



Classroom's Environment and FOMO: Students' Perspectives

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Abstract

The level of concentration is one of the things that is important in the learning process since it can determine whether the students understand the learning material being taught or not. Therefore, this study was conducted with the aim of finding out what factors can influence students' learning concentration, especially in terms of the classroom situation and the sense of FOMO they might feel, as well as how students overcome this sense of FOMO when doing assignments. In order to obtain the required data, the researcher used a qualitative research method and shared questionnaires to fourth semester English Education students at Universitas Tidar. From the questionnaire that was filled in by 47 students, it was found that the noisy, boring class and when students were sleepy were the class situation that could affect their learning concentration. In addition, the feeling of FOMO also affects their concentration, especially when students know that their friend had done the task, while the student had not. The effect is that this can slow down student development, because when doing assignments students would seem in a hurry because they wanted to finish quickly without really understanding the material.

Keywords: *Classroom situation; FOMO; learning concentration*

Introduction

Effectively, one of the goals to be achieved from education is to improve the results of student learning both cognitively and affectively (Tran, 2013). Therefore, there is a need for a learning process. While concentration (focused attention) is to focus thoughts, feelings, and will on one object. Concentration means all the power of attention to the learning situation. Therefore, so that students can concentrate when they study, a conducive and supportive classroom environment is needed. According to Dimiyati and Mudjiono (2009), learning concentration is the ability to focus on the lesson. The focus of attention is on the content of learning materials and the process of obtaining them. Learning concentration is the concentration of students' thoughts and actions on an object being studied by driving away or separating everything that has nothing to do with the object being studied (Surya, 2009). The classroom environment itself must be able to support the comfort of students, so that students can feel inspired and encouraged by the environment in which the students are located. The classroom learning environment itself is a dynamic social system, which includes interactions between teachers and students as well as interactions between one student and another (Moos and Trickett, 1974).

Then, the phenomenon of fear of missing out is also something that often happens to students. When they feel that way, they will definitely feel worried or anxious automatically, because they are afraid, they will miss work or assignments with other friends. FOMO is defined by the experts as a pervasive worry when other people have satisfying or valuable experiences and is characterized by an urge to always connect with others. Fear of missing out (FOMO) is referred to as a social anxiety that is born from advances in technology, information and the increasing presence of social media. Currently, various forms of information can be obtained through the internet, one of which is social information where the internet provides facilities for individuals to connect with their social environment and can communicate without having to meet face to face (Abel, et.al., 2016). According to Abel, et.al. (2016) there are social media applications on the internet which are currently available in various forms, so that they can fulfill individuals to stay connected with their social environment and communicate without having to meet face to face.

FOMO is defined the experts as a pervasive worry when others have more satisfying, valuable experiences. FOMO can occur in students. It can be related to student mentality. Students who experience FOMO are more prone to experiencing types of mental disorders such as anxiety, depression, and low levels of self-confidence. So that's why we are going to research this to reduce Fear of Missing Out (FOMO) in students in the classroom environment. Student mental health is the most important. It is necessary to maintain the health of both spiritual and physical health because both affect each other in their study concentration. In fact, student achievement is not the same. Some are high and some are low, depending on their health. It should be noted that the health of students is also not the same, because they live in different environments. The three indicators of FOMO are, first: fear which describes a person's threatened state when a person is connected or not connected to an event or experience or conversation with another party. The second indicator is worry that something is not fun without it and feeling that you have missed the opportunity to meet other people. The last indicator is the presence of anxiety, which is

something that is unpleasant when someone is connected or not connected to an event or experience or conversation with other parties. (Przybylski, et.al., 2013).

The theory used by the author in this article is to focus on the term FOMO and also to analyze student concentration. The use of this theory is related to the previous theory contained in the article which discusses "Examination of Fear of Missing Out (FOMO) States of Students Who Study at the School of Physical Education and Sports in Terms of Some Variables". This article aims to analyze whether FOMO can affect students who study in physical and sports schools in terms of several variables. The results of this study are the level of FOMO in gender and do not prove or produce a significant difference between the two. Then, this article also concludes that the more students watch the news or play cellphones before going to bed or after waking up, the level of FOMO in them will increase. The feeling of fear of missing the moment that is happening or fear of missing out (FoMO) can divert individual attention by reducing one's level of attention (Nusrath & Veronica, 2020). Beyens, et.al. (2016) in his research regarding the relationship between fear of missing us (FOMO), social media, and the social needs of adolescents concluded that the fear of missing out (FOMO) among adolescents is related to a strong high need for popularity, and a sense of being left behind in one's accomplishments.

