

## Comprehensive and Innovative Language Learning Model with an Intercultural Communication Approach: A Systematic Review of Anecdotal Text Writing Lessons in Secondary Schools

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### KEYWORDS

Anecdotal Text Writing;  
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### ABSTRACT

This research investigates the effectiveness of various language learning models in improving students' skills in writing anecdotal texts at the secondary school level. The primary research problem addresses the gap in the existing teaching methods for anecdotal text writing and the need for innovative, intercultural, and project-based learning models. The objective of the research is to evaluate the impact of project-based learning, technology, and intercultural communication strategies on students' writing and critical thinking abilities. The research method used is a Systematic Literature Review (SLR), analyzing 50 relevant articles published in the last five years. Results show that project-based learning models and technology such as *Grammarly* and other digital media can improve students' writing and critical thinking skills. The intercultural approach also plays an important role in building cross-ethnic cultural understanding between teachers and students. However, there are limitations on the implementation of technology and generalization of research results, so further research is needed for the development of a more inclusive model.

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### Introduction

In the modern world of education, the need for innovation in learning models is increasing to face the challenges of globalization and meet the needs of 21st century learning. One area that requires attention is learning to write anecdotal texts, which involves not only linguistic abilities, but also mastery of intercultural competence and critical thinking skills. Relevant and technology-based learning models can help students improve their writing skills in an interesting and effective way (Imrotin et al., 2022).

Various studies have identified gaps in traditional learning that are often not adaptive to students' needs. For example, Hartati (2021) research shows that students have difficulty in realizing ideas and thoughts in writing, which is largely due to the lack of motivation and variety in learning methods. This is in line with the findings by Hanifah, Putriani, and Zulfikar (2024),

who found that the use of a *project-based* learning model was able to improve students' writing skills through more contextual and relevant activities.

In addition, technologies such as AI-based applications have also started to play an important role in improving students' writing skills. Alotaibi (2023) notes that Grammarly, an AI-based tool, not only improves grammar accuracy but also boosts EFL (English as a Foreign Language) students' confidence. However, over-reliance on this tool may reduce students' independent understanding of grammar rules.

Research in teaching anecdote writing also highlights the importance of an intercultural approach. Belz (2003) points out that telecollaborative interaction helps students reduce cultural stereotypes and improve their ability to negotiate cultural diversity. This approach can help students understand a broader perspective, which is crucial in modern learning contexts.

With the increasing amount of literature focusing on learning to write anecdotal texts, a systematic approach is needed to evaluate existing research and identify research gaps that can be filled with new learning models. This study aims to conduct a systematic review of the literature to synthesize findings from various studies, identify trends, and evaluate the effectiveness of various learning models that have been proposed. This approach not only provides a comprehensive overview of previous research but also opens up opportunities for the development of more innovative and adaptive learning models.

## Research Methods

This research uses the *Systematic Literature Review* (SLR) method, which aims to identify, analyze, and synthesize relevant *literature* related to the development of learning models for writing anecdotal texts in secondary schools as many as 50 journals. This approach enables systematic and structured data collection to understand research trends and find gaps that can be filled with further research (Benson, 2020).

### Literature Review Process

#### 1. Literature Search

Literature was collected through several major databases, such as Google Scholar, DOAJ Open Global Trusted, and SSRN. The keywords used included "*language learning models*," "*teaching anecdotal texts*," and "*intercultural communication strategies*." For example, a keyword search of "Language Learning Models Used in Secondary Schools" yielded more than 2 million results in Google Scholar, but only 210 relevant articles in DOAJ met the criteria (DOAJ Open Global Trusted, 2024).

#### 2. Inclusion and Exclusion Criteria

The inclusion criteria applied in this study were:

- Articles published in the last five years (2019-2024).
- Focus on language learning innovations at the secondary school level, especially related to anecdotal texts.
- Have a clear methodology, such as a *research and development* approach (Asnawi et al., 2019) or classroom-based experiments (Via, 2023).

Articles that lacked contextual relevance, were not available in full text, or were not empirically based were excluded from the analysis.

### 3. Selection and Synthesis Process

From the collected articles, a selection process was carried out based on the abstract and full content. Selected articles were analyzed to identify their research objectives, methodology, results, and limitations. For example, Alotaibi's (2023) research on the use of Grammarly in improving grammar skills highlights the importance of AI-based tools for interactive learning, albeit limited to specific contexts.

## Data Analysis Procedure

### 1. Thematic Grouping

The selected literature was grouped by themes, such as technology-based learning models (Imrotin et al., 2022), collaborative approaches (Hanifah et al., 2024), and pedagogical innovations (O'dowd, 2003).

### 2. Research Gap Identification

The results of the analysis are used to find research gaps, such as the lack of long-term evaluation of technology-based teaching materials (Hartini, 2021) and the lack of application of intercultural approaches in learning anecdotal texts (Belz, 2003).

### 3. Synthesizing

Information from each article was synthesized to provide new insights into research trends and the practical relevance of the learning models developed.

## Data Collection and Processing Techniques

Data was collected using reference management software to track down relevant articles. In addition, research summary tables were created to record the methodology, results and limitations of each article. This approach helped ensure that all findings were documented in a systematic and transparent manner.

## Results and Discussion

This study aims to evaluate relevant findings regarding language learning models at the secondary school level using the *Systematic Literature Review* (SLR) method. Based on the literature analysis, various innovative approaches and educational technologies were found to have a significant impact on the teaching and learning of anecdote texts.

