Volume 2

THE 3rd INTERNATIONAL SYMPOSIUM ON THE PRACTICE OF COEXISTENCE IN ISLAMIC CULTURE

UIN Sunan Kalijaga, Yogyakarta, Indonesia

May 28-30th, 2024

AICONICS PROCEEDINGS

The 5th ICONICS
Adab-International Conference
on Information and Cultural Sciences

CONFERENCE PROCEEDINGS

The 3rd International Symposium on
The Practice of Coexistence in Islamic Culture

May 28th – 30th 2024
Sunan Kalijaga State Islamic University (UIN)
Yogyakarta, Indonesia

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The 5th Adab-International Conference on Information
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"The Practice of Coexistence in Islamic Culture"

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PREFACE

From The Rector of UIN Sunan Kalijaga

Assalamu'alaikum wr.wb.

Dear audience,

On behalf of UIN Sunan Kalijaga, I would like to express my gratitude to all audience coming in this prestigious and very important symposium, 3ʳᵈ International Symposium on "The Practice of Coexistence in Islamic Culture" held by Faculty of Adab and Cultural Science of UIN Sunan Kalijaga Yogyakarta Indonesia in cooperation with Kırıkkale Universitesi Turkiye and Azerbaijan Islamic Institutions and Universities.

I would like to express my warm welcome to all delegations, especially speakers, resource persons, and all participants from Turkiye, Azerbaijan, Egypt, Australia, Pakistan, Thailand, Bangladesh, and of course from Indonesia. I could not mention their names one by one, but it is written in the book of the Symposium.

Welcome to UIN Sunan Kalijaga, Yogyakarta, Indonesia.

I am pretty sure that your coming to the symposium will give valuable contribution to the symposium pertaining issues and discourses for the development of knowledge and science to support coexistence or living together with people of divers culture to build world peace and harmony for the better future of humans and the world.

With regards to this issue, the Indonesian government has established its ideology namely Pancasila or five principles of Indonesia ideology as follows:

1. Believe in God
2. Humanity
3. Unity of Indonesia
4. Democracy
5. Social justice for all

Based on those principles, our founding fathers have developed key principles for coexistence or living together, namely "Unity in Diversity" or "Bhineka Tunggal Ika".

Currently, the government of Indonesia, through the Ministry of Religious Affairs launched a priority program on Promoting Moderate Islam to the public. This is an effort to make the Indonesian Moslems understand well that Islam is actually a religion that promote harmony and peace. Moslems should behave moderately and full of tolerant in living together with people of different faiths and religions. It also emphasized that Moslems

should work and struggle together with people of different cultural background to promote better education and social justice for all communities.

Finally, I hope that this third international symposium or conference will be of benefit for all, academically, culturally, and religiously. Highly appreciated for your attendant and active participation.

Wish you all the best.

Wassalamu'alaikum wr.wb.

Prof. Dr.Phil. Al-Makin, S.Ag., MA.

Rector of UIN Sunan Kalijaga,

Yogyakarta, Indonesia.

PREFACE

From The Dean of The Faculty of Adab and Cultural Sciences, UIN Sunan Kalijaga

Assalamu'alaikum wr.wb.

Alhamdulillah, all praise and gratitude only goes to Allah Almighty, for all the graces and blessings that give us health and wisdom so that this 3rd International Symposium on "The Practice of Coexistence in Islamic Culture" could be held successfully. This International Symposium is organized by UIN Sunan Kalijaga Yogyakarta in cooperation with Kırıkkale Universitesi Turkiye and Azerbaijan Institute of Theology.

This international symposium coincides with Adab-International Conference on Information and Cultural Sciences (AICONICS) which is also held annually by the Faculty Adab and Cultural Sciences. Therefore, you may see that the symposium also appears in some forms as AICONICS Conference. Thanks to the great role of the team from Kırıkkale University and also from Azerbaijan Institute of Theology that this very symposium is attended many international speakers and participants.

Similar to the previous conference, this 3-day symposium is divided according to the four scientific disciplines of Adab Faculty, i.e., Islamic History and Civilization, Arabic Language and Literature, Library Science, and English Literature. Sequentially, the symposium will be held from 28 to 30 May 2024. Each discipline has panels not only for invited speakers but also for faculty members or any scholars submitted their papers to the committee.

This booklet consists of schedule and abstracts of all the panels of the the symposium, the plenary and parallel sessions. As an international symposium, there are about 4 keynote speakers, 4 invited speakers and about 450s (offline and online) presenters from about 9 countries, i.e., Australia, Azerbaijan, Bangladesh, Egypt, Indonesia, Pakistan, Thailand, and Turkiye. Hopefully all speakers would share their papers and thought satisfactorily. This booklet aims to guide all the speakers and participants to join the panels accordingly. As this booklet is also published in PDF format, you can also easily distribute it among your colleagues so that the conference would be more fruitful for all the academics, both offline and online speakers.

Finally, I would convey my deepest appreciation to all the committee, the speakers and the participants who have greatly contributed to the success of the 3rd International Symposium on "The Practice of Coexistence in Islamic Culture. Hopefully, we meet again soon in the next symposium in the future to come. Regards and best wishes.

Wassalamu'alaikum wr.wb.

Prof. Dr. Muhammad Wildan, MA.

Dean of Faculty of Adab and Cultural Sciences

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Exploring the Ecology Within: Could English Textbooks Promote Coexistence Values with Nonhuman Wildlife Animals and Plants? An Ecolingustic Odyssey

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Textbooks are essential in shaping students' knowledge, identities, and values, guiding teachers' instructional approaches. However, scholarly exploration into the promotion of coexistence values in textbooks, especially regarding non-human animals and plants for sustainable ecosystems, is lacking. This study aims to fill this lacuna by delving into English textbooks used by Indonesian EFL learners from elementary to senior high school levels. Employing a multimodal ecolinguistics approach, this study analyzed textual and visual elements to identify coexistence values. Data from English textbooks published by the Ministry of Education, Culture, Research, and Technology (MOECRT) of the Republic of Indonesia in 2021 and 2022 were collected. Through content textual and image analysis, the study revealed that coexistence values were present in only four textbooks (grades 1, 8, 9, and 11), suggesting minimal emphasis on promoting such values among K-12 students, with only 33% incorporation. this study found that among textbooks containing coexistence values, there was a greater emphasis on coexistence with nonhuman wildlife animals compared to plants. In addition, the study identifies three novel ways coexistence values are promoted: real, virtual, and imaginative. These findings offer insights for English teachers to focus on teaching coexistence values in specific units, supported by relevant supplementary materials. Moreover, textbook designers are encouraged to incorporate more coexistence values across all grades, and the government should intensify efforts to evaluate published English textbooks, ensuring they adequately promote sustainability values, including coexistence

Keywords: coexistence; plants; animals; ecolinguistics; English textbooks; Eco-ELT

1. INTRODUCTION

Humans and wildlife are increasingly coming into contact due to significant habitat changes and environmental crises such as climate change. Fostering coexistence is, therefore, imperative for harmonious living in a shared environment. In the field of English Language Teaching (ELT), nurturing coexistence values is possible, as ELT has the potential and responsibility to achieve Sustainable Development Goals (SDGs) (Bowden, 2010), such as addressing environmental crises (Mercel et al. 2022) and 211building positive relationships between humans and nature (Saiful, 2023). Teachers could design English lessons about the environment, such as experiential learning in forests or parks, which promote students' coexistence values with other fellow creatures: nonhuman animals and plants. They could also select teaching materials such as textbooks which contain such values. Thus, both the practices of teaching and the textbooks are important pathways for promoting coexistence values to English students.

Despite the critical role of teaching practices and textbooks in fostering coexistence values among English students, scholarly attention to this area remains sparse. Pooley et al. (2020) underscore the lack of research on coexistence and advocate for further exploration to deepen our understanding of human-wildlife dynamics in shared environments. Existing related literature in ELT practices merely focuses developing students' environmental awareness (see Manurung & Ria, 2018; Setyowati et al., 2022) and cultural identities (see Matthewman, 2017). Regarding English textbooks, numerous related studies also just employing an ecolinguistics approach to reveal environmental and linguistic issues such as euphemism, agency, and passive voice (see Mliless & Larouz, 2018), environmental topics, themes, or treatments within textbook units (Al-Jamal & Al-Omari, 2014; Ekasiwi & Bram, 2023; Jacobs & Goatly, 2000; Jacobs et al. 2016), and green content analysis of linguistic and discursive environmental representations (see Faramarzi & Janfeshan, 2021; Ginting et al., 2024; Ibrahim & Damayant, 2024; Zahoor & Janjua, 2019), including the representations of intercultural communication (Stibbe, 2004). Additionally, scholars like Mushtaq et al. (2022), Triyono et al. (2023), and Xiong (2014) focus on analyzing textual and/or visual images within English textbooks using ecocritical or multimodal ecocritical discourse analysis.

We could see the lacuna of research on coexistence values both in ELT practices and materials. This study, therefore, aims to address the gap by investigating coexistence values in ELT materials. Specifically, it aims to fill this void by examining how ELT textbooks portray or endorse coexistence values towards nonhuman animals and plants. This area of research holds importance for several key reasons. Firstly, it sheds light on the extent to which English textbooks contribute to fostering a positive worldview among students towards nonhuman animals and plants, thereby emphasizing the importance of nurturing coexistence values. Secondly, it provides insights into the commitment of textbook publishers and designers in integrating environmental discourses and multimodal representations to promote coexistence values. Lastly, it offers a glimpse into the current state of the Eco-ELT movement, highlighting efforts to instill coexistence values among English learners.

This study defines coexistence values according to Glikman et al. (2021), who conceptualize coexistence as the negotiation and cohabitation values between humans and nonhuman animals and plants. In essence, coexistence values signify the harmony of cohabiting humans and nonhuman wildlife animals and plants within a shared environment. Glikman et al. (2021) elucidate that coexistence value represents the highest level of nature values, surpassing acceptance and tolerance. *Tolerance* is the least positive valance towards nature when individuals tolerate living in a shared environment with nonhuman wildlife animals and plants they do not like. *Acceptance*, the second phase of nature valance, entails liking nonhuman wildlife animals and plants but not necessarily cohabiting with them. *Coexistence*, the apex of nature valance, denotes individuals being content with living alongside nonhuman wildlife animals and plants. Hence, the hierarchy of nature valance begins with tolerance, followed by acceptance, and culminates in coexistence.

Based on the detailed conceptualization of coexistence values outlined earlier, this study develops a theoretical framework to analyze the manifestations of these values within English textbooks. Textbooks that uphold coexistence values will feature language and visuals illustrating the harmony between humans and nonhuman wildlife animals and plants coexisting in a shared environment. To effectively identify and evaluate these coexistence

values within English textbooks, the study employs a multimodal ecolinguistics approach. This approach allows for the comprehensive examination of linguistic and visual elements, aiding in the recognition and interpretation of coexistence values embedded within the educational materials. This approach is also highlighted by Weninger (2020) who recognizes the significance of non-linguistic elements in shaping meaning within textbooks, reinforcing the importance of a comprehensive analytical framework.

2. METHODOLOGY

This study delved into the examination of coexistence values within English textbooks designed for Indonesian EFL students across various educational levels, spanning from elementary to senior high schools. A total of 12 textbooks, published by the Ministry of Education, Culture, Research, and Technology (MOECRT) of the Republic of Indonesia in either 2021 or 2022, were scrutinized. Details regarding these textbooks are meticulously documented in Table 1. The selection process was guided by the rationale that MOECRT-published textbooks are universally utilized across all schools in Indonesia, thus serving as fundamental resources for English language learning. Consequently, these textbooks are integral components of the curriculum, providing EFL students nationwide with standardized learning materials. Additionally, these textbooks are readily accessible as open access resources in the website of MOECRT.

Table 1. Description of ELT student' textbooks by the Ministry of Education, Culture, Research, and Technology (MOECRT) of the Republic of Indonesia

Student's Textbook	Grade	K-12 Education Level	Year	No. of Pages	No. of Units / Chapters
My Next Words	1	Elementary	2021	134	13 Units
My Next Words	2	Elementary	2022	152	10 Units
My Next Words	3	Elementary	2022	156	10 Units
My Next Words	4	Elementary	2021	142	12 Units
My Next Words	5	Elementary	2021	124	10 Units
My Next Words	6	Elementary	2022	132	11 Units
English for Nusantara	7	Junior High	2022	264	5 Chapters (15 Units)
English for Nusantara	8	Junior High	2022	312	5 Chapters (15 Units)
English for Nusantara	9	Junior High	2022	368	5 Chapters (15 Units)
Bahasa Inggris: Work in Progress	10	Senior High	2022	182	6 Chapters
Bahasa Inggris Tingkat Lanjut	11	Senior High	2021	202	5 Units
Bahasa Inggris: Life Today	12	Senior High	2022	244	4 Units

This research adopted a multimodal ecolinguistics approach to uncover the indicators of coexistence values embedded within the examined textbooks. Drawing from Stibbe's (2015) ecolinguistic methodology, the study followed a systematic process. Initially, linguistic analysis was employed to identify instances of coexistence values, scrutinizing

textual elements such as words, phrases, sentences, or utterances. Recognizing the integral role of visuals in conveying meaning within textbooks (Weninger, 2020), the study also analyzed the accompanying pictures in conjunction with linguistic units. This combined examination of language (texts) and visuals constitutes a multimodal ecolinguistics analysis. Subsequently, textual and visual content analysis was conducted to delve deeper into the underlying narratives conveyed by both textual and visual elements. This analysis sought to determine whether these narratives aligned with the ecosophy of coexistence as proposed by Glikman et al. (2021), emphasizing a harmonious cohabitation between individuals and nonhuman wildlife animals and plants.

3. FINDINGS

The study identified indicators of coexistence values within the English textbooks utilized by Indonesian EFL students, as detailed in Table 2 and supported by Figures 1, 2, 3, 4, and 5.

Table 2. Coexistence Values in the English Textbooks of Indonesian EFL Students

Sources of English Textbook	Extracts of Linguistic Elements (Text)	Pictures	Underlying Stories	Coexistence Form and Value Justification
Grade 1, Unit 9, Page 87	*Look, the ducks are swimming in the river.* *Joshua, Made, and Bagas are in the park. They see… bird, …butterflies, …. bees…, and…. frogs. They see… fish and ducks in the pond.*	See **Figure 1** Figure 1 depicts children happily surrounded by various animals, their smiles proving their enjoyment of the experience.	Living and playing in shared spaces with nonhuman wildlife animals can bring about a sense of contentment and joy.	• **Form** of promoting coexistence: **real coexistence**, where humans and animals coexist in the real natural environment. • **Value:** Don't be troubled by the idea of living and playing alongside nonhuman wildlife animals in the same environment, such as a park.
Grade 2	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			
Grade 3	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			
Grade 4	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			
Grade 5	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			

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Sources of English Textbook	Extracts of Linguistic Elements (Text)	Pictures	Underlying Stories	Coexistence Form and Value Justification
Grade 6	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			
Grade 7	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			
Grade 8 Chapter 4, Unit 2, page 205-206	*The video showed a lot of plastic trash in the oceans.* *True, in the end the plastic trash found its way to the oceans. It's bad for the oceans and the animals there.* *Many sea animals like dolphins or sea lions ate the plastic or become entangled in plastic.*	See **Figure 2** Figure 2 illustrates students expressing concern for oceanic animals as they watch videos on their smartphones.	Inhabitants of the same Earth and beneficiaries of its shared water sources, humans have a responsibility to protect nonhuman wildlife animals in the oceans.	• **Form** of promoting coexistence: **virtual coexistence**, where humans and animals coexist in virtual environment. • **Value:** Nonhuman wildlife animals and humans shared existence and reliance on the Earth's water resources, such as oceans, it is, therefore, imperative to protect oceans and their living nonhuman wildlife ocean animals.
Grade 9 Chapter 1, Unit 3, Page 60-61	*Wow it's amazing. Where are we? Wow! I think we are in a rainforest. It is a beautiful bird.*	See **Figure 3** Figure 3 captures students enjoying a virtual experience in the rainforest, where they appreciate the beauty of the forest and its bird inhabitants.	Staying in the forest is amazing, especially when surrounded by the beauty of nonhuman wildlife, such as birds.	• **Form** of promoting coexistence: **virtual coexistence**, where humans and animals coexist in virtual environment. • **Value:** Nonhuman wildlife, plants, animals, and humans can

Sources of English Textbook	Extracts of Linguistic Elements (Text)	Pictures	Underlying Stories	Coexistence Form and Value Justification
Chapter 2, Unit 3, Page 121-124	*The sky was blue, and the water was clear, so we had no trouble finding a beautiful house reef.* *We were still eating when out of the blue a cat jump on our table and stole my tuna. We were all shocked but then we laughed.* *The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.*	The images do not indicate any disturbance caused by the presence of the forests and birds to the students. See **Figure 4** Figure 4 showcases the sequential snorkeling adventures of two women, highlighting their enjoyment of the activity and their appreciation for the beauty of ocean animals and plants. The women do not feel bothered by the presence of ocean animals and plants.	Living with nonhuman ocean animals and plants can bring about a sense of contentment and joy.	coexist on Earth, appreciating each other's beauty and sharing the comforting experience of living together. • **Form** of promoting coexistence: **real coexistence**, where humans and animals coexist in the real natural environment. • **Value:** As inhabitants of the same Earth, we should appreciate nonhuman wildlife, including ocean animals and plants.
Grade 10	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			

Sources of English Textbook	Extracts of Linguistic Elements (Text)	Pictures	Underlying Stories	Coexistence Form and Value Justification
Grade 11 Unit 3, page 73-77	*…. Lucy stepped inside the wardrobe and found herself in a strange, snowy wood. She encountered the Faun Tumnus "You are in Narnia. Let's get going before you are caught by the Witch"* *…Aslan allowed them (kids) to accompany him…* *…Then, Susan and Lucy rode on Aslan's back awakened many creatures the witch had returned to stone including Tumnus. Meanwhile, Peter led Aslan's army against the witch in a massive fight…*	See **Figure 5** Figure 5 illustrates that even in the imaginative world of Narnia, humans and nonhuman wildlife imaginative animals such Tumnus (a faun) and Aslan (lion) can coexist and support each other.	Humans and nonhuman wildlife animals could care one another.	• **Form** of promoting coexistence: **imaginative coexistence**, where humans and animals coexist in the imaginative literary world. • **Value:** In the imaginative realm, humans and nonhuman wildlife animals could coexist and provide mutual support.
Grade 12	There were no discernible linguistic elements or visual representations within the text and images that portrayed coexistence values.			

Table 2 presents the findings regarding coexistence values in the analyzed English textbooks. The results indicate that coexistence values were only evident in four textbooks, specifically those for grades 1, 8, 9, and 11. Consequently, the data suggests a minimal emphasis on promoting coexistence values to nonhuman wildlife animals and plants among

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K-12 students, with only 33% (4 out of 12 textbooks) incorporating such values. Moreover, this study found that among textbooks containing coexistence values, there was a greater emphasis on coexistence with nonhuman wildlife animals compared to plants. Additionally, the study identified three approaches through which textbooks promote coexistence values: real coexistence, where humans and animals coexist in natural environments; virtual coexistence, where this coexistence is depicted in virtual environments; and imaginative coexistence, where humans and animals coexist within literary realms.

Figure 1: Picture from the data Grade 1, Unit 9, Page 87
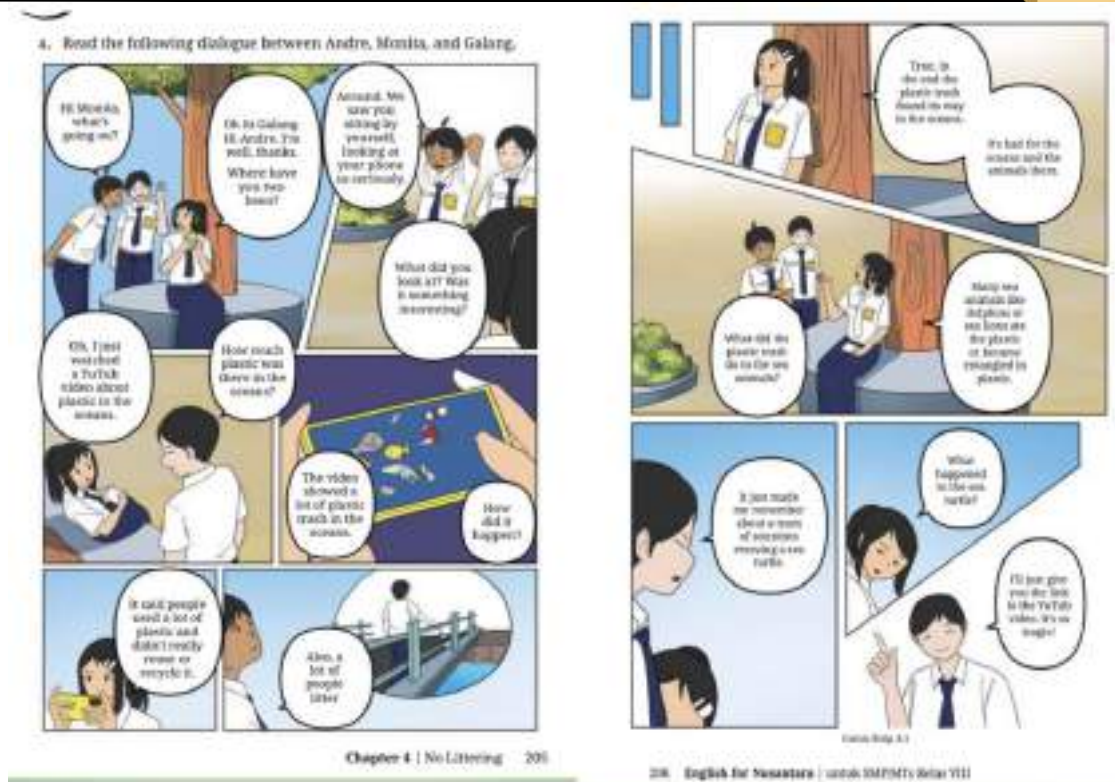
Figure 2: Pictures from the data Grade 8, Chapter 4, Unit 2, Page 205-206
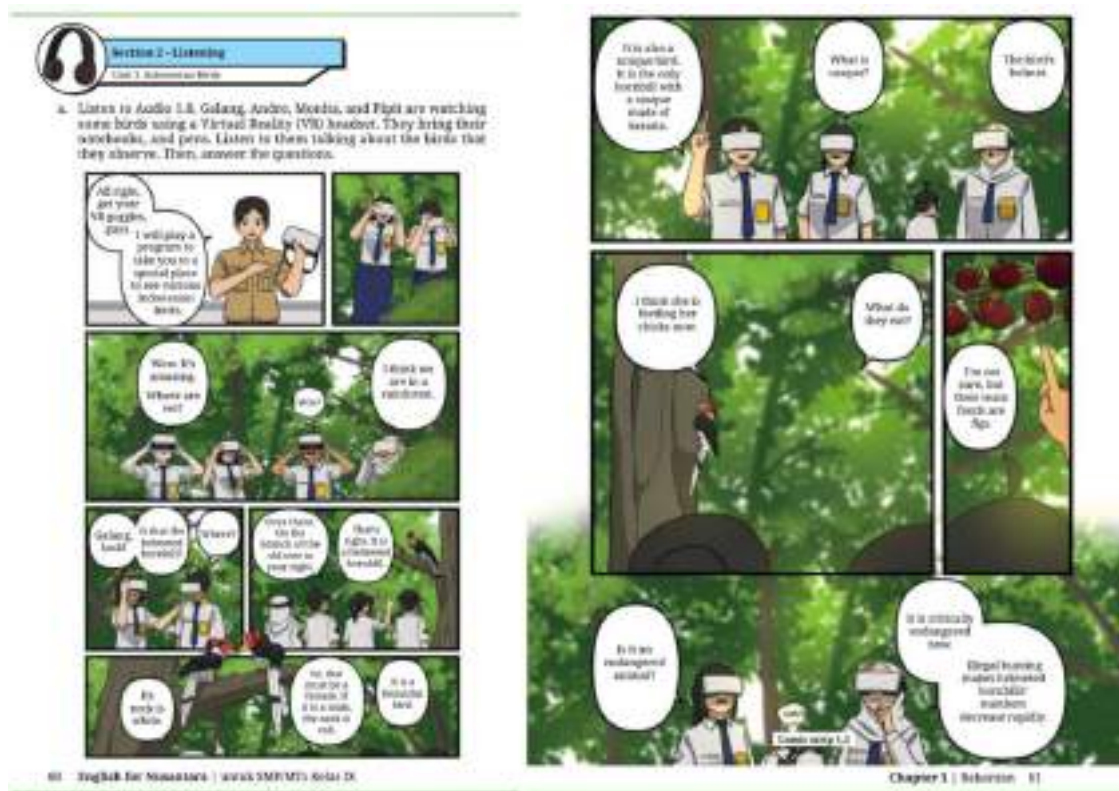
Figure 3: Pictures from the data Grade 9, Chapter 1, Unit 3, Page 60-61

Figure 4: Pictures from the data Grade 9, Unit 3, Page 121- 124

Figure 5: Pictures from the data Unit 3, Page 73- 77

4. DISCUSSION

The analysis revealed a minimal focus on promoting coexistence values within English textbooks for Indonesian EFL learners, with only 33% (4 out of 12 textbooks) incorporating such values, notably those designed for grades 1, 8, 9, and 11. According to the framework of coexistence proposed by Glikman et al. (2021), these findings suggest that the textbooks have not sufficiently emphasized the importance of harmonious cohabitation between humans and nonhuman wildlife animals and plants, especially to nonhuman plants where the presence of such values were limited. However, this study made a novel contribution by identifying different approaches to promoting coexistence values through environmental texts such as textbooks. Specifically, three distinct forms of cultivating coexistence values were identified: real, virtual, and imaginative. Real coexistence involves humans and animals coexisting in natural environments with direct physical interactions. Virtual coexistence depicts this coexistence in virtual environments, facilitated by technology tools

such as videos and virtual reality games, without direct physical contact. Imaginative coexistence, on the other hand, portrays humans and animals coexisting within literary realms, utilizing the role of literary works in instilling coexistence values in readers.

Despite the limited presence of coexistence values identified, this study contributes to ecolinguistic discourses within scholarship, which have primarily focused on uncovering environmental topics within textbooks (Al-Jamal & Al-Omari, 2014; Ekasiwi & Bram, 2023; Jacobs & Goatly, 2000; Jacobs et al., 2016). Notably, representation scholarship within textbooks has yet to fully explore the extent to which coexistence values are promoted. Prior research has predominantly centered on green content analysis of linguistic and discursive environmental representations (see Faramarzi & Janfeshan, 2021; Ginting et al., 2024; Ibrahim & Damayant, 2024; Zahoor & Janjua, 2019), along with representations of intercultural communication (Stibbe, 2004). Furthermore, textual and visual image analyses of English textbooks have overlooked the issue of coexistence values (see Mushtaq et al., 2022; Triyono et al., 2023; Xiong, 2014). This study underscores the potential for English textbooks to promote coexistence values among readers, particularly English students who utilize these textbooks, despite the current limited presence of such values.

The study's findings align with the ultimate goal of ecolinguistics, as outlined by Stibbe (2015), which aims to discover new narratives for sustainable living. While the results indicate a minimal presence of coexistence values, English teachers aiming to incorporate these values into their lessons using the analyzed textbooks should seek supplementary materials such as videos, movies, magazines, literary works, and other resources. Additionally, textbook designers must prioritize the inclusion of relevant texts and images that promote coexistence values to nonhuman wildlife animals and plants across all grades, specially related to nonhuman plants. This holistic integration and an additional focus on nonhuman plants are essential for consistently nurturing coexistence values from childhood through adolescence, thereby facilitating English students' ability to coexist harmoniously with nonhuman wildlife animals and plants.

The study's findings, revealing a minimal presence of coexistence values towards nonhuman wildlife animals and plants in English textbooks, reflect the government's commitment to investing in education that values coexistence with fellow creatures. The Indonesian government should intensify efforts to evaluate the content of published English textbooks, assessing the extent to which they promote sustainability values, including coexistence values. This is essential to ensure that education in Indonesia aligns with the goals of the Anthropocene era. It recognizes and supports the contributions of nonhumans and the material world in shaping our interactions with the natural environment (Gough, 2021). It also provides ample opportunities for students to have active engagement with the world, fostering a culture of coexistence with nonhuman entities (Gough, 2021).

5. CONCLUSION, LIMITATION, AND IMPLICATION
This study investigates how English textbooks for Indonesian EFL students (K-12) promote coexistence values. Employing a multimodal ecolinguistics approach, it analyzed linguistic elements and images. Findings indicate that coexistence values were present in only four

textbooks (grades 1, 8, 9, and 11), suggesting minimal emphasis on promoting such values among K-12 students, with only 33% incorporation. this study found that among textbooks containing coexistence values, there was a greater emphasis on coexistence with nonhuman wildlife animals compared to plants. In addition, the study identifies three novel ways coexistence values are promoted: real, virtual, and imaginative. Real coexistence involves direct physical interactions in natural environments, while virtual coexistence occurs in virtual environments facilitated by technology. Imaginative coexistence portrays coexistence within literary realms, using literary works to instill values in readers.

While this study offers valuable insights into the status of coexistence values in English textbooks and their forms, it also presents several limitations. Firstly, it solely concentrates on revealing coexistence values, overlooking other essential sustainable values such as tolerance and acceptance only towards nonhuman animals and plants. Future research could explore these additional values to provide a more comprehensive understanding. Secondly, this study utilized content analysis of both texts and images. Future studies may benefit from incorporating corpus analysis and its tools to offer more quantitative data on the frequency and collocation of vocabulary depicting coexistence values.

This study has four main implications. Firstly, English teachers in Grades 1, 8, 9, and 11 can incorporate lessons on coexistence values using specific texts and images identified in the study (Grade 1, Unit 9, Page 87; Grade 8, Chapter 4, Unit 2, pages 205-206; Grade 9, Chapter 1, Unit 3, pages 60-61 and Chapter 2, Unit 3, pages 121-124; and Grade 11, Unit 3, pages 73-77). Secondly, they can supplement their lessons with additional materials promoting coexistence values, considering the current textbooks' limited emphasis on such values. Thirdly, textbook designers are encouraged to include more coexistence values across all grades to address the observed deficiency. Finally, the Indonesian government should intensify efforts to evaluate published English textbooks, ensuring they adequately promote sustainability values, including coexistence.

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EXPLORING THE ROLE OF MALL (MOBILE-ASSISTED LANGUAGE LEARNING) IN ENGLISH LANGUAGE TEACHING: PERCEPTIONS AND CHALLENGES

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Abstract. Mobile Assisted Language Learning (MALL) is an approach used in implementing ICT in English language teaching. This can facilitate English learning by using mobile digital learning. Because in the digital era now many people use digital objects such as mobile phones as a support tool for learning English. This research aims to explore students' perceptions and challenges towards MALL in English language teaching. This article limits the perceptions and challenges of students who are taking the Mobile Assisted Language Learning in English Language Teaching course. Moreover, this research sheds light on the perception and challenges in implementing MALL devices such as mobile phones, smartphones, and so on which are used in the virtual classroom context. Moreover, this research focuses on the perceptions and challenges of MALL in English language class at the primary and secondary levels.

Keywords: MALL, Perceptions, Challenges

1. INTRODUCTION

Learning English in the digital era requires prospective English teachers to have the ability to master technology. This is because the use of digital goods such as mobile phones in daily life has a high intensity of use. In learning activities at school, the use of mobile phones is also common for doing assignments and collecting files. In English language learning, so that it continues to run well, English teachers also have innovations in integrating technology with English language learning so that the class is interesting (Solihin, 2021). Within the university scope, Mobile Assisted Language Learning (MALL) is an approach used in implementing ICT in ELT. Because this can make it easier for teachers and students in class activities (Hasan & Islam, 2020). Students' errors in learning English such as difficulty remembering material and lack of internet are challenges for teachers (Amaraweera, 2022). However, in the development, mobile assisted can be used in developing learning objects (Vega, Basri, Nur, 2023; Sutrisna, Lagatama, Dane, 2020). Learning objects that can be developed include learning English using quiz sites to test students' English skills, learning using learning applications, or social media to express English skills (Losi, 2022; Alhadiah, 2020). In the development of MALL in English language teaching, it has made it easier to access more learning materials so that English teachers and prospective teachers can create English learning objects, such as creating applications aimed at learning English for young learners.

The development of learning objects by integrating MALL in English language teaching certainly has advantages and disadvantages. An advantage that is often well perceived by English teachers is the ease of teaching using digital devices as a learning media. Apart from that, for assessment they rely on tests using computers or mobile phones

owned by students or teaching facilities. Ease of learning administration is also an option. Time-efficient when learning, portable learning media such as mobile phones can be used by students and teachers to learn English anytime and anywhere (Dağdeler & Demiröz, 2022; Ire, Ziekah, Nankuri, Kuupille, Fosu, 2022). Meanwhile, the challenges faced by teachers and students when integrating MALL in English learning include internet connectivity problems, applications used to learn English are still lacking, problems with mobile phones used, and data costs used. However, many of the challenges mentioned above have now been reduced by affordable mobile phone prices, free internet and low-priced data packages, and the development of up-to-date English learning applications (Nuraeni, Carolina, Supriyatna, Widiati, Bahri, 2020).

Based on the integration of MALL in English language teaching, the development of pre-service English teachers' technological capabilities also needs to be improved in order to provide new experiences during English language learning activities. This research limits on students' (pre-service English teachers) perceptions and challenges on MALL in English language teaching course. This research aims to explore the perceptions and challenges of English Department students of State Islamic Institute of Kediri about MALL in English language teaching.

2. METHOD

This research uses descriptive quantitative method. This method was aimed to investigating students' perception on MALL in ELT. The participants of this research were 51 students of English Department of IAIN Kediri. To collect data, the researchers applied 2 kinds of close-ended questionnaire. First part of questionnaire to explore students' perceptions about MALL in English language teaching, second part of questionnaire to explore students' challenges about MALL in English language teaching. The questionnaire divided into 10 statements for each part. The data was taken online through Google Form. The data will classify and analyze into two groups namely perceptions and challenges. Then, the researchers determined the bias response by discussed method. The researchers give descriptive analysis with show the mean, range, minimum score, maximum score, mean, standard deviation, and variance. Then, the researchers identify the instrument using statistic procedures. The last steps, the researchers analyze data and interpret data result from statistical test.

3. RESULT

The descriptive statistic result of students' perceptions and challenges on MALL in English language teaching is shown in table 1.

Table 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
PERCEPTIONS	51	23	17	40	0.604	4.311	18.587
CHALLENGES	51	23	17	40	0.710	5.068	25.687
Valid N (listwise)	51						

Based on the result of statistical calculation in the table 1, the detail explanation from descriptive statistics of each variable were divided into this following sub topics.

