (ELT). This initiative focused on equipping educators with foundational knowledge and methods essential for conducting research in ELT contexts. The ultimate goal was to establish a strong baseline understanding of research principles, enabling participants to design and execute research that directly addressed specific challenges in English language teaching. This preparatory stage laid the groundwork for participants to engage in qualitative research activities tailored to their professional needs.

A central objective of the Supply and Instruction stage was to demystify the research process for educators who may have limited experience with it. By simplifying the approach and emphasizing practical application, participants were given accessible tools to conduct meaningful investigations in their classrooms. Additionally, the instruction emphasized aligning research objectives with the broader aim of improving teaching practices and fostering student learning outcomes in South Kalimantan.

The first activity in this stage was a workshop titled "Introduction to Research in ELT," designed to provide participants with a comprehensive overview of research's role and importance in ELT. Participants were guided through the process of identifying and framing research questions, understanding the objectives of their research, and recognizing gaps in existing studies. This workshop not only imparted theoretical knowledge but also encouraged participants to view research as a powerful tool for enhancing ELT practices within their local contexts.

The workshop highlighted diverse research approaches suitable for ELT, emphasizing their application in real-world teaching scenarios. Participants were introduced to both qualitative and quantitative methods, although the focus remained on qualitative techniques as they were more accessible for educators in their teaching environments. These methods were demonstrated as means to explore teaching effectiveness, curriculum design, and the integration of technology in the

classroom, providing participants with a range of tools to address common challenges.

Building on the initial workshop, participants attended a training session on simple research methods, focusing on two primary techniques, they are Narrative Inquiry and Photo Voice. The collaborative efforts of the Project Team and partner institutions were instrumental in delivering high-quality workshops and training sessions. The Project Team took the lead in preparing content, ensuring the material was relevant, practical, and accessible for participants. Meanwhile, partner institutions like STAI Barabai, STAI Kandangan, STAI Rakha Amuntai, and STAI Al Falah Banjarbaru played a vital role in coordinating logistical arrangements, recruiting participants, and adapting the training to local contexts. This partnership created a supportive and well-organized learning environment.

Through these workshops and training sessions, participants gained a solid understanding of foundational research principles and practical skills to implement the Photo Voice method and Narrative Inquiry. The hands-on approach allowed participants to engage directly with the research techniques, enhancing their ability to identify and address challenges in English language teaching. This stage not only increased participants' confidence in conducting research but also empowered them to apply these methods to foster innovative and effective ELT practices within their classrooms and institutions.

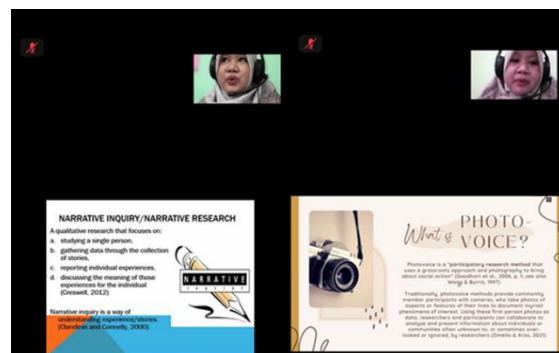


Figure 1. The workshop of research methodology

Based on the stage about "Introduction to Research in ELT" the participants were interested to choose new research design for their paper.

Table 2. The comparison of understanding based on the research design

No	Before	After
1.	The participants don't know narrative inquiry and photo voice design	The participants can write the paper using narrative inquiry and photo voice design

2.	The participants seldom to submit and publish in journals accredited by SINTA	The participants try to submit into journals accredited by SINTA
3.	The participants don't use reference manager to cite the source	The participants can use reference manager to cite the source
4.	The participants got challenge to find current topic	The participants learned new way to find current topic using digital tools

3.3 Familiarization with Journals

In this stage, participants are introduced to the intricacies of academic publishing, with a focus on journals relevant to English Language Teaching (ELT). Understanding the nuances of journal formats, reputations, and expectations forms the foundation of producing impactful research. This knowledge is particularly critical for researchers aiming to contribute to global academic discourse and elevate their scholarly standing.

Familiarization with journal templates is a primary focus of this stage. Participants analyzed and studied templates from reputable ELT journals to understand standard article structures, citation styles, and formatting guidelines. These templates often include defined sections such as abstract, introduction, literature review, methodology, results, discussion, and conclusion. By adhering to such standardized formats, participants ensure that their submissions meet publishers' expectations, increasing the likelihood of acceptance.