The results of this study are also consistent with the results of other analyzes that we have obtained. The analyst discussed "Students' Social Media Engagement and Fear of Missing Out (FOMO) In A Diverse Classroom". This article concludes that FOMO that occurs to students can be caused by students' excessive use of social media. When someone sees other people's achievements on social media, it will foster jealousy and FOMO within him, especially for students. The theory of the two previous analyzes is indeed related to the theory used by the author in this study, but the difference is the subject and the object. However, the results obtained are still ongoing because they discuss the same thing, namely the occurrence of FOMO felt by students and student concentration caused by slight FOMO in students.

According to the explanations above, the research was conducted to reduce the FOMO that often occurs among college students. Besides that, because the emergence of FOMO can have an impact on students' mental health which can reduce the level of concentration in learning. Therefore, based on the background of the problem that have been explained, there are three research questions that can be formulated:

1. How does the learning situation in the classroom affect student learning concentration?
2. How can FOMO affect student learning concentration?
3. How do students overcome FOMO in terms of doing assignments?

Method

The purpose of this research is to find out the what kind of classroom situation and FOMO that can have an impact on students' concentration levels when they are studying and how students overcome the feeling of FOMO they feel when doing assignments. Therefore, researchers used qualitative research methods. This method is a research method that aims to find out a phenomenon experienced by the subject under study thoroughly, which will later be described in the form of a series of words with due regard

to various kinds of scientific methods (Moleong & Lexy, 2007). This method aims to find information about a matter in depth and is open to various answers since this method seeks for people to share their thoughts and perspectives without having to be given a lot of direction by researchers (Perreault, et.al., 2006).

In addition to paying attention to the method used, the researcher must also determine what variables are used. In research, there are two kinds of variables, namely dependent and independent variables. Independent variable is a type of variable that gives influence to the dependent variable. Thus, here, the dependent variable is a variable that receives influence from the independent variable. In this study, the independent variables used were the learning situation in the classroom and FOMO. While the dependent variable was the concentration of student learning. Furthermore, in order to obtain the necessary data, of course there is a sample that must be determined. The sample itself is representative of the entire existing population, where the population is a group of people with similar characteristics (Creswell, 2015). For example, in this study the population was active fourth semester English Education students at Universitas Tidar, while the sample was 47 students from fourth semester English Education at Universitas Tidar who were divided into four classes, with the distribution of respondents as shown in the chart below:

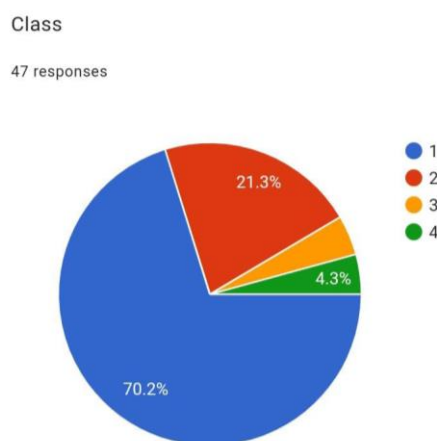


Chart 1. Number of respondents

The 47 students in question were asked to fill out a questionnaire prepared by the researcher. The questionnaire was distributed via the batch WhatsApp group on May 5, 2023 and took up to five days for the respondents to be collected. The types of questions listed in the questionnaire are six items with long answers and 3 multiple choice questions as listed below:

- 1) What situations that can reduce the learning concentration in class?
- 2) What kind of situation do you want when learning in the classroom?
- 3) Have you ever heard the term Fear of Missing Out (FOMO)?
 - a) Yes
 - b) No

- 4) What do you think about the FOMO?
- 5) Have you ever experienced FOMO?
 - a) Yes
 - b) No
- 6) If you have experienced it, what kind of FOMO have you experienced in learning activities on class, especially when doing assignments?
- 7) What do you do to avoid and overcome FOMO when you do the assignment?
- 8) Does FOMO affect your learning concentration?
 - a) Yes
 - b) No
- 9) What do you do to avoid and overcome FOMO that reduces your learning concentration?