The descriptive statistic of perceptions on MALL in English language teaching
The mean score of the questionnaire is 0.604. The minimum score is 17 points while the maximum score is 40 points. From those points, it can be concluded that the range data is 23. The calculation results of standard deviation is 4.311, while the variance is 18.587.

The descriptive statistic of challenges on MALL in English language teaching

The mean score of the questionnaire is 0.710. The minimum score is 17 points while the maximum score is 40 points. From those points, it can be concluded that the range data is 23. The calculation results of standard deviation is 5.068, while the variance is 25.687.

Table 2. Correlation between perceptions and challenges on MALL in ELT

		PERCEPTION	CHALLENGES
PERCEPTIONS	Pearson Correlation	1	.292·
	Sig. (2-tailed)		.038
	N	51	51
CHALLENGES	Pearson Correlation	.292·	1
	Sig. (2-tailed)	.038	
	N	51	51

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 revealed that the result of correlation between students' perceptions and challenges on MALL in English language teaching is significant valued by sig 0.035 > 0.05. It means that there is correlation between students' perceptions and challenges on MALL in English language teaching.

4. DISCUSSION

The application of MALL in English language teaching is one of the integrations of ICT in English language learning. However, along with the development of its implementation, there are perceptions and challenges faced by teachers or pre-service English teachers when teaching in class or on internships.

Students' perception on MALL in English language teaching has a standard deviation of 4.311. Students have positive perceptions such as mobile phones allow the English teacher to reach authentic English language learning materials that suit teaching material needs. This can enable English teachers or pre-service English teachers to access the material they need in a very practical and affordable manner (Nuraeni, 2021). Using learning media such as mobile phones can save time used when browsing more material (Lestari, Sa'idah, Zumrudiana, Fatoni, 2022). Apart from that, an important factor in using a mobile phone is portability. Using mobile phones to teach MALL in English language teaching also saves costs. This can be reflected when teachers teach and give assignments via mobile phone. Teachers' skills and knowledge regarding ICT are implemented here. Teachers give assignments that they create like online quizzes, after which students fill in the answers online via mobile phone. In its development, teachers can modify the assignments they create by providing the results of students' grades in them. This is supported by mobile phones that can access the internet anytime and anywhere (Bhestari & Luthfiyyah, 2021). With the convenience of the internet via cellular data or Wi-Fi, English teachers or pre-service English teachers can modify the assignments they make according to their needs via mobile phone. Then by using mobile phones, students and teachers can improve their English language skills (Van & Duong, 2022). Because by using mobile phones, they can access learning to develop English language skills with various trusted sources (Nariyati, Sudirman, Pratiwi, 2020).

The ease of learning English by implementing ICT integration such as MALL also has challenges for English teachers or pre-service English teachers. Their ability to create

learning applications also requires patience, effectiveness, diligence and supporting facilities. In the students' challenges on MALL in English language teaching, there was a standard deviation of 5.068. Students also have challenges along with positive perceptions of MALL. Challenges such as internet connectivity problems. It cannot be denied that it is now easy to access material via the internet, but sometimes there are obstacles such as slow internet speed, the internet suddenly being unable to be used, or signal problems (Ningrum & Arrasyid, 2021). If a teacher is creating an application for learning if they experience problems on the internet it can affect the results. Apart from that, the high price of mobile phones and cellular data is also an obstacle to English teaching and learning activities. Because there are some features that are not suitable for certain types of mobile phones that are not supported when filled with English learning applications. The physical condition of mobile phones, such as small screen size, also affects comfort when studying (Sam & Shalini, 2021). Then there are online-based English learning applications which are still lacking. This is because most of the applications created by teachers are offline learning. On the other hand, along with the development of the integration of MALL in English language teaching, there are still students who lack of knowledge about using mobile phones as a resource for learning English. Because there are also students who use mobile phones for non-academic purposes. Teachers should also supervise students who use mobile phones which are not suitable for English language learning and provide motivation so that they can take part in learning activities that integrate technology such as MALL in English language teaching (Shahzad, Irshad, Sarwat, Ahmed, 2020).

5. CONCLUSION

Integrating technology in education requires teachers to have technological competence in accordance with what is needed in English language learning. MALL in English language teaching makes learning activities easier and can increase learning motivation and save time and money. The implementation of MALL also helps teachers and students upgrade their English skills. Perceptions are like mobile phones with portability that can be carried anytime and anywhere, can be used to access the internet and materials, as well as ease of finding various kinds of English learning resources. Meanwhile, challenges on MALL in English language teaching such as internet connectivity problems, inadequate physical condition of mobile phones, students' ability to use mobile phones to learn English are challenges for teachers so they can provide feedback to each other for integrating MALL in English learning. This research is still limited to pre-service English teachers' perceptions and challenges on MALL in English language teaching. For the next researcher, they can conduct research on students' perceptions on MALL by examining the perceptions and challenges in making applications as MALL media in learning English.

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Task-Based Language Teaching and Authentic Text as Bridges to Praxis

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This research explores the integration of Task-Based Language Teaching (TBLT) with authentic texts in the Advanced Reading course. The study investigates the impact of this approach on enhancing critical thinking, contextual understanding, and student engagement in reading courses. Through a qualitative research methodology, the study delves into EFL students' perceptions and interactions with authentic texts, examining the benefits and challenges they present in real-world language application. The research is concerned with the importance of authentic texts in providing rich, cultural, and contextual language exposure, that can contribute to improved communicative competence and cultural empathy. It also addresses the need for context-sensitive adaptations in authentic text implementation and highlights the necessity of teacher training for optimal use of the TBLT method. Applying descriptive analysis, this study aims to provide a comprehensive understanding of the effectiveness of these pedagogical strategies in advancing EFL education. The data was obtained from a survey of the Advanced Reading students after being exposed to the approach. The survey used a Likert scale, from 1 to strongly disagree to 5 to strongly agree. Ten statements were asked about their views and experience regarding the implementation of TBLT and authentic texts. Among 49 students, 65,3% agreed that using authentic text that relates to real-world context is interesting, 63,3% agreed that using authentic text helps with their English proficiency, 73,5% agreed that authentic text discussion improves critical thinking, 71,4% agreed that analyzing and discussing authentic text requires critical thinking, 67,4% agreed that they enjoy the use of authentic class for reading class, 69,4% agreed that debate activity contribute to meaningful language learning, 75% agreed that TBLT approach improves communication and collaboration, 77,5% agreed that they responsible for their own learning, 51,1% agreed that TBLT method is time-consuming and frustrating, 53% agreed that TBLT activities are an effective approach to learn and practice English.

Keywords: task-based language teaching; authentic text; English for foreign language.

1. INTRODUCTION

One of the areas of research in language teaching is the examination of arguments of EFL students regarding the usage of authentic texts in advanced reading courses. A key component of enhancing the educational experiences of advanced EFL learners is authentic text, which includes a broad range of resources like literature, reports, news articles, research articles, and social media content that native speakers interact with on a daily basis but are not specifically created for educational purposes (Ciornei & Dina, 2015). The subtle interactions between the intrinsic advantages and difficulties of incorporating authentic texts into language learning programs are explored in this study, which also considers the methodological foundations that need to be considered in order to fully explore this intricate field.

A text is considered authentic when it is purposefully created to fulfill a specific social purpose within the linguistic community in which it was created (Qeyis, 2023; Sharipova, 2019). In reaction to the textbook material that is standardized, the term "authentic" has been used. Authentic texts are non-pedagogical materials that are used to improve students' cultural and communicative abilities (Li & Zhou, 2018). Authentic texts provide a means for students to encounter language in its original form, untouched and infused with the cultural, idiomatic, and contextual subtleties of everyday communication (Sharipova, 2019). This understanding is the fundamental premise of this research. Authentic text potentially creates a more immersive, dynamic, and culturally rich learning environment, which may help students become more literate in both languages and cultures (Ciornei & Dina, 2015; Crossley, 2018; Gilmore, 2007; Qeyis, 2023). Furthermore, authentic texts provide students with exposure to language and phrases often used in real-life settings (Shakibaei et al., 2019). Students demonstrate enhanced competence in informal, face-to-face conversations when confronted with similar situations (Boyaci & Güner, 2018; Marzban & Davaji, 2015). Moreover, tangible materials in the actual world possess a more casual character, prioritize social interactions, and are widely employed. However, using actual texts in EFL classes is not without its limitations. For example, learners and teachers face serious difficulties due to linguistic complexity, cultural specificity, and the lack of pedagogical scaffolding.

This research examines how EFL students perceive and interact with authentic texts in advanced reading classrooms, given the many advantages and difficulties that come with using them. Using this lens, the study seeks to elucidate the pedagogical consequences of using real texts, emphasizing the ways in which they affect students' motivation, comprehension of culture, linguistic growth, and general involvement in the language learning process. Based on a qualitative research technique, this investigation aims to capture the core of students' learning experiences through the collection and analysis of detailed, subjective student narratives.

An extensive analysis of the function of authentic texts in advanced EFL learning environments is laid out in this introductory discourse. This research aims to improve pedagogical strategies, facilitate deeper learning outcomes, and ultimately enrich the academic and cultural experiences of advanced EFL students by exploring students' perspectives and offering useful insights into the successful integration of authentic materials into language education.

This research further synthesizes the integration of authentic texts within the framework of task-based language teaching (TBLT). TBLT, is a pedagogical approach that emphasizes the completion of meaningful tasks using the target language (Long, 2014). This method aligns naturally with the use of authentic materials. The reason for this synthesis is based on the premise that authentic texts can provide the rich, real-world language input needed for effective task completion, thereby enhancing the relevancy and applicability of language skills acquired in the classroom.

Incorporating authentic texts into TBLT not only supports the student's language proficiency but also promotes critical thinking, problem-solving, and cultural awareness among them (Bula-Villalobos & Murillo-Miranda, 2019; Mao, 2012; Matrasulovna et al., 2024; Namaziandost et al., 2017; Shabani & Ghasemi, 2014). By exposing students to texts that are varied, natural, and not artificially created to be used in teaching and learning activities they will be challenged to apply their knowledge in a complex, unpredictable context that reflects real-life situations. For this instance, the researcher tries to motivate students to think beyond the text given in order to create a dynamic and autonomous language classroom.

To explore this implementation, the researcher has conducted research regarding the implementation of TBLT utilizing authentic text in the reading courses. To investigate how tasks can be structured to maximize students' interaction with authentic materials, thus ensuring that language learning extends beyond linguistic competence to include cultural and pragmatic understanding.

The goal is to provide educators with evidence for designing task-based language teaching that utilizes authentic texts in ways that are suitable and aligned with the objectives of the recent EFL curriculum. This research contributes to the ongoing research on optimizing language education by enhancing the authenticity of the learning environment, thereby preparing students more effectively for real-world language use and cultural interaction.

2. METHOD

This study utilizes a qualitative research design to delve deeply into the perceptions and experiences of Advanced Reading students when exposed to authentic texts within a TBLT framework. The qualitative approach was chosen for its strength in understanding complex human factors, such as personal insights, emotions, and interaction dynamics, which quantitative methods might overlook (Silverman et al., 2004).

The participants for the research consisted of 49 3rd semester students of Dian Nuswantoro University, Semarang. The students are the ones who enrolled in the Advanced Reading course. The data was collected primarily through a post-intervention survey employing a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The survey included 10 statements designed to measure students' attitudes toward the use of authentic texts, their perceived improvement in English proficiency, and critical thinking, and their overall engagement in the reading course on the TBLT framework.

Descriptive statistics were used to summarize the data, and thematic analysis was applied to interpret the results, identifying common themes and patterns related to student's perceptions of the effectiveness of TBLT with authentic texts. Qualitative descriptive study is the method of choice when straight descriptions of phenomena are desired (Sandelowski, 2000).

The survey was done through Google form and given to the students post-implementation. The analysis involved coding the data into categories based on recurring themes and concepts related to the use of authentic texts and the TBLT approach. This enabled a detailed exploration of how the TBLT and authentic text influenced student engagement, language proficiency, and critical thinking. Regarding ethical considerations, all participants were informed about the purpose of the research and the use of data for academic purposes.

3. RESULT AND DISCUSSION

The research utilizes qualitative descriptive based on the survey given to the students. The survey proposed to explore the perceptions and experiences of the students regarding the use of Task-Based Language Teaching and authentic texts in the Advanced Reading course. The survey employs 11 statements and open-ended questions, allowing for a nuanced understanding of students' perspectives.

Key aspects of investigation include the relevance and interest of using authentic text such as news articles, novels, and poems in English learning. Moreover, explores the effectiveness of the TBLT method used in improving language skills and critical thinking. Through a qualitative approach, the research aimed to provide a deeper understanding of how students perceive and engage in the courses that utilize TBLT and

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authentic texts. The result sheds light on the potential benefits and challenges associated with employed methods.

Table 1 1st Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Reading real-world text like news articles, novels, or poems makes English learning more relevant and interesting	0%	(1) 2%	16 (32%)	19 (38%)	13 (26,5%)

The use of authentic text in EFL classrooms has been proven based on numerous previous research and studies. The utilization of authentic text in the classroom possesses benefits such that it shows illustrations of how language is used by native speakers (Ciornei & Dina, 2015). Authentic texts accurately reflect the linguistic environments where students are exposed to native language use (Crossley, 2018). Furthermore, the text provide students with terminology, idiomatic idioms, and colloquialisms that can't be found in the conventional textbook text (Li & Zhou, 2018). The result only adds to the previous findings regarding the use of authentic text. Students found that the course is relevant and interesting, moreover, student's comments stated that the text given seemed familiar to them in terms of language.

Table 2 2nd Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Using authentic texts helps me better understand different English vocabulary and expressions	0 (0%)	2 (4,1%)	16 (38,8%)	19 (38,8%)	12 (24,5%)

Based on the result, most of the students agreed that authentic text helps with their English reading learning. Authentic texts contain real-world sources like newspapers, literature, advertisements, social media, and other authentic communication materials (Bilonozhko & Syzenko, 2020). Therefore, authentic text expose students with language that they usually see when they read text outside the classroom context. Different from

artificially structured text such as in usual textbooks, where the text is purposively created to fulfill the purpose and the context of the classroom. Exposing students to language that they are familiar with, and are mostly found in a real-life context will help them understand language better rather than textbook text. Traditional language education method often falls short of giving students the chance to expose practical language skills required in diverse social, academic, and professional contexts (Dania & Dyuli Adha, 2021).

Table 3 3rd Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Analyzing authentic texts in class improves my critical thinking skills	0 (0%)	0 (0%)	13 (26,5%)	24 (49%)	12 (24,5%)

The linguistic features authentic text possesses make it easier for the students to understand, and the content chosen by the lecturer relates to their background knowledge. Therefore, the students are able to connect their existing knowledge to the information they get from reading authentic texts. The result shows that students are able to think critically when exposed to text that they can relate to. By utilizing materials that students see as related and pertinent, the learning experience becomes more significant and influential (Bilonozhko & Syzenko, 2020; Li & Zhou, 2018; Qeyis, 2023; Sari et al., 2020).

Table 4 4th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Discussing authentic texts in class improves my critical thinking skills	0 (0%)	0 (0%)	12 (24,5%)	23 (46,9%)	14 (28,6%)

The previous result support this result that discussing text that is considered as authentic improves students' critical thinking skills. Students were able to analyze the text that they found familiar in terms of the language and the context helps them able to connect the new information with their existing knowledge, thus discussing it with their peers becomes accessible and possible. The majority of the students agreed that discussing information from authentic text finds it easier to understand and reachable from their knowledge level.

Table 5 5th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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Analyzing and discussing authentic text requires me to think beyond the text	0 (0%)	2 (4,1%)	12 (24,5%)	22 (44,9%)	13 (26,5%)

Realizing that they can understand and relate the new information with their background knowledge, makes the students capable of analyzing and discussing the text that they have read.

The data supports the claim that 71,4% of students agreed that analyzing and discussing authentic text challenges them to think beyond their background knowledge. Based on Input Hypothesis by Krashen that language acquisition occurs most effectively when learners are exposed to language input that is just slightly above their current proficiency level (i+1) (Krashen, 1982). Therefore, thinking beyond the text by critical thinking challenge students to acquire language effectively.

Table 6 6th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy using authentic texts in my English class	1 (2%)	2 (4,1%)	13 (26,5%)	24 (49%)	9 (18,4%)

Reading something that the students can relate to, easy to understand, and can be discussed with the peers create enjoyment from the students. Students that enjoy the course material might have higher motivation in learning that the students that didn't enjoy the material that they get from the course.

Table 7 7th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Completing tasks like debates in English helps me learn the language in a meaningful context	0 (0%)	2 (4,1%)	13 (26,5%)	22 (44,9%)	12 (24,5%)

Task-Based Language Teaching (TBLT) is one approach that has gained popularity for years because it gives meaningful and authentic language use in real-world tasks (Chen & Wang, 2019; Willis & Willis, 2013). The debate task that is used for this research has been proven from the data result that it gives meaningful learning experiences to the students. A task, as an integral part of TBLT must be meaningful, different from an exercise where it only focuses on language structure acquisition. Tasks should offer students real, meaningful learning experiences for their future lives (Ellis, 2003, 2009).

Table 8 8th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Working with classmates on TBLT tasks improves my communication and collaboration skills	0 (0%)	0 (0%)	12 (24,5%)	21 (42,9%)	16 (32,7%)

TBLT offers a framework where language learning in classroom is used as a tool for communication rather than just a subject of study. This approach promotes more engagement in learning and the development of problem-solving skills, enhancing the engagement and effectiveness of language acquisition (Mao, 2012). Through debate activities the researcher succeeded in improving student's communication between peers and collaborative learning in group task. Based on the data 75,6% students agreed that the chosen activity raising their chances to discuss, debate, and pouring their opinion in classroom.

Table 9 9th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
TBLT activities make me feel more responsible for my own learning in reading class	0 (0%)	1 (2%)	10 (20,4%)	27 (55,1%)	11 (22,4)

The task given is indeed requires students to be responsible whether for their own and in group. The task challenge them to work in a collaborative group to defence their arguments towards their peers. On the debate each of the group participant have to capable of answering questions and defence their group arguments. Since individual

mistakes could affect the whole group and affect their personal grades based on their personal performances. Moreover, the task has clear rubric to assess the group and personal performances.

Table 10 10th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The design and activities of TBLT can be time-comsuming and frustrating	1 (2%)	6 (12,2%)	17 (34,7%)	16 (32,7%)	9 (18,4%)

The result shows that preparing and performing task in TBLT framework requires student's quite the effort. The effort needed affect the lecturer that held the course, since in TBLT there are three integral parts which are pre-task, task, and preview. Each step have more than one objective for both the lecturer and the students to do. Both sides have their own task to do in order for the method to worked intendedly.

Table 11 11th Statement

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I find TBLT activities to be an effective way to learn and practice English	0 (0%)	3 (6,1%)	20 (40,8%)	19 (38,8%)	7 (14,3%)

Despite the time and effort that is needed for TBLT to work, based on the data it was shown that more than half of the students find the TBLT method in the Advance Reading course is an effective way to learn and practice for their English learning. The data supports the previous research regarding the implementation of TBLT in EFL context. For instance, a study conducted by Madhkhan and Mousavi (2017) found that task-based learning improved the reading proficiency of Iranian EFL students. The treatment given emphasize the ability of these resources to effectively captivate students and improve their reading comprehension (Sari et al., 2020).

4. CONCLUSION

The research has explored the students perception and experiences towards the integration of Task-Based Language Teaching (TBLT) with authentic texts in the Advanced Reading course. Through a qualitative research methodology, students' perceptions and interactions with authentic texts were examined, shedding light on the benefits and challenges of this approach in real-world language application.

The findings of this study indicate that the utilization of authentic texts in the Advanced Reading course significantly contributes to enhancing students' learning experiences. Students reported increased interest and relevance in their English learning process when exposed to real-world texts such as news articles, novels, and poems. Furthermore, the use of authentic texts was found to improve students' understanding of English vocabulary and expressions, as well as to foster critical thinking skills through text analysis and discussions.

Moreover, the integration of Task-Based Language Teaching (TBLT) with authentic texts proved to be effective in promoting meaningful language learning experiences. Tasks such as debates facilitated language acquisition in a contextualized and engaging manner, while also enhancing communication and collaboration skills among students. Additionally, the TBLT approach encouraged students to take responsibility for their own learning, fostering a sense of autonomy and accountability in the classroom.

However, it is important to acknowledge that implementing TBLT with authentic texts can be time-consuming and may pose challenges for both students and educators. Despite this, the majority of students still perceived TBLT activities as an effective way to learn and practice English, highlighting the potential of this approach in advancing EFL education.

In conclusion, this research underscores the importance of integrating authentic texts within the framework of TBLT to enhance EFL education. By providing rich, cultural, and contextual language exposure, authentic texts contribute to improved communicative competence, critical thinking skills, and cultural empathy among students. Moving forward, further research and teacher training are recommended to optimize the implementation of TBLT with authentic texts, ultimately enriching the academic and cultural experiences of EFL students.

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Factors Influencing Students' Final Project Completion

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The aim of this research is to determine the direct and indirect influence of internal and external factors on the completion of the Final Project completion of English Language Education Students at FTIK IAIN Kerinci. The research method used in this research is quantitative. A quantitative approach was used to examine data in the form of numbers which were processed and analyzed in the form of statistical analysis, namely in a questionnaire distributed regarding the factors that influence the completion of the final Project for English Language Education Students at FTIK IAIN Kerinci. The data obtained in this research analyzed by using the path analysis method and assisted by the *LISREL* program. The results of this research found that there was a direct, indirect and total influence between motivation to graduate on time, ability to write scientific papers, availability of reading sources, quality of thesis guidance, and peer environment on the completion of the final Project for English Language Students in FTIK IAIN Kerinci.

Keywords: Factors; Final Project; Students.

A. Introduction

Education is a reflection of the quality of a country because it is able to provide an overview of the quality of human resources within it. National education itself aims to brighten the life of the nation and develop Indonesian people as a whole, with noble character, knowledge and skills as stated in Law of the Republic of Indonesia Number 20 of 2003 Chapter 1 General Provisions Article 3 which reads "National education functions to develop abilities and forming a dignified national character and civilization in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible". To make this happen, every educational institution, one of which is a university, is required to be able to maintain the quality of the learning process and improve the quality of its graduates.

Oriented to the goals and functions of national education, educational institutions carry out quite a big task. To realize this, every educational institution, including higher education institutions or universities, is required to maintain the quality of the learning process and improve the quality of its graduates by equipping its students with knowledge, skills and attitudes.

In improving the quality of higher education throughout Indonesia, the government requires universities to accredit all their study programs starting in 2012. Accreditation is a form of accountability to the public which is carried out objectively, fairly, transparently and comprehensively using instruments and criteria that refer to the National Education Standards.

Accreditation of higher education institutions is also a comprehensive evaluation and review process of higher education institutions' commitment to the quality and capacity

of implementing the higher education tridharma program, to determine the suitability of educational programs and units. This commitment is translated into a number of accreditation standards implemented by the National Accreditation Board for Higher Education (BAN-PT). These standards reflect the totality of the circumstances and characteristics of the inputs, processes and outputs or services of the institution being assessed.

In the accreditation guidebook, BAN-PT explains that there are seven standards and elements for assessing higher education accreditation. One of them is student and graduate standards, which include elements of assessing ideal educational efficiency figures. The educational efficiency figure is the ratio of the number of graduates to the number of students. This is also in line with the regulations in force at IAIN Kerinci regarding the maximum study limit for IAIN Kerinci students.

In the learning process, lecturers certainly hope that students can achieve maximum learning outcomes. However, there are quite a few learning difficulties experienced by students in the learning process, such as in completing the final project, so that learning outcomes, in this case the target of passing, have not been achieved optimally. It cannot be denied that the learning process is certainly influenced by many factors. Regarding factors of learning difficulties, Muhammad Irham and Novan Ardy Wiyani (2014: 264) state that factors that can cause learning difficulties in students can be grouped into internal factors and external factors.

If these learning difficulties occur in students who are taking final project courses, it is feared that it will hinder their studies from being able to graduate on time or meet their target of graduating sooner, such as 4 years.

From the results of the interview, information was found that several reasons for not completing their final project include still repeating courses, lack of motivation, feeling lazy, an environment that does not support both the physical environment such as boarding/house conditions to immediately complete their thesis and the social environment such as friends, the thesis title does not match the student's interests/desires, not getting along with the supervisor, difficulty meeting the supervisor, difficulty finding learning resources that match the required theory, lack of ability to manage words when writing a thesis, lack of understanding regarding scientific writing, and busy students itself such as caring for sick family, work, and organizations.

Efforts are being made by the English Language Education Department of FTIK IAIN Kerinci to encourage students' completion of theses by focusing on research methodology courses and seminars so that they are thesis research oriented. The hope is that completion of the thesis can be achieved in a short time with quality research results. By providing a thesis orientation towards research methodology courses and seminars, it is hoped that from the start students will have a plan for conducting thesis research and experience in methodology and seminars, so that students are skilled in conducting thesis research.

The purpose of this research is to determine the direct influence, indirect influence, and total influence of internal and external factors on the completion of the Final Project of English Language Education Students at FTIK IAIN Kerinci.

B. Related of Literature Review

1. Final Project Completion

The final assignment is a scientific work prepared by students in each study program based on the results of research on a problem carried out carefully with the guidance of the supervisor. According to Dalman (2014: 200) a thesis is a scientific work that presents facts and reviews a topic in more detail and depth which is a requirement for completing an undergraduate program (undergraduate/S1). Final Project is a mandatory course for IAIN students taking undergraduate level and is one of the student graduation requirements.

The demand in a thesis for undergraduate students is to carry out the research process correctly in accordance with applicable rules without having to find and correct existing theories (Ibnu and Yoga, 2013). Thus, as long as students are able to carry out the steps in research activities sequentially and correctly, the final project has met the requirements. This is different from the demands in the final project in the form of a thesis for Master's students. Theses written by Masters students are required to be able to assess existing theories with previous theories or see the implementation of theories in real life. Therefore, the level of difficulty in working on a thesis should be in accordance with the abilities of undergraduate students.

One of the necessary and important factors in the final project process is the final project management and service system (Ibnudan Yoga, 2013). A good management and service system will be able to help students in completing their final project. According to Marshall and Paul (2011: 3) a system is a series of two or more components that are interrelated and interact to achieve goals, whereas according to the Big Indonesian Dictionary a system is a set of elements that are regularly interconnected to form a totality. The elements in a system can consist of human resources, equipment, materials, procedures, etc. In the final thesis project management and service system, the human resources involved consist of lecturers, employees and students (Ibnu and Yoga, 2013).

The procedure for working on a thesis is a series of activities/steps that involve several people/institutions and must be completed in order to complete the final project (Ibnu and Yoga, 2013). The procedures for working on the final project can be grouped into three parts. These parts are the title submission, work process, and thesis examination. Each section has requirements, length of time required to complete, and number of people/institutions involved. The fewer the requirements, the longer the time required, and the people/institutions involved, the better it will be as long as the goal of working on the final thesis can still be achieved. As in the case of submitting a thesis title, if there are rules that are quite detailed and rigid, such as specifications and the existence of a title quota, this could become an obstacle for students in completing their final project because of the students' limitations and their desires in determining what they will research.

2. Factors influencing Student's Final Project Completion

In the learning process, in this case the final project process, of course it will not always run smoothly, there will definitely be times when students experience obstacles in completing it. Regarding obstacles in the learning process, M. Ngalim Purwanto (2007:106–107) revealed that the factors that can influence the learning process and outcomes are:

1. External Factors:
. The Environment, Namely natural and social.

b.   Instrumental, namely curriculum/learning materials, teachers/instructors, facilities and equipment, as well as administration/management

2.   Internal Factors:
a.   Physiology, namely the physical condition and condition of the five senses.
b.   Psychology, namely talents, interests, intelligence, motivation and cognitive abilities.

This is in line with the opinion of Muhammad Irham and Novan Ardy Wiyani (2014:264) who state that factors that can cause learning difficulties in students can be grouped into internal factors and external factors.

1.   Internal factors that can cause learning difficulties for students include; intellectual abilities, feelings and self-confidence, motivation, maturity to learn, age, gender, study habits, memory abilities, and sensory abilities such as seeing, hearing, smelling and tasting.

2.   External factors that can cause learning difficulties for students can include teachers, learning quality, learning instruments and facilities (hardware and software) as well as the social and natural environment.

If these learning difficulties occur in students who are taking final project courses, it is feared that it will hinder their study period from completing on time or meeting their target of graduating early, namely 4 years.

C. Method

This research is a type of comparative causal research. Comparative causal research is a type of research where research is conducted to determine the causes or reasons for differences in the behavior or status of groups or individuals (Hamid Darmadi, 2011: 171). The approach used in research is a quantitative approach. A quantitative approach was used to examine data in the form of numbers which were processed and analyzed in the form of statistical analysis, namely in a questionnaire distributed regarding the factors that influence the completion of the final project for English Language Education Students at FTIK IAIN Kerinci. The research population was students of the English Language Education study program. The research sample was students who were in their seventh semester and above.

To determine the validity or severity of these items, three stages of measurement are carried out, namely;

.   KMO Test (*the Kaiser Mayer-Olkin*)
This aims to find out whether the variables used are accurate enough with the criteria, namely the KMO value is greater than 0.5 (> 0.5), and the probability is below 0.05 (<0.05), then these variables can be analyzed further.

b.   Factor analysis (*Factoring*)
Factor analysis is the extraction of a collection of existing items so that they are formed into one or more factors. This process will be carried out based on the eigen value, which is greater than 1.00. This analysis is calculated using the principal component analysis method with the criteria that an item in a factor is determined by the factor loading and commonality with a value of 0.30 or more which is categorized as significant (Kerlinger, 2006: 1005).

c. Rotation Factor

The calibrated factors must be rotated to facilitate interpretation. The rotation method used is the varimax method which aims to produce factor loadings on the dominant variables.

The data obtained in this research will be analyzed using the path analysis method with the help of the LISREL program. This path analysis was carried out to assess the direct, indirect, and total influence of exogenous (variables outside the system) and endogenous (variables inside the system) variables. This study illustrates the fit indices of the hypothesized model including chi-square ($\chi 2$), root mean square error of approximation (RMSEA), comparative fit index (CFI), goodness of fit index (GFI), adjusted goodness-of-fit index (AGFI), and the incremental fit index (IFI); and acceptable fit index (Schermelleh-Engel & Moosbrugger, 2003).

D. Result

The instrument trial was carried out on 30 active English Language Education students. The questionnaires tested were X_1 (motivation to graduate on time), X_2 (ability to write academic papers), X_3 (availability of learning resources), X_4 (quality of thesis guidance), and X_5 (peer environment). The results of instrument testing are as follows:

The instruments used to obtain independent variable data in this research totaled 66 questions and statements. The sixty-six items consist of 12 items for the variable motivation to graduate on time, 16 items for the variable ability to write scientific papers, 11 items for the variable availability of learning resources, 16 items for the variable quality of thesis guidance, and 11 items for the peer environment variable.

From the test results, it is known that the KMO MSA value is 0.675 (> 0.5) with a significance level of 0.000, meaning that the items used are quite accurate. The MSA value of each item in the anti-image table also shows a value above 0.5. Thus, all the items contained in this instrument are suitable for factor analysis.

This research aims to determine the magnitude of the direct influence, indirect influence, and total influence of (1) motivation to graduate on time on the completion of the final project for students majoring in PBI FTIK IAIN Kerinci; (2) the ability to write scientific papers towards the completion of the final project for students majoring in PBI FTIK IAIN Kerinci; (3) availability of reading sources for the completion of final projects for students majoring in PBI FTIK IAIN Kerinci; (4) the quality of thesis guidance on the completion of final projects for students majoring in PBI FTIK IAIN Kerinci; (5) peer environment on the completion of final projects for students majoring in PBI FTIK IAIN Kerinci. To fulfill this objective, the data in this study was analyzed using the path analysis method with the help of Lisrel 8.5 software. A model that is constructed must be analyzed for model suitability and the relationship or significance between variables.

To determine the suitability (fit) of the model to data in the field, there are several criteria for fit indicators, namely chi-square ($\chi 2$), root mean square error of approximation (RMSEA), comparative fit index (CFI), the goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), and incremental fit index (IFI) (Schermelleh-Engel & Moosbrugger, 2003). This can be seen in the following table.