Participants explored the attributes of reputable journals, such as those that maintain rigorous peer-review processes, high citation metrics, and consistent inclusion in prestigious indexing databases. This understanding aids them in selecting appropriate journals for their work, avoiding predatory publishers, and maximizing their research's visibility and impact within the academic community.

Then, the participants can choose the interesting topic for their paper. At least can submit into journals accredited by SINTA from 5 – 1. With collaboration research, the participants can discuss each other to conduct the paper. The servicer or tutor is consenting the questions based on their difficulties. Collaboration among participants enhances the learning process. Peer feedback on draft abstracts or introductions provides opportunities for constructive critique, encouraging improvement in writing clarity and argumentation. These collaborative activities simulate real-world scholarly discourse, where constructive engagement is key to refinement and innovation.

This stage is a stepping stone toward building a culture of rigorous and ethical academic publishing, fostering sustained growth and innovation in ELT research within South Kalimantan.

3.4 Reference Searching

The process of reference searching is a vital step in conducting rigorous and credible research, particularly in the field of English Language Teaching (ELT). This step involves developing effective strategies for identifying, managing, and utilizing academic references that underpin a well-supported literature review. Participants in research training programs are introduced to this essential skill through workshops and group discussions. These sessions foster a collaborative environment where participants can exchange ideas, learn advanced search techniques, and build their competence in locating high-quality academic resources. Mastering reference searching equips researchers with the ability to construct a strong foundation for their studies.

Practical training on reference management tools such as Zotero and Mendeley is another key component of the reference-searching process. These tools allow participants to organize references systematically, create citation libraries, and integrate citations seamlessly into their writing. By automating citation formatting and management, these tools save

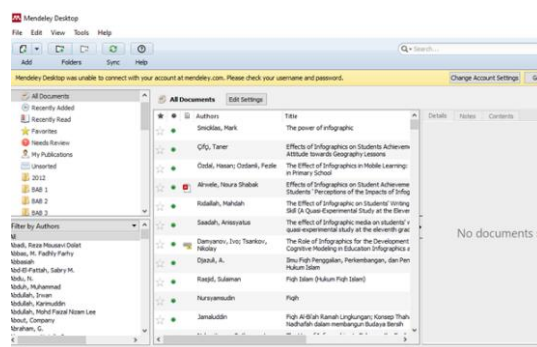


Figure 2. Reference Tool

researchers considerable time and effort. Participants are encouraged to use these tools consistently to ensure that their citations are accurate and conform to academic standards. Developing proficiency in reference management also reduces the risk of errors, enabling researchers to maintain the highest level of scholarly rigor.

The participants tried to use reference manager among Mendeley, Zotero or another tool. With reference manager, it is help them to cite effectively and appropriate the template and requirement of writing. In ELT research almost using APA 7th edition for citation and reference. By systematically collecting and categorizing books, articles, and other materials, researchers can create a well-organized reference

library that supports their work throughout the research journey.

In conclusion, reference searching is a foundational skill that underpins the success of academic research in ELT. By exploring digital databases, critically evaluating sources, leveraging reference management tools, and collaborating with librarians, participants can significantly enhance their research capabilities. It is helping participants do not use manually to cite the source. This skill not only improves the quality of participants skill in writing but also strengthens the researcher's ability to contribute impactful and credible scholarship to the field.

3.5 Journal Publication Stage

The journal publication stage is a crucial final step for researchers aiming to disseminate their findings in English Language Teaching (ELT) journals. This stage equips participants with the knowledge and skills required to navigate technical and ethical aspects of publishing. Emphasis is placed on understanding submission guidelines, adhering to formatting requirements, and embracing ethical practices such as avoiding plagiarism and appropriately crediting authors.

The participants choose the appropriate journal for publication process. Participants are trained to evaluate journals based on criteria such as their focus, target audience, impact factor, and indexing in recognized databases. This evaluation ensures that the selected journal aligns with the research topic and objectives, increasing the likelihood of acceptance. By understanding a journal's scope and submission requirements, participants can tailor their manuscripts to meet expectations. This targeted approach not only saves time but also demonstrates professionalism and a clear understanding of the academic publishing landscape.

The participants have to understand the publication process as a step-by-step journey enables participants to address common challenges systematically. They are prepared to manage rejection constructively, revise manuscripts based on reviewer feedback, and navigate resubmissions. By mastering the journal publication stage, participants position themselves to make meaningful contributions to the field of ELT.

The main point participants are publishing in respected journals not only disseminates research findings but also establishes researchers as credible voices in their discipline. Ultimately, the ability to publish effectively ensures that participants can their work reaches the intended audience and advances the broader goals of ELT research.