Afterwards, the answers to the questions above were then read and examined twice by the researcher. Then, researcher concluded the majority answers that were essentially the same. Next, the answers are interpreted and explained in the form of descriptive paragraphs.

Findings

Learning Situations in the Classroom which Can Affect Student Learning Concentration

From the 47 respondents who answered the questionnaire, it was found that there were several factors that could influence their concentration in learning. When respondents were asked what kind of learning situation in class that could reduce their concentration in learning, the respondents gave various answers. The first was because of the busy class atmosphere, as answered by several respondents such as "If the class is too crowded", "Unconducive classroom atmosphere is like noisy classroom", "Noisy class", and others. Then, the second factor is because the class situation is boring so that it can make them not interested in paying attention to the material being taught, as answered by several respondents such as "Boring class", "When the lesson is boring", "A boring learning", and so on. Then, the last factor is due to the sleepiness experienced by the students themselves, as answered by several respondents such as "Crowded and sleepy", "Staying up late, sleepy", "Bored and sleepy situations in learning", and so forth.

FOMO which Can Affect Student Learning Concentration

From the results of the questionnaire, it was found that most of the respondents had experienced "FOMO" when they were studying, namely 39 respondents, which means that the other eight respondents had never experienced "FOMO". Then, the forms of FOMO that can affect their learning concentration also vary, such as when students know that their friend has done the assignment first, while the student has not yet which makes students think that the quality of their friend's learning is better and more capable of thinking independently, critical, and actively involved in the learning process. Finally, this actually makes students want to quickly complete their assignments without really understanding the material provided. These factors are proven by the statements of several respondents who have answered such as "When my friends actively make their assignments, I want to do it too", "When many other friends have collected assignments when the deadline is still long", "In fact, I often feel it, when the lesson took place, my friend could answer questions and do the assignment correctly and quickly, while I still did not understand the material being taught.", etc.

How Student Overcome FOMO in Terms of Doing Assignments

From the questionnaire that was answered by 47 respondents, it was found that as many as 32 respondents felt that "FOMO" affected their concentration in learning, while 15 others answered that it did not. Of the 32 respondents, the majority of them admitted that their way of overcoming the feeling of FOMO was by focusing on their respective tasks and asking friends, if they did not understand the material assigned to them. As answered by the respondents such as "Focus on what we are doing, and think that everyone has the her/his portion", "Keep learning and ask some friends about the materials that we are

missing", "Just focus on the process of my learning", and so forth.

The results of this study, researchers already have data related to "Classroom Environment and FOMO in Students' Perspective". Researchers processed the results obtained based on questionnaires that had been filled in by a number of English Education students, at Universitas Tidar. The majority of students know and often hear what Fear of Missing Out (FOMO) is. The majority of students answered, FOMO is a person feeling that often occurs among teenagers, anxiety, and a position where they are afraid of missing out on information or something that is trending. Then, the majority of students have also experienced FOMO, especially in the classroom environment. From the perspective of students who have answered, the FOMO they experience is when doing assignments, this is where there are factors that influence the student's FOMO to the level of students' learning concentration. From some of these problems, the researcher obtained data that the situation that students wanted when they were learning in class was an active class situation, learning was carried out in the form of discussion groups, fun classes, and classes where the situation was calm but effective.

Discussions

Learning Situations in the Classroom which Can Affect Student Learning Concentration

From this first problem, the researcher obtained data through questionnaires that had been distributed. Based on this problem, 47 students had different perspectives. From the student's perspective on this problem, the majority of students answer the learning situation in class that can affect student learning concentration, namely when the class situation is crowded, when the class situation is boring, both from the material provided by the lecturer and the class situation itself, and the last is when sleepy students. Those are some of the things that affect students' learning concentration when they are in the learning class.