Table 1 Overall Model Fit Analysis Results

Fit Criteria	Fit Standart	Estimation value	Information
Chi-Square	$X^2 < 2df$	$1,03 < 2(1)$	Fit
P-value	P-value > 0,05	0,311	Fit
RMSEA	$0 \leq RMSEA \leq 0,05$	0,018	Fit
CFI	$0,97 \leq CFI \leq 1,00$	1,00	Fit
GFI	$0,95 \leq GFI \leq 1,00$	1,00	Fit
AGFI	$0,90 \leq AGFI \leq 1,00$	0,92	Fit
NFI	$0,95 \leq NFI \leq 1,00$	0,99	Fit

The table above shows that of the six criteria used as standards for determining model fit, information is obtained that all criteria are met. If there is one criterion that is not met, then the model is still categorized as fit in accordance with the opinion of Imam Ghozali (2015) which states that if only three criteria are met, only three criteria can be accepted. So, it can be concluded that the measurement model for completing this final project is categorized as fitting with data in the field. Then analysis is carried out to describe the relationship and significance between variables. This can be seen in the program output results in the following table.
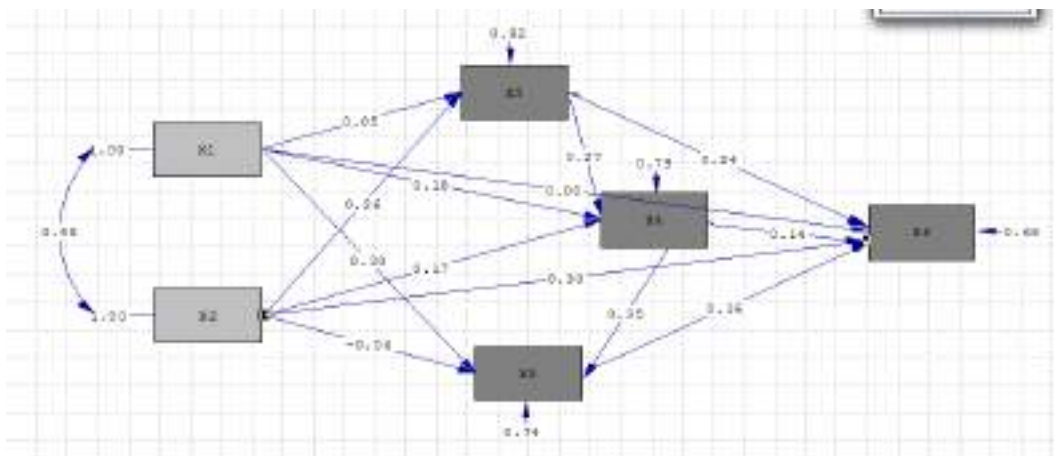
Figure 1: Standard Solution Value
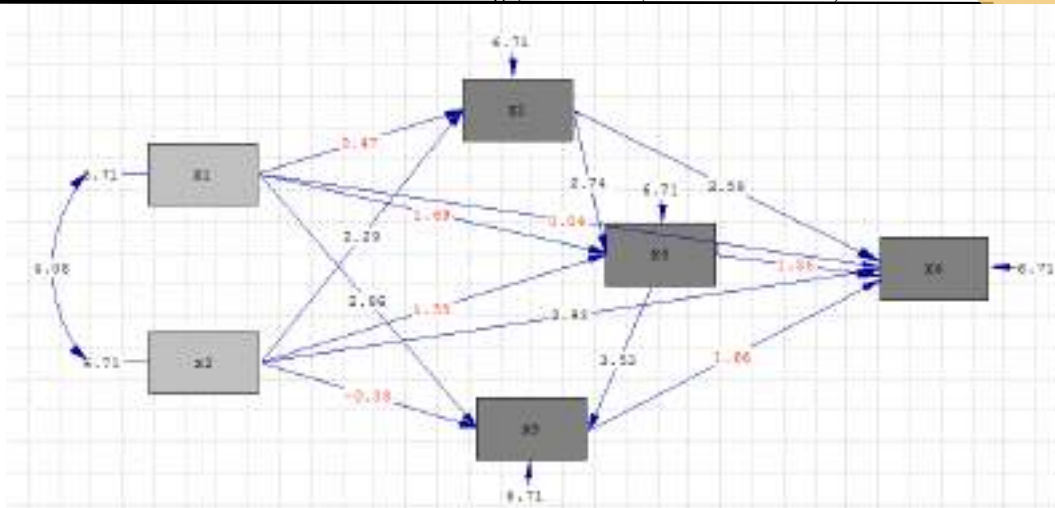
Figure 2: T-Value

Table 2 Relation Between Variables

NO	VARIABLES	COEFISIEN	Loading>1,96 T-Value	CRITERIA
1	$X_1 – X_3$	0,05	0,47	Insignificant
2	$X_1 – X_4$	0,18	1,69	Insignificant
3	$X_1 – X_5$	0,30	2,86	Significant
4	$X_1 – X_6$	0,00	0,04	Insignificant
5	$X_2 – X_3$	0,26	2,29	Significant
6	$X_2 – X_4$	0,17	1,55	Insignificant
7	$X_2 – X_5$	-0,04	-0,38	Insignificant
8	$X_2 – X_6$	0,30	2,93	Significant
9	$X_3 – X_4$	0,27	2,74	Significant
10	$X_3 – X_6$	0,24	2,50	Significant
11	$X_4 – X_5$	0,35	3,53	Significant
12	$X_4 – X_6$	0,14	1,36	Insignificant
13	$X_5 – X_6$	0,16	1,66	Insignificant

The T-value is a parameter significance value which is expected to provide useful information regarding the relationship between latent variables. The limit for rejecting or accepting a relationship with a 5% significance level is 1.96 (> 1.96). Significant relationships will be marked with black t-values on the path diagram. Meanwhile, relationships that are not significant are marked with a red t-value in the path diagram in Figure 2. Based on the picture and table, it can be concluded that there are only six relationships between variables that are categorized as significant relationships, while there are seven relationships that are not significant. However, this research only focuses on the

influence of exogenous and endogenous variables. The path diagram formed along with the regression weights or β values for each path is shown in the following path analysis diagram image.
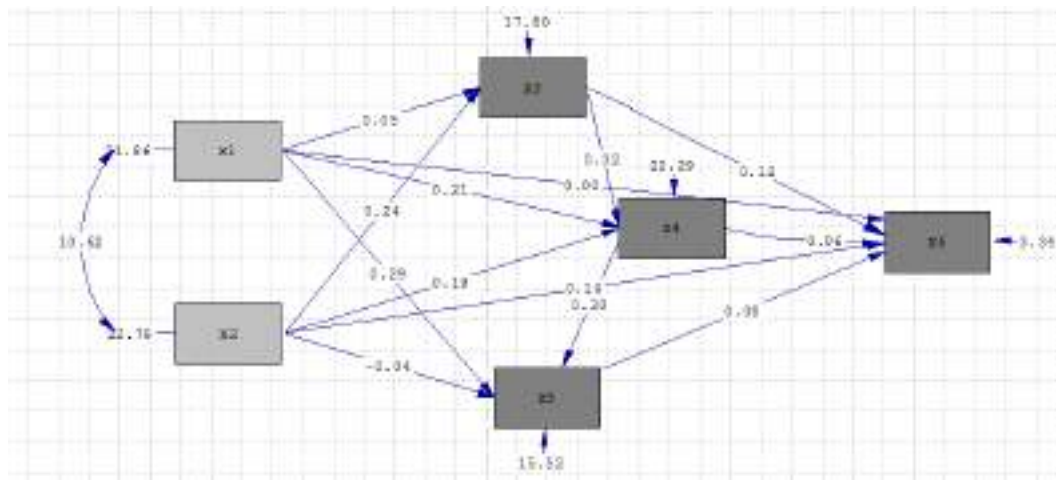
Figure 3 : Diagram Estimation Value

Note:

X_1 : Motivation to Graduate on Time

X_2 : Ability to Write Scientific Papers,

X_3 : Availability of Reading Resources

X_4 : Quality of Thesis Guidance,

X_5 : Peer Environment, and

X_6 : Completion of Final Project.

Based on the picture above, it can be seen that the motivation to graduate on time (X1) and the ability to write scientific papers (X2) are two exogenous variables which have a correlative relationship with each other. Apart from that, these exogenous variables together, X1 and From the diagram, the structural equation is also obtained as follows:

X3 = 0.051*X1 + 0.24*X2 + 17.80

X4 = 0.32*X3 + 0.21*X1 + 0.19*X2 + 22.29

X5 = 0.30*X4 + 0.29*X1 - 0.038*X2 + 15.52

X6 = 0.12*X3 + 0.059*X4 + 0.081*X5 + 0.0019*X1 + 0.14*X2 + 3.34

In the LISREL program output in the attachment you can see the influence/impact values between the variables. The output only displays the total and indirect influence between exogenous and endogenous variables, as well as the total and indirect influence between endogenous variables. To calculate the direct effect between variables, namely the total effect minus the indirect effect. According to Imam Ghozali and Fuad (2014: 130) that the total effect is obtained by adding up the direct effect and the indirect effect. The following table is the result of the total, direct and indirect influence between variables.

Table 3 Summary of Causal Relationships Between Latent Variables

Variabel	Effect		
	Total Effect	Direct Effect	Indirect Effetct
X_1– X_3	0,05	0,05	-
X_1– X_4	0,22	0,20	0,02
X_1– X_5	0,36	0,29	0,07
X_1– X_6	0,05	0,00	0,05
X_2– X_3	0,24	0,24	-
X_2– X_4	0,27	0,19	0,08
X_2– X_5	0,04	-0,04	0,08
X_2– X_6	0,19	0,14	0,05
X_3– X_4	0,32	0,32	-
X_3– X_6	0,15	0,12	0,03
X_4– X_5	0,30	0,30	-
X_4– X_6	0,08	0,06	0,02
X_5– X_6	0,08	0,08	-

Note:

TE = DE + IE

DE = TE – IE

1. Direct Effect

Direct effect is a direct effect that can be seen from the path coefficient of an exogenous variable on an endogenous variable. Based on the path diagram formed, it can be seen the direct influence of the motivation variables to graduate on time (X1) and the ability to write scientific papers (X2) on the availability of reading sources (X3) (path 1); the direct influence of the motivation variables to graduate on time (X1), the ability to write scientific papers (X2), and the availability of reading sources (X3) on the quality of thesis guidance (X4) (path 2); the direct influence of the motivation variables to graduate on time (X1), the ability to write scientific papers (X2), and the quality of thesis guidance (X4) on the peer environment (X5) (path 3); and the direct influence of the variables motivation to graduate on time (X1), ability to write scientific papers (X2), availability of reading sources (X3), quality of thesis guidance (X4), and peer environment (X5) on the completion of the final project (X6) (path 4). The magnitude of this influence is as follows:

- The influence of motivation to graduate on time on completing the final project: X1 to X6 = 0.05. The direct effect of motivation to graduate on time on completing the final project of 0.05 (>0.05) is categorized as not significant. This means that the motivation factor for graduating on time does not directly influence the completion of the thesis final assignment even though the motivation to graduate on time is at

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a high or low level. So, the motivation factor for graduating on time must involve several other factors.

- The influence of motivation to graduate on time on the peer environment of 0.20 (> 0.05) is categorized as significant. This indicates that if the motivation to graduate on time or quickly is high then the environment around your peers/class will become motivated too.

- The effect of motivation to graduate on time on the quality of thesis guidance is 0.29 (above > 0.05) and this is at a significant level. This means that if the motivation to graduate quickly is high then the quality of guidance received from the supervisor will be good.

- The influence of motivation to graduate on time, the availability of reading sources is 0.00. This estimated value is smaller than 0.05 and is categorized as not significant. This shows that even though the motivation to graduate quickly is high or low, this will not influence or have an impact on the availability of learning resources because the availability of learning resources depends on the initiative of the students themselves.

- The influence of the ability to write scientific papers on the completion of the final project of 0.14 (> 0.05) is classified as significant. This means that if a student's writing skills are good or good, it will be easier to complete the final project.

- The influence of the ability to write scientific papers on the peer environment is -0.04. This estimated value is smaller than 0.05 and is categorized as not significant. This shows that writing ability does not have a direct influence on the peer environment. The ability to write does not come automatically, but must go through a lot of and regular training and practice. Writing is a language skill that is used to communicate indirectly, not face to face, with other people.

- The influence of the ability to write scientific papers on the quality of thesis guidance is 0.19, greater than the standard of 0.05 and is categorized as significant. This means that good writing skills will contribute to the quality of the thesis guidance received from the supervisor.

- The influence of the ability to write scientific papers on the availability of reading sources is 0.24 and has a significant effect ($0.24 > 0.05$). If writing skills are at a good level, then it indicates that the availability of learning/reading resources is also categorized as better.

- The influence of the availability of reading sources on the completion of the final project is 0.12 and has a significant influence. This means that the availability of good reading sources makes it easier for students to develop, compare and create ideas related to their final project. This will also have an impact on the quick completion of the final project.

- The direct effect of the availability of reading sources on the quality of thesis guidance is 0.32 (>0.05) which is significant. The greater the availability of learning resources in libraries or the ease of finding them online, the quality of guidance will also be good and of good quality in terms of theory, methodology and interpretation.

- This shows that if the quality of the thesis guidance goes well or is good in writing, methods, theory, or interpretation, then it will contribute a lot to the process of

completing the final project. So that the final thesis task can be completed quickly and precisely.

- The influence of the peer environment on the completion of the final project is 0.08 and significant (>0.05). This means that if many of your peers have completed their final project, then this will also have an influence on the overall completion of the project.

2. Indirect Effect

Indirect influence is a sequence of paths through one or more intermediaries. To get the value, this is done by multiplying the path coefficient (β) value of the exogenous variable against the intermediate variable (first endogenous), with the β value of the first endogenous variable (moderate) against the second endogenous variable. To calculate the indirect effect, the following formula is used:

- The indirect effect of the motivation variable to graduate on time on completing the thesis final assignment through the availability of reading sources, the quality of thesis guidance and the peer environment is 0.05 and is not significant. So the motivation to graduate on time through the quality of the thesis guidance does not affect the completion of the final project.

- The indirect effect of the motivation variable to graduate on time on the peer environment through the quality of thesis guidance is 0.07 and significant. This means that indirectly, the motivation to graduate quickly affects the condition of peers if the quality of the thesis guidance is good or bad.

- The indirect effect of the motivation variable to graduate on time on the quality of thesis guidance in the availability of reading sources is 0.02 and is below the significant value of 0.05. This means that the motivation to graduate on time does not affect the quality of the thesis guidance through the availability of reading sources, whether they are good or not.

- The indirect influence of the variable ability to write scientific papers through the availability of reading sources, the quality of thesis guidance, and the peer environment on the completion of the final project is 0.05.

- The variable influence of the availability of learning resources on the completion of the final project through the quality of thesis guidance is 0.05 and is not significant. So the motivation to graduate on time through the quality of the thesis guidance does not affect the completion of the final project.

- The indirect effect of the variable ability to write scientific papers on the quality of thesis guidance on the peer environment is 0.08 and significant. This means that writing ability influences the environmental conditions of peers if they receive good quality thesis guidance because high writing ability will result in better quality guidance.

- The indirect effect of the variable ability to write scientific papers in the availability of reading sources on the quality of thesis guidance is 0.08 and is categorized as significant because the estimated value is greater than the significance cut-score, namely 0.05. This shows that the availability of good reading sources will improve writing skills. So this will affect the quality of the thesis guidance.

- The indirect effect of the variable availability of reading sources through the quality of thesis guidance on the completion of the final project is 0.03 and is not significant because the estimated value is smaller than 0.05. This means that the availability of reading sources through the quality of the thesis guidance has no effect on the process of completing the final project.

- The indirect effect of the variable quality of thesis guidance through the peer environment on the completion of the final project is 0.02 and is not significant. This means that the quality of thesis guidance through the peer environment does not influence the process of completing the final project.

3. Total Effect

Total influence is the sum of direct effects and indirect effects. The influence of motivation to graduate on time on completing the final project is 0.05. The influence of motivation to graduate on time on the peer environment is 0.36. The influence of motivation to graduate on time on the quality of thesis guidance is 0.22. The effect of motivation to graduate on time on the availability of learning resources is 0.05. The influence of the ability to write scientific papers on the completion of the final project is 0.19. The influence of the ability to write scientific papers on the peer environment is 0.04. The influence of the ability to write scientific papers on the quality of thesis guidance is 0.27. The influence of the ability to write scientific papers on the availability of reading sources is 0.24. The influence of the availability of reading sources on the completion of the final project is 0.15. The influence of the availability of learning resources on the quality of thesis guidance is 0.32. The influence of the quality of the thesis guidance on the completion of the final project is 0.08. The influence of the quality of thesis guidance on the peer environment is 0.30. The influence of the peer environment on the completion of the final project is 0.08.

E. Conclusion

In accordance with the research objectives and research questions it can be concluded as follows:
1. Internal factors (motivation to graduate on time and ability to write scientific papers) and external factors (availability of reading sources, quality of thesis guidance, and peer environment) have a significant influence on the completion of the final project directly. Although there are three paths that do not have a significant influence.
2. Internal factors (motivation to graduate on time and ability to write scientific papers) and external factors (availability of reading sources, quality of thesis guidance, and peer environment) have a significant influence on the completion of the final project directly. Although there are three paths that do not have a significant influence.
3. Internal factors (motivation to graduate on time and ability to write scientific papers) and external factors (availability of reading sources, quality of thesis guidance, and peer environment) have a significant influence on the completion of the final project directly. Although there are three paths that do not have a significant influence.

F. Suggestion

Based on the conclusions from the research results, it is recommended:

a.   Stakeholders of the Tarbiyah and Teacher Training Faculty of IAIN Kerinci should create a program to increase students' self-confidence.

b.   Stakeholders of the Tarbiyah and Teacher Training Faculty of IAIN Kerinci should provide directions and descriptions of extra activities on campus to students' parents or guardians.

c.   Parents or guardians of students should provide consideration, views and guidance to their children regarding matters relating to the study period.

d.   Next researchers can conduct similar research involving more factors.

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The Translation of Indonesian-English Food Culturemes: Procedures and Implication

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Food and culture are inseparable. Food has been viewed as a cultural practice that distinguishes from one culture to another. In Indonesian context, food is not merely for meeting the physiological needs but also reflecting people and culture. In translation view, how food culturemes are rearticulated in the western sense is always stimulating to discuss. In this premise, the study aims to investigate the translation of Indonesian food culturemes into English in terms of its procedures and implication. As part of descriptive translation studies, this project is conducted by observing the Indonesian-English food names by an American blogger and youtuber, Mark Wiens, from which the corpus is generated. The result demonstrated that the translator tends to assimilate the Indonesian cultural-enriched food names in English sense. Out of 50 dishes, 30 (60%) names are translated using assimilative procedure; 12 (24%) are expressed using recognized exoticism; 7 (14%) are transferred using rich explication; and 1 (2%) is translated into English by exocitizing. This implies that the translator tends to bring a more local sense to the readers which makes the translated version is easier to comprehend. Moreover, in his blog, he textually provides more detailed information of the dishes as well as visual illustration for a more engaging effect.

Keywords: food translation, culturemes, translation procedures, foreignization, domestication.

1. INTRODUCTION

Food is essential for survival, growth, and well-being, but it encompasses more than just our diet. The lens effectively reflects cultural views, customs, religion, values, social background, historical background, and national identities (Vidal-Claramonte & Faber, 2017; González-Vera, 2015). The term "cultureme" itself was created outside the boundaries of linguistics, in the cultural theory of S. Lem, in which it describes, first of all, the minimal, indivisible units of culture: rituals, values, and stereotypes (Jaskot & Ganoshenko, 2015).

Food and culture are then inseparable. Dealing with this, Newmark (1988) suggested a classification of culture based on five categories: ecological, material culture, social culture, organisations, and gestures/habits. He mentioned food and drink under the heading 'material culture', but most raw materials come from natural sources and belong to ecology. Meals are often social occasions, both at work and in leisure time, and can transcend the private sphere to play an important role in the life of political or religious organisations. They undoubtedly form habits, frequently punctuated by gestures (e.g., table manners) and rituals (e.g., table prayers and blessings). Consequently, translating food-related terms requires a multi-dimensional cultural knowledge both in source text and target text.

When analysing cultural components in a source work, it is important to consider whether they are authentic and relevant to the translator's original setting. Answers to these questions should guide translators in selecting appropriate solutions. In return, it implies the translator's stance whether he tends to be source culture or target one oriented. This polarity is best explained by Venuti (1995) with the term foreignization vs domestication or the interface between the source culture – seen as the 'Self' – and the target culture (TC) – seen as the 'Other' (Ramiere, 2006).

In response to that issue, Kwieciński (2004) views it as a gradable scale, influenced by skopos, co-text, context, and personal preferences, rather than an objective, binary division. According to him, foreignization is a translation strategy that creates a target-text profile that is disruptive, alien, and/or obscure in comparison to prevailing target-culture norms, while domestication is the adaptation of the target text to established TL/TC norms. Further, he suggested four categories including (i) exoticizing, (ii) recognized exoticism, (iii) rich explication, and (iv) assimilation.

Exoticizing procedure is typically identified from its borrowing, calque or coinage translation which enables the utilization of foreign terms into target language. Next, recognized exoticism accomodates the source culturemes by retaining the globally recognized geographical personal names and title established translation. Different from the recognized exoticism, rich explication allows the translation to add some details or additional information to help readers understand the context and achieve more accurate message. The last procedure, assimilation, is typically realized by normalization, deletion, cultural substitution and acculturation. From the explanation, it implies that the exoticizing attempts to pertain the source nuance and terms to be introduced into the target culture, that is, to be 'exotic' in target audience sense. In contrast, assimilation procedure tries to bring the text closer to the target culture so as to recreate a more natural translation product. Meanwhile, the second and the third procedures seek to serve as a mediator to fill the cultural gap between the two, to some extent they both pertain the original nuance yet maintain safe distance to the target one.

The connection between food and language goes well beyond disciplines traditionally connected to the liberal arts, and Food Science itself embraces numerous areas that involve translation (Chiaro & Rossato, 2015). Translators face special obstacles when dealing with culture-specific items, which are exclusive to one cultural community but not others. Even if "others" are familiar with these items, their meanings may change between cultures.

Studies on the relation between translation and food have been conducted so far (Adara & Putri, 2023; Amenador & Wang, 2023; Farkhan, et al., 2020; Mahmud, 2022; Marco, 2019, Setyaningsih, 2020; Tanudirjo, 2020) to investigate the practice of translation, its procedures to be transferred into the target texts. Tanudirjo's (2020) study analysed how three eateries in Yogyakarta translated their Indonesian menus to English. Tanudirjo (2020) recommended employing cultural equivalents, descriptive equivalents, and transposition to improve text equivalence in translated menus. In addition, Mahmud's (2022) study examined the translation of Indonesian food terminology in an Indonesian novel into English while Farkhan et al. (2020) examined cultural translation tactics in a cookery show on Netflix's *The Final Table*. The study identified 51 culturally relevant food-related items for the show episode translation. Additionally, the translator employed six translation strategies: retention, specification, direct translation, generalisation, and substitution.

Meanwhile, Setyaningsih (2020) demonstrated the food menus translation in some selected restaurants were presented by describing the presentation of meals, including side dishes and condiments. The article aims to assist readers identify traditional foods by generalising their particular characteristics. However, the information offered focuses on the appearance of traditional Indonesian food rather than its taste, making it less effective

at introducing its identity. Dealing with the preferences of the translating in delivering food culturemes, Amenador and Wang's study (2023) suggests using a neutralisation strategy to translate culture-related terms, which clarifies the source text meanings and portrays China as a welcoming destination for tourists.

However, the translation study of food culturemes and its implication on the product of translation seems remain underresearch. Therefore, this current study aims to (1) unfold the translation procedures applied by the translator by adapting Kwiencinski's four grouping (2004) in translating food culturemes and (2) describe its implication of the preferred translation procedures toward the translation product. It widens the coverage of translation research particularly in culinary translation.

2. RESEARCH METHOD

This study adopts a qualitative method, particularly a case study, to get in-depth information dealing with the subject, which focuses more on the process rather than the outcome, on discovery rather than confirmation (Burns, 2004). The subject is described in great detail, provides insights and meanings that broaden readers' experiences. The corpus was taken from a blog of an American blogger and youtuber, Mark Wiens. In his blog, *migrationology.com*, he posted a lot of authentic local foods around the globe, one of which is Indonesian traditional dishes. The researchers collected the data from one of his posts containing Indonesian food both in Indonesian and English. The data were then collected from https://migrationology.com/indonesian-food/ accessed on March 12, 2024. Fifty (50) Indonesian dishes names along with their translated version were gathered for further analysis. Adopting the concept of Miles, et al. (2014), data analysis was carried out after the data were collected and categorized then finally interpretation and conclusion would be drawn.

3. RESULTS AND DISCUSSION

This section presents the findings of the study which consists of translation procedures of Indonesian food culturemes into English. The food culturemes here can be in terms of main dishes and side dishes or snack. Then, it also discusses the implication of the use of translation procedures of the food names.

3.1. Translation procedures of Indonesian-English Indonesian food names

Based on the data collection and categorization, the distribution of the translation procedures is presented as follows.

Table 1. Distribution of translation procedures of Indonesian-English food culturemes

No	Procedures	frequency	percentage
1	Assimilation	30	60%
2	Recognized exoticism	12	24%
3	Rich explication	7	14%
4	Exoticizing	1	2%
	Total	50	100%

Table 1 demonstrates the use of translation procedures by the translator to transfer the names of Indonesian dishes from Indonesian into English. Referred to the Kwiensinzki's taxonomy (2004) of translation procedures of cultural translation, the table shows that assimilation procedure dominates the findings by 30 data (60%), followed by recognized exoticism in 12 data (24%). In the mean time, the less frequent procedures are rich

explication which are identified in 7 data (14%) and exoticizing is even only found in one datum (2%).

. Assimilation

In this study, assimilation is the most frequent procedures that the translator chose. It is typically realized by normalization, deletion, cultural substitution and acculturation. Below are several Indonesian food names which are translated by using this procedure.

1. *Rawon* ⬜ beef stew

2. *Gudeg* ⬜ stewed jackfruits

3. *Tempe* ⬜ fermented soybeans

4. *Pempek* ⬜ fishcake

5. *Gado-gado* & *ketoprak* ⬜ peanut sauce salad

In the first sample, *rawon* is translated into beef stew. In this case, the translator provided a more generic term for this authentic dish originated from East Java. The soup is made from traditional spices known as *kluwek,* which produces natural dark brown color. *Rawon* is usually served with rice, bean sprouts, salted egg, *empal* (fried beef)*,* and prawn crackers.

Likewise, *gudeg* is renderred into stewed jackfruits. In Indonesian sense, this dish becomes the iconic delight from Special Region of Jogjakarta. *Gudeg* is produced from raw young jackfruit and boiled with palm sugar, coconut milk, and extra spices such as garlic, onion, hazelnut, coriander seeds, galangal, bay leaves, and teak leaves, which give the meal its reddish brown colour. With different combinations of these spices, this dish becomes excellent and has a distinct and wonderful taste based on the tastes of the Javanese people in general.

Moreover, *tempe* is transferred into fermented soybeans. The translator preferred using a more general term to make readers easily grab the message in target culture. It also applies to *pempek* which was translated into fishcake. *Pempek* is not just like general fishcake since it contains authentic ingredient including the sauce. Originated from Palembang, in the south of Sumatra, this is made of fish and tapioca which is usually served with spicy palm sugar-vinegar based sauce. Using this translation procedure, the unique sense of the dish is left out resulting in the half missing message in the target culture. It also occurs when the translator transfer the meaning of both *gado-gado* and *ketoprak* into peanut sauce salad. Both dishes are actually different in some ways. Although *ketoprak* and *gado-gado* are both vegetable meals, their ingredients differ, as do the vegetables utilised. *Gado-gado* vegetables are more diversified than those in *ketoprak*. *Gado-gado* contains cabbage, spinach, potatoes, string beans, maize, eggs and tofu. Since the translator generalizes these into peanut sauce salad, the target readers would never see the differences and consider the dishes are the same.

b. Recognized exoticism

This category accomodates the source culturemes by retaining the globally recognized geographical personal names and title established translation. To provide a better illustration, the following are several food names under this category.

1. *Sate Padang* ⬜ Padang satay

2. *Jengkol pedas* ⬜ jengkol chile

3. *Martabak manis* ⬜ sweet martabak

4.   *Coto Makassar* ▯ Makassar soup

5.   *Soto Betawi* ▯ Jakarta Soup

In the above-mentioned samples, the translator attempts to accommodate the culinary culturemes by maintaining the authentic element yet explaining them in a more understandable way. *In sate Padang, coto Makassar,* and *soto Betawi*, he maintains the lexemes or its equivalent of the place from which the dishes are originated including the adjusted spelling as seen in sate into satay. Originating from Padang, West Sumatra, this satay variant that has a distinctive taste. It is commonly made from beef, beef tongue and beef innards which are skewered and seasoned before being grilled. Padang-style satay is served with aromatic curry-like sauce and spicy Padang Balado chips.

Furthermore, *coto Makassar* and *soto Betawi* are both soupy food. The former refers to the traditional soup originating from Makassar, South Sulawesi. It is a variant of *soto*, traditionally made with beef, offal stew with seasoned broth made from ground peanuts and spices. The main ingredient of this soup is beef, and it can be mixed with innards, such as intestine, liver, lungs, heart, tripe, or cow brain. Meanwhile, *soto Betawi* is made of beef or beef offal, cooked in a cow milk or coconut milk broth, with fried potato and tomato. The name *Betawi* refers to Batavia or Jakarta. In this sense, the translator tried to maintain Betawi into Jakarta which is more common in the target readers.

The same technique is also applied to render the meaning of *martabak manis* and *jengkol pedas.* The translator maintains the name of the dishes, *martabak* and *jengkol*, yet adding the description of the taste in English, *manis* (sweet) and *pedas* (spicy/chile). By so doing, the exotic terms are retained. In Indonesian snacks*, martabak* is renowned street food that comes in two types, manis (sweet) and telor (egg). The sweet *martabak* is originally a thick and sweet pancake that is usually topped with various toppings ranging from chocolate, cheese, peanuts, condensed milk, sesame seed and margarine. In contrast, egg *martabak* is commonly referred to as a spicy folded omelette pancake with vegetables. The most common type of *martabak* is created from pan-fried crepes loaded with beaten eggs, chopped leeks, chives, or green onion (scallions), and minced beef, then folded and cut into squares.

c.   Rich explication

This type of translation involves adding additional terms to help readers understand the context and achieve more accurate cognition. Several dishes and their translated versions employing this procedure are decribes as follows.

1.   *Ikan goreng* ▯ deep fried fish

2.   *Bakso* ▯ Indonesian meatballs

3.   *Sop Konro* ▯ beef ribs soup

4.   *Tempeh* ▯ fermented soybeans

5.   *Gorengan* ▯ deep fried snacks

As seen in the provided samples above, the translator put the additional information of each dish. *Ikan goreng* is translated into deep fried fish by adding the word deep indicating the way the fish is fried. Usually, the fish is fried in large deep pan in which it is fully covered by oil. Likewise, *gorengan* is a generic name that refers to a wide group of Indonesian deep-fried snacks that can be prepared with a variety of ingredients. Whether savory or sweet, the fritters usually combine egg batter with various additions such as

bananas, tempeh, tofu, sweet potatoes, or jackfruit (https://www.tasteatlas.com/gorengan).Then *bakso*, one of the most popular Indonesian meatball soups, is explicitly stated in the translation. By doing so, the target readers know that bakso is identical to Indonesian meatballs not others such as Chinese or Japanese. Then *sop konro* is an unusual soup originating from the city of Makassar, located in South Sulawesi. This rich beef soup, commonly referred to as sop konro, is usually made with spare ribs cooked in a flavorful broth. The dish has a unique and distinctive flavor due to the use of traditional Indonesian spices such as *kluwak* and galangal. However, even though it is flavorful, unlike the majority of national dishes in Indonesia, it is not particularly spicy. Usually, the ribs are served together with the broth, but the dish can sometimes be divided in a two-course meal, when broth and ribs are served separately. In this scenario, the translator specifies the dish's description (beef ribs soup) to give a more natural translation for readers.

d. Exoticizing

This procedure is typically identified from its borrowing, calque or coinage translation which enable the utilization of foreign terms into target language. In this study, the exoticing procedure is identified in one datum as presented below.

Rendang ⬚ rendang

Out of many ethnic foods in Indonesia, *Rendang* is a famous Indonesian dish that has become part of the national character and is associated with the Minangkabau culture of West Sumatra. Evenmore, this dish went to the global level after CNN released poll and included it into the world's 50 most deliciious food in 2011 and put it in the first place in 2017 (Rahman, 2020). Originally, *Rendang* was made out of buffalo meat and was only served on special occasions or traditional ceremonies (https://www.indonesia.travel/id/en/trip-ideas/rendang-minangkabau-one-of-the-world-s-best-food-s).

Here, the translator maintains the original term in the target text to maintain the authenticity as well as the popularity of this national food. Consequently, the exoticism is preserved in this context and allows the translator to introduce this culturemes. This procedure is only identified in this datum. It is most likely that the popularity of the dish becomes one of the reasons of selecting the procedure of translation.

3.2. The Implication of Translating Food Culturemes: Being domesticated?

As stated earlier in different part of this paper, the food culturemes were generated from Mark Wien's blooger, migrationology.com. There, he provided the bilingual Indonesian food names in the decsiption of fifty Indonesian local foods. In this context, he also served himself as the translator of those food culturemes. From the analysis, it indicated from the application of the procedures of translation that the translator tends to neutralize the terms in the source text to the target text. By using assimilative procedures, he made generalization, cultural substitution or even deletion in transferring the names of the Indonesian dishes which brought the text closer to the target readers, English-speaking communities.

However, two more strategies, recognised exoticism and rich explication, are used in an attempt to bridge the cultural gap while maintaining a safe distance from the target pole. Here, the translator maintained and even added some details in the target text to provide more specific information including the name of the place from which the dishes are originated and the cooking method. This implies that the translator tends to bring a more local sense to the readers which makes the translated version is easier to comprehend. This

finding is in line with the previous studies (Setyaningsih, 2020; Adara & Putri, 2023) which concerns with the similar issues. In a nutshell, domestication (Newmark, 1988; Venuti, 1995) refers to a translator's attempt to achieve a natural translation by tailoring the translation output to the target audience and cultural context.

4. CONCLUSION

Translating food-related texts requires high cultural understanding. In principle, the translator himself serves as a mediator to accommodate cultural gap between the source and target language and culture. It is manifested in the way he selected particular procedures, ranging from exoticing, recognized exoticism, rich explication, and assimilation, in rendering the message to the target audience. From the dominant procedures used by the translator, this study reveals that the translation of Indonesian food culteremes tends to be domesticated which means that the translator brings the text closer to the target culture to reach a natural translation.

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Elementary Student Voices: Learning English Vocabulary through Group-Based Guessing Games

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This article presents insights gathered from a case study with elementary school students regarding their experiences learning English vocabulary through group-based guessing games. Employing appraisal theory as a foundational framework for analysis, we conducted interviews with six participants aged 7 to 12 to examine their perspectives, impressions, and preferences. The findings reveal a positive attitude towards this interactive learning approach, with students expressing enjoyment, excitement, and engagement. Through a nuanced appraisal of the learning environment facilitated by these games, students highlight the collaborative nature of the activities, emphasizing the value of teamwork and mutual support in deciphering words. Participants underscore the fun and stimulating atmosphere created by these activities, which they perceive as enhancing their vocabulary acquisition. By integrating appraisal theory into our analysis, within the context of a case study, we provide a deeper understanding of the cognitive and affective processes underlying students' responses to group-based guessing games, offering valuable insights into the effectiveness and appeal of incorporating such activities in English language teaching at the elementary level.

Keywords: Appraisal theory, Case study, Group-based guessing games, Vocabulary acquisition

1. Introduction

English language teaching and learning at the elementary level often requires innovative and engaging approaches to facilitate effective language acquisition. Teaching English presents various challenges that require teachers' dedication, adaptability, and creativity. These challenges include catering to diverse learning styles, addressing language proficiency gaps, motivating students, and fostering practical communication skills (Manasikana et al., 2023). There are some challenges faced by the English teachers of Elementary school in teaching English. These facts require teachers' creativity in overcoming these challenges to enhance students' language skills effectively.

The creativity of English teachers plays a vital role in creating a dynamic and engaging learning environment that enhances students' language skills and fosters a deeper appreciation for the English language teaching (Suwartono & Purwokerto, 2019). Based on practices, There are various reasons why SD schools require creative English teachers. Firstly, engagement is crucial. Creative teachers can make English learning more interesting and pleasurable for pupils, resulting in improved motivation and participation in language learning activities. Secondly, innovation is essential. Creative teachers can

provide unique teaching methods and approaches that suit a variety of learning types, making the learning process more successful and meaningful.

Furthermore, problem-solving skills are paramount. Creative teachers are skilled at overcoming obstacles in language instruction, such as managing language competency gaps and developing practical communication skills. Additionally, inspiration is key. Creative teachers can encourage pupils to think imaginatively, express themselves confidently in English, and develop an appreciation for the language outside of the classroom. Lastly, adaptability is indispensable. Creative teachers are versatile and adaptive; they can alter their teaching approach to meet the evolving needs of their students (Safitri & Dollah, 2023). In this context, group-based guessing games have emerged as a promising pedagogical strategy, fostering interactive and collaborative learning environments. As stated by Harmer, a guessing game is an activity that includes interaction between individuals or groups aspiring to prescribe aims (Nuraen & Karyati, 2018). Guessing games are icebreaker activities that encourage good communication and fast thinking skills. Each class is divided into four groups (A, B, C, and D), with one member designated as the scorekeeper. Participants take turns asking questions to recall vocabulary and demonstrate its application within a given context. The game not only enhances vocabulary retention but also encourages creativity and teamwork among participants. Therefore, creative English teachers play a crucial role in shaping the future language proficiency of elementary school students.

