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Implementation of PL-TaRL to improve vocational students' writing learning outcomes

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This research aimed to improve the English writing skills of students using a Personalized Learning strategy integrated with Teaching at the Right Level (PL-TaRL). Personal Learning (PL) tailors writing instruction to students' unique needs, emphasizing engagement. Teaching at the Right Level (TaRL) evaluates students' current level and provides gradual complexity to promote improvement in writing ability.

The researchers implemented PL-TaRL through an English writing LMS on a Google site to create personalized learning plans, accommodating diverse needs and levels in a unified platform. The LMS provided choices of materials and exercises adapted from an English textbook supplied by the Indonesian Minister of Education and combined with materials created by the researchers using generative AI such as ChatGPT.

To determine the students' levels, researchers conducted diagnostic tests, and the results were used to guide students in choosing materials and exercises. The researchers also kept adjusting the content and difficulty of the LMS content based on individual performance and progress. They provided students with personalized feedback, ensuring effective and dynamic learning for great writing improvements. The students were from a vocational high school in Indonesia. Data obtained from pre and post-tests and formative portfolio assessments indicated improvements in students' written English. Before the strategy's implementation, most students had writing skill levels equal to the A2 level of CEFR, which then increased to the B2 level after the strategy implementation. This implies that the PL-TaRL learning strategy has positive impacts on students' writing abilities since it provides students with level-based materials and personalized feedback.

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Keywords

PL-TaRL, English Writing Course LMS, Google Site, Vocational high school

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