In the analysis that the writer has done, the first thing the writer is looking for is how the learning atmosphere affects student learning concentration. The results of our analysis state that the class is not noisy. Then the problem with lecturers who are boring when explaining material makes students sleepy during lessons. It causes the concentration of student learning to decrease and the class becomes ineffective. The results of this analysis are also the same as the previous analysis, namely an analysis entitled "Factors Affecting Student Concentration in Classroom: Medical Students' Viewpoints in Semnan University of Medical Sciences" written by Mehralizadeh, et.al (2013). This study resulted in the conclusion that student learning concentration in class is influenced by good lighting, adequate classroom ventilation, and bright classroom light. The results of the analysis from the author are also related or continuous with the results of this analysis because, it is found that the teacher's skills in teaching also have a lot of effect on student concentration. If the teacher brings lessons with a system that is boring for students, then the knowledge that students can absorb is also small, because the students feel bored and not interested in the lesson. So, the teacher or lecturer needs a lot of training to teach so that it can make the class atmosphere fun and effective for learning.

This research is also continuous with previous research written by Haresabadi, et.al (2016). With an analysis entitled "Factors Affecting Student Concentration in Classroom: Students' Viewpoints in North Khorasan University of Medical Sciences". This analysis discusses how the physical conditions of the class make it possible to learn. The results of this analysis are continuous with the results of the author's analysis, but with a different perspective. This analysis discusses efficient and effective physical conditions for student learning, and from research the authors focus more on comfortable and quiet class conditions. It can be concluded that calm and also comfort in the classroom can affect student learning concentration so that the quality of learning becomes better.

FOMO which Can Affect Student Learning Concentration

In this study, researchers have obtained data from questionnaires that have been distributed online. Of the 39 students who had experienced FOMO before, it was found that the majority of the answers to this problem were when the students did the assignments. That will affect the concentration of students in learning, so factors arise both from the lecturer and from other students that can affect the concentration. The majority of students can generate FOMO in the classroom environment when one student knows that a friend has already done the assignment, so that FOMO appears. That way, students who experience FOMO will think that other friends are more active, think critically, and are better. This can affect student concentration because students who experience FOMO will do assignments as soon as possible, and sometimes students lack concentration in doing assignments because in the minds of the students they want to finish completing their assignments without really answering based on the material which are given.

In the previous analysis, it was found that articles discussing titles that are continuous with the analysis carried out by the author. The title of the analysis is "Students' Social Media Engagement and Fear of Missing Out (FOMO) in a Diverse Classroom" by Alt (2017). This study explains that social media can affect the sense of FOMO that appears in students. The large number of people's achievements or learning processes uploaded on social media, makes the audience sure to include their FOMO students. This causes some people who have low self-esteem to feel down and can affect their concentration in learning. The results analyzed are continuous with the results of the analysis carried out by the author. In the analysis conducted by the author, this section focuses on a sense of FOMO that affects student learning concentration. The results of this analysis prove that there are indeed many students who feel FOMO after seeing achievements, the faster learning process of others, and other developments that have not been achieved. Therefore, the results of the analysis from the author and what has been found in the previous analysis are continuous but with different media. For the previous analysis, the media or place that makes FOMO students is social media, and for the analysis conducted by the author, it is the classroom. The high dependence of students on technology, especially on social media, changes as the function of social media itself becomes a place to spend time even to follow other people's lives and activities and ignore one's own activities in order to find out what other people are doing. FOMO is the driving force behind the use of the internet and social media. Low satisfaction with life can lead to high FOMO, which is caused by accessing the internet too often while doing activities that require high concentration such as driving

and studying in class (Putri, et.al., 2019).

In the results of the subsequent analysis, the authors found that the results of the analysis were not continuous with the results of the author's analysis but still discussed about FOMO. This analysis has the title "The Fear of Missing Out (FOMO) and Event-Specific Drinking: The Relationship between FOMO and Alcohol Use, Harm, and Breath Alcohol Concentration During Orientation Week". This analysis was written by Riordan, et.al (2021). This analysis discusses the impact of FOMO on students' alcohol consumption. It was written that students who felt under pressure or felt FOMO saw the achievements of other friends; they spent more time expressing that feeling by drinking alcohol. The surrounding environment that does not support them is also a factor in the emergence of a feeling of FOMO in a person. This study also produced data showing that a sense of FOMO can also make students' personalities become more violent and give up quickly. This is also similar to the results of our analysis which states that many students feel the impact of FOMO wherever they are. Such as in the classroom, media, even in everyday environment.