This study endeavors to explore elementary students' perspectives on learning English vocabulary through interactive games, utilizing appraisal theory as a guiding framework for analysis. This study aims to investigate elementary students' perceptions of learning English vocabulary through such games, employing appraisal theory as a theoretical framework for analysis. Appraisal Theory helps us understand how learners evaluate and express attitudes towards their learning experiences. This allows us to know how they respond to and interpret learning materials, as well as the factors that influence their perceptions (York et al., 2009) (Mazana et al., 2018). By examining students' attitudes, engagement, and intensity of responses, this research seeks to provide insights into the effectiveness and appeal of integrating group-based guessing games in English language teaching.

2. Methodology

This research employs a qualitative case study approach, focusing on elementary school students aged 7 to 12. Six participants were selected through purposive sampling, ensuring diversity in age and gender. Semi-structured interviews were conducted to gather data on students' experiences with group-based guessing games in English vocabulary learning. These interviews allowed for in-depth exploration of the participants' perceptions, attitudes, and experiences. The primary instrument used in this research was the semi-structured interview guide, which provided a flexible framework for exploring participants' experiences with group-based guessing games in English vocabulary learning. The interviews were transcribed and analyzed thematically, guided by the principles of appraisal theory (Martin & White, 2005). Appraisal theory provides a systematic framework for analyzing how language users evaluate and express their attitudes towards people, events, and situations in discourse, thereby shedding light on how language reflects social, cultural, and individual perspectives. The interviews were transcribed verbatim to ensure accuracy. Thematic analysis was then employed to identify recurring patterns,

themes, and insights within the data. This approach allowed the researchers to systematically organize and interpret the participants' responses about the principles of appraisal theory.

3. Results

The following table presents the summarized interview results from elementary school students regarding their impressions on learning English vocabulary through group-based guessing games. Each participant's age is provided alongside their responses, offering insights into the effectiveness and enjoyment of this learning approach among young learners.

Table 1. The summarized interview results

Participant	Age	Impression on Learning English Vocabulary through Group-based Guessing Games
1	12	"It's super fun! I like how we get to guess the words together with our friends. It's easier to remember them this way."
2	8	"Yeah! I love playing those games. We get into teams and try to guess the word before anyone else. It makes learning new words exciting!"
3	10	"It's cool! Sometimes it's a bit tricky, but my friends help me out. I think I learn better when we play games like that."
4	7	"Yes, I do! I like being with my friends and figuring out the words together. It's like a puzzle, but it's really fun."
5	9	"I think it's when we all cheer each other on. Even if someone doesn't know the word, we encourage them to keep trying. It feels good to help each other learn."
6	11	"I'd pick the games any day! Books are okay, but games make it more exciting. Plus, I remember the words better when we play."

The above table presents the responses of elementary school students regarding their impressions of learning English vocabulary through group-based guessing games. Each participant's age is also included for reference. Let's analyze the interview results using these dimensions:

a. **Attitude:**

Positive Attitude: The responses from the students generally express positive attitudes towards learning English vocabulary through group-based guessing games. They use words like "love," "cool," "fun," and "exciting" to describe their experiences. This indicates a favorable evaluation of the learning method.

b. **Engagement:**

Involvement: The students demonstrate high levels of involvement and engagement in the learning process. They mention enjoying playing the games, actively participating in teams, and feeling motivated to learn alongside their friends. This reflects a strong emotional connection and active participation in the activities.

Collaboration: The students highlight the importance of collaboration and teamwork in the games. They mention helping each other out, working together to figure out words, and cheering each other on. This shows a sense of camaraderie and mutual support among the students.

c. **Graduation:**

Intensity: The intensity of the students' responses varies, with some expressing strong enthusiasm ("love playing those games," "pick the games any day") while others express more moderate enthusiasm ("it's cool," "it's really fun"). Overall, there is a consistent positive tone throughout the responses, indicating a high level of enjoyment and satisfaction with the learning method.

The findings reveal a consistent positive attitude among students towards learning English vocabulary through group-based guessing games. Participants expressed enjoyment, excitement, and a sense of fun associated with these activities. Moreover, students demonstrated high levels of engagement, actively participating in teams and collaborating with peers to decipher words. The intensity of students' responses varied, with some exhibiting strong enthusiasm while others expressed moderate satisfaction. Overall, the results suggest that group-based guessing games create a stimulating and supportive learning environment, fostering both vocabulary acquisition and interpersonal skills.

In conclusion, the interview results analyzed through the lens of appraisal theory demonstrate that the students hold positive attitudes towards learning English vocabulary through group-based guessing games. They are actively engaged in the learning process, collaborate effectively with their peers, and exhibit varying degrees of intensity in their expressions of enthusiasm.

The integration of appraisal theory into the analysis provides a deeper understanding of students' cognitive and affective responses to group-based guessing games. By examining students' attitudes, engagement, and intensity of responses, this study highlights the multifaceted benefits of this interactive learning approach. The findings underscore the importance of incorporating engaging and collaborative activities in English language teaching at the elementary level to enhance student's learning experiences and outcomes.

4. Conclusion

In conclusion, this research contributes valuable insights into the effectiveness of group-based guessing games in facilitating English vocabulary acquisition among elementary students. By leveraging the framework of appraisal theory, this study elucidates the positive attitudes, high levels of engagement, and collaborative dynamics inherent in these activities. Moving forward, educators can utilize these findings to design innovative and interactive pedagogical strategies that promote effective English language learning in elementary classrooms.

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Enhancing The Students' Reading Comprehension with Tri-Focus Steve Snyder Techniques

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This research aimed at explain the improvement of the students' reading comprehension dealing with main ideas and sequence of details. To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the eight grade students of SMP Negeri 6 Watampone with a number of the subject were 39 students.

The research findings indicated that the application of Sustained Silent Reading Method was significant in improving the students' reading comprehension in terms of literal comprehension. It was proved by the mean score of cycle I was 62.75. It was classified as fair then improved to be 76.98. It was classified as good in cycle II. They were higher than the mean score of diagnostic test namely 53.52 that classified as poor. Therefore, there was the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and sequence of details.

Tri-Focus Steve Snyder technique was one of reading comprehension teaching technique that could improve the students reading comprehension in case of Literal Comprehension at the eight grade students of SMP Negeri 6 Watampone.

Keywords: *reading, Tri-Focus Steve Snyder, technique*

1. INTRODUCTION

Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. Reading is the most important component in learning process and social interaction because; *first*, reading is an indispensable communication tool in a civilized society; *second*, that the reading materials produced in any period of time in history most influenced by social background; *third*, developments that over the period of the recorded history of reading has led to two very different poles.

The students can develop their knowledge and it can also make them respectful. Teachers have duties to develop their English skill. Everything the use of media and strategies in teaching reading by the teacher will influence the success of teaching learning process and students achievement. In teaching reading activities a good method, media, and strategy are needed in this research.

As we know that in Indonesia, English is the first foreign language. Most students at any levels of education get difficulty in reading English texts. According to many research result the ability of Indonesian students to read English texts was very low. Most university graduates are not able to read English with complete comprehension. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course.

There are many reasons why getting students to read English texts is an important part of their job. In the first place, many of them want to be able to read texts in English

either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea. Reading is useful for other purposes too, any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition is likely to be even more successful.

Problem mostly occurs to the students when reading book. Sometimes students are facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The researcher herself experienced when reading a book without any comprehension tends to feel sleepy.

As the explanation above, the data from observation indicates that the students of SMP Negeri 6 Watampone and also face the same problems. Most of them are not competent to comprehend English text well. Many students can read the word in passage perfectly but are unable to answer the questions. They can say the words, but unable to gain the meaning from words. They find hard to comprehend reading materials. The writer also observed that the teacher only asked the students to read, and then they must answer the question without giving explanation about the text first. So the students who did not understand what they read. As a result, they could not answer the whole questions correctly.

There are many methods and technique which is can be used in teaching reading English. One of the technique is Tri-Focus Steve Snyder. By using new method and technique students can be easier when reading English, and they will be easier to improve their motivation in reading activities, calculate their level in and also they can improve their reading comprehension using new technique. The teachers also can enjoyable because they can deliver the material with high performance. Using this technique of teaching reading comprehension is another effort to improve the reading comprehension of ESL students, especially the Indonesian students.

2. Tri-focus Steve Snyder Technique

Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning is does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.

Tri-focus Steve Snyder is one of many reading technique to improve reading comprehension (Synder, 2011) . Why this technique called tri-focus because this is used tri-focus when reading a text, it means that focus three times per line, Focus on the left third, followed by the center third, and finally the right third. Three per line. When the students think about the page after page filled not with words but instead with tri-focus exercise, we can begin to see that this book isn't about "what" to read, it's about "how" to read.

This technique was created by Steve Snyder (2011), he is the reading instructor from USA. He has a "magic book" as the key to change the habit of the eyes and focusing on word at the time. When open up this "magic book" the first thing we consider that book has no words in it. Each page has instead of words, this exercise for the tri-focus.

Tri-focus exercise
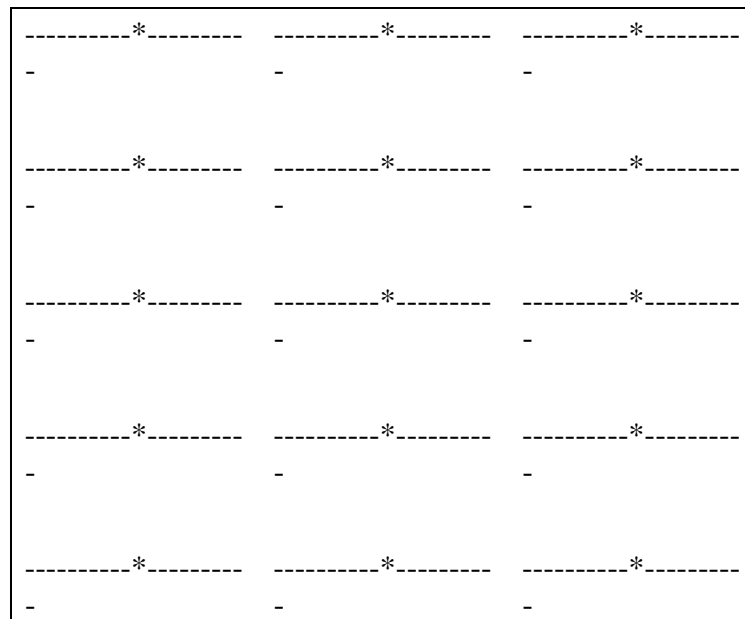
Figure 2.1 Tri-Focus Steve Snyder Exercise

While this "tri-focus" technique works well with most books, "bi- focus" (left half / right half) is more applicable for some magazine and newspaper because have shorter colums, depending on the relative size of the page and the print. This technique used to training of eyes focus, if the readers can easily develop their ability to see that much and more in each and every focus.

2.1 The characteristic of Tri-Focus Steve Snyder Technique

Steve Snyder in Seminar Mind Matter also state that there are few characteristics of intensive reading are as follows:
1. This technique divided the eyes focus into three parts; there are left, center and right.
2. This technique has a "magic book" to change the part of left; center and right focus becomes the numeric item. Left become number 1, center become number 2 and right become number 3.
3. This reading technique helps students manage their nervous and can break the habit.
4. Can helps students improve their speed reading.
5. Aims to build students comprehension.

By using Tri-focus Steve Snyder technique, there are some advantages of tri-focus Steve Snyder technique:
1. Tri-focus Steve Snyder technique is the key to mastering the art of accelerated reading.
2. Change the movement pattern of the eyes as the powerful habit in most since adolescence.
3. Can change the other sub-habits such as can build the comfort, posture, breathing, concentration, retention and the level of interest and attention span.
4. Change the behavior, break the habit, and past performance no longer determines the present or the future, start fresh with a new habit and can fulfill
5. Change the altering behaviors such as nervous habits, fears, phobias, procrastination, as well as the lack of confidence, initiative, or motivation.

6. Because this technique change the reading ability (one word at a time) become reading in a "new way" (more than one word at a time) ensure can improve reading comprehension also can improve vocabulary building.

3. Method

This research followed the principal working of *classroom action research* (CAR) that contained of four stages; they are: Planning, Implementation of Action, Observation, and Reflection.

In this classroom action research conducted through cycle I to observe the students' competent in reading comprehension through Tri-Focus Steve Snyder techniques method. After finding the result of the cycle I, the researcher would continue cycle II to improve the result in students' competence in reading comprehension through Tri-focus Steve Snyder Technique.

The research was carried out at SMP Negeri 6 Watampone which is located in Kab. Bone. The research subject in this action classroom research was students of SMP Negeri 6 Watampone that consists of 39 students consists of 19 boy and 20 girls.

Cycle I

The cycle I in this classroom action research consist of planning, implementation/action, observation, and reflection as follow:

a. Planning

The activity that was done in this stage as follow:
a) Understanding the material that will be taught.
b) Make the lesson plan based on the curriculum
c) Preparing materials
d) Designing the observation paper to observe the condition of learning and teaching process.

b. Implementation / Action
a) In the first teaching the teacher opens the class.
b) The teacher introduced the material to the students.
c) The teacher explained to the students about Tri-focus Steve Snyder Technique:
   1) The teacher gave reading text based on the classical of students' quality.
   2) The students read silently for the full 15-20 minutes.
   3) In the next 20-25 minutes, the activities will be designed by the teacher as feedback:
      i. The teacher discusses the reading material with the students.
      ii. The teacher explained and asks questions that related to the reading materials.
      iii. Teacher instructed the students to make conclusion about the reading materials that they had read.

c. Observation
Observation is process of recording and collecting data about the activity related with the learning English process which had solving problem and learning strategy which is improved. So, on this stage the researcher will prepare collection data, instrument of the data, and data collection technique.

d. Reflection
The results of data that was done from observation will also processess in the analysis until reflection after action research. The reflections will be discussed with the homeroom teacher then using the result of the discussion to design planning for the next cycle.

The technique of data collection would use in this research is as follows:
1. Checklist observation, it aimed to find out the students' participation during the teaching and learning process.
2. Test, it aimed to find out the students' improvement in reading comprehension by using Tri-focus Steve Snyder Technique in teaching reading.

The writer uses the observation checklist and test techniques to facilitate data collection in the classroom action research method.

The data was gotten from cycle I and cycle II and will be analyzed through the following step:
1. To find out the mean score of the students' test, the researcher used the following formula:

$$X=XN$$

Notes:

X = Mean score
X= The sum of all score
N = The number of student

2. After collecting the data of the students, the researcher classified the score of the students. To classify the students' score, there were seven classifications which were used as follows:
96 – 100 was classified as excellent
86 – 95 was classified as very good
76 – 85 was classified as good
66 – 75 was classified as fairly good
56 – 65 was classified as fair
36 – 55 was classified as poor
0 - 35 was classified as very poor

3. To calculate the percentage of the students' score, the formula which was used as follows:

$$P=FNX100$$

P = Percentage
F = Number of Correct
N = Number of Sample

4. To know the development of the students' reading comprehension, the researcher used percentage technique.

$$P=X_2-X_1X_1100$$

Where:

P = percentage of the students
X_1 = the first mean score
X_2 = the second mean score

5. Scoring student's in reading comprehension Main Idea/ Sequence Details Rubric.
   a. Main Idea

POINT	CRITERIA
4	Student response is complete, specific, and correct
3	Student response is accurate, but not complete
2	Student response gives details instead of main idea
1	Student response is not correct, but is attempted
0	Student did not attempt to respond to the item

   b. Sequence of Details

POINT	CRITERIA
4	Student response includes at least 2 key details from the passage that support the main idea of the passage
3	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea.
2	Student response includes 2 details which does not support the correct main idea
1	Student response includes one detail that does not support the main idea
0	Student did not provide any details. or Student did not attempt to respond to the item

4. Discussions
4.1. The improvement of the students' Reading Comprehension

The application of Tri-Focus Steve Snyder techniques in improving the students' reading comprehension. The improvement of the students' comprehension covers literal comprehension. Literal comprehension dealing with main idea and Sequence of Details can be seen clearly in the following table:

Table 4.1 The improvement of the students' Reading Comprehension

No.	Indicators	Cycle I Score	Cycle II Score	Improvement %
1.	Main idea	61.02	76.28	25 %
2.	Sequence of Details	64.49	77.69	20.47%
$\sum X$		125.51	153.97	45.47%
X		62.75	76.98	22.68%

The table above shows the result of students mean score of both Main idea and Sequence of Details in both cycle 1 and cycle 2. In the cycle 1, the students' main idea is 61.02. It still lower then 70.00 as target to achieve. Then, in the cycle 2, it improves significantly to 76.28. The improvement is 25%.

In terms of Sequence of Details, the students' mean score also improve significantly from cycle 1 to cycle 2. It is proved by the significant difference between the students' mean score in cycle 1 and cycle 2. In the cycle 1, the students' mean score is still fewer than 70.00. It is only 64.49. After conducting teaching process along four meeting, the

students' mean score then improves in the cycle 2. The mean score in the cycle 2 becomes 77.69. The improvement is 20.47%.

By combining the whole score of Main idea and Sequence of Details in cycle 1 and cycle 2, the improvement of students' reading comprehension in detail finally can be formulated. In the cycle 1, the students' mean score is 64.49 It then becomes 77.69 in the cycle 2, the improvement is 22.68%.

The table above shows that the ultimate mean score of students' reading comprehension is 76.98 that is 14.23 greater than the mean score in cycle 1. So the improvement is 22.68%. This ultimate mean score which greater than the mean score of cycle 1 indicates that the mean score of students improves significantly and the target to improve the students' mean score to 70.00 as the successful minimal criteria can be reached.

To see clearly the mean score improvement of the students' literal comprehension, following chart is presented :
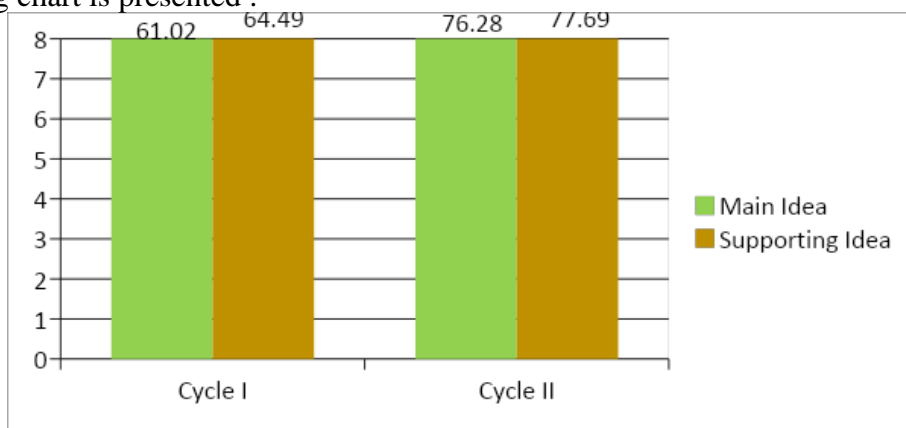
Figure 4.1 The Improvement of the Students' Reading Comprehension

The chart above shows the improvement of the students' reading comprehension. In the cycle 1, the students' mean score of reading comprehension are fewer than the mean score in cycle 2. It shows significant improvement. The improvement of reading comprehension is 22.68%. So, the target to improve the students' reading comprehension is successful.

The result of the reading test shows that the students' Literal comprehension in term of main idea and Sequence of Details was improved significantly. It is indicated by the percentage of the result of the students' result in diagnostic test and the percentage of the students' test in cycle I and II. The mean score of the students' diagnostic test was 53.52%. It is lower than the mean score of the students' in cycle I was 62.75% and cycle II was 76.98%. These scores were got from two indicators; main idea and Sequence of Details. The improvement of such two indicators is explained in detail as follow:

a. Main idea

The result of the data analysis presented in the finding above shows that the mean score of the students' main idea was getting higher from diagnostic test to cycle I and cycle II. In the diagnostic test the mean score was 53.52%. This result was lower than the result in the cycle I was 61.02%. The improvement is 14.01%. Then in the cycle II the students' mean score was 76.28%. So, the improvement from diagnostic test to cycle II was 42.52%. By seeing the result of the students' in the cycle II that was higher than both diagnostic test and cycle I indicate that the application of Tri-Focus Steve Snyder techniques Method could improve the students' ability to identify cause-effect relationship in reading comprehension significantly.

b. Sequence of Details

The result of the data analysis showed that the mean score of the students' in term of Sequence of Details was getting higher from diagnostic test to cycle I and cycle II. In the diagnostic test the mean score was 53.52%. This result was lower than the result in the cycle I was 64.49%. The improvement is 20.50%. Then in the cycle II the students' mean score was 77.69%. So, the improvement from diagnostic test to cycle II was 45.16%. By seeing the result of the students' in the cycle II that was higher than both diagnostic test and cycle I indicate that the application of Tri-Focus Steve Snyder techniques could improve the students' ability to identify Sequence of Details in reading comprehension significantly.

2.   The Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process through Tri-Focus Steve Snyder techniques Method at the eight grade students of SMP Negeri 6 Watampone which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4.2 The Observation Result of the students' Activeness in Teaching and Learning Process

Cycle	Students' Activeness			
	MEETING (%)			
	1st	2nd	3rd	4th
Cycle I	59.61%	64.74%	73.71%	77.56%
Cycle II	75%	69.87%	77.56%	80.13%

The table above shows that the result of students' observation in learning process through Tri-Focus Steve Snyder techniques Method in every meeting in cycle 1 to cycle 2 gets improved. It is proved by the percentage of students' activeness is getting higher in every meeting in both cycle I and cycle II. In the first meeting of cycle I the students activeness is 59.61% and in the first meeting of cycle II 75%. In the second meeting of both the cycle I and II the students' activeness are 64.74% and 69.87%. It indicates that the students more actively participate in the second meeting of cycle 1 than cycle II. In the third meeting of cycle 2 the students also more actively participate than in the third meeting of cycle I. In the cycle I the students' activeness is 73.71% and in the second cycle is 77.56%. Then, in the fourth meeting of cycle I and cycle II also shows a significant improvement where the activeness in the cycle I is 77.56% and 80.13% in the cycle II.

The students' result in observation process improved significantly through Tri-Focus Steve Snyder techniques in improving the students' reading comprehension. It is proved by the improvement of students' participation in the first meeting of cycle I was 59.61% and in the last meeting of cycle II students' participation became 80.13%. It indicates that the application of Tri-Focus Steve Snyder techniques can stimulate the students' activeness in teaching and learning process.

Based on the explanation above, the writer concludes that the application of Tri-Focus Steve Snyder techniques in teaching reading comprehension could improve the students' ability in literal comprehension and interpretative comprehension significantly. So, the target that was stated in the background to improve the students' mean score until 70.00 could be successfully achieved. In the other word, teaching reading comprehension

through Tri-Focus Steve Snyder techniques Method is able to improve the students' achievement of eight grade students of SMP Negeri 6 Watampone.

The result of the students' activeness can also be seen in the following chart:
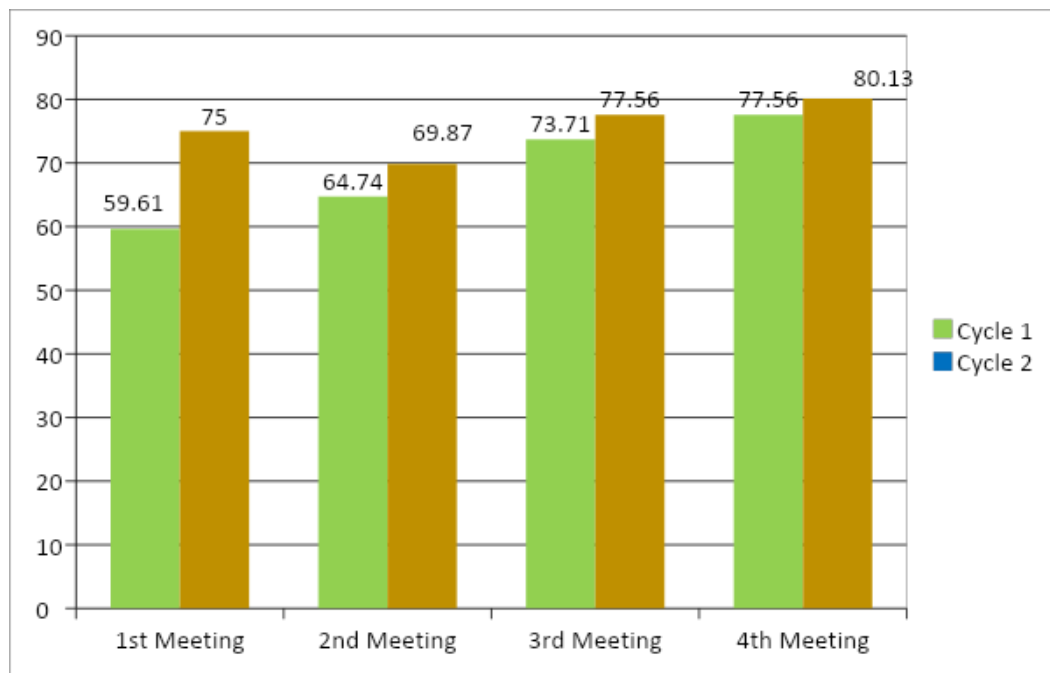
Figure 4.2 The Observation of Students' Activeness in Teaching and Learning Process

The chart above shows that the students' activeness is getting higher from meeting to meeting in both cycle 1 and cycle 2. In the first meeting of cycle one and cycle 2, the students' activeness is 59.61% and 75%. In the second meeting of cycle 1 and cycle 2, it is 64.74% and 69.87%. In the third meeting of cycle 1 and cycle 2, it is 73.71% and 77.56%. And in the forth meeting of cycle 1 and cycle 2, it is 77.56% and 80.13%.

3.   The improvement of the students' Literal comprehension

The application of Tri-Focus Steve Snyder techniques in improving the students' Literal comprehension is dealing with main idea and sequence of details. In order to see the students' score achievement of literal comprehension in any level of scoring classification, it is presented as follow:

Table 4.3 The Percentage of the Students' Score in Literal Comprehension

No	Score	Classification	d-test		Cycle I		Cycle II	
			Freq	(%)	Freq	(%)	Freq	(%)
1	96 – 10	Excellent	0	0 %	0	0 %	0	0 %
2	86 – 95	Very good	0	0 %	0	0 %	3	7.69%
3	76 – 85	Good	0	0 %	4	10.26%	14	35.90%
4	66 – 75	Fairly good	5	12.82%	16	41.02%	17	43.59%

5	56 – 65	Fair	6	15.38%	17	43.59%	5	12.82%
6	36 – 55	Poor	15	38.46%	2	5.13%	0	0%
7	0 – 35	Very poor	13	33.33%	0	0%	0	0%
	TOTAL		39	100%	47	100%	39	100%

The table above shows that the percentage of the students' literal comprehension in diagnostic test (Non Sustained Silent Reading) 5 students (12.82%) got fairly good, 6 students (15.38 %) got fair, 15 (38.46%) students got poor, 13 students got very poor and none of students for the other classification.

To see the percentage of the improvement of the students' Literal comprehension clearly, the following chart is presented:
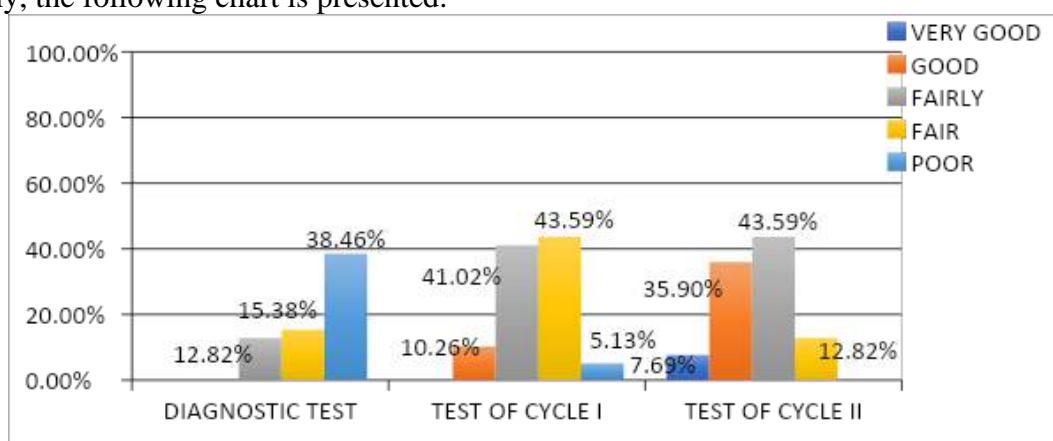
Figure 4.3 The Percentage of the Students' Score in Literal Comprehension

The chart above shows the result of the students' literal comprehension after taking action through Tri-Focus Steve Snyder techniques in cycle I, the percentage of the students' literal comprehension were 4 students (10.26%) got good, 16 students (41.02%) got fairly good, 17 students (43.59%) got fair, 2 students (5.13%) got poor and none of the students for the other classifications.

And in the cycle II, the percentage of the students' literal comprehension were 3 students (7.69%) got very good, 14 students (35.90%) got good, 17 students (43.59%) got fairly good, 5 students (12.82%) got fair and none of the students for the other classification.

5. Conclusion

The use of Tri-focus Steve Snyder technique in presenting the reading comprehension material at the VIII class students of SMP Negeri 6 Watampone improves the students' achievement significantly. The findings indicate that the mean score of the students' reading comprehension in terms of literal comprehension dealing with the main ideas and sequence of details cycle II is greater than the mean score of test in cycle I (76.98> 62.75) and the improvement of reading comprehension is 22.68%. The use of Tri-focus Steve Snyder technique is able to improve the students' literal comprehension at the students of VIII class of SMP Negeri 6 Watampone.

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ENHANCING ENGLISH LANGUAGE LEARNING THROUGH INTERCULTURAL - BASED MATERIALS DEVELOPMENT

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In an era of increasing globalization, the development of intercultural-based English language materials is paramount to promoting effective communication and mutual understanding between different language and cultural groups. This article explores innovative strategies for integrating cultural elements into English teaching materials with the aim of enriching learning experiences and improving intercultural competence. Our paper explores the principles and practices of intercultural materials development in the context of EFL or English to Speakers of Other Languages (ESOL) instruction, based on interdisciplinary perspectives from language teaching, cultural studies, and pedagogy. We explore the challenges and opportunities associated with designing culturally responsive English materials that reflect the diversity of learners' backgrounds and experiences. Through practical examples, we demonstrate effective ways to integrate intercultural content into English courses and teaching materials. Our theoretical exploration contributes to the ongoing discussion on intercultural language education and provide insights into creating inclusive learning environments that value cultural diversity while improving language skills.

Keywords: *Innovative Strategies; English Language Learning; Intercultural-Based Materials Development*

A.   Introduction

Learning and teaching English in Indonesia has started since the Dutch colonial era. In the 1953, 1962, 1968, 1975, 1984, and 1994 curricula, English was taught sequentially at the SMP/SLTP and SMA/SMU levels with the simple aim of equipping students with English proficiency in language skills (reading, listening, writing, and speaking). Various teaching methods have been used such as the Grammar-Translation Method, the Direct Method, the Oral Approach, and the Communicative Approach. Initially, the process of preparing teaching staff (teachers) was carried out through in-service training through the Teacher Education Center and the English Language Center. However, the EFL instructional (teaching and learning) content on the basis of intercultural-based materials development rarely discussed.

Therefore, the discussions in this paper constitute how the content of EFL instruction is designed and develop on the basis of intercultural considerations to enhance English language learning in schools of Islamic Institutions. The considerations include three major aspects. First, it relates with the challenges faced by EFL teachers when integrating cultures into EFL Instruction. Second, it is connected with effective ways to integrate cultures into EFL Instruction. Lastly, it is concerned with some common misconceptions about integrating cultural values into EFL Instruction.

B. Discussions

Intercultural principles could be included into teaching English as a foreign language (TEFL), especially when TEFL is considered as Teaching English to speakers of Other Languages (TESOL) in which the learners of English lessons as the target language are diverse in cultures (local cultures included religions). Such in Indonesia, there are studies being done on using religious elements in EFL classes (Ahsin, 2018). In Arab environments, researchers are examining the relationship between moral commitment and EFL teachers' standard-based performance (Abdellah & Ibrahim, 2013). To prepare instructors for Islamic Junior High schools, initiatives like English Language Training for Islamic Schools (ELTIS) are being introduced (Wakhid, 2015). The present study aims to investigate an Islamic-based language learning instruction suitable for children in a non-formal setting (Andi et al., 2021). The Arabic language is closely linked to the Islamic religion since it is the language of Al Qur'an, and thus, situating Islamic values in EFL classrooms is being documented as a best practice in Indonesia (Yoki, 2020).

In welcoming the globalization of the world, Indonesia is preparing its young generation with an education that does not leave the religion that the Indonesian nation adheres to where the Indonesian nation is more than half of the population is Muslim. Hence, Indonesia is the most Muslim country in the world. The term "Muslim country" certainly does not mean that all Indonesians are Muslims. The phrase "Muslim country" simply means that the majority of Indonesia's population is Muslim.

Students' attitudes about English might improve if Islamic principles are incorporated into EFL education (Dewi et al., 2021). However, the majority of EFL textbooks used in Islamic education institutions are written and published from other countries mainly Western countries with the culture against Islamic religious principles or cultural backgrounds. Resources for Islamic-integrated content are scarce (Darmayenti et al., 2021). Consequently, it is important to develop EFL instructional materials that are rooted in Indonesian culture, especially integrated with Islamic values.

Several previous studies showing the integration of EFL instruction based on Islamic view such as the integration of religious values in EFL learning based on the Qur'an can be explored (Riskiyadi et al., 2023). The relationship between Muslims and the English instruction as a foreign language can be viewed from a pedagogical point of view (Ahsin, 2018). There is a correlation between moral commitment and EFL teacher standard-based performance (Abdellah & Ibrahim, 2013). A multimodal approach to EFL instruction using Islamic learning materials can be effective, as shown by students' perspectives (Dewi et al., 2021). Islamic-based language learning instruction suitable for children in a non-formal setting can be developed (Andi et al., 2021).