Then, here the final participants' achievement of this community service that could saw with the figure below.

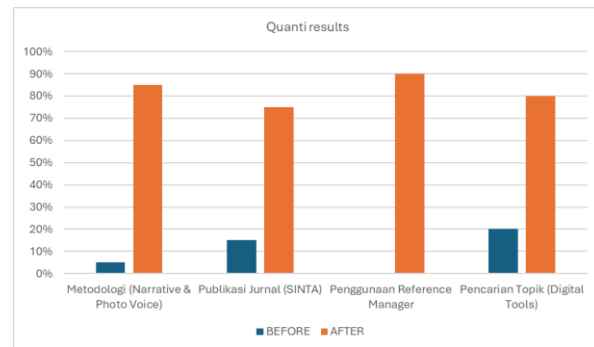


Figure 3. Participants' achievement

4. Conclusions

The community service initiative, Fostering Community Engagement: English Language Lecturers' Professional Development through Collaborative Research, effectively empowered English language lecturers from private universities in South Kalimantan to engage in meaningful collaborative research. By integrating academic objectives with a service-learning approach, the program provided a platform for participants to enhance their professional competencies.

This community service program gave new participants insight and experience, which is not often specifically for lecturers in PTKIS who have challenges to reach collaboration research. Through structured phases of planning, instruction, journal familiarization, and publication, the initiative enabled participants to acquire critical skills in research, data analysis, project management, and ethical publishing. This phased, methodical framework emphasized the importance of a systematic approach in advancing professional development and academic growth in the field of English Language Teaching (ELT).

The initiative resulted in several significant outcomes, including improved networking opportunities, enhanced research competencies, and increased confidence among educators in conducting and disseminating research. By fostering collaborative practices, the program enabled lecturers to share knowledge, refine their methodologies, and adopt innovative research techniques. These experiences not only facilitated individual professional growth but also contributed to collective advancements within the academic community. The ability to engage in collaborative research equipped participants with the tools necessary to address ELT challenges effectively, laying a strong foundation for future scholarly endeavors.

This community service program not only provided qualitative impact, but also produced academic products. Such as successfully compiled two drafts of collaborative research articles ready for submission to accredited journals (SINTA), produce an umbrella research proposal involving cross-institutions in South

Kalimantan, and initiation of formal collaboration between PTKIS lecturers involved for the sustainability of future research.

Finally, in order to facilitate and acknowledge the workload of lecturers (BKD) in joint research across campuses, PTKIS (Private and Research Institutes) must create regulations. This is crucial to reducing academic isolation and hastening the growth of higher education clustering.

This program demonstrated that the professional development of ELT lecturers in South Kalimantan is most impactful when conducted collaboratively. By bridging the gap between research and practice, this initiative not only enhances individual capacity but also builds a resilient and innovative academic community.

Acknowledgements

Penulis mengucapkan terima kasih dan apresiasi setinggi-tingginya kepada:

1. Rektor UIN Antasari Banjarmasin, Prof. Dr. H. Mujiburrahman, M.A.;
2. Ketua LPPM, Dr. Muhammad Zainal Abidin, M.Ag.;
3. Kepala Pusat PRJHKI, Siti Muflichah, Ph.D.

Apresiasi diberikan atas dukungan kebijakan, motivasi, dan penguatan pilar keilmuan UIN Antasari dalam pelaksanaan pengabdian ini. Terima kasih juga disampaikan kepada seluruh mitra dan partisipan yang telah berkontribusi hingga kegiatan ini terlaksana secara optimal.

Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	W
Nani Hizriani	✓		✓	✓	✓	✓		✓	✓
Saadillah				✓		✓		✓	
Khairatunnisa	✓	✓	✓	✓		✓	✓	✓	✓
Kesyafitriah Azizah					✓	✓	✓	✓	✓

- C : Conceptualization
- M : Methodology
- So : Software
- Va : Validation
- Fo : Formal analysis
- I : Investigation
- R : Resources
- D : Data Curation
- W : Writing - Review

Conflict of Interest Statement

Authors state no conflict of interest.

Data Availability

Derived data supporting the findings of this study are available from the corresponding author [initials, KH] on request.

References

[1] Atay, D. (2008). Teacher research for professional development. *ELT Journal*, 2(62), 139–147.