### Innovation in Teaching Anecdotal Texts

The project-based learning (PBL) model has been proven effective in improving students' writing skills. Research by Hanifah, Putriani, and Zulfikar (2024) showed that the use of PBL not only improved learning outcomes but also students' critical thinking skills. The results showed an increase in students' post-test scores from 80.42 to 86.67 in anecdote text learning.

In addition, the use of technology-based teaching materials also plays an important role. Research by Imrotin et al. (2022) shows that the integration of digital media in teaching anecdote

texts, such as through the Google Sites platform, can improve students' 21st century skills, such as critical thinking, collaboration, and creativity.

### **Technology Utilization in Learning**

Grammarly, an AI-based tool, is considered to have a positive impact on EFL students' grammar skills and confidence in writing. Alotaibi (2023) found that 60% of students prefer using Grammarly over other tools due to its efficiency. However, there is a concern that reliance on this tool may hinder students' independent understanding of grammar rules.

### **Intercultural Strategies in Language Teaching**

The intercultural approach has great potential in learning anecdote texts. Belz (2003) highlights that telecollaborative interaction helps students understand cross-cultural perspectives, which is essential in the context of globalization. This research emphasizes the importance of inclusive communication to reduce cultural stereotypes and strengthen students' intercultural skills.

### **Collaborative and Creative Learning Models**

Collaboration and creativity-based approaches also show positive results. Hartati's research (2021) revealed that the use of image media such as comics in learning anecdotal text can increase students' motivation to learn. The average student score increased from 53.01 to 73.74 after using this method.

### **Identification of Research Limitations and Gaps**

While the above results demonstrate the effectiveness of various approaches, there are some limitations in the studies analyzed. For example, many of the studies were conducted in only one location or in small groups, making the results less generalizable (Alotaibi, 2023; Hanifah et al., 2024). In addition, long-term trials of technology-based learning models are still rare (Imrotin et al., 2022).

The results of this study provide a strong basis for the development of more adaptive and innovative learning models, especially in the teaching of anecdote texts in secondary schools.

## **Results and Discussion**

### **Effectiveness of Innovative Learning Models**

The results show that various innovative learning models have a significant impact in improving anecdote text writing skills among secondary students. *Project-based* models such as *Project-Based Learning* (PjBL) make a great contribution in building students' critical thinking, collaboration and creativity skills. Research by Hanifah et al. (2024) noted that this method allows students to connect learning with real-life contexts, although it requires large resources.

Technology-based approaches have also proven effective. The use of applications such as *Pixton* for learning to write anecdotes, as researched by Utomo (2022), showed an increase in student motivation and average scores of up to 86.77. Nevertheless, the implementation of this

technology still faces obstacles in terms of generalizing the results to a wider population.

### **Integration of Intercultural Communication Strategies**

Intercultural communication strategies, such as *telecollaboration*, have been tested in improving students' intercultural competence. Belz (2003) and O'Dowd (2003) found that cross-cultural interaction through email or online collaboration can change students' perspectives on cultural differences and increase their tolerance. However, the limited focus on small pairs in this study limits the applicability of the findings to a wider context.

### **Learning Media Based on Local Culture**

The use of learning media that integrates local cultural elements is also a prominent trend. Hartati (2021) research shows that the use of comic strips as learning media improves students' ability to understand the structure and creative elements of anecdote text. This approach is not only culturally relevant but also increases students' engagement in learning.

### **21st Century Skills Enhancement**

The integration of 21st century skills, including critical thinking, communication, collaboration and creativity, has been the main focus of several studies. For example, the development of *Google Sites-based* teaching materials by Famsah et al. (2022) creates more dynamic and targeted learning for students' modern needs. However, the lack of field tests on the effectiveness of these teaching materials is one of the main limitations.

### **Challenges and Recommendations**

While many learning models show promising results, some challenges remain. For example, research by Nopita et al. (2023) showed that sample limitations and external variables such as parental support often affect the validity of the results. Future research is expected to adopt a more comprehensive approach, involving more samples and contextual variables to improve the reliability of the findings.

### **Implications**

The results of this study highlight the importance of innovation and context relevance in language learning. Technology, culture, and 21st century skills-based approaches have great potential to improve students' anecdote text writing skills. In addition, future research needs to focus on developing models that are more inclusive and adaptive to the various needs of students.

### **Conclusion**

**Learning Model Innovation:** Project-based learning (PjBL) models and technology integration are proven to improve student's writing skills, especially in creativity and critical thinking. **Technology in Learning:** AI-based tools such as Grammarly help improve students' accuracy and confidence, although it needs to be balanced with an independent understanding of grammar. **Intercultural Approach:** Intercultural communication strategies effectively improved

cross-cultural competence and reduced student stereotyping. Research Limitations: Most studies had small sample sizes, limited locations, and lack of long-term trials.

**Learning Model Development:** There is a need to develop more comprehensive, adaptive and data-driven learning models to improve long-term learning outcomes. **Proportional Application of Technology:** Technology such as Grammarly should be used as a tool, not as a substitute for deep learning. **Increased Collaborative Research:** Further research is needed to address generalization limitations and evaluate the model's effectiveness in a wider population. **Integration of Local Culture:** Learning models that integrate local culture must be developed to add relevance and student engagement.

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