B.1. Challenges Faced by EFL Teachers When Integrating Cultures Values into EFL/ESOL Instruction

Islamic ideals as parts of cultures should be incorporated into foreign language instruction in Indonesia, where Islam is the dominant religion in order to uphold religious values (Yoki, 2020). However, the integration of Islamic values in EFL instruction may cause teachers with strong feelings on the matter to feel conflicted (Rohmah et al., n.d.). However, some research indicates that incorporating Islamic

values into daily life might enhance teacher comprehension of Islamic principles in classroom instruction in English. (Madkur & Albantani, 2017). Teachers' beliefs and practices on integrating Islamic values in non-religion subjects have also been studied (Darmayenti et al., 2021). One study has developed a module that involves Islamic subjects in the theme of English lessons and provides guided learning strategies to contextualize the integration of Islamic values (Ekowijayanto, 2020). Through adaptations and curriculum innovations, EFL teachers could overcome the obstacles they faced within the past decades. Since it is hard to incorporate all Islamic principles into the learning process, it is the responsibility of the instructors and stakeholders to pick which Islamic values to incorporate (Yoki, 2020).

Teaching English as a foreign language (EFL) while incorporating Islamic beliefs can be difficult for teachers. Studies show that EFL teachers encounter a variety of obstacles when attempting to incorporate Islamic principles into their lessons. The lack of Islamic values, knowledge, and comprehension among EFL teachers is one of the major issues (Wahyu, 2020). Additionally, the demand for integrating Islamic values creates tension for EFL teachers, who have to balance between two different sides of the situation (Rohmah et al., n.d). However, some studies suggest that effective ways of integrating Islamic values could improve teachers' understanding of Islamic values in English learning. Teachers' beliefs and practices on integrating Islamic values in non-religion subjects have also been studied (Madkur & Albantani, 2017). In Indonesia, where Islam is the majority religion, the integration of Islamic values in foreign language teaching is considered important to preserve religious values (Ekowijayanto, 2020). One study has developed a module that involves Islamic subjects in the theme of English lessons and provides guided learning strategies to contextualize the integration of Islamic values.

Unfortunately, the research results do not provide specific information about the challenges that EFL teachers face when integrating Islamic values into their instruction. The research results mainly discuss general challenges that ESL/EFL teachers face in their classrooms, such as difficulties in teaching and learning grammar (Al-Mekhlafi & Nagaratnam, 2011), and common problems that EFL students and teachers face (Kocabas, 2019). However, it is possible that the challenges of integrating Islamic values into EFL instruction may vary depending on the context and the specific values being integrated. It may be helpful to consult with EFL teachers who have experience integrating Islamic values into their instruction or to conduct further research on this topic. The research results may be in line with the EFL teachers' paradigm on the methodology of EFL/ESOL instruction as many of language teachers focus their instruction on partial linguistics as one of the communicative competencies. It is concerned with the language teachers' perspectives on Learning and Language Theories. Learning theories can best be described as conceptual or philosophical orientations about ways that human beings learn. These include behaviorist, cognitive, and sociocultural perspectives. Behavioral learning theory views learning as a response to stimuli in the environment; the learner is a creature of habit who can be *manipulated, observed, and described* (Brown, 2007). Behaviorist influences in second language teaching can be observed in methods such as the audio-lingual approach and situational language teaching. While, cognitive learning theories attempt to explain deeper, complex psychological phenomena such as motivation, schemas, and other processes for learning. Developmental approaches propose that learning occurs in stages and follows a sequence, whereas socio-constructivist approaches propose that development occurs because of learning and because it is scaffolded (Bruner, 1996)

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or supported through interaction of some kind. Sociocultural views of learning, which build upon constructivist approaches, are often linked together in the psychological and pedagogic literature, and they include the premise that second language teaching and learning take place within the social interactions of learners and more capable others and seek to understand the cultural and historical influences on learning (Faltis & Hudelson, 1998).

A sociocultural theory of learning begins with the assumption that action is mediated and that it cannot be separated from the social milieu in which it is carried out (Wertsch, 1991).

B.2. Some Effective Ways to Integrate Cultural Values into EFL Instruction

Several factors, including the instructor, the learning materials, the teaching tactics, and the students themselves, may help students learn English and achieve their learning goals as well as develop their personalities and spirituality. The curriculum has undergone several changes as a result of government policy in Indonesia. Curriculum K 13 was the newest textbook. K13 intended to help students become competent in three areas: knowledge, skills, and attitude (both spiritual and social). (Permendikbud No. 104 Tahun 2014). The knowledge and skills domain is developed through pure teaching and learning English conducted by the teacher based on the syllabus stated on the lesson plan/RPP. The attitude domain covered honesty, discipline, cooperation, tolerance, peace, politeness, initiative, responsibility, social interaction, etc. The development of these elements of attitude is created through the learning process as the model for the teachers to build student character (Permendikbud No. 104 Tahun 2014).

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) will adopt an independent curriculum in 2024 as part of the national curriculum. Then, it's implemented gradually in 2023. Some concrete approaches are outlined to incorporate Islamic principles into EFL training under the Merdeka Curriculum, among others are:

First, develop a strategy: EFL teachers need a strategy to integrate Islamic values beyond the fixed instruction stated in the curriculum (Rohmah et al., 2019). This strategy should be developed in accordance with the Merdeka Curriculum.

Second, Involve Islamic subjects in English lessons: One study recommends involving Islamic subjects in the theme of English lessons to contextualize the integration of Islamic values (Rohmah, 2023). This can be done by selecting topics that relate to Islamic values and incorporating them into English lessons.

Third, use guided learning strategies: Guided learning strategies can provide a framework for integrating Islamic values into EFL instruction (Rohmah, 2023). This can include using Islamic texts or stories to teach English vocabulary and grammar.

Fourth, Combine character education with Islamic values: One study proposes a national character education model based on Islamic values that combines character education in *Pancasila* subjects by analyzing the noble values of Islam (Yuliasih et al., n.d.) . This approach can be adapted to EFL instruction in the Merdeka Curriculum.

Fifth, improve teacher understanding of Islamic values: Teachers' understanding of Islamic values in English learning can be improved through professional development and training. This can help teachers effectively integrate Islamic values into EFL instruction.

Sixth, Address challenges in improving the quality of education: Addressing challenges related to curriculum and quality of teachers can improve the quality of education and facilitate the integration of Islamic values into EFL instruction.

In general, integrating Islamic principles into EFL training necessitates a careful approach that considers the students' cultural and religious backgrounds. Teachers can employ a range of techniques, such as creating modules, mixing and swapping codes, and providing ways to incorporate Islamic ideals outside of the limits of the required curriculum. There are several practical ways to integrate Islamic values into EFL (English as a Foreign Language) instruction, as suggested by the research results:

First, develop a module that involves Islamic subjects in the theme of English lessons: A study recommends the use of guided learning strategies to contextualize the integration of Islamic values through an English module for Islamic junior high school (Hanifiyah et al., 2023, pp.452–461).

Second, use best practices: A study outlines the teachers' best practices on integrating Islamic values in English lessons at MTs in Jawa Timur. The study uses descriptive qualitative methods to identify the best practices (Rohmah et al., 2019).

Third, improve teachers' understanding of Islamic values in English learning: A study recommends practical ways of integrating Islamic values that could improve teachers' understanding of Islamic values in English learning.

Fourth, Integrate Islam and morality: A study suggests that teachers can develop morality by integrating Islam and morality in the classroom. The study identifies six primary processes by which teachers develop morality (Abdellah & Ibrahim, 2013).

Fifth, use strategies to integrate Islamic values beyond the fixed curriculum: EFL teachers need strategies to integrate Islamic values beyond the fixed curriculum. A study recommends the use of strategies to integrate Islamic values in Madrasah English classes (Rohmah et al., 2019).

B.3. Some Common Misconceptions about Integrating Islamic Values into EFL Instruction in Indonesia

There are some common misconceptions about integrating Islamic values into EFL instruction in Indonesia. Some individuals think that EFL education is just concerned with language skills and that it is not feasible to include Islamic beliefs into it since it is solely concerned with language abilities. However, studies suggest that it is possible and necessary to integrate Islamic values into EFL instruction (Madkur & Albantani, 2017; (Maharani, n.d.).

It is only relevant for Islamic schools: Another misconception is that integrating Islamic values is only relevant for Islamic schools. However, since Indonesia is the world's largest Muslim country, it is important to integrate Islamic values into EFL instruction in all schools to create a more inclusive learning environment (Madkur & Albantani, 2017). It is not compatible with Western culture: Some people believe that Islamic values are not compatible with Western culture, which is often associated with EFL instruction. However, studies suggest that integrating Islamic values can be done without compromising the teaching of English language skills. It is not necessary for non-Muslim students: Another misconception is that integrating Islamic values is only necessary for Muslim students. However, studies suggest that integrating Islamic values can benefit all students by promoting moral and ethical values (Madkur & Albantani, 2017). These misconceptions can

hinder the integration of Islamic values into EFL instruction in Indonesia. It is important to recognize that integrating Islamic values is possible and necessary to create a more inclusive and culturally sensitive learning environment. Here are a few situations of common misunderstandings concerning the incorporation of Islamic principles into EFL training in Indonesia: Islamic principles cannot be taught in an EFL classroom: Some individuals think that EFL training is just concerned with language skills and that it is impossible to include Islamic beliefs into it since it is so language-focused. It is only relevant for Islamic schools: Another misconception is that integrating Islamic values is only relevant for Islamic schools. It is not compatible with Western culture: Some people believe that Islamic values are not compatible with Western culture, which is often associated with EFL instruction. It is not necessary for non-Muslim students: Another misconception is that integrating Islamic values is only necessary for Muslim students. These misconceptions can hinder the integration of Islamic values into EFL instruction in Indonesia. It is important to recognize that integrating Islamic values is possible and necessary to create a more inclusive and culturally sensitive learning environment. Studies suggest that integrating Islamic values can benefit all students by promoting moral and ethical values.

The misconceptions about integrating Islamic values into EFL instruction in Indonesia can impact the perception of EFL instruction in several ways. These impacts are not limited to but may include: Limiting the scope of EFL instruction: The misconception that integrating Islamic values is only relevant for Islamic schools can limit the scope of EFL instruction. This can lead to a narrow understanding of EFL instruction and its potential to create a more inclusive learning environment. Undermining the importance of Islamic values - the misconception that integrating Islamic values is not necessary for non-Muslim students to undermine the importance of Islamic values in promoting moral and ethical values. This can lead to a lack of appreciation for the role of Islamic values in creating a more harmonious society. Creating a false dichotomy between language skills and Islamic values: The misconception that it is not possible to integrate Islamic values into EFL instruction can create a false dichotomy between language skills and Islamic values. This can lead to a perception that language skills and Islamic values are mutually exclusive, which is not the case. Neglecting the cultural context of EFL instruction: The misconception that Islamic values are not compatible with Western culture can neglect the cultural context of EFL instruction in Indonesia. This can lead to a lack of sensitivity to the cultural diversity of Indonesia and the need to integrate Islamic values into EFL instruction. Collectively, these misconceptions may affect perceptions of EFL education in Indonesia by limiting the potential for creating a more inclusive and culturally sensitive learning environment. In order to gain a deeper understanding of EFL teachings, it is important to recognize the importance of integrating Islamic values into EFL teachings and dispelling these misconceptions.

English has become the lingua-franca of the modern world, connecting people from different cultures and enabling communication on a global scale. As a result, the demand for English language proficiency has grown exponentially, particularly in non-English-speaking countries. EFL communicative instruction focuses on developing learners' ability to use English in authentic and meaningful ways, emphasizing the acquisition of communicative competence over mere grammatical accuracy. This approach promotes language learning as an interactive and engaging

process, fostering active participation, collaboration, and real-life application of language skills (Tomlinson, 2011).

In regions where Islamic values and principles are deeply ingrained in society, it is crucial to integrate these teachings into various aspects of education, including language learning. By incorporating Islamic teachings into EFL instruction, learners can develop a holistic understanding of their faith while honing their English language skills. Such an approach not only aligns language learning with the cultural and religious backgrounds of the learners but also encourages them to explore the universal values embedded within Islamic teachings, such as empathy, respect, and social responsibility (Djamdjuri et al., 2021; Rohmah et al., 2019). This integration promotes a balanced and well-rounded education, nurturing individuals who are not only proficient in English but also grounded in their faith and its teachings. These effective suggestions can assist EFL instructors in integrating Islamic principles into their lessons and building a more welcoming learning environment.

C. Conclusion

In conclusion, it is obvious that it is crucial and necessary to incorporate Islamic principles into the content (intercultural-based materials development) of Indonesian EFL/ESOL instruction since Islam is the majority of religion in Indonesia. It implies that it is feasible to incorporate Islamic principles into EFL training and by doing so it can be advantageous for all students by fostering moral and ethical principles. However, there are some misconceptions about integrating Islamic values into EFL instruction that can impact the perception of EFL instruction in Indonesia. These misconceptions include the belief that it is not possible to integrate Islamic values into EFL instruction. The integration is only relevant for Islamic schools; it is not necessary for non-Muslim students. It is not compatible with Western culture. These misconceptions can limit the scope of EFL instruction and create a false dichotomy between language skills and Islamic values. It is critical to encourage a more thorough understanding of EFL instruction and to acknowledge the significance of incorporating Islamic principles into EFL instruction in order to correct these misconceptions. As a result, EFL instruction can improve the inclusiveness and cultural sensitivity of the classroom for the benefit of all students. From the reading obtained from several sources, the integration of EFL Instruction based on intercultural, especially Islamic view needs more research, exploration and discussions in detail about using an integrative learning approach in Islamic perspectives, designing and developing a module that involves Islamic topics, implementing Islamic learning materials, incorporating Islamic values in ELT, and integrating Islamic principles in the lesson.

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The Generic Structure of Legislative Candidate Campaign Posters

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Each type of discourse has its own generic structure that represent its characteristics. As discourse materials, legislative candidate campaign posters also have a typical structure that distinguish them from others. This descriptive-qualitative study aims at formulating the generic structure of legislative candidate campaign posters of 2024 Indonesian General Election. The data were both texts and pictures printed on posters installed on public spheres during the campaign period. These data were then analyzed by using Cheong's (2004) platform of Generic Structure of Print Advertisement. The result shows that all the elements of the generic structure can be found in the legislative candidate posters, including Lead, Display, and Emblem−from the Visual Image−as well as Emblem, Announcement, Enhancer, and Tag under Linguistic category. Meanwhile, the objects constitute each of the elements are legislative candidate photo, ballot picture, political party logo, presidential candidate/other figure picture and name, political party name and slogan, candidate number and name, persuasive expression, legislative candidate electoral districts, and social media accounts or voting day reminder.

Keywords: campaign poster, general election, generic structure, legislative candidate

1. INTRODUCTION

The event of general election in 2024 for voting either Indonesian president and vice president or legislators has emerged the installments of political campaign paraphernalia, such as posters, banners, stickers, flyers, cards, and other promotional materials in public spheres. As the media created for promotional purposes, legislative candidate campaign posters have some similarities one to the others. These similarities (as well as the differences) can be identified from the content materials of the posters that consist of images and texts. Both of these objects configure certain patterns and make up the generic structure of legislative candidate posters.

Conventional methods of discourse analysis, like the one under Halliday & Matthiessen (2014) linguistic framework, tend to be applicable for analyzing verbal and textual materials only. In fact, there are a lot of discourse materials that are not made up of texts or utterances only, but also include pictures or images as the other elements as exemplified by posters. Therefore, it takes a different method for analyzing such kind of materials, the one that is applicable for interpreting, not only the verbal or textual materials, but also visual and other elements of the object. It is in line with Fairclough (1995) suggestion on the importance of analyzing texts and talks from a multimodal perspective since they currently use more than a single semiotic resource and considering that written texts tend to become multisemiotic, not only because they incorporate photographs and diagrams, but also because the graphic design of the page is becoming an ever more important factor to evaluate as well.

For the purpose of visual material analysis, it was then developed a new model of discourse analysis named Multimodal Discourse Analysis (MDA). MDA is a method for examining how meaning is constructed and communicated across multiple semiotic modes. It explores how visual images convey meaning through the interaction of various semiotic

resources, such as color, composition, framing, and perspective. The central concept of multimodal discourse analysis embodies in the theory of representational meaning proposed by Kress & van Leeuwen (2006). Representational meaning refers to the ways in which visual images represent and construct reality, conveying specific messages, narratives, or ideologies to viewers. According to Kress & van Leeuwen (2006), the aspects in representational meaning includes visual grammar, mode of representation, visual semantic, and social and cultural context.

In its development, MDA was then intertwined with another model of discourse analysis popularly known as Critical Discourse Analysis (CDA) and results in Critical Multimodal Discourse Analysis (CMDA). CMDA builds upon the principles of both methods of analysis, integrating insights from semiotics, linguistics, and social theory to examine how meaning is constructed and negotiated in multimodal texts. Kress & van Leeuwen (1996) offers CMDA as a systematic framework for analyzing multimodal texts from a critical perspective, considering how meaning is constructed and negotiated across different semiotic modes within broader sociocultural contexts. The elements of this approach include semiotic modes, intersemiotic analysis, social semiotics, and critical perspective. Meanwhile, from the perspective of O'Toole (2004), CMDA is an approach to analyzing texts that incorporates multiple modes of communication, such as language, images, sound, and layout, within a critical framework. It includes multimodal analysis, critical discourse analysis, intersemiotic analysis, social semiotic, as well as power and ideology.

In particular, O'Toole (1994) uses CMDA to analyze paintings, sculpture and architecture. By modifying Halliday's systemic functional linguistics (SFL), he formulates the framework of analyzing paintings into three functions (representational, modal, and compositional) across four units (work, episode, figure, and member). In the same way, Kress & van Leeuwen (1996) modified the functional linguistic framework for analyzing visual images whereas van Leeuwen (1999) and Martinec (2000) applied it for analyzing audio materials, including sounds, speeches, and music.

One focus of discourse studies is to find out the typical structure of texts that is popularly known as 'generic structure'. Along with the language features and social functions, generic structure build up and give identities to text genres. It is what Halliday & Hasan (1985)−under the broader framework of SFL− introduced as Generic Stucture Potential (GSP), a framework for analyzing the organizational structure of texts across different genres and discourse types. The theory emphasizes the idea that texts have an inherent potential for specific structural configurations which are realized based on the communicative purposes and contextual constraints of a particular discourse. The elements of GSP analysis comprise genre; generic structure; field, tenor, and mode; realization; and flexibility and variation.

Particularly for multimodal discourse, the model of analysis can, among others, be referred to Cheong's (2004) formulation of the generic structure of print advertisements. It is because Halliday's model of GSP above is only suitable for analyzing textual objects. According to Cheong (2004), the structure of a print advertisement generally consists of two main elements, namely Visual Images and Linguistics. The former subordinates Lead, Display, and Emblem, whereas the latter is made up from Emblem, Announcement, Enhancer, Tag, and Call-and-Visit Information. The complete structure can be seen in Table 1.

Table 1. The Structure of Advertisement

Element	Sub-Element 1	Sub-Element 2	Presence
Visual Images	Lead	Locus of Attention	Obligatory
		Complementary Locus of Attention	
	Display	Explicit/Implicit	Optional
		Congruent/Incongruent	
	Emblem		Obligatory
Linguistics	Emblem		Obligatory
	Announcement	Primary	Optional
		Secondary	
	Enhancer		Optional
	Tag		Optional
	Call and Visit Information		Optional

(Modified from Cheong [2004])

From the Visual Images category, Lead is the most salient element because it is the image to be the focus of attention that attracts the viewers' interest. Lead itself is built up from two subordinate elements named Locus of Attention (LoA) and Complementary Locus of Attention (CompLoA). As their names, LoA is the main element under Lead, whereas CompLoA is only an additional element to LoA. As an illustration, LoA is the main picture of the advertisement, whereas CompLoA is the background of the picture. The second element, Display, functions to show the characteristics of Lead from two different perspectives: Explicit-Implicit and Congruent-Incongruent. Lead is Explicit when the object in the picture is tangible. Otherwise, it is Implicit when the object is intangible and made tangible through a medium. In addition, a Lead is said to be Congruent when the product is not realized through symbolism. Contrastively, if the product is realized through a symbol, the Lead is Incongruent. The third element, Emblem, is commonly represented by the logo of the company behind the advertisement of the product or service.

Under the Lingustic category, there is also an element named Emblem. However, different from that of the visual, the form of linguistic Emblem is textual. Specifically, it is a slogan that accompanies the visual Emblem or the company's logo. The next element, Announcement, is considered the most significant element of textual form. It is constructed from Primary and Secondary Announcements, both of which are employed to capture readers' interests to the advertised object. The next element, Enhancer, has the function to give further explanation to the Announcement. It commonly appears in a longer but smaller size of text. The other element, Tag, is a brief text realized by a word, phrase or clause commenting the visual elements. Lastly, Call-and-Visit Information provides the contacts of the company for the readers to call, chat, or access when they are interested in the product or service.

As posters can be categorized into promotional media, the same with advertisements, their generic structure is considered worth analyzing from Cheong's (2004) perspective of generic structure of print advertisements. Therefore, legislative member candidate posters can be viewed to have elements such as Visual Images and Linguistics along with their subordinate elements like printed advertisements do. Therefore, based on Cheong's (2004) framework of generic structure of print advertisements, this study was specifially purposed

to find out the generic structure of legislative candidates' campaign posters of Indonesia 2024 General Election.

2. LITERATURE REVIEW

There have been a lot of studies on generic structure from the perspective of discourse analysis. One of them is the research conducted by Nugroho (2009) who studies the generic structure of the printed advertisement of Elizabeth Arden's *Intervene* by using multimodal discourse analysis. From the research, there are found Lead, Locus of Attention, and Complement of Locus of Attention as the visual elements of the advertisement. The Lead is constituted by the model, Catherine Zeta-Jones, whereas the The LoA and CompLoA are represented by the face of the model and the picture of the product as well as the background of the advertisement respectively. Meanwhile, the linguistic components consist of Primary Announcement, Secondary Announcement, Enhancer, Tags, Call-and - Visit, Information, and Emblem. Briefly, the interplay between the language and the visual image has proven to be very effective in the meaning-making process of the printed advertisement.

Next, Oyebode & Unuabonah's (2013) multimodal discourse analysis on selected HIV posters in south-western Nigeria results in the finding of the structure of the posters that is made up from Lead, Emblem, Announcement and Enhancer as the obligatory elements and Display, Tag and Call-and-Visit Information as the optional elements. Meanwhile, the multimodal communicative acts include instructing, advising, beckoning, encouraging, warning and informing. The study also shows that there is heavy reliance on semiotic resources which signal the intended meaning of the producers of the posters.

Then, the research conducted by Ningsih et al. (2014) for construing the ideational meaning of electronic advertisements of *Jawa Pos* newspaper indicates that the visual elements in the printed advertisements are Lead, Emblem, and Display. Lead itself consists of Locus of Attention and Complement of Locus of Attention. Meanwhile, the linguistic elements are Announcement, Emblem, Enhancer, Tag, and Call-and-Visit Information. There is also interconnectedness between the visual and linguistic elements in the printed advertisement. It causes high Contextualization Propensity (CP), narrow Interpretative Space (IS), and also small Semantic Effervescence (SE). The result is slightly different from the generic structure of *Rolling Stone* magazine cover investigated by Putranto et al. (2019). They find that not all the elements of generic structure appear in the object of analysis. The elements found in the cover are Lead, LoA, Comp.LoA, Display, Emblem, Announcement, Enhancer, Call and Visit Information, whereas the only element missing from the structure is Tag.

Meanwhile, from their research on the generic structure of the print content in the complementary and alternative medicine (CAM) product information brochure, Goh et al. (2019) find that across all the brochures, regardless of the type of product, a uniform set of moves that is comparable to the sales promotional genre is identified. In addition, such information brochures on pharmacy counters are in fact persuasive promotional literature.

Nurudeen et al. (2021) who make a multimodal discourse analysis of selected Nollywood film advertisement posters reveal that visual modes are more salient and frequently employed in the advertisement posters than the linguistic modes. However, both the visual and the linguistic modes offer complementary relationship for effective meaning-making in the posters. The meanings derived are often contextual which appeal to the audience reasoning and sustain their interests.

Subsequently, from their study on English textbook covers, Muhassin et al. (2022) find out that the representational meanings of the covers comprise narrative and conceptual representations within the structures of lead, display, announcement, and emblem. Through

the relationships of repetition, synonymy, and meronymy, verbal and visual modes help each other build cohesiveness. The cohesion signifies the relation between visual images and verbal texts to convey meaningful messages of the covers.

Another study that was conducted by Baldapan & Talde (2022) toward Philippine Resbakuna infographics demonstrates that the infographics use visual elements such as lead, emblem, and display to grab the viewer's attention as well as help the viewers decide to get vaccinated. Several linguistic elements are also used in the infographics to entice the viewers to read more about the infographics, as well as to give information regarding COVID-19 vaccination. Aside from that, the elements used complement each other by utilizing sense relations such as synonymy, repetition, and meronymy to convey the message. In conclusion, all the elements are employed to convey the message that would build connection and trust with the viewers.

On another occasion, Adebomi (2023) in his multimodal analysis on new media covid-19 vaccination-related pictorials finds that the structure of the sample images consists of Lead^(Display)^Emblem^(Announcement)^(Enhancer)^(Tag)^(Call-and-Visit Information). The study also contends that various semiotic resources deployed in the internet-circulated Covid-19 images are used not only for informative and other communicative purposes but also to evoke attitudinal change towards and encourage widespread acceptance of the Covid-19 vaccines.

All the previous studies above examine multimodal objects consisting of texts and images. Therefore, the same approach was also applied in this research since it analyzed similar kind of object. However, none of the previous studies has the object in the form of posters related to general elections. Thus, this research is expected to give a contribution on formulating the generic structure of posters−particularly of legislative candidates−whose result can then enrich the diversity of discourse studies.

3.   RESEARCH METHOD

As a sort of discourse analysis, this study of the generic structure of legislative candidate posters applied a descriptive-qualitative method. Descriptive means providing a detailed description and interpretation of a phenomenon without necessarily to find out a cause-and-effect relationship or confirmation of hypothesis behind the phenomenon (Creswell & Poth, 2016). Thus, this study aimed at describing the elements that build the structure of legislative candidate posters only without seeking the factors influencing the structure. Meanwhile, the term qualitative represents an interpretive technique with the purpose of describing, decoding, and translating the meaning rather than the number or frequency of a phenomenon that occurs in a society (Leavy, 2021). Therefore, the data of this research are in the forms of texts and images, not numbers, which were collected from the legislative candidate posters of 2024 General Election installed on public spheres during the campaign period.

Qualitative research uses human instrument in which the researcher acts as the main instrument (Lincoln & Guba, 1985). The researcher, as the main instrument, collected the data by using documentation. These data were then analyzed by using Cheong (2004) platform of generic structure of print advertisement considering that campaign posters share a lot of similarities with advertisements as the same media for promotional purposes. The process of analyzing the data followed the interactive method of Miles et al. (1994) that consists of data reduction, data display, and drawing conclusion/verification. The steps of analysis include breaking the posters' contents into their parts, classifying each part based on the elements of generic structure of printed ads, and constructing the generic structure of legislative candidate poster.

4. THE GENERIC STRUCTURE OF LEGISLATIVE CANDIDATE POSTERS

As what have been described above, the objects that make up the structure of legislative candidates' campaign posters can be divided into two, namely images and texts These two elements take different positions on the surface of the board. As a result, it is impossible to define the pattern precisely based on the postions of the elements such in common written discourses that sequentially comprise introduction, body, and conclusion from the top to the bottom. However, there is a tendency of the position of each of the elements along with its size and significance in the poster. Therefore, it is necessary to define the structure from the significance of each element which is based on the consistency of the element appearance in the posters.

Figure 1 shows the poster of a legislative member candidate that can be divided into at east eleven parts. All these parts can then be classified based on Cheong's (2004) framework of the generic structure of advertisements to build up the generic structure of legislative candidate poster.

Figure 1. Legislative candidate poster with its parts

Each part of the poster can then be classified according to the elements of generic structure of advertisements as shown in Table 2.

Table 2. The Classification of Legislative Candidate Poster Elements

Parts of the Poster	Generic Structure Elements			Presence
	Sub 1	Sub 2	Sub 3	
Political party logo	VI	Emb		Obl
Political party name	L	Emb		Obl
Presidential candidate picture	VI	Lea	CompLoA	Obl
Presidential candidate name	L	Enh		Opt
Persuasive expression	L	Ann	Sec	Opt
Ballot picture	VI	Lea	LoA	Obl
Legislative candidate picture	VI	Lea	LoA	Obl
Slogan	L	Tag		Opt
Legislative candidate number and name	L	Ann	Pri	Obl
Legislative candidate electoral disctricts	L	Enh		Obl
Additional information	L	CVI		

Note

VI   : Visual Image
L   : Linguistic
Emb : Emblem
Lea   : Lead; LoA: Locus of Attention; CompLoA: Complementary Locus of Attention
Enh : Enhancer
Ann   : Announcement; Sec: Secondary; Pri: Primary
CVI   : Call and Visit Information
Obl   : Obligatory
Opt   : Optional

From the tabulation, there are found, at least, eleven elements that build up the generic structure of legislative candidate posters. Based on the order of the positions of the elements from the left to right and top to the bottom, the structure can be formulated as follow:

Emblem[VI]^Emblem[L]^(Lead[CompLoA])^(Enhancer)^(Announcement[Sec])^Lead[LoA]^Lead[LoA]^(Tag)^Announcement[Pri]^Enhancer^(Call-and-Visit Info)

Note
[…]   : superordinate/subordinate
…^… : followed by
(…)   : optional

4.1   Visual Images
Based on their significance in the media, the visual images of legislative candidate posters can be patterned as follow:

Lead[LoA]^Lead[LoA]^Emblem^Lead[CompLoA]

Lead
There are found three forms of Lead in legislative candidate posters comprising two LoAs and one CompLoA. The two Leads as the Locus of Attention are the picture of the legislative candidate and a ballot showing the name of the candidate either being stabbed by a nail or not. These two kinds of images always appear in the posters. Therefore, these two elements are obligatory.

Figure 2. Legislative candidate and ballot picture

Meanwhile, the Complementary Locus of Attention in the posters is represented by presidential candidate pictures as the background images. However, these objects do not block the whole areas. They are commonly positioned at the top part of of the poster parallel

with the political party logo and in smaller sizes compared to the legislative candidate pictures. In some posters, the presidential candidate pictures are replaced by the pictures of significant figures belong to the parties.

Figure 3. Presidential candidate and other figure pictures

Display
According to the theory, Display is not a separated component of the Lead. In other words, it sticks to the Lead to constitute the characteristics. Based on the appearance, the display of Lead in the posters can be stated explicit and congruent. All the images of the Lead represent real objects that can be touched and experienced, i.e. persons and ballot. Aside from that, the Leads are also considered congruent since they are not presented through symbols or the objects appear as they are.

Emblem
The Emblem in visual form in legislative candidate posters is represented by the political party logos or symbols. These logos are considered significant and always appear since the authority of legislative member candidacy belongs to political parties. The position of this emblem is usually at the top part of the poster accompanying presidential candidate/other figure picture.

Figure 4. Political party logo

4.2 Linguistic

Emblem
The Emblem in textual form appearing in the posters are mostly in the forms of the numbers and names of the political parties along with their slogans if any.Thus this textual emblem can also be seen as a unit with the visual one and positioned under, above or beside the party logo.

Announcement

Announcement as the main part of legislative candidate poster appear in two forms, primary and secondary. In complete form, the announcement is realized into a persuasion for choosing the candidate. It is in the form of an imperative sentence followed by the number and name of the candidate although often the positions of these two elements are separated in the poster.

Figure 5. The number and name of the legislative candidate

As can be seen in Figure 5, the number and name of the candidate can be labeled as the primary announcement since the presence is obligatory or both always appear in the posters. However, the numbers and names of candidate are often integrated with the ballot pictures.

Figure 6. Persuasive expression

Meanwhile, the imperative sentence is considered as the secondary announcement since it does not always appear in the posters. In other words, some of the posters rely on the numbers, names, and pictures only for promoting the candidates without giving any persuasions. The expresssions of *Coblos* (stabbing with nail), *Pilih* (choose), *Mohon doa restu* (I beg your prayer and permission), and *Mohon doa restu dan dukungannya* (I beg your prayer, permission, and support) are the typical imperative forms constituting the secondary announcement.

Enhancer

Under the name of the legislative candidate or at the bottom of the poster board, there is always information on the status of the candidate along with their electoral districts, that is the areas or places where the candidate can be voted. This element can be categorized as Enhancer whose presence is obligatory due to its consistency to appear in the posters. However, as the characteristic of Enhancer, its function is only for giving additional information. Therefore, the text is typed in a smaller font size. Figure 7 illustrates the information of electoral districts of a legislative candidate.

Figure 7. Legislative candidate electoral districts

Some examples of Enhancer texts are *Caleg DPRD Partai GK Dapil Jateng V (Klt, Byl, Skh, Ska)* (Legislative Candidate for Regional Parliament of GK Party Voting Area Central Java V [Klt, Byl, Skh, Ska]), *Caleg DPRD Prov. Jawa Tengah-VII Klt, Skh, Ska* (Legislative Candidate for Regional Parliament of Central Java Province-VII Klt, Skh, Ska), *Calon Anggota DPR-RI Jawa Tengah V (Ska, Skh, Klt & Byl)* (Member Candidate of RI Parliament Central Java V (Ska, Skh, Klt & Byl). Here, the term *Caleg DPRD* or *Calon Anggota DPR-RI* informs the status of the person in the poster as a legislative member candidate whereas *Dapil Jateng V (Klt, Byl, Skh, Ska)* and *Prov. Jawa Tengah-VII Klt, Skh, Ska* are theinformation of electoral districts.

Tag
In advertisements, tag is known as a brief text commenting the visual element. In legislative candidate posters, the function of tag is taken by the slogan put around the candidate picture. The forms of the slogans are mostly phrases or sentences showing the visions of the candidates or their political parties. The visualization of Tag in a poster can be seen in Figure 8.

Figure 8. Legislative candidate's slogan

Some of the tags representing the vision of the candidates are *Ojo Pedhot Paseduluran* (Don't cut off our brotherhood), *Muda berprestasi* (Young and performing), *Saatnya yang Muda Berkarya* (The time for the young to work), *Memberi Makna; Putra Daerah* (Give a meaning; Son of the region), and *Wanita Tiang Negara. Jika Baik Wanitanya Maka Baiklah Negaranya* (Women are the pillars of the country. If the women are good, then the the country will be good as well).

Figure 9. Political party's slogan

Meanwhile, the tags taken from the policies of the political parties, among others are *Gelora Menang Kuliah Gratis* (Gelora wins, study at university for free), *Nasionalis, Religious, Kerakyatan* (Nationalist, religious, concern with the people), and *Pemilu yang Menggembirakan* (Charming General Election). The visual is shown in Figure 9.

Call-and-Visit Information
Call-and-Visit Information is rarely found in the legislative candidate posters. However, when this element present, it is commonly in the form of social media accounts, such as Facebook, X, and Instagram. Contact number of WhatsApp is sometimes also given. These

Call-and-Visit Information texts are positioned at the lowest part of the poster board and printed in smaller fonts as well. One visualization of Call-and-Visit Information can be seen in Figure 10.