[2] Banegas, D. L., Pavese, A., Velázquez, A., & Vélez, S. M. (2013). Teacher professional development through collaborative action research: Impact on foreign English-language teaching and learning. *Educational Action Research*, 21(2). <https://doi.org/10.1080/09650792.2013.789717>

[3] Rao, P. S. (2019). Collaborative learning in english language classrooms. *ACADEMICIA An International Multidisciplinary Research Journal*, 9(2). <https://doi.org/10.5958/2249-7137.2019.00020.X>

[4] Pham, A. H. V., Newton, J., & Macalister, J. (2024). Teacher Research for Professional Development: The Tales of Two Teachers. *RELC Journal*. <https://doi.org/https://doi.org/10.1177/00336882241245446>

[5] Richards, J. C., & Farrell, T. S. (2005). Professional development for language teachers: Strategies for teacher learning. Cambridge University Press.

[6] Bailey, K. M., Curtis, A., & Nunan, D. (2001). Pursuing Professional Development (6th ed.). Heinle & Heinle.

[7] Ay., S., Meltem, E., & ÖZKÖSE, B. (2023). Perceptions of Instructors within the Scope of Continuous Professional Development Programs. *International Journal of Arts, Humanities & Social Science (IJAHSS)*, 4(12). <https://doi.org/10.56734/ijahss.v4n12a5>

[8] Dearden, J., & Beaumont, B. (2024). Lecturers’ professional development for English-medium instruction in higher education. <https://doi.org/10.4324/9781003011644-5>

[9] Khan, Z., & Umrani, S. (2023). Continuous Professional Development Needs for In-service English Language Teachers (INSELTs) at Tertiary Level: An Integrative Review. *Journal of Social Sciences and Media Studies*. <https://doi.org/10.58921/jossams.07.01.0255>

[10] Abbasi, M. A., Chang, A. G., & Hafeez, A. (2024). Challenges Faced by English Language Teachers in The Implementation of Continuous Professional Development. *Spry Contemporary Educational Practices*. <https://doi.org/10.62681/sprypublishers.scep/3/1/9>







[11] Setyowati, E., & Permata, A. (2018). Service Learning: Mengintegrasikan Tujuan Akademik Dan Pendidikan Karakter Peserta Didik Melalui Pengabdian Kepada Masyarakat. *Jurnal Pengabdian Kepada Masyarakat*, 1(2), 143–152. <https://doi.org/https://doi.org/10.22146/bb.41076>

[12] Sari, I. N., & Heriyawati, D. F. (2020). Pendampingan Penulisan Artikel Ilmiah bagi Komunitas Guru Sekolah Dasar Melalui Service Learning Approach di Kecamatan Sukun Kota Malang. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, 04(02), 563–573. <https://doi.org/https://doi.org/10.52166/engagement.v4i2.141>

[13] Resch, K., & Schritteser, I. (2023). Using the Service-Learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, 27(10), 1118–1132. <https://doi.org/https://doi.org/10.1080/13603116.2021.1882053>

[14] Sutanto, I., Effendy, D., & Franciska, N. (2019). Metode Service Learning sebagai Model Pembelajaran Sejarah Studi Kasus:

Biographies of Authors

	<p>Nani Hizriani   works at UIN Antasari Banjarmasin as a lecturer and researcher. She was majoring in English Language Education and pursuing a bachelor's at Universitas Muhammadiyah Malang and master's degree at University of Canberra Australia, those universities awarded her a S.Pd., and M.A., in English Education Department. She can be reached by email at nanihizriani@gmail.com. Her office in Center for Cooperation and International Relation is located in UIN Antasari Banjarmasin, South Kalimantan</p>
	<p>Saadillah  works at UIN Antasari Banjarmasin as a lecturer and researcher. He was majoring in English Language Education for bachelor degree at IAIN Antasari Banjarmasin and master's degree at Universitas Lambung Mangkurat of Education Management, those universities awarded him S.Pd., and M.Pd., in English Education Department. He can be reached by email at saadillahelhady302@gmail.com His office in lecturer building is located in UIN Antasari Banjarmasin, South Kalimantan</p>
	<p>Khairatunnisa,   works at STAI Rasyidiyah Khalidiyah (Rakha) Amuntai as a lecturer and researcher. She was majoring in English Language Education and pursuing a bachelor's degree at UIN Antasari Banjarmasin and master's degree at Universitas Ahmad Dahlan Yogyakarta, those universities awarded her a S.Pd., and M.Pd., in English Education Department. She can be reached by email at khairatunnisaicha@gmail.com. Her office in English Language Education Department is located in STAI Rakha Amuntai, South Kalimantan</p>
	<p>Kesya Fitriah Azizah is a student at English Language Education Department UIN Antasari Banjarmasin. She has a lot of experiences at community service and research at student space. She can be reached by email at kesyaftriah@gmail.com.</p>