How Student Overcome FOMO in Terms of Doing Assignments

From this problem, the researcher obtained data from each student's perspective, out of 32 students who felt that FOMO affect their learning concentration, the majority of students answered that their way of dealing with FOMO in doing assignments was to focus on the student's own assignments and the learning process, so that students could increase their sense of believe in yourself and know what should be prioritized, then the second way for students is to ask friends, whether it's to ask for help checking assignments or asking about material that they don't understand, and the last way is to learn in the student's own way without comparing with other people.

In this analysis, the author focuses on how students overcome the FOMO they feel. In this analysis, the authors obtained data that many students reduced feelings of FOMO or avoided it by focusing on what they were doing without knowing what other people were doing. Many also say that if they feel left behind, they will ask other people, friends, or parties who can help solve the problem instead of just being silent and lamenting the problem. The author also found a previous analysis which also discussed this issue, with the title of the article "Understanding Generation Z Students to Promote a Contemporary Learning Environment". This article was written by Mohr and Mohr (2017). The results of this analysis are students who are having difficulties in learning and experiencing a sense of FOMO towards themselves, so they need help from outsiders to keep accompanying them. The results of the author's analysis and also this analysis is also continuous but with a different perspective. For this analysis, we focus on how other people help people who experience FOMO to get up, so it's more precise to use the perspective of people who don't feel FOMO. Then, for the author's analysis, it is taken from the perspective of people who experience FOMO and how they overcome it.

The author also gets another analysis that discusses this section with the title "Fear of missing out and irrational procrastination in the mobile social media environment: A moderated mediation analysis". This analysis was written by Li & Ye (2022) with the results of the analysis saying that many children who face FOMO like to delay their obligations or work. Even though they know the consequences of procrastinating work

are enormous, the sense of FOMO that is inside them makes them lazy and also give up easily. This analysis states that self-control of students or people affected by FOMO is important to improve. Self-control is like being more grateful for what he has got and appreciating every process that has been carried out. The results of this analysis are in line with the results of the analysis obtained by the author, although for some aspects it has a different perspective. However, when compared, these three studies have advantages and disadvantages which, when put together, can produce a complete analysis from all sides.

Conclusion

On the analysis that has been done by the author. It can be concluded that the magnitude of the FOMO level in 4th semester students of the English education study program at Universitas Tidar is quite large. They argue that a noisy class is one of the factors that affect the concentration of learning in the classroom. This is also supported by the FOMO felt by students, making them even more uncomfortable with learning in class. FOMO sees many friends who have done their assignments or FOMO sees the learning progress of other students making it more difficult for themselves to develop. Many of them have found a way to relate to this, but there are still many who don't understand and don't even realize that they are experiencing FOMO within themselves. In effective learning, it is not only necessary for the role of students to concentrate more. However, the teaching system and how lecturers provide material must be varied. Boring classes can also interfere with student concentration. To avoid that, the lecturers must also carry out an analysis of the class they will teach. Such as the nature of the students and also what kind of method they want to get during the learning process. The results of the author's analysis are not completely perfect and do not fully represent all students, but by taking a sample of students in the fourth semester of the English education study program, it is hoped that it can represent what students have felt so far.

The analysis made by the author results in many students feeling FOMO in the world of lectures. The thing that can be done to reduce this feeling is to develop self-confidence and also not to feel inferior to other people. If we instill in ourselves to always trust the process that we do then the results we get will be as expected. The same goes for studying on campus. Comparing the learning process of other people with their own learning process, is what will cause this FOMO. It is hoped that from now on students can avoid this situation and start to believe in their own abilities. Then for the next researcher, it is hoped that it can further broaden the subject to be studied, because it will be more effective and comprehensive. In addition, with more modern analytical techniques than what the authors did, this research can be developed better than before.

According to Nugroho (2007), there are various strategies that can be used to increase concentration in learning, such as:

- a) Recognize the learning character of each student.
- b) Use the concept of reward and punishment in learning.
- c) Changing study habits by once studying in an open space.
- d) Preparation of learning facilities and infrastructure that support student comfort

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