Figure 10. Additional information of social media accounts

Some examples of Call-and-Visit Information texts found in the posters are *IG: @masdanarsetyo*; *Informasi Lebih Lanjut Keanggotaan dapt Dilihat di www.perindo.com. Unduh Aplikasinya Sekarang PartaiPerindo. Follow Us FB, X, IG, TT, YT*; *Ayo Bergabung Bersama Kami Menjadi Relawan. Hubungi: 0822 2680 xxxx.*

However, Call-and-Visit Information element is sometimes also used for reminding the voter on the day of General Election, such in these expresions: *14 Februari 2024 Rabu*; *14 Februari Coblos No 4*; and *14 Februari 2024 Pemilu Serentak 2024*. Figure 11 illustrates this visualization of this textual element.

Figure 11. Additional information of voting day reminder

5.   CONCLUSION

The generic structure of legislative candidate poster is considered comparable to that of generic structure of print advertisement formulated by Cheong (2004) since both media have the same function for promotional purposes. Generally, all the elements of generic structure of print advertisement can be found in legislative candidate posters with few differences between the two. Similar to advertisements, a legislative candidate poster is made up of two main elements, namely Visual Image and Linguistic. The former comprises two objects as Locus of Attention, one Complement of Locus of Attention, Display, and Emblem. Meanwhile, the latter consists of one Emblem, two Announcements−either Primary or Secondary−Enhancer, and Call-and-Visit Information.

The Locus of Attentions present in the form of legislative candidate photo and ballot pictures showing the candidate's name, whereas the Complement is constituted by the picture of presidential candidate or other important figures of the party. The Displays of these images are both explicit and congruent. Meanwhile, the Emblem of the posters appears in the form of the political party logo. This visual Emblem is commonly accompanied by verbal linguistic Emblem in the form of a text stating the name of the party and/or its slogan. Another linguistic element, which comes in two forms, Primary and Secondary Announcement, appear in the forms of the number and the name of the legislative candidate as well as a persuasive expression for voting for the candidate. The name of the candidate is then given further information on its electoral districts. The element Tag is also often found in the posters. It is manifested as a slogan showing the vision of either the candidate or the party. Even though rarely present, if any, Call-and-Visit Information appear in the forms of the information on the social media account of the candidate or a reminder for voting on the day of the general election.

It is expected that the result of this research can establish as the framework of the generic structure of legislative candidate poster as well as used as a reference for developing the generic structures of other discourse materials. Therefore, the researcher hope that in the future there will be more studies with the same topic for correcting, strengthening, expanding, and completing this research result, so that a more detailed of generic structure of legislative candidate posters can finally be formulated.

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CONVERSION TO ISLAM AND AMERICAN WOMEN; PERSONAL AND SOCIAL PERSPECTIVE

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This research is discussing the phenomena of conversion to Islam among American white women through their memoirs as the object of data. This research revealed the conversion process of American white women from personal and social triggers as represented in three memoirs. The seven stages of Rambo (1993) discover the interrelation between personal and social changes which triggers to religious conversion. Based on the finding of the research, there are two main dimensions which underlined the process of conversion, they are personal and social dimension. Personally, there were some aspects which influenced the conversion process as it represented in three memoirs, such as the memory of childhood and the role of family. environmental aspects outside the family also influenced conversion process such as losing friends, campus life, type of reading books and the opportunities to learn other religions. Social dimension also has the significance in the conversion process, because social symptoms that occur in a community also stimulating the emotion of potential convert. in this study, 9/11 was a turning point in the changing American society looking at Islam both negatively and positively. The conclusion is that the motive in conversion is very personal and everyone from different backgrounds has the chance to through the phase of searching religious identity and experiencing a moment that can trigger to conversion in any age.

Keywords: Religious Conversion; Islam; American Women.

I.   INTRODUCTION

September 11, 2001 (mostly known as 9/11) has changed America, particularly the relationship between America and Islam. The terrorist attack on the World Trade Centre dramatically increased the security concern of most Americans. Following this event, most Americans declare war on terrorism both privately and politically (Khan, 2003: 1). Politically, the government commenced a policy to combat terrorism, including attacking Al Qaeda in Afghanistan. The following event of 9/11 also increased the widespread negative perception of Muslims that they are arrogant and part of terrorists. According to Curiel (2015: 51-52), at least there are four significant impacts of the 9/11 event, firstly is a political reawakening in which Islam is getting violence and hatred prejudice in most of the Western countries. Since 9/11, Muslims' presence in Europe and America has become a political concern particularly related to the policy of war on terrorism. The second impact is interfaith Thirdly is the media's impact; it can be seen from a load of news about Islam in media. Although there were some misperceptions about Islam in media, it also plays an essential role in giving an alternative picture of Islam. The last impact is conversion to Islam. Post 9/11, conversion becomes all the rage in America, since some people are more curious to know about Islam. Surveys conducted by the Council on American Islamic Relations conclude that 20.000 people convert each year, with women outnumbering than men (Haddad et al., 2006: 42).

The issue of religious conversion in the United States is a paradox since many women converted to Islam than men. Some academic researches indicate that two-thirds of converts to Islam are female (Wohlrab-Sahr 1999). since many assumptions in the western context, especially in the United States, Muslim women are not equal to men. However, on

the contrary, some religious converts to Islam in the United States are women. There are some reasons women convert to Islam. The first one is married to Muslim men. This reason comes in the first position of the religious conversion of women. The second assumes that Islam is a kind of woman liberation from Western materialism; some are not comfortable enough with the United States culture, which is related to consumerism, dating, and drinking alcohol (Van Nieuwkerk, 2006: 35).

Each convert has different experiences dealing with their conversion, some of them then recorded their experience into creative writing such as memoir. According to Plummer (Taylor, 2009), a memoir has been proliferating in western culture generally, due primarily to two factors – the increase in opportunities to speak and to be heard afforded by technology and the normalization of self-help and therapy. The memoirs of conversion also become a tool to write about self- narrative, related to religious conversion. As Cardona tells in her memoir, the objective of her writing is to share her long journey in finding Islam and claiming that Islam is not a religion, which is related to violence and terrorism(Sakinah-Alaflah Cardona, n.d. 2012).

A Memoir is primarily a literary sub-genre written in the first person and conveys a discrete life experience rather than chronicle a life (Taylor, 2009). In this research, I will analyze three memoirs; the first one is *The Butterfly Mosque*; it is a memoir written by G. Willow Wilson about her conversion to Islam. Willow is a white American woman who firstly known Islam in her campus and leads her in learning more about Islam in Cairo Egypt. She decided to convert before coming to Cairo Egypt, in where she finally married to the Egyptian man. The memoir also revealed about life in Egypt during the Mubarak Regime. The second memoir is *Through Knowledge I found My Peace after September 11, 2001* which was written by Sakinah Alaflah Cardona. Born in Puerto Rico and immigrated to the United States, Cardona wrote a memoir about her life as an army wife who finally converted to Islam after the event of 9/11. In his memoir, Cardona writes chronologically and vividly the process of her conversion to Islam after long searching of truth. The third memoir is *The Metamorphosis of a Muslim: Autobiography of my conversion* written by Lena Winfrey Seder. She is an American woman who came from Virginia and now resides in Sudan. In her memoir, she uses a series of flashbacks in recounting some crucial events in her life, particularly before and after she embraced Islam.

Through the writing of memoir, religious converts have media to facilitate their new identity as Muslims. Memoir in this term is also reclaiming Islam in the eyes of American people, namely white women Muslim converts. In this research, I will uncover conversion process of American white women from personal and social triggers as represented in three memoirs. The finding of this research is expected to contribute to the academic aspect and practical aspect as well as the educational aspect. In the academic aspect, this research will enrich the discussion about the religious conversion, namely American literature which focuses on analysing memoirs as a kind of sub- literary genre. In this term, the writing of memoir having a contribution in facilitating the process of women converts' spiritual journey. this research also contributes to the discussion of American Muslim's life and the development of Islam in America. While in the educational aspect, the process of conversion in the meantime, is identical with the process of searching identity which is important in education.

II.   LITERATURE REVIEW
.Religious Conversion

In his book, *The Varieties of Religious Experience*, William James defined conversion as to be converted, to be regenerated, to receive grace, to experience religion,

to gain an assurance, are so many phrases which denote the process, gradual, or sudden, by which a self-hither to divided and consciously wrong, inferior, and unhappy becomes unified and consciously right, superior, and happy in consequence of its firmer hold upon religious realities. Based on William James's research, which successfully examined various figures who experienced a religious conversion. It concluded that there are two types of conversion; First, the Volitional Type (gradual change). This type experienced religious conversion gradually so that it becomes a new set of spiritual aspects and habits. Most of this kind of conversion occurs as a process of inner struggle to keep away from sin and find the truth inside religion. The second type is the self-surrender type or commonly known as a sudden change. In this type, William James said that the conversion process is due to God's guidance through the spiritual way. This type undergoes a conversion process suddenly, and very quickly. The individual who experiences it can accept new conditions with the complete surrender of the soul. Based on William James's pragmatic idea on conversion, it can be concluded that the process of religious conversion is a very personal experience and can occur suddenly or with a long searching process. In the conversion process, each experiences a personal experience, which then triggers him/her to convert. However, not everyone who has the same experience will respond to the religious conversion process. From that definition, it can be concluded that conversion is a kind of gradual process, in which converts experienced mental and physical experience. Secondly, conversion affects not only the new religion understanding but also the new perspective of the previous belief. Thirdly, conversion is not only influenced by the social and personal of a convert, but God also guides it.

Similarly, conversion from a psychological perspective is also discussed by Edwin Starbuck, who researched the relationship between adolescence development and conversion. Starbuck reveals that conversion is characterized by more or less sudden changes of character from evil to goodness, from sinfulness to righteousness, and from indifference to spiritual insight and activity. From Starbuck's perspective, religious conversion internalizes mental and spiritual, resulting in changes in convert character (Starbuck, 1899). Psychologically, religious conversion is triggered mostly by internal factors that are related to inner self-conflict, doubt, and emotion. The adolescence physical and emotional development also takes place in conversion, as it is revealed by Starbuck in his research that, conversion appears in the years between 10 and 25. Starbuck notes that conversion is an adolescent phenomenon that is influenced by two kinds of reasons; the first one is a psychological reason; it deals with the mental development of adolescence. In this period, adolescence changes from innocent childhood into habits of maturity, including spiritual insight (1900). The second reason is physiological reasons, this reason mostly influenced by the physical changes of adolescence which come along with puberty such as the voice changes, the bread sprout, and the heightened of the blood pressure. It is almost impossible to relate between conversion and puberty. However, Starbuck asserted that conversion and physical changes on puberty supplement each other, as long as the emotional development is coming along with the physical changes.

Religious conversion is also motivated by social factors, such as mix marriage of different religions. This factor becomes the first motivation of conversion as it stated by Wohlrab-Sahr, who distinguishes three reasons for conversion, notably conversion to Islam; gender and sexuality, social mobility and nationality, and ethnicity. Gender and sexuality deal with the answer that Islam provides equality between men and women and Islam has a positive value to women. Social mobility is related to Islam provide an alternative way to counter social problems that happened in society, such as drugs and criminality. The last is nationality and ethnicity, in which conversion to Islam brings unity among different ethnicities and nations (Wohlrab-Sahr, 1999: 80).

Another apparent reason that motivated the occurrence of conversion is a political reason, such as the event of 9/11 in America. While Islam and Muslims in America have to face negative attention and treatment following 9/11, in contrast, there is increasing interest and curiosity of Western people about Islam (Haddad et al., 2006). The increase of media publication about Islam has also risen. The representation of Islam in media is both negative and positive, but it has an impact on American people to know more about Islam.

Based on the research by Maha Al Qwidi about *"Understanding the Stages of Conversion the voice of British Converts"* (Al-Qwidi, 2002), it differentiates the motives of conversion in Islamic context into two; the way of Fitrah and the way of power. The way of Fitrah has already been discussed above. Both motives of conversion appeared in the early history of Islam, particularly in the lifetime of Prophet Muhammad. The way of Fitrah is when someone embracing Islam because of strong individual reason in convicting Islamic lessons and believing in the Islamic lesson from God delivered through the message to Prophet Muhammad. Meanwhile, Elkoubati Naoual on her research about *Women and Conversion to Islam: The American Women's experience* said that there were two reasons behind the religious conversion of women in America; the personal reason and political reason. The personal reason for religious conversion was related to the dissatisfaction of women to their previous religion, while the political reason deals with the event of 9/11 which attracted the curiosity of American people to know more about Islam (Naoual, n.d, 2012). Furthermore, Mansoureh Chavoshpour's research on *"Conversion to Islam and Veiling among American Muslim Women in Kansas"* resulted that there were three main reasons for women converting to Islam. The first one deals with the Trinity, women's rights, and the last one is the comprehensibility of Islam. Related to Islamic religious practice, it resulted that some converts said that the hijab is a kind of self-pride, self-confidence, and respect. They added that wearing a hijab is a critic of body exploitation in the public as it happens in American society. According to this research, the event of 9/11 also played a substantial role in transforming the image of Islam through the growing rate of American Muslim converts in America (Chavoshpour, n.d, 2012).

b.   Lewis Rambo on Religious Conversion Stages

Religious conversion is not merely changing faith from one religion to another religion, but it is considered the process of life that includes identity, belief, and spirituality. Rambo stated that converting is the term that religious change is a complex process; in this term, Rambo provided a framework that shows the converting process. The stages process of conversion proposed by Rambo can be an adequate theory to look for a change process of religious conversion Rambo's model of conversion stage is seven stages; they are context, crisis, quest, encounter, interaction, commitment, and consequences (Rambo, 1993). The first stage is context, it is related to the context in which conversion takes place. the context consists of three dimensions, micro-context, macro-context and, maso- context. Macrocontext deals with the broad context in which conversion occurs, such as the political system and economic system. Rambo gives examples of a situation such as in Sudan that prohibited their people from leaving Islam. In contrary America gives freedom to an individual in determining their personal life, including religion. This contrary atmosphere merely influences the dynamic of religious conversion in a specific area.

Furthermore, micro context is associated with a personal dimension such as family, friends, feeling, and thought. At the same time, maso- context is the mediator between macro context and micro context such as the policy of the local government, regional politics and local religious institution. It suggests that conversion occurs in different context and influences the individual in determining the decision of conversion.

The second stage is a crisis. This stage is related to the personal crisis in the individual before she/he deciding to convert. In this stage, convert beginning to question the essence of life, religion, death, etc. each individual will have different responses and interpretations of crisis conditions.

The third stage is a quest. Each convert has different ways of responding to each stage, including the quest stage. In the quest stage, there will be an active convert or passive convert. An active convert responds actively to conversion; they will search the answer through reading books or coming to the religious group. Contrary, the passive converts usually have a different motivation in convert, because sometimes, they followed the group's desire to convert. The crisis stage also deals with the physical illness suffered by some convert in response to the internal crisis, Rambo illustrated to some examples such as near-death experience, illness, and healing. The following stage is the encounter. This stage reveals the encountering stage between the convert and the advocate. This process triggers the potential convert in seeking the solution of their religious crisis and converging the advocate. The last component is the setting of the encounter; it provides the background of conversion, whether it happens privately or publicly. For instance, fundamentalist Christian gather in the public spot such as train stations, airports, and campuses to give any information and literature. It indicates the encounter between advocates and potential convert.

The next stage is the interaction. After passing the stage of the encounter, the potential convert will learn more about religious teaching, lifestyle, and expectation. This process leads to the stage of interaction. There are four features of interaction models between potential convert and particular religious groups in this stage. They are ritual, relationship, rhetoric, and roles. Ritual refers to some rituals associated with a particular religion such as praying, singing, reading scripture etc

The sixth of the conversion stage is commitment. This stage is how converting person begins to commit to a new religion, accept the consequences, practice the rituals, and perform it publicly. The form of commitment is various. For instance, in terms of Islam, the converting person changes their name into an Islamic name, wearing Hijab and going a pilgrimage to Mecca. he last stage is consequences; this stage is the assessment of both the conversion process and convert. As it is known that conversion is a long trajectory process, it should have a particular approach in assessing it. For instance, the psychological perspective will have different criteria for comprehending the conversion process than the political and economic perspective. The changes in religious change in society will influence the changes in the social and political arena, too.

c.   Memoirs as a Conversion Narrative

The definition of a memoir is primarily a literary genre that is written in the first person and conveys a discrete life experience rather than chronicles a life (Taylor, 2009). Furthermore, Barrington assumed that memoir and autobiography are similar, but the point of differences is that autobiography tells the whole life. On the contrary, the memoir takes a specific part of life. Zinnser also added that writing memoir is a kind of flashback writing in which a writer takes us back to a specific part of his/ her life vividly and intensely. That the writing of memoir is a focus on a certain event and narrower than autobiography (in Gillespie, 1991).

As it was told by Miller (2015), a memoir is a genre that hesitated the boundary between public and private, it means that how the writer determines the private thing of his/ her life into writing publicly. In this case, Steinberg argued that a memoir should have an aesthetic truth; it means that a writer should be faithful to the fact she/he told in the memoir (Steinberg, 1999). The main objectives of my research are three memoirs about the

conversion to Islam which were written by American women, they are *The Butterfly Mosque* by G. Willow Wilson, *Through Knowledge I found My Peace after September 11, 2001* by Sakinah Alaflah Cardona, and *The Metamorphosis of a Muslim: Autobiography of my conversion* by Lena Winfrey Seder.

In the discussion of conversion, the writing of a memoir plays a vital role in telling the story of conversion. There are some published conversion memoirs, to name a few are Becoming Kareem: *Growing Up on and Off the Court* (2017) by Kareem Abdul Jabbar, this memoir revealed the story of Kareem's boyhood in New York who fascinated so much about basketball until the announcement of his conversion to Islam. Another memoir about conversion is *Yes! I converted to Islam and Here is Why* (1999), which is written by Muhammad Haneef Shahid. It is a compiled testimony of some converts to Islam. The significance of the testimonies in this memoir is to verify the authenticity of Islam based on converts' arguments and to share the insight of converts in learning Islam.

The writing of memoir which takes part on conversion is then called by conversion narratives. Hartman (2003) defined conversion narratives as a text narrated on conversion and concerned with intellectual, psychological, or spiritual transformation. Stromberg (2008) also added that the conversion narrative's significance is to depict the gradual changes and transformation identity of convert through language. This assumption is also supported by the assumption by Wohlrab- Sahr (2006) that conversion narratives tell about the particular experience of conversion, and it implies missionary.

III. METHOD

This research uses qualitative research. The Qualitative method as a research procedure that produces descriptive data in the form of written or oral words of the people and behaviours observed (R. Bogdan & Taylor, 1975; Cresswell, 2003; Denzin & Lincoln, 2005). I used a narrative approach for this research. a narrative approach is a term assigned to any text, discourse used within the context of qualitative research with a specific focus on individuals' stories (Chase, 2005; Polkinghorne 1995; Cresswell, 2003). These are some general features of narratives (Barkhuizen, 2014; 7):

In this research, the research data was taken from the sentences and quotations of three memoirs; *The Butterfly Mosque* by G. Willow Wilson, *Through Knowledge I found My Peace after September 11, 2001* by Sakinah Alaflah Cardona, and *The Metamorphosis of a Muslim: Autobiography of my conversion* by Lena Winfrey Seder. The determination of three selected memoirs based on the considerations with the objectives and the purposes of the study, those three selected memoirs represent the conversion narrative of American women converts and written after and before the 9/11 event.

I began collecting data by starting to read three memoirs one by one. The findings of the data are in the form of quotation and sentences in the memoir, and then I put a mark in the sticky note following each topic. The collected data is then mapped according to research problems, namely the data conversion process from the first stage of conversion to the decision to become a *Muslim.* I begin to analyse the process of conversion using the approach of conversion stage of Lewis Rambo. There are eight stages of Lewis Rambo's conversion stages which is going to be applied in three memoirs.

IV. FINDING AND DISCUSSION
a. The Personal Dimension of Religious Conversion Process

Personal dimension in the religious conversion process is associated with the self-identity formation, psychological aspects such as feeling, emotions, goals, self- conflict, attitude, and behavior. Personal dimension is also constructed the spiritual identity of someone. The religious conversion process takes a journey that included emotional matter

since it is about questioning continuously about the concept of religion. The significance of religion which is related to the finding peacefully mind and body. In contrast, it causes many emotional feelings toward Cardona before she converts to Islam.

Cardona was raised in Puerto from so-called a wealthy family, and her parents are busy in running the business, her father had some dry-cleaning shops and had farms as a hobby, while her mother ran a pharmacy to be open during the night. The small Cardona was used to interact with her parents' employee who is from different religion background from her family, and it enriches her perspective about religion. Cardona was raised as a Catholic but then baptized as a Mormon after coming to different churches.

> "before my conversion to Islam, I visited many different Churches throughout the years but I never felt my heart completely full or happy" (Cardona, n.d :45)

In her second year of study at Boston University, Willow was suddenly hospitalized in the middle of the night due to an unusual reaction of Depo Provera injection that she had received a few days before. Next, Willow was hospitalized for an unknown illness. Willow experiences symptoms such as heart palpitations, and sudden attacks of headaches and cold sweat. Willow's condition worsened from day to day, her hair began to fall out, and his body thinner. Willow also had to take sleeping pills to close his eyes for five or more hours. This situation is getting worse from day to day, Willow 's body needs time for several months to adjust to the Depo injection.

The unusual pain made Willow contemplated many things, including starting to think about God. Secretly, Willow began to pray to God for healing her illness. Symptoms of physical illness experienced by Willow was the first phase of the conversion process. The moment Willow began to draw closer to God, whom she had never known before. Willow's experience of illness became a personal experience, which was then called by the personal context in the first stage of religious conversion based on Rambo. Willow's experience was related to micro-context, which copes into the personal dimension of converts such as thought, feeling, and action (Rambo, 22; 1993).

Furthermore, Willow's self- crisis from childhood having an implication on her religious life in the future. In the second phase of religious conversion based on Rambo, it is said about crisis that every people have the desire to seek beyond him/her self for meaning and purpose. In the context of Wilson, it includes on pathology crisis, in which the motivation of conversion as the answer on the condition of loneliness, fear, desperation, and childhood conflict (Rambo,1993; 52).

The losing of a close friend became a turning point in Seder and Seder's life began to change, including her relationship with God. Seder was more conscious about life and death. This moment became the beginning of Seder having a self- conflict about her life. The conflicts experienced by Seder cannot be separated from puberty, conflicts of friends, the crisis of confidence, and goal of life. In addition, as it is said by Starbuck that conversion is the phenomenon of adolescent in the age of puberty, conversion and puberty is interconnected (1900).

> I was beginning to awaken, and I needed answers. I wanted to be close to God but did not know how, although I praying and reading the Bible daily. I was afraid of going to hell, and death was always so close. I wanted peace, security and comfort. I always had difficulty with the issue of the trinity, and I wanted the truth (Seder, 2011;59).

In the adolescent period, in the age of sixteen, Seder began to think about God and wanted to be closer to God. The first conflict inside herself was Seder felt empty in her heart even though she had already visited the church and reading the bible regularly. Seder began to think about the concept of Trinity in Christianity, and it was the time of great

questioning in her life. As experienced by Willow in her memoirs, Seder at this moment was having difficulty in sleeping because she was hit by tons of questions about life.

The third stage of religious conversion is a quest. This stage is the implication of conflict which carries out Cardona into searching the truth of religion. After being exposed to various kinds of conflicts both from personal and social contexts. Cardona, Willow and Seder began to be motivated to become an active convert who looks for the meaning behind all of the continuous questions trapped on her mind. Rambo distinguishes two types of convert in the Quest stage; they are active convert and passive convert.

Cardona was the active convert; she actively finding some answers to questions about the meaning of life and religion. Cardona's questions on the truth behind every religious meaning were started by the feeling of dissatisfaction with her old religious tradition. Then she tried to get the fulfillment of her rejection by searching the new meaning of religion. In her seeking of peace, there are several things done by Cardona; the first is reading the holy book of Islam and reading references related to Islam. Cardona lives in a western country, which is well known as a secular country; this also has an essential role in Cardona in her freedom to learn a new religion.

> There were times when I tried all kinds of religion and visited various churches (Cardona, 89)

Furthermore, Willow began to learn about Islam independently. The first thing she learned from Islam was the relationship between Christianity and Judaism concerning Abrahamic Religion. If Cardona starts to get to know Islam by meeting Muslim families and reading references about Islam, it is different from Willow, who has the opportunity to learn about Islam on campus.

> We had already faced Confucius, the Stoics, and the Bhagavad Gita and come through relatively unscathed. But as Dr. Wiesel talked about the role of suffering in God's covenant with the Jews, I began to feel uncomfortable (Wilson, 9).

As a student of Boston University who has a cultural and academic interest in Islam before the planning on conversion to Islam, Willow has access to read references about Islam. Willow had already read Qur'an, Sufi Poetry, as well attending an Arabic course in the campus. Those became a kind of intellectual capital that leads her into spiritual connectivity to God. Willow and Cardona have similarities in the spirit of searching for the meaning of Islam in the verses of the Qur'an. Although Islam is a missionary religion that provides excellent opportunities for conversion, Wilson studies Islam independently

> There were no intermediary steps in the act of creation, God simply said Kun, Fa yakun (Wilson, 12)

Before converting to Islam, Willow had capitalized herself with some knowledge of Islam; she believed that she was a monotheist. This led her to get to know more about Islam. The word "Al Haq", which she believes to be true without untruth. Al Haq is one of 99 names of Allah in *Asmaul Husna*, which has the correct meaning.

Having similarity to Wilson, Seder also found the meaning of religion amidst campus life. Campus Life, which finally brought Seder to Islam, Seder began to interact with Muslim Arabs and became interested in culture, music, food, and language. Instead of visiting some religious classes, Seder was researching Islam, and even she bought an English translation of the meanings of the Noble Qur'an. Furthermore, the road to becoming acquainted with Islam began to open forSeder.

> I wanted more and more knowledge. I was like a thirsty, lost of traveller in the desert, waiting to drink from the fountain of truth. I wanted to quench the thirst of my soul. I read the translation of the Qur'an, and its words sang to my heart. (Seder, 2011;67).

After passing the conflict of religious identity, the next stage of religious conversion is encountering someone who can lead the potential convert to the new religion (Rambo, 1993). Seder was introduced to an American Muslim named Melva to whom she learns about Islam and the Arabic language. Every evening, Seder came to Melva's house to discuss Islam. Melva answered Seder Questions patiently about Islam. In this phase, Seder entered the encounter phase in which she begins to learn Islam both from Muslim teachers and to read Islamic books in the library. In the relationship between Seder as a potential convert and Melva as a missionary, Rambo calls it as "translation". The process of translation refers to the communication of new religion messages in an understandable manner, however, Melva's position is as a translator of Islam for Seder (Rambo, 1993; 100).

Some of the potential converts take time through learning about a new religion, as well as Seder. In satisfying her in searching about truth, she paid to some efforts such as learning how to pray, learning about the Arabic language so that she can understand the message written in the noble Qur'an and also reading some books about Islam. The encounter phase is actually referred to as the easy conversion in the religious conversion process. Easy conversion is the phase in which actually potential convert has already chosen the religion. she/ he had pointed out the potential religion by learning a specific religion as well as having a relationship with some members from potential religion. By more learning the potential religion, the potential convert will more be getting lead to formal conversion.

b. The Social Dimension of Religious Conversion Process

In the beginning period, both Cardona and Willow were much influenced by the event of 9/11 in the United States. Islam was more popular because it was related to the event of 9/11, and the media was also much discussed it. For Cardona, the event of 9/11 led her to know more about Islam. She had already learned about various religions and come to different churches, but finally, Cardona chose Islam just after two years after the event of 9/11. Moreover, the event of 9/11 for Willow is the moment of self- conflict between accepting Islam or America where her family and friends live in. Willow had already came to informal conversion to Islam but was still very anxious about the event of 9/11 in which Muslims is related to make some terrors in her homeland. In another hand, Seder who converted to Islam long before the event of 9/11, finally published her memoir about her religious conversion just after the event of 9/11 happened. For Seder, the event of 9/11 had influenced the religious life of the American people. And she had an obligation to share about her conversion story in reclaiming about the truth of Islam in her memoir. Overall, in the beginning, process of religious conversion Seder, Willow and Cadona have similar leading pacing into the next stage of religious conversion, in which the great questioning period about God had caught them to seek the answer.

Cardona's *Through Knowledge I found My Peace after September 11, 2001* mentioned in her memoir that the event of 9/11 impression on her memory and marked the first beginning she wanted to know about Islam. On the other hand, the event of 9/11 can also be seen from the social perspective relating to America, specially related to Islam. Because the event of 9/11 has brought big changes both within Muslim community and in the consciousness and response of the American public (Jocelyne Cesar, 2021).

> The year is now 2013 and many things have occurred since that frightful autumn day in New York. Many countries are living in recession, leaving some without jobs and governments scrambling to find solutions to problems. Revolts like those of the Arab Spring and the numerous shooting massacres happening around the United

States are Prime examples of the changes that are occurring worldwide (Cardona; 26).

Cardona told in her memoir that the event of 9/11 had led her into the curiosity of Islam. Cardona found that there was a miss perception of Islam in America, she believes that religion will not command its people to commit violence and to cause damage on earth. Likewise, Cardona believed that there are several types of Muslims, some of them whom carry out religious orders, and some do not. Cardona insisted on learning about Islam from the trust sources, on getting a complete understanding of the concept of the Islamic religion. Although to get a reference about Islam is not easy for Cardona at the moment. Cardona is one of the Americans women who converted to Islam after 9/11 when Islam began to develop rapidly while at the same time increasing Islamophobia in America.

The increasing number of immigrants who came from Islamic countries to America and the increasing number of white people who converted to Islam indicated that the events of 9/11 had a social dimension to the development of Islam in America. Along with the increasing number of Muslims in America, the higher the chance for Americans to direct contact with Muslims. This can be used as a way to represent that Islam is not merely the same as what is reported by the media that Islam is related to terrorists. Likewise, with the role of memoir writing written by Cardona.

> "they needed an answer that can help them to understand the mysteries of this world". A religion or "way of life" that makes sense to them (Cardona, 25)

Campus life brought the different context to the religious conversion process as told in memoirs. The campus provided a productive interaction among the different cultural backgrounds of students. Willow Wilson's first interaction with Islam was in campus, interacting with some Muslim friends and follows Arabic courses on Campus. Boston University, a campus where Willow took her undergraduate degree, provided some language programs for the students. The program covers some languages, including Middle Eastern and South Asian Languages and Literature. It studies Arabic, Hebrew, Hindi- Urdu, Persian and Turkish. However, Willow narrated in her memoir, The Butterfly Mosque that she studied Arabic language in term of her investigating about Islam. Moreover, Willow's focus study in campus was about history; she also has a chance to discuss Islam with the Professor.

> The Professors I queried said teaching the Qur'an as a work of literature angered Muslim students and put everybody at risk (Wilson, 10).

Not all potential converts have experience about campus life in the process of religious conversion. However, Willow and Seder, in their memoirs mentioned that interaction with several people on campus has allowed them to learn more about Islam. And not all campuses provide as many opportunities as possible for a potential convert to explore religion. Campus life, which provides a variety of cultural and religious interactions, also influences Willow to investigate Islam before finally deciding to become Muslim. Seder in her memoir, also mentioned in her memoir, the Metamorphosis of a Muslim, her interaction with some Muslim friends brought her to have more understanding of Islam. Seder borrowed some English books about Islam from her Muslim friends as well as going to the library to do research about Islam.

The beginning process of conversion is related to several events that trigger American women convert to Islam. in this case, the event of 9/11 was a turning point where conversion to Islam was one of its effects, especially in America. Curiel (2015) revealed that the history of Islam in America could be divided into any number of time periods and immigrations waves but 9/11 has changed the face of Islam in the wider community, especially in the United States. The event of 9/11 changed the perception and the identity

of American Islam more radically than any other events. In a 2007 poll of Muslim-Americans released by the Pew Research Center, 53 percent said that their lives more difficult in the years after 9/11. Furthermore, the biggest problem facing US Muslims respondents said was discrimination, racism, prejudice and being viewed as terrorist. Following those facts, on the other hand, the event of 9/11 actually made some American Muslims flock to open up more to American society, they made a counter narrative in the media by making some video campaign uploaded on *Youtube* to show that Islamis a peaceful one. The event of 9/11 was also a turning point in which many American people then wanted to know about Islam.

The guidance of God also has an influence in the process of conversion, and it could be included on the Rambo's approach on crisis and encounter stage. In the teachings of Islam, every person was born *fitra*, it means that every person has the nature of faith in God. The familiar and often quoted *fiṭra* tradition is attributed to the Companion Abū Hurayra (d. 58/678) who quoted the Prophet as saying:

> Every child is born with the *fiṭra* (*mā min mawlūdin yūladu illā 'alā al-fiṭrati*); it is his parents who make him a Jew or a Christian or *Majūs,* the same way as animals give birth to non-mutilated cubs. Do you think that they are mutilated before you mutilate their noses? [The Companions said]: Oh, Messenger of God, what do you think about those of them who die young? He said: God knows what they would have done [had they lived].

It was clear that every Muslim believes that everyone was born a Muslim, and it is his/ her parents who then make everyone have a different religion. on his/her life then there were some people who then found their *fitra* and convert to Islam through God guidance. so, in the context of Islamic religion, convert means revert to Islam. the conversion to Islam cannot be separated from the concept of *Hidayah* or the divine guidance of God. in the crisis stage, the potential convert experiences various kinds of emotional upheavals that shake their souls such as feelings of pain, fear and loss. In this stage then some convert tried to release it through spiritual way, the guidance of God then came in several ways. In this research, the guidance of God then came through a will on learning more about Islam. Cardona, Willow and Seder came to Islam through reading literature about Islam, attending Arabic class and having intense discussion with Muslim friends.

V. CONCLUSION

Based on the finding of the research, there are two main dimensions which underlined the process of conversion represented in three memoirs, they are personal and social dimension. Personally, there were some aspects which influenced the conversion process as it represented in three memoirs, such as the memory of childhood and the role of family. environmental aspects outside the family also influenced conversion process such as losing friends, campus life, type of reading books and the opportunities to learn other religions. The conclusion is that the motive in conversion is very personal and everyone from different backgrounds has the chance to through the phase of searching religious identity and experiencing a moment that can trigger to conversion.

Social dimension also has the significance in the conversion process, because social symptoms that occur in a community also stimulating the emotion of potential convert. in this study, 9/11 was a turning point in the changing American society looking at Islam both negatively and positively. Within the framework of conversion, 9/11 provides a new discourse about Islam where many Americans are curious about Islam. moreover, one of the effects of 9/11 was conversion to Islam. in this study, the event of 9/11 effect was clearly seen in giving effect to potential convert, where Islam is more widely known in America.

However, 9/11 also created ambiguous feelings on convert, because they are at the crossroads of identity between Islam and America. The social dimension in conversion process is related to America which adheres to secularism. It means that the state does not interfere the religion of its people, and the state guarantees freedom of it. so that various Muslim sects can live peacefully side by side in America.

The using of memoir in narrating about the conversion process experience in this research, indicated that there are several reasons behind the women converts to write their experiences in memoir. the first is that memoirs are considered the most representative media to tell about conversions, other than in the form of videos which is currently found on the *Youtube* channel. The second, memoir is used by converts to describe Islam in America from the eyes of Muslim convert. The three memoirs in this research have similar plot that describes conversion process and post chronologically.

This research has implications on the social sphere, so in theory, religious conversion is not limited to the fields of psychology and development theory. However, some social theories are also able to look at the religious conversion phenomenon. Further researcher can analyze religious conversion by using social theories to see the phenomenon of religious conversion in the broader context to get a complete picture of religious conversion by combining personal and social approaches.

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APPLYING VOCABULARY GUESSING GAME VIA ICT FOR SUSTAINING STUDENTS MOTIVATION ON READING COMPREHENSION IN DISRUPTION ERA

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One of the success of language learning is the mastery of four language skills, i.e., listening, speaking, reading and writing. Therefore, in this study of reading comprehension is implemented through applying English vocabulary guessing game via ICT. The research objective is to find out the students reading comprehension ability and to analyze the correlation between reading comprehension ability and vocabulary guessing game. The study used quantitative method with Quasi-Experimental Design. Reading comprehension strategies used were efficient silent reading, skimming, scanning, clustering, guessing word and vocabulary analysis. The results of the study showed that there was a significant increase in reading comprehension after the implementing of English vocabulary guessing game and a positive correlation between English vocabulary guessing game and reading comprehension ability. Vocabulary guessing game integrated into reading comprehension ability is the originality of this research.

Key Words: Vocabulary guessing game, ICT, students motivation, reading comprehension.

I.   Introduction

Industry revolution 4.0 and disruption era enhance the attainment by such synergetic linking technology as cloud computing, internet of things, with further enhanced artificial intelligence and virtual with augmented realities (Hocheng, 2018). Industrial revolutions always bring with them radical changes and with various degrees disruptive effects on the existing or ongoing technologies. In this conjunction, radical changes in doing education are now forthcoming, and some traditional ones are being disrupted (Suherdi, 2018). In relation to the teaching English, especially teaching reading comprehension , teacher should make a learning becomes more interesting and enjoyable experience (Huriyah, 2014). Enjoyable English learning can run well if teachers use ICT. ICT can enhance interactive teaching and learning styles and provides many opportunities for creativity. When used imaginative work, advance the extent of cognitive challenge, and extend students ability to be confident in their use of the new language. (Radfar & Hussain ,Z, 2018). ICT also gives a powerful way of enabling students to be fully interested in their language training process. Assignments made at home, at school or on a trip a way can be upload to a learning program.

Teacher should be able to design reading comprehension learning as creative as possible for sustaining students motivation to the lesson with providing English vocabulary guessing game. Teacher also should allow the students to learn with playing through game via ICT, asking questions, discussion, doing meaningful something and motivating them to become a learning as enjoyable experience (Huriyah, 2015). A learner wants to learn if a learner sees a learning as an enjoyable experience (Silberman, 1996). If a learner is asked to answer questions with game, discussion, observation or order him to discuss material, those will be able to enhance learner score significantly.

Reading comprehension material is not only concentration on reading but it has concentration on comprehension. So that, reading comprehension is one of essential skills for students to learn both in second/foreign language context. Reading is a psycholinguistic guessing game (Hadley, 1993). Involving the interaction between thought and language. It involves the ability to anticipate that which has not been seen is vital in reading. In Top-Down models of reading comprehension, where the reader is thought to begin with higher order concepts (such as one's general knowledge of a topic or situation) and work down to the actual features of the text (such as words, phrases, morphology, syntax and rhetorical and mental abilities to interpret the meaning of a text (Cain, Oakhil & Elbro, 2014). Readers should have the ability to decode, recognize sights, words (vocabularies and to associate what is read with the knowledge they have (Novianti , et.al., 2019). The background knowledge or schemata plays an important role in reading comprehension (Al-Faki & Siddiek , 2013). With schemata, a student has already known in the past and relates it to the new experience that he or she has. Schema quite simply as what one already has known about a subject. Students who have more related background knowledge and vocabulary mastery and its guessing, they will comprehend the text better in reading comprehension (Maslahatin, 2015).

In reading comprehension, teacher should provide English vocabulary guessing game via ICT to improve students motivation on reading comprehension. Vocabulary guessing game is one of the solution to solve students problem in reading comprehension learning and it also can enrich the students vocabulary (Masruddin, 2019). Guessing vocabulary from context is better strategy (Brown, 2007). The words and sentences surrounding a particular word to help students guess that word's meaning. Usually the guesses of teacher makes, will be accurate enough for students to understand the writer's idea. In this case, a teacher should be creative in making the guesses. Whereas students also should have the ability to guess English vocabulary with vocabulary knowledge they have. To be successful on reading comprehension material, students should have some strategies for reading comprehension learning, for example: use efficient silent reading techniques for relatively rapid comprehension, skimming, scanning, semantic mapping or clustering, guessing, and vocabulary analysis (Brown, 2007). In reading comprehension, students have sufficient English vocabulary and high motivation. Students are also prerequisite for both accuracy and fluency in reading comprehension, so that students can easily comprehend what has been read.

In reality, the level of students reading comprehension is still below expectations. Research by Huriyah (2017) reveals that students English reading comprehension on the average is still in the moderate category. When a writer teaches reading comprehension also found that many language students have experienced at one time or another the difficulties and frustration that can arise when attempting to understand a spoken or written text in the foreign language, especially when a student is in the earliest stages of language study, some of the causes of difficulties are in reading comprehension. Many students also have difficulties in English vocabulary guessing and have low learning motivation when they instructed to read and to comprehend an English text. The most affecting problem is language barriers (vocabulary, pronunciation, grammar and fluency), and psychological factors (anxiety, attitude and lack motivation) (Abror, et,al., 2018). The most of English students have weak motivation, lack in self confidence, afraid of making errors, lack in vocabulary mastery, feeling shy or in secure while using English as foreign language (Win, L., A, 2017).

The ability of English vocabulary guessing via ICT should be owned by students who are in language study. English vocabulary also should be recognized to the students who want to learn reading comprehension. Vocabulary is believed to be the building block

and basis of communication in a foreign language (Nation, 2009). Vocabulary means the appropriate diction which is used in communication. Without having an adequate vocabulary, students can not communicate effectively or express their ideas both oral and written form (Baleghizadeh & Ashoori, A, 2010). Having a limited vocabulary is also a barrier that precludes learners from learning a language. Vocabulary learning is not only a goal, but also it helps learners listen, speak, read or write better (Farvardin, 2019). Students need to know 95-98% of words to understand a text which implies that foreign language learners should learn a large number of word families (Schmitt, 2008). Words knowledge is complex and multifaceted, as it involves the knowledge of word form, meaning, and usage (Farvardin, 2019). Morever, vocabulary knowledge includes not only acquiring the knowledge of words, but also multi-word phrases that have a clear and formulated usage (Mutlu & Kaslioglu, 2016). Based on vocabulary research suggests that English as a foreign language learners demonstrated fairly low levels of lexical knowledge (Wulyani, et,al., 2019). Web and Change (2012) state that learners fail to master even the most frequent 1000 words (vocabularies) of English even after some years of study. There fore, English learning as a foreign language, especially in reading comprehension heavily depends on learning its vocabulary and also students learning motivation.

Motivation is certainly the power that turns the students wheel of learning (Juhana, 2012). Without this power , a student is unable to read or to speak English, because it is an important and the main factor to make students free and capable to read and to speak English. It also makes them enthusiastic and encouraged to read and to speak English consecutively. Motivation is something that drives some one to do activities (Huriyah, 2013). Motivation is a key to students English learning success. So, one of the teacher's main aims should be able to help students to sustain their motivation (Harmer, J, 2007). Teacher is able to motivate students to develop their language skills, more particularly in reading skills in natural way during the interaction (Maming, K, 2018). Students need to feel that the teacher really cares about them, if students feel supported and valued, they are for more likely to be motivated to learn. A foreign language learner who has certain motivation, i.e., he/she wants to be like a foreigner and has self confidence in learning English, especially, in reading comprehension, she/he will get more successful than who has low motivation and self confidence (Hadley, 1993).

Based on description above, the questions of research in this study are:

1. Can vocabulary guessing game via ICT improve students reading comprehension?
2. Is there any correlation between the applying of vocabulary guessing game via ICT to students motivation on reading comprehension?

   Based on the research questions above, the objective of this study is to know the increase in reading comprehension ability of English Language Teaching Department students after applying of English vocabulary guessing game via ICT, the correlation between applying vocabulary guessing game via ICT with students reading comprehension ability and the contribution of vocabulary guessing game via ICT to students reading comprehension.

II. Method

a. Research Design

This study is a quantitative research with a Quasi-Experimental Design (Creswell, 2013; Creswell, 2014; G, L.R. Airasian, P., 2010). The experimental class was given treatment. Students were given a pre-test before the treatment, and a post-test after the treatment. Table 1 shows the design.
Table 1. Research Design

The 12th International Conference

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Adab-International Conference on Information and Cultural Sciences

THE 3RD INTERNATIONAL SYMPOSIUM

Pretest	Treatment	Post-test
O_1	X_1	O_1

Note : O_1 = a test to measure students reading comprehension
           X_1 = the use of English vocabulary guessing game via ICT

b. Sample of Research
    The study population consisted of all second semester students majoring in English Language Teaching Department at one of the Islamic Colleges in West Java, Indonesia in 2018-2019. The population was 105 students, while the sample was taken is 31 students. Courses that applying of vocabulary guessing game via ICT in English Language Teaching Department when the students are learning vocabulary material and reading comprehension material.

c. Procedure and Instruments
    The instruments used in this study were questionnaire and test. The questionnaire was used to determine students motivation on reading comprehension, while test were used to determine students English vocabulary guessing game via ICT ability. The test questions were on reading comprehension with strategies for reading comprehension from Brown's (2007) study. The measured reading comprehension included use efficient silent reading techniques; skimming; scanning; clustering; guessing word and vocabulary analysis. The test consisted of a pre-test that was done before learning and a post-test was done after learning.

    The reading comprehension material was carried out for one semester which consisted of 10 meetings for theoretical learning sessions and six meetings for practicum sessions. Reading comprehension strategies applied to the learning theory through learning English reading comprehension texts with the activities are as follows : translation; silent reading techniques, skimming; scanning' clustering; guessing of word, vocabulary analysis, answering the questions from texts and completing empty sentences. Whereas reading comprehension strategics in practicion learning through reading comprehension strategies in practicum learning through reading comprehension of English texts : answer the questions, translating English text into students language, vocabulary guessing game, discussion and presentation in reading comprehension activities, there is feedback from lecturers.

d. Data analysis
    To find out the effectiveness of applying of English vocabulary guessing game via ICT, test results and questionnaire results for students motivation on reading comprehension, namely the scores of pre-test and post-test were analyzed. T-test was used to find out the differences in the increase of students reading comprehension and ANOVA test was used out the difference in improvement in each aspect of comprehending and each topic of reading comprehension. The correlation test was to determine the relationship between vocabulary guessing game via ICT to students motivation on reading comprehension.

    Based on the analysis, it is seen through the increase in the score of reading comprehension test result. Improving of reading comprehension is seen based on the N-Gain value. The N-Gain criteria used are according to Gloria, et, al., (2019), with N-Gain formula as follows.

N-Gain = Spost - SpreSmaxi - Spre

Note :

N-Gain = Normalized gain
Spost = Post-test score
Spre = Pre-text score
Smaxi = Maximum score

Criteria for N-Gain result can be seen in the following table 2

Table 2. N-Gain Criteria

N-Gain Criteria	N-Gain
1. Low	0 – 0.30
2. Moderate	0.31 – 0.69
3. High	0.70 – 1.00

III. Results and Discussion

1. Improving on students reading comprehension after application of English vocabulary guessing game via ICT.

The students reading comprehension data were taken through test questions with strategies of reading comprehension from Brown (2007), which consisted of six aspects of efficient silent reading techniques; skimming; scanning; clustering; guessing word; and vocabulary analysis. Here are data consisted of pre-test and post-test results.

To find out the increase of students reading comprehension value, t-test was done through paired t-test. The output results showed that t-observed value 13.53 with a significance of $0.000 < 0.0005$. the conclusion showed there is a significant difference between pre-test and post-test value. This means that application of English vocabulary guessing game via ICT had an effect on improving the students reading comprehension. Criteria of increase consisted of low, moderate, and high are seen based on the N-Gain value. Table 3 shows the N-Gain students reading comprehension based on the criteria.

Table 3. N-Gain of students reading comprehension ability

No	N-Gain Criteria	Quantity	Percentage
1	Low	5	16
2	Moderate	24	78
3	High	2	7

The application of English vocabulary guessing game via ICT enhanced students reading comprehension ability by a moderate criterion of 78% proving that this learning has had a positive effect and a positive contribution. Vocabulary guessing game via ICT from a context that are carried out continuously can train the students motivation on reading comprehension. Although the N-Gain is still in the criteria of moderate, there is still any positive and significant increase in the value before and after the applying of vocabulary guessing game via ICT to the students motivation on reading comprehension.

Each aspect of reading comprehension had a different increase, the students reading comprehension per aspect with each of the N-Gain criteria are seen in figure 1. In figure 1 shows the criteria of increased reading

comprehension per aspect. The low N-Gain criterion held by the students is on skimming aspect 82%. Students who had reading comprehension ability in moderate criteria were 13 %. The highest criterion was found in aspect of silent reading which is 39 %.
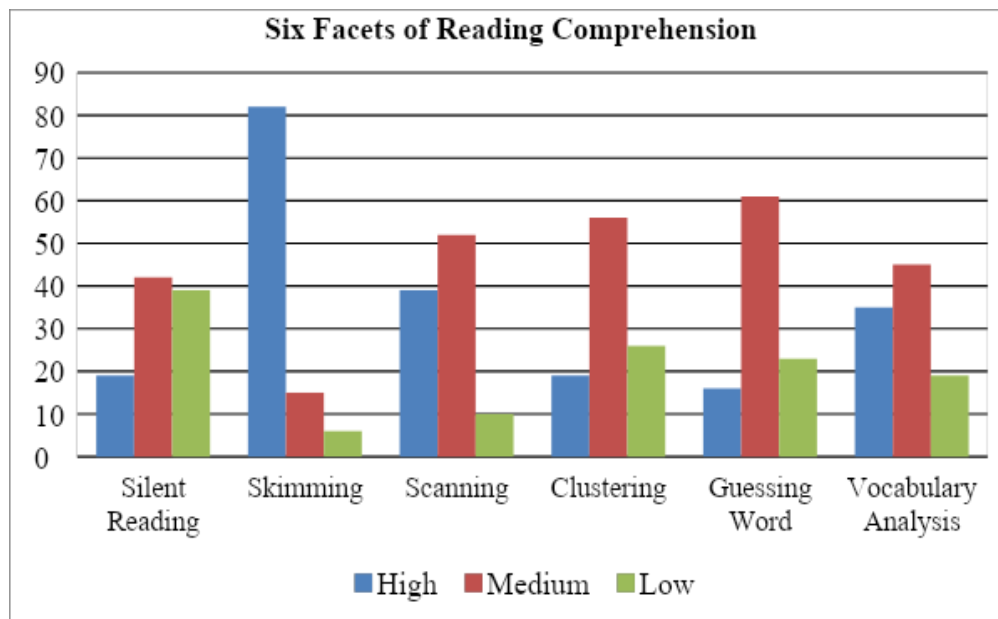
Figure 1. Percentage N-Gain Criteria

The skimming aspect was included as the difficult aspect, to the form. Skimming is the ability to read a book on the face of it. From figure 1, it can be concluded that vocabulary guessing game had not been able to form a high reading comprehension ability of aspect of skimming, unlike the other aspects of silent reading, scanning, clustering, guessing word and vocabulary analysis.

**2.	The Differences of the increase of students reading comprehension ability per aspect after the application of vocabulary guessing game**

Test of ANOVA was used to know the difference in the improvement of students reading comprehension per aspect after applying English vocabulary guessing game. The result showed that the value of t- observed equals to 8.673 with significant value of 0.000 < 0.005, so, it can be concluded that the improvement of each aspect is different. More details can be seen in table 4.

Table 4. Differences in the increase of students reading comprehension ability per aspect.

No	Reading Comprehension	Pretest	Posttest	N-Gain	T-Count	T-Table	Sig	Criteria
1	Silent reading	1.742	3.935	0.509	9.743	2.048	0.000	Significant
2	Skimming	2.161	1.839	-0.033	7.068	2.048	0.048	Significant*
3	Scanning	2.032	3.000	0.197	7.182	2.048	0.000	Significant
4	Clustering	0.903	2.258	0.570	8.235	2.048	0.000	Significant
5	Guessing	3.000	4.710	0.534	7.898	2.048	0.000	Significant
6	Vocabulary Analysis	2.323	4.387	0.429	7.135	2.048	0.000	Significant

* Significant of pre-test is greater than post-test

Table 4 shows the differences in the average N-Gain values of each aspect. The highest N-Gain value is the clustering aspect with an average of 0.57, while the lowest is in the skimming aspect with an average of -0.033. The value per aspect of reading comprehension ability is seen based on the N-Gain of each aspect of reading comprehension ability is shown more clearly in figure 2.
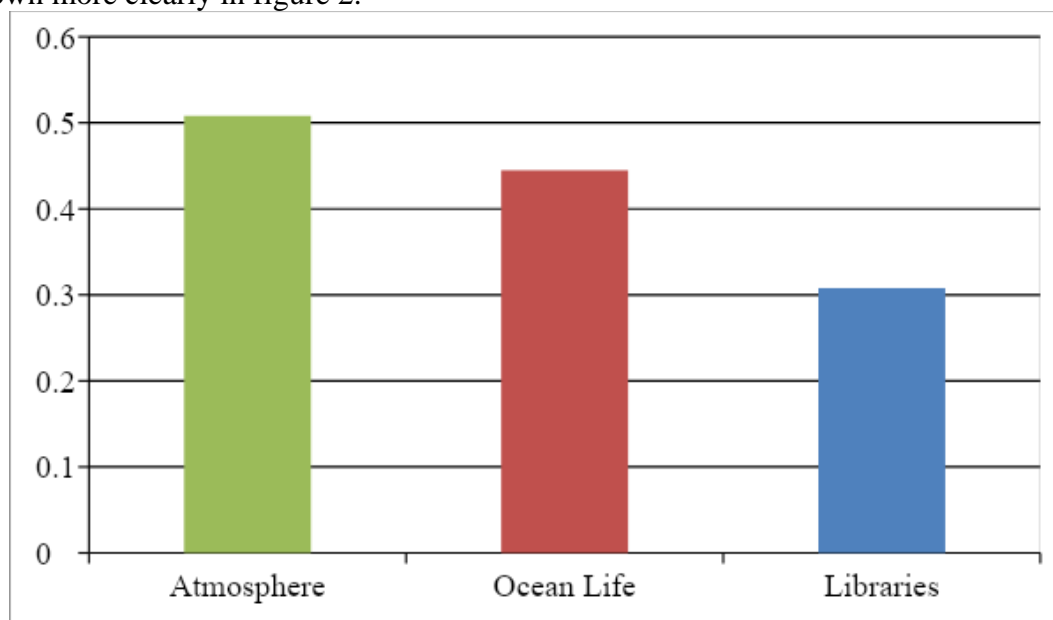
Figure 2 : N-Gain of Reading Comprehension

Figure 2 shows the increased reading comprehension ability per aspect. Skimming aspect has a low and negative increase and the means the post-test value is lower than pre-test. The aspect of clustering has the highest increase, N-Gain of 0.57. in addition to aspect of clustering, aspect of silent reading and guessing word have a respectively fairly high increase of 0.5 and 0.53 respectively.

The aspect of skimming has the lowest increase. Table 2 shows the negative N-Gain for this aspect. The components of vocabulary guessing game such as feedback should be able to train students to have ability of skimming reading, but it did not occur in this study. Except for the aspect of skimming reading, the other five aspects of reading comprehension strategies had positive and significant improvements. The clustering is the highest comprehension that improved. Questions for the reading comprehension tests that have clustering indicators can be answered well by students, English vocabulary guessing game encourages students to be better on reading comprehension ability, this is because the components of vocabulary guessing game and clustering are applied.

3. Understanding per topic on the reading comprehension course

The result of ANOVA test shows that the value of t. observed is 3.614 with significant value 0.033 smaller than 0.05. Thus the value of N-Gain of atmosphere topic, ocean life topic, and libraries topic is different, meaning that each topic in the course of reading comprehension learning has different comprehension value. More clearly the result of the ANOVA test can be seen in table 5.

Table 5. ANOVA test results: Differences in increase per topic in the subject course of reading comprehension

	Sum of squares	Df	Mean Square	F	Significant
Between groups	.647	2	.323	3.614	0.031
Within groups	8.063	90	.091		
Total	8.710	92			

Each topic in the course of reading comprehension has a significant value of reading comprehension ability after the application of English vocabulary guessing game. This suggests that vocabulary guessing game via ICT gives different effects on students reading comprehension ability of each topic in the course of reading comprehension learning. Differences in value per topic are more clearly shown in figure 3.
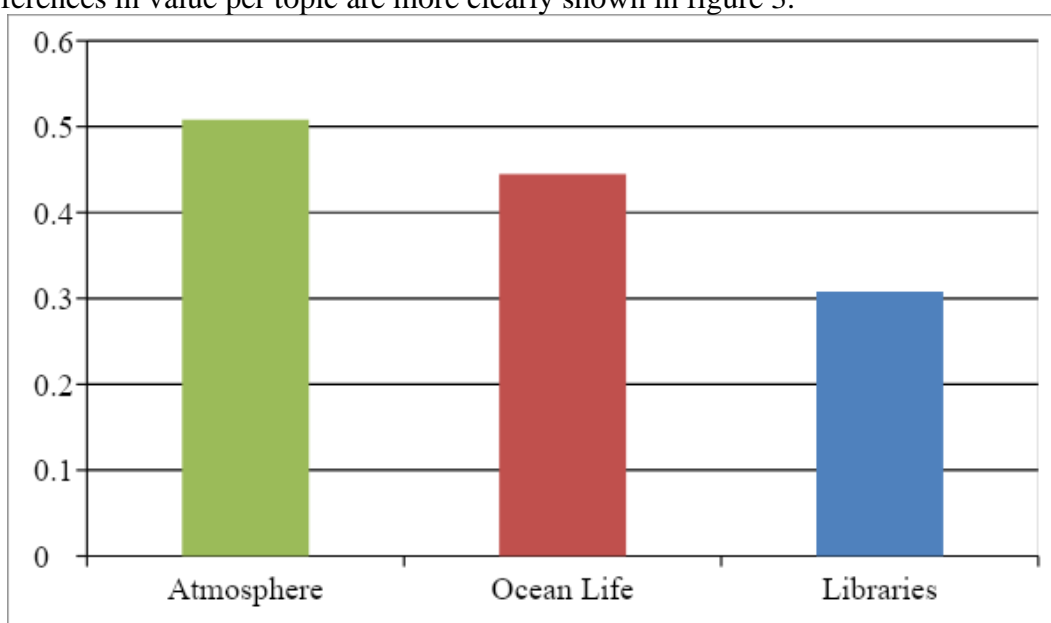
Figure 3. Improvement in reading comprehension per topic on the course of reading activity

In figure 3, there is a noticeable increase in reading comprehension activity of each topic. i.e., Atmosphere, Ocean life and libraries topic. From these three topics, i.e., Atmosphere topic has the highest value of reading comprehension activity and the libraries topic has the lowest increase in reading comprehension value. The difference between topics with the highest value of reading comprehension with the lowest reading comprehension is quite large which is 0.2.

On the topic of atmosphere was studies by learners, when viewed from the understanding of reading obtained by students, this proved that English vocabulary guessing game was very influential on the reading comprehension ability on the topic. The strategies of reading comprehension implemented had a significant effect, so the components of vocabulary guessing game on the students' motivation in reading comprehension were used. Never these, overall vocabulary guessing game for sustaining students motivation in reading comprehension has established a significant increase for all topics in the reading comprehension activity. It is proved by the fact that difference in the value of N-Gain between the topic is not too far away, only about 0.1. Based on the N-Gain

criteria (Milzer, 2002). The three topics of reading comprehension activity are included in moderate criteria (0.3 – 0.6)

Understanding that is formed on each topic of reading comprehension activity proved that English vocabulary guessing game via ICT is effective in improving students reading comprehension ability.

b. The correlation and contribution of vocabulary guessing game via ICT to reading comprehension based on students motivation

The correlation test between vocabulary guessing game via ICT on students motivation on reading comprehension was given. The correlated variables are the value of students motivation on reading comprehension with the value of reading comprehension. Questionnaire on students motivation in reading comprehension consists of statements on three components of the reading comprehension, i.e., Answering "Question" translating paragraph; and completing empty sentence. While the value of reading comprehension is the value of students test in the issues of the material in reading comprehension activity. More clearly the results can be seen in table 6.

Table 6. The Results of the correlation test of the components of reading comprehension with applying vocabulary guessing game on students motivation

Variables	r-Count	r-Table	Remark
Answering question	0.366		Significant
Translating paragraph	0.667	0.3550	Significant
Completing empty sentences	0.581		Significant

Note : Answering questions, translating paragraph and completing empty sentences are from reading comprehension activity

Table 6 shows the correlation test results between three components of the vocabulary guessing game via ICT and the students motivation of reading comprehension value. From the result of the correlation test, it was obtained that all $r_{count} > r_{table}$. The conclusion is all the students motivation about the components of vocabulary guessing game via ICT with the value of reading comprehension have a significant correlation.

The formula of the test used regression analysis to determine the value of contribution of vocabulary guessing game with ICT to the students motivation on reading comprehension. The value of R^2 is known at 0.547, its meaning that the vocabulary guessing game with ICT contributes 54.7% for sustaining the students motivation on reading comprehension.

The presence of significant correlations between all components of the vocabulary guessing game with ICT can not separated from application of vocabulary guessing game with the value of reading comprehension strategies (silent reading, skimming, scanning, clustering, guessing word and vocabulary analysis) were carried out in each vocabulary guessing game strategies. Vocabulary guessing game strategies used were answering questions, translating paragraph and completing empty sentences, and the six facets of reading comprehension components were always applied in this research.

The contribution of each component of vocabulary guessing game with ICT consisting of answering question, translating paragraph and completing empty sentences on reading comprehension activity based on students motivation is shown in table 7.

Table 7. Contribution of vocabulary guessing game with ICT on students motivation on reading comprehension

No	Variables	R2	Percentage
1	Answering question	0.134	13.4%

| 2 | Translating paragraph | 0.447 | 44.7% |
| 3 | Completing empty sentences | 0.337 | 33.7% |

Table 7 shows that answering question contributed the lower (13.4%), while translating paragraph gives the highest contribution (44.7%). However, all three components of the vocabulary guessing game with ICT contribute to the students motivation. More clearly the contribution of the components of the vocabulary guessing game to each aspect of reading comprehension is shown in figures 4, 5, and 6.

In figure 4. Contributing of answering question is very dominant to the aspect of scanning of six facets of reading comprehension, but it does not contribute at all to the aspect of silent reading. In figure 5, the dominant of translating paragraph contributes to the silent reading of reading comprehension aspect. While in figure 6, the dominant of completing empty sentences contributes to the guessing word of reading comprehension.
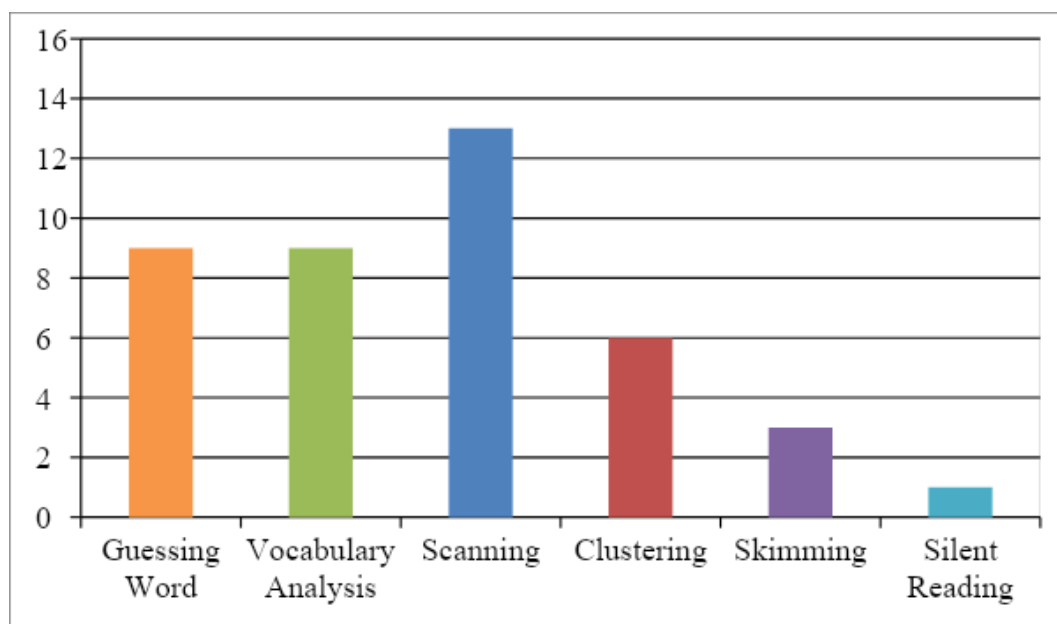
Figure 4. Scanning contribution of reading comprehension
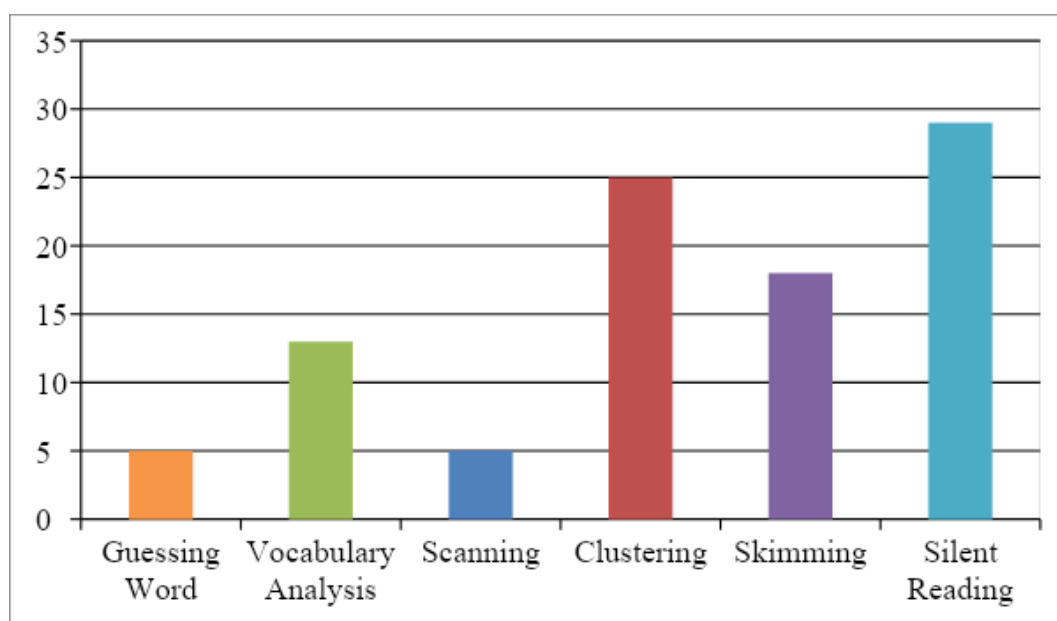
Six Facets of Reading Comprehension
Figure 5. Silent reading is contribution to reading comprehension
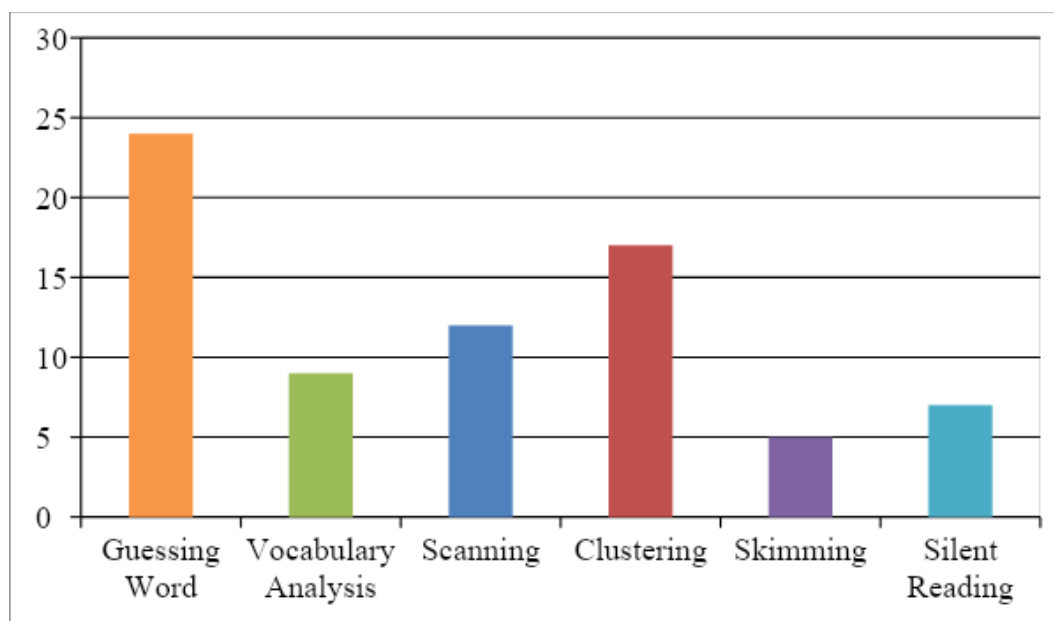
Figure 6. Guessing word contribution to reading comprehension

The component of vocabulary guessing game via ICT with answering question, it gives the highest contribution to the aspect of scanning of reading comprehension aspect of 13% and gives the lowest contribution to the silent reading aspect with zero percentage Answering question applied in questioning strategies (Brown, 2007). Teacher questions give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves. Teacher questions give the instructor immediate feedback about students' comprehension.

Translating paragraph component contributes greatly on silent reading aspect of reading comprehension and it contributes the least to the scanning aspect. This was proved by translating paragraph given during the implementation of the reading comprehension strategies made the students a ware of his/her mistake. With his/her mistakes, the students will learn more how to translate paragraph. Translation generally proceeds in the following phrases. Firstly, analyzing is the message of given text in a language is analyzed in terms of grammatical relationship and the meaning of the words and contributions of words. Secondly, transferring from one language to another language. Thirdly, restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in target language (Nida & Taber, 2001).

The completing empty sentences provide the greatest contribution to the guessing word of reading comprehension aspect of 24% and gives smallest contribution to the skimming aspect of reading comprehension.

IV. Conclusion

Vocabulary guessing game via ICT can improve students motivation of six facets of reading comprehension, i.e., efficient silent reading, skimming, scanning, clustering, guessing word and vocabulary analysis. The aspect of efficient silent reading of six facets of reading comprehension that has increased the most. In the course of reading comprehension with applying vocabulary guessing game via ICT which the materials

consist of topics of atmosphere, ocean life and libraries, the atmosphere topic has the highest increase in reading comprehension; the next topics are ocean life and libraries.

Vocabulary guessing game via ICT has a significant correlation with the students motivation on reading comprehension. The contribution was given by the application of vocabulary guessing game via ICT is 54.7%. Among the three components of the vocabulary guessing game via ICT, answering question is the component that gives the lowest contribution to the reading comprehension at 13.4%, while translating paragraph is the highest.

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EFL Teachers' Reflections on Adapting to Artificial Intelligence in EFL Classroom

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The integration of Artificial Intelligence (AI) in the field of education, particularly within the context of English as a Foreign Language (EFL), has become increasingly growing. This research was conducted to describe the EFL teachers' perspectives on adapting to AI in the classroom. This study focuses on three main areas: teacher acceptance, experience, and perceived training needs. A qualitative approach was used by employing thematic analysis. Interviews were conducted with EFL lecturers at the Institut Agama Islam Negeri Bone. The results show that while respondents have positive opinions on AI, they are still concerned about its application in the classroom. In addition, concerning the aspect of experience, the lecturers are already familiar with the use of AI in educational settings and indicate both challenges and benefits of AI usage. Another finding indicates that lecturers emphasize the need for institutional support for educators' professional development regarding AI technology such as the requirement for AI usage training. Thus, this research contributes to the discourse on educational technology by describing the specific contexts and needs of EFL teachers in Islamic higher education settings. The implications of these findings suggest that educational institutions should develop structured support systems and training programs that enhance teachers' AI competencies and address their specific concerns.

Keywords: artificial intelligence; EFL classroom; teachers' adaptation.

1. INTRODUCTION

Artificial Intelligence has gained widespread attention in recent years due to its potential to significantly change the way learning and teaching are done. AI has the potential to enhance the effectiveness of English Language Teaching methods and help individuals acquire a foreign language (Mohamed, 2023; Song & Song, 2023). As the field of ELT continues to evolve, more practitioners are exploring the possibilities of utilizing AI-powered tools and methods in their language classrooms to meet the varying needs of their students(Eslit, 2023; Tapalova & Zhiyenbayeva, 2022). This intersection of AI and ELT presents a rich area for investigation, particularly concerning how teachers perceive and adapt to these technological advancements.

Despite the excitement about the potential impact of AI on the way ELT is done, there are still many hurdles that need to be overcome in order to fully integrate it into the classroom. One of these is the way teachers are able to adapt to the technology in higher education. This involves learning how to integrate various AI-based tools into their practices, such as automated assessment systems and language learning apps ((Dai et al., 2023; Nazari et al., 2021; Tayan et al., 2024). The increasing emphasis on the importance of English as a core skill in higher education has highlighted the need for the integration of

AI in the classroom. This issue can have a significant impact on the language learning outcomes of students and how they prepare for the workforce of the future.

The exploration of EFL teachers' perspectives on adapting to AI technologies carries broader implications for educational policy and practice (Kim & Kim, 2022; Moorhouse & Kohnke, 2024). Understanding the factors influencing teachers' acceptance and utilization of AI tools can inform the development of targeted professional development programs and instructional strategies to support teachers in leveraging AI effectively (Ng et al., 2023a). This research is expected to contribute to the development of a more informed discourse about the role of technology in the way language education is done. It can also help shape the future directions of ELT training and curriculum design. As the field of ELT continues to evolve, it is important that the perspectives of teachers are analyzed to ensure that the quality of instruction is maintained.

The literature on AI integration in education illuminates the multifaceted nature of teachers' readiness and perceptions towards AI-driven technologies. Celik introduced the Intelligent-TPACK framework, emphasizing the significance of teachers' professional knowledge in ethically integrating AI-based tools into educational practices. By extending the TPACK framework to incorporate ethical considerations, Celik underscores the pivotal role of pedagogical and technological competencies in navigating the complexities of AI integration (Celik, 2023). Additionally, Shahid et al. shed light on the psychological factors influencing university teachers' attitudes towards AI-based assessment systems. Their study elucidates the intricate interplay between anxiety, resistance to change, and adoption readiness, offering valuable insights into the determinants of technology acceptance within educational contexts. By synthesizing the UTAUT model's antecedents in a novel manner, Shahid et al.'s research contributes to a deeper understanding of the factors influencing teachers' attitudes towards AI-driven innovations (Shahid et al., 2024). Furthermore, Al-khresheh provides critical insights into the practical implications of AI integration in English Language Teaching (ELT). Through qualitative inquiry, he highlights teachers' perceptions of the pedagogical benefits and challenges associated with AI-driven language generation tools. Their findings underscore the importance of fostering teacher agency and providing targeted professional development opportunities to harness the potential of AI technologies effectively in language instruction (Al-khresheh, 2024). Moreover, Fleckenstein et al. in 2024 draw attention to the challenges posed by generative AI in educational assessment. Their experimental studies demonstrate the difficulty experienced by teachers in distinguishing AI-generated texts from those authored by students, raising concerns about the reliability of traditional evaluation methods in the digital age. Fleckenstein et al.'s findings underscore the need for educational stakeholders to critically evaluate the implications of AI technologies on assessment practices and explore innovative approaches to ensure the validity and integrity of academic evaluation processes (Fleckenstein et al., 2024).

This study analyzed the various perspectives of EFL teachers about the use of AI in their language classrooms. It also looked into the practical experiences and training requirements that they need in order to effectively integrate it into their practices. Through a comprehensive analysis of the multiple factors that influence the development and implementation of AI in higher education, the study provides a valuable guide for future ELT training and curricula. The study was conducted in the context of Islamic higher education to collect information about the experiences of EFL teachers with the use of AI tools. It also explored the various training needs of teachers who are working with AI in their language classrooms. The study's anticipated findings will provide evidence-based strategies to improve the effectiveness and readiness of teachers using AI technologies in

higher education. It will also help pave the way for future initiatives focused on advancing EFL in Islamic institutions.

2.   RESEARCH QUESTION

How do EFL teachers' reflections on adapting to AI in the EFL classroom relate to their acceptance, experience, and training needs?

This research question directly addresses the focus on understanding the perceptions, experiences, and training needs of EFL teachers in adapting to AI technology within the EFL classroom. By examining these factors, the study aims to uncover insights into how EFL teachers navigate the integration of AI tools and inform strategies to enhance their readiness and effectiveness in utilizing AI technologies.

3.   RESEARCH METHOD

The research methodology employed in this study adheres to a qualitative approach, specifically utilizing a case study to explore the phenomenon of EFL teachers' reflections on adapting to AI in the EFL classroom within the context of Islamic higher education. The primary source of data for this research consists of faculty members from the Institut Agama Islam Negeri Bone, selected through purposive sampling. In-depth interviews will serve as the primary method of data collection, allowing for a rich exploration of participants' perspectives, experiences, and training needs related to the integration of AI in EFL instruction. The choice of in-depth interviews aligns with the qualitative nature of the study, facilitating a detailed examination of participants' insights and enabling the researcher to uncover nuanced understandings of the research topic. Conducting the research within the premises of the Institut Agama Islam Negeri Bone provides a suitable setting for capturing the perspectives of EFL teachers within an Islamic higher education context. The location of the study offers access to a diverse pool of participants who possess firsthand experience in teaching EFL courses and are likely to offer valuable insights into the integration of AI technologies in this educational setting.

Data analysis will be carried out using thematic analysis, a widely recognized method for identifying patterns, themes, and meanings within qualitative data. Thematic analysis involves systematically coding and categorizing qualitative data to identify recurring themes and patterns, thereby enabling the researcher to derive meaningful insights from the collected data. By employing thematic analysis, this study aims to uncover the underlying themes and patterns that emerge from the participants' responses during the in-depth interviews. This rigorous analytical approach ensures the credibility and reliability of the study's findings, contributing to the robustness of the research outcomes.

4.   FINDING AND DISCUSSION
4.1 Perspectives on AI Integration in EFL Teaching

The finding from the interview with the respondents indicate that most of them are optimistic about the potential of AI in English as a foreign language teaching. Although some respondents are positive about the potential of AI in English as a foreign language teaching, they expressed their concerns about the reliability and accuracy of the generated materials using it. For instance, respondent 1 state: "*Sejauh ini saya sangat setuju dengan penggunaan AI pada pengajaran Bahasa Inggris. AI banyak membantu saya dalam melakukan kegiatan pengajaran, misalnya membuat materi ataupun membuat soal*" It means that teachers think AI can help improve the efficiency of teaching and provide different learning experiences. However, they also noted that they need to be involved in

the design and implementation of AI resources to ensure that they meet their goals. This indicates that there is a growing awareness of the limitations and risks of using AI in education.

In addition, there is varying level of conviction among the respondents when it comes to AI's capability to improve the teaching of English as a foreign language (EFL). Some of them are convinced that the technology can help improve the outcomes of learning by delivering adaptive learning paths and personalized feedback. Others, however, believe that while AI can help improve the teaching of English, it should be integrated and carefully managed to avoid undermining the traditional methods. This divergence highlights the varying expectations regarding the technology's role in education. While it is widely believed that it can help improve the effectiveness of learning, its actual impact on the process depends on the type of educational context it is being utilized in.

Aside from the technological aspect, the main factors that influence the opinions of the respondents when it comes to the use of AI in the teaching of English are the ethical and pedagogical concerns (Alhalangy & Abdalgane, 2023; Han et al., 2023). The data from the interview with teachers noted that the systems should be aligned with the educational objectives of the school. The respondents expressed their concerns about the accuracy of the information that AI provides and the potential for introducing errors in the learning environment. They also pointed out the need for more rigorous testing before it can be used in English lessons. In addition, they were worried that the technology could depersonalize the learning experience by reducing the interactions between students and teachers. This suggests that a cautious approach should be taken when using AI in the teaching process. The respondents' decision to use AI in EFL classrooms is contingent on carefully evaluating its various advantages and possible disadvantages. Doing so ensures that its adoption enhances the learning process rather than mars it

They also spoke of their varying understanding of the uncertainties and risks associated with the utilization of AI in the teaching of English as a foreign language. Most of them were concerned about the reliability of the AI-generated content and the potential for introducing inappropriate or inaccurate materials. Respondent 4 argued that there are maybe risks and uncertainties to use AI, such as algorithmic, bias and the potential misuse of the platform. This caution is supported by the belief that maintaining high standards and ensuring the integrity of the instructional content should be prioritized (Alhalangy & Abdalgane, 2023; Stasser, 2023). The respondents also stated that they were worried that too much reliance on technology could affect the abilities of students to think critically and solve problems as stated by respondent 2 *("Meskipun teknologi AI memiliki banyak potensi untuk meningkatkan pembelajaran, menggunakannya terlalu sering dapat menyebabkan ketergantungan yang berlebihan dan menghambat kemampuan mahasiswa untuk belajar secara mandiri")*. As a result, there is a growing recognition that the use of AI should be integrated into a manner that supports traditional teaching methods. It should not replace the direct engagement of teachers.

Most of the respondents indicated that they were confident that they could effectively integrate AI into their English lessons. Some of them noted that they were already prepared for the use of such technology, while others said they were still in the process of learning more about it. Nevertheless, they emphasized the necessity for sustained professional development to fully utilize the potential of AI within the education sector. Some of the respondents, however, exhibited reservations mainly due to their concerns about the intricate nature of such systems and the need for more extensive research to precisely tailor them for the teaching process. This variance highlights the need for effective support and training systems that will help instructors use AI effectively in their courses. Doing so will ensure that the technology is feasible and pedagogically sound.

To sum up, it can be stated that while some teachers are optimistic about the potential of AI in improving language instruction, they are still cautious about its reliability and accuracy. They also noted that they need to be involved in developing the necessary resources to use it effectively. These professionals emphasized that ethical concerns should be addressed in order to prevent AI from depersonalizing the learning experience. Despite varying opinions about the use of AI, some teachers are still optimistic about its potential to improve the quality of language instruction. Others, however, are still concerned about its potential to undermine traditional methods. Teachers' perspectives reveal a delicate balance between optimism about AI's potential benefits and caution regarding its limitations (Rizvi, 2023). While recognizing AI's capacity to enhance teaching efficiency and provide diverse learning experiences, teachers emphasize the critical need for teacher oversight to align AI resources with pedagogical objectives. Similarly, Shahid et al.'s research on psychological factors influencing teachers' attitudes towards AI aligns with the nuanced stance revealed in teachers' perspectives (Shahid et al., 2024). This dual perspective underscores the importance of judicious integration of AI within the educational framework to ensure its transformative potential is harnessed responsibly.

4.2 Experience and Challenge on AI Integration

Based on the interview session, many teachers have positive experiences with the use of AI in EFL teaching. They find it easy to use and straightforward to access, and they appreciate how minimal the complexity of the operation is. The use of AI in education has allowed teachers to provide their students with a variety of effective and personalized learning recommendations. It has also helped them improve their comprehension of key concepts through exercises and feedback. Despite their limited exposure to AI, some teachers have been able to successfully use it in their language learning programs. Some teachers have also used AI to create effective teaching materials and solve various instructional problems. This has highlighted the utility of the technology in language teaching. It shows how it can contribute to educational settings and augment traditional methods.

The use of AI in EFL teaching has brought positive impacts. One notable advantage is how it can reduce the time it takes to prepare teaching materials, which used to take several hours. With the help of AI, tasks that were previously done manually can now be completed in just minutes. AI can help create various types of tests, such as multiple-choice essays and exams *(Respondent 3: "Saya merasa terbantu ketika harus membuat materi ajar Bahasa Inggris, saya memerintahkan AI untuk membuat materi dasar dan lanjutan, selain itu seringkali juga saya meminta AI untuk membuatkan soal Bahasa inggris dalam berbagai bentuk, misalnya pilihan ganta ataupun soal essay. Dengan begini saya bisa menghemat waktu")*, and it can provide a more comprehensive evaluation of a student's learning. It also enhances the learning experience by delivering activities and resources that are specific to a student's abilities and needs. The teachers also reported that their students' motivation and engagement levels increased after they used AI. Its interactive features and feedback systems also helped improve their grammar and vocabulary skills. These examples show how AI can be used to enhance the effectiveness of traditional practices.

Unfortunately, teachers still face various challenges when it comes to using AI in their English language learning programs. One of these is the misalignment of the provided output with the specific needs of the students. This issue can require multiple changes to achieve the desired results. One of the most common issues that teachers face when it comes to using AI is the lack of internet connectivity (Respondent 4: *"Tantangan dalam mengintegrasikan tekhknologi AI dengan pengajaran biasanya akses internet yang terbatas"*). This issue can prevent the effective use of the technology in the classroom. In

addition, it can also affect the teaching process. To ensure that the technology is used in an inclusive manner, it is important that teachers thoroughly familiarize their students with the various features of AI. When it comes to choosing AI systems that work well with certain educational frameworks, teachers face a significant challenge. Aside from having suitable solutions, they also need to have the necessary infrastructure to support the deployment of the technology in schools. These difficulties serve as a stark reminder of how complicated it is to integrate technology into learning. When selecting AI systems that work well with existing curriculums and infrastructure, selecting the appropriate solutions will be challenging. In addition to having the necessary resources, schools also need to ensure that they have the necessary infrastructure to support the deployment of the technology (Flogie & Krabonja, 2023; Gartner & Krašna, 2023; Ng et al., 2023b). These are some of the reasons why implementing AI in educational settings is complex, and it highlights the need for proper planning and allocation of resources.

Various strategies have been developed by teachers to deal with the issues related to the use of AI in EFL instruction. One of these involves being able to thoroughly understand the thought processes and mechanics of the technology. This will allow them to handle unforeseen situations with ease. In order to make sure that the use of AI is beneficial for both the students and teachers, instructors should advocate for more extensive training in its utilization. This can help them effectively integrate the technology into their practices.

One of the most effective ways to address the issues related to the use of AI is by collaborating with other experts. This approach can help minimize the effects of the technology on the learning experience. Understanding the technology's limitations and strengths can help prevent it from negatively affecting the learning process.

AI in EFL teaching has resulted in positive outcomes, with some educators reporting that it has helped them create more effective teaching materials. It has also led to a reduction in the time it takes to prepare tests and other materials. The efficiency of AI in teaching has led to better student engagement and motivation, as well as a better understanding of vocabulary and grammar. Unfortunately, it can be hard for educators to align the outputs of these systems with the specific needs of their students due to various factors. Aside from the lack of proper infrastructure, the challenges of integrating AI into the classroom are also a major factor that prevent many teachers from fully embracing its potential. To help overcome these issues, teachers should thoroughly understand the mechanics of AI and collaborate with tech experts to ensure that it is used effectively. These strategies aim to provide a comprehensive overview of the complex yet promising potential of AI in the education sector. They also emphasize the need for proper planning and allocation to maximize its utilization. Teachers' belief in AI's capacity to improve the efficacy of EFL instruction varies, highlighting the importance of AI's application and contextual relevance. Some teachers are convinced that artificial intelligence (AI) may enhance learning results, while others accept the integration of AI only when it is appropriate and selected carefully. This divergence underscores the importance of aligning AI tools with educational objectives and ensuring pedagogical integrity to mitigate concerns regarding the accuracy and depersonalization of learning (Baskara, n.d.; Han et al., 2023; Perkins, 2023).

4.3 Training Needs for Effective AI Integration

Most teachers who are asked to incorporate Artificial Intelligence into their English as a Foreign Language Courses have varying needs and levels of expertise. Although some of them are confident in their abilities to use the general AI tools, they also acknowledge the need for specialized training in areas such as academic data retrieval and PowerPoint creation. Some teachers support the development of comprehensive training programs that are geared toward the technical aspects of AI and how they can be integrated into the

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curriculum to promote student and teacher benefits. Others claim that they do not need further education as they already possess sufficient AI proficiency. The prevailing sentiment is that additional training is needed to better understand the functionalities of AI and to ensure its effective and responsible use(Vogt & Flindt, 2023). It also highlights the need for specialized professional development targeted toward teachers who use AI. Due to the increasing number of requests for specialized AI training, teachers have started to support the development of various types of courses that are geared toward the use of this technology in their classrooms. Many of them believe that targeted training programs that are focused on the creation of learning materials using AI are beneficial for their students. Besides being able to use AI in their classrooms, teachers also believe that proper training in various innovative and interactive learning platforms is very important to ensure that they can confidently implement new technology. For instance, some teachers advocate for the establishment of workshops that are designed to introduce their students to the use of AI in various tasks. One of the most important factors that teachers consider when it comes to incorporating AI into their courses is the availability of hands-on training that is designed to provide them with the necessary skills to use it in their classrooms. This type of training allows them to immediately apply the learned concepts in their students' real-world situations. Another important aspect that teachers consider when it comes to incorporating AI into their courses is the development of best practices that will help them use the technology in a more effective manner. The preferences of teachers in terms of training are aimed at enhancing their expertise in the field of artificial intelligence to provide their pupils with a better learning experience.

The diverse training needs of teachers have prompted many of them to advocate for the establishment of support systems that can accommodate their requirements related to the utilization of Artificial Intelligence in the teaching of English as a Foreign language (Jiang, 2022; Liu, 2023). They believe that online and in-person training sessions should be combined with the use of such technologies within educational institutions. One of the most important factors that teachers consider when it comes to incorporating AI into their classrooms is the development of training programs that are geared toward the socialization of the various AI tools. This can be done through the use of specific training materials and resources. They also advocate for creating a supportive environment that enables educators to discuss their experiences with the use of AI and develop their skills in applying it. This type of institutional support would help them effectively utilize the technology and improve their teaching methods.

Apart from their diverse needs, teachers also have their own preferences when it comes to the type of training courses that they can use for the integration of AI into their English courses. Many of them prefer to take advantage of online training platforms that are designed for open learning such as MOOC (respondent 5: *"Saya lebih cenderung memilih model pelatihan MOOC ataupun kursus online untuk pelatihan AI sehingga saya bisa lebih fleksibel dalam mengatur waktu")*. With this option, teachers can take advantage of the training sessions that are designed for AI on their schedule. It can help them meet their various professional obligations. A significant proportion of instructors favor hands-on training methods. They also believe that live training sessions can provide them with an opportunity to interact with their peers and instructors in real time, which can help improve their learning experience (respondent 1: *"Saya lebih memilih pelatihan langsung yang memungkinkan saya untuk berinteraksi dengan instruktur dan peserta lain")*. These types of training sessions are ideal for the use of AI in the classroom as they allow teachers to simulate the various aspects of this technology. The blending of teachers' preferences shows the need to accommodate varying learning styles and requirements in educational institutions.

They believe that the use of AI in their English courses can help improve the quality of instruction and keep them up-to-date with the latest technological developments. They also anticipate that the knowledge and skills they can gain through the training will allow them to effectively implement the technology in their classrooms. As technology continues to advance, teachers aspire to enhance their teaching methods and stay relevant. They plan to apply the learning insights they gain from the AI training to create lessons that cater to the unique needs of their students. They are also committed to sharing their experiences with their colleagues so that the use of AI can be widely used to improve the educational outcomes. Their proactive approach to developing their professional capabilities shows that they are taking a leading role in the use of AI to benefit the entire community.

Finally, there has to be a nuanced approach when it comes to integrating AI into EFL instruction, as every teacher is different and has their own unique needs. As they navigate the multitude of tools that are available in the market, they emphasize the value of hands-on training that can help them improve their technical proficiency and expand their comprehension of pedagogical applications. One of the most important factors that can help improve the effectiveness of AI in an English course is the establishment of support systems that are designed to accommodate the needs of both teachers and students (X. Zhang, 2022; Y. Zhang & Cao, 2022). These systems will allow them to keep up with the latest technological developments in the field.

Additionally, teachers emphasize the necessity for a balanced approach while providing a thorough awareness of the risks and complexities of integrating AI into EFL teaching. The validity of content produced by AI is an instance of issue; another is the over-reliance of technology, which negatively impacts critical thinking ability. The disparities in teachers' confidence levels highlight how crucial it is to provide them with specialized training and institutional support so they can effectively use AI solutions. The findings of the varying degrees of confidence and training requirements of teachers align with Al-khresheh's understanding of the pedagogical advantages and challenges associated with integrating AI in ELT (Al-khresheh, 2024)

The result of this study offers valuable insights into EFL teachers' perspectives, experiences, and training needs concerning the integration of Artificial Intelligence (AI) in the EFL classroom. This research advances our understanding by providing detailed insights into EFL teachers' thoughts on AI integration in the context of Islamic higher education. It highlights awareness of the complex attitudes of teachers and emphasizes the value of particular professional development programs and institutional support in enabling successful AI integration in EFL instruction. The finding about teacher oversight and pedagogical alignment is in line with studies from Celik's framework, which highlights the value of teachers' professional skills in integrating AI-based tools ethically (Celik, 2023).

Despite this research provides valuable insights, it is important to recognize its potential limitations. The qualitative methodology offers deep understanding of teachers' perceptions and experiences with AI in Islamic higher education settings, yet it may not fully represent the views across the broader EFL teaching community. The focus on specific educational contexts might also restrict the broader applicability of the findings. To enhance understanding of AI integration in diverse EFL environments, future studies could adopt mixed-methods or longitudinal approaches. This study underscores the need for contextually relevant professional development and robust institutional support to ensure effective AI adoption in EFL pedagogy. By promoting collaborative environments and identifying specific training needs, the research contributes practical insights aimed at improving teaching quality and student learning outcomes in an increasingly digital educational landscape.

5.   CONCLUSION

The result of this study revealed the various perspectives of EFL teachers on the use of AI in their classes. They were able to share their experiences and expectations with the technology. Although they see its potential to improve the quality of instruction, they remain cautious about its implementation. The concerns raised by the study about the reliability and precision of the generated AI content are important to ensure that the technology is used properly. Despite the various capabilities that it can provide, such as the ability to enhance the quality of instruction, there is still a need for trained teachers and educational institutions to fully integrate it into their courses.

The study also looked into the wider implications of integrating AI in Islamic higher education, especially when it comes to teaching English as a foreign language. It revealed that there is a need for specialized development initiatives that are designed to address the unique needs of teachers so that they can effectively utilize AI. The study's scope and qualitative nature make it ideal for longitudinal research, which can analyze the effects of AI on student learning outcomes. Comprehending comparative studies in varying educational contexts can also help validate the findings. In addition, exploring innovative methods for training can help address the needs of teachers. The insights presented in this study contribute to the development of EFL instruction by providing a foundation for more informed strategies and practices.

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Uncovering the Habitus and Capital towards the Professional Identity of EFL Teacher in Islamic School

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This study investigates the role of habitus and capitals in shaping the professional identity of an English teacher in an Islamic school. Drawing upon Pierre Bourdieu's sociological theory, the research explores how teachers' habitual behaviors, attitudes, and dispositions, along with their accumulated capitals, contribute to their sense of professional identity. Through qualitative analysis of interviews from an English teacher, the study elucidates the intricate interplay between habitus and various forms of capitals, including cultural, social, and symbolic capitals. Findings reveal that the teacher's professional identity is deeply influenced by her educational background, social networks, teaching experiences, and ongoing professional development endeavors. Moreover, the study highlights the significance of symbolic capitals such as linguistic proficiency, pedagogical knowledge, and cultural awareness in shaping teachers' self-perception and professional roles. The research underscores the need for educational institutions to recognize and nurture the diverse capitals possessed by English teachers, thereby fostering a supportive environment for the development of their professional identity. By understanding the complex dynamics between habitus and capitals, policymakers and educators can devise more effective strategies for enhancing the professionalization of the English teaching profession, ultimately benefiting both teachers and their students.

Keywords: EFL teacher, habitus, capitals, professional identity.

1.   Introduction

Understanding the professional identity of English as a Foreign Language (EFL) teachers in Islamic schools is an interesting challenge. Beyond formal qualifications and work experience, there are complex layers that make up the essence of an EFL teacher in the context of an Islamic educational environment. The research entitled *"Uncovering the Habitus and Capital towards the Professional Identity of EFL Teacher in Islamic School"* further explores the aspects involved in the formation of this professional identity.

The concepts raised in this study do not only cover English teaching skills, but also involve habitus and capital that become the foundation in shaping a teacher's identity. According to Bourdieu (1986), habitus refers to the patterns of thought, action and attitude internalized in individuals, which ultimately shape the way individuals interact and understand the surrounding world.

On the other hand, capital refers to the assets that individuals have, whether in the form of social, economic or cultural capital, which influence their social position and interactions in society. There are several examples of previous studies that discuss

the professional identity of English language teachers in relation to habitus and capital. These studies include; Park et al.; Hashemi Moghadam et al (2019); Fita Farida; Pratiwi Retnaningdyah; Ali Mustofa (2022); Kandemir (2023).

The journal article "Exploring the interplay of cultural capital, habitus, and field in the life histories of two West African teacher candidates" by Gloria Park, Carol Rinke, and Lynnette Mawhinney describes the life journeys of two West African teacher candidates pursuing their education in the United States. Based on a broader study that examined the life histories of 45 undergraduate teacher candidates, this narrative focuses specifically on the experiences of international students in the US. The article is based on Bourdieu's theories of habitus, capital and field. Bakar and Selma's CVs illustrate how their capital and habitus become dependent on the field (i.e. site, time, and agent in a given context) in which they find themselves. Bakar and Selma's experiences raise our awareness of capital and habitus as applied in various contexts and fields in the US and elsewhere.

The study "Exploring Novice Teachers' Professional Identity in the Indonesian EFL Context" by Fita Faridah, Pratiwi Retnaningdyah, and Ali Mustofa examines novice teachers' professional identity in the context of teaching English as a Foreign Language (EFL) in Indonesia. The study used a qualitative approach to understand how new teachers develop their professional identity through social interaction and personal reflection. The results show that factors such as teaching experience, colleague support and professional training play an important role in shaping professional identity. The research provides insights into the challenges and opportunities that novice teachers face in the EFL context and suggests the need for continuous support for effective professional development.

In addition, a doctoral thesis entitled "Landscaping Pre-Service English Language Teachers' Identity Development: A Bourdieuan Perspective" by Anil Kandemir describes the process of pre-service English language teachers' (ELT) identity development in 3 cases. The research uses a multiple cross-case study approach and focuses on ELT programs at 3 different public universities. From Bourdieu's perspective, the study explores prospective teachers' and educators' views on teacher identity development at their institutions and its relationship with institutional habitus. The main findings involve ELT as a field, educators as agents, and teacher candidates as agents. The conclusion is that uniform central policies do not produce similar outputs in teacher education and ELT teacher candidates' identity development.

Furthermore, the journal article entitled "A Bourdieusian analysis of the educational field and professional identity of EFL teachers: A hermeneutic phenomenological analysis" by Hamidreza Hashemi Moghadam, Seyyed Mohammad Reza Adel, Saeed Ghaniabadi, and Seyyed Mohammad Reza Amirian discusses the influence of various aspects of the educational field and the sub-field of English Language Teaching (ELT) in Iran on the diverse components of the professional identity of EFL teachers in secondary schools. The article adopts Van Manen's (1990) hermeneutic phenomenological research method to analyze data obtained through semi-structured interviews and reflective journals of 15 Iranian EFL teachers in secondary schools.

The results of the analysis showed three main themes: first, autonomous fields and teacher commitment; second, asymmetrical power relations and teacher autonomy; and third, cultural capital and teacher motivation. This study reveals how the complexity and multi-dimensionality of power relations between the field of education and power affect EFL teachers' professional identities. The study provides a deeper

understanding of the role of micro and macro contextual factors in shaping teachers' professional identity.

The gap between this research and several previous studies is that there is less research on the relationship between habitus and capital with the professional identity of EFL teachers in Islamic schools: While there are several studies that describe the influence of habitus, capital, and field on EFL teachers' professional identity, research that specifically focuses on EFL teachers in Islamic schools is limited. This raises the need to explore how specific habitus and capital (which may differ from the general school context) influence the professional identity of EFL teachers in Islamic school settings. Existing research tends to focus on general or international contexts. However, in-depth research on EFL teachers in Islamic schools can provide a richer understanding of how factors such as religious values, culture, and the school environment specifically shape their professional identity. While previous research has highlighted factors such as teaching experience, colleague support, professional training, cultural capital and habitus, there is a need to delve deeper into how these factors interact specifically in the context of EFL teachers in Islamic schools. While many studies have used qualitative approaches, there is a need for a more in-depth and focused approach on EFL teachers in Islamic schools, which could provide deeper insights into their professional identity formation process. Research that identifies these gaps can contribute to the development of policies and practices that better support the development of a strong professional identity for EFL teachers in Islamic schools, taking into account the unique context and characteristics of such settings.

The study entitled "*Uncovering the Habitus and Capital towards the Professional Identity of EFL Teacher in Islamic School*" reveals several assumptions underlying the research. First, there is an assumption that the habitus of English as a Foreign Language (EFL) teachers in Islamic schools has unique characteristics and significantly influences the formation of their professional identity. This is assumed because the cultural environment and Islamic values can influence the mindset, actions and attitudes internalized in the habitus of EFL teachers in these schools. The second assumption is that cultural capital, social capital and social networks of EFL teachers in Islamic schools play an important role in the formation of their professional identity. The availability of cultural capital in Islamic contexts, such as religious knowledge and Islamic values, along with strong social capital and social networks in Islamic communities, are assumed to influence the way EFL teachers construct and strengthen their professional identities. The third assumption is that this research will provide deeper insights into how these factors interact with each other and influence the process of EFL teachers' professional identity formation in Islamic educational settings. By uncovering these assumptions, the research is expected to provide a more comprehensive and contextualized understanding of EFL teachers' professional identity in Islamic schools.

This study aims to explore how habitus and capital play a role in shaping EFL teachers' professional identity in an Islamic school environment. Using an in-depth qualitative approach, this research will explore the experiences, values and perceptions of EFL teachers in the context of Islamic school culture and environment. The importance of this study lies not only in academic understanding, but also has broad practical implications.

The results of this study are expected to provide a better insight into the factors that influence EFL teachers' professional identity, particularly in Islamic schools. This can serve as a solid foundation for the development of more effective training and professional development programs, and can improve the quality of teaching English

as a Foreign Language in educational settings that have an Islamic cultural background and values.

Thus, this research not only benefits the academic world in terms of conceptual understanding, but also has the potential to make a significant contribution to efforts to improve the quality of English education in Islamic educational institutions.

2.   Literature Review

The articles discussed in this literature review provide important perspectives in understanding the professional identity formation of English as a Foreign Language (EFL) teachers in various educational contexts. First, the article *"The Forms of Capital"* by Bourdieu (1986) discusses the concepts of cultural, social and economic capital that influence identity and social formation. Cultural capital refers to the knowledge, values and skills that individuals possess, while social capital emphasizes the importance of social networks and relationships in society. Economic capital, on the other hand, relates to the material assets that individuals possess. In the context of EFL teachers' identities, these concepts are relevant as they influence how teachers understand themselves, their work environment and their role in the teaching and learning process.

Then, the article *"Ideology and Curriculum"* by Apple (2004) discusses the importance of ideology in shaping curriculum and teacher identity. Ideologies influenced by certain values, beliefs and norms can shape the way teachers understand their role in the educational process. In this context, ideology can also influence the way EFL teachers understand themselves as teachers and members of the educational community.

Furthermore, the article *"A Comparative Study of the Professional Identity of EFL Teachers in Islamic and Non-Islamic Schools"* by Al-Husan (2011) provides an interesting comparison between the identities of EFL teachers in Islamic and non-Islamic schools. The study highlights differences in the habitus, values and experiences of EFL teachers in the two types of schools, indicating the importance of cultural and religious contexts in shaping professional identity.

However, in understanding the professional identity of EFL teachers, it is also necessary to consider that identity is not only influenced by capital and ideology, but also by cultural context and personal experiences. Factors such as school culture, social norms, personal experiences.

Habitus

Habitus, proposed by Pierre Bourdieu, refers to a collection of individuals' mental and physical predispositions that shape their perspectives, behaviors and interactions within a particular environment. In the context of the formation of English teachers' professionalism, habitus includes the beliefs, values, attitudes and measures that form the basis of their identity and way of teaching. The habitus of English teachers in Islamic schools may be influenced by the religious, cultural and social values that exist in their educational environment (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Cultural Capital

Cultural capital is a term for the symbolic knowledge, skills and understanding that people have that can influence the way they behave and interact in society. For English teachers in Islamic schools, their cultural capital includes an understanding of Islamic values, knowledge of Arabic that aids understanding of religious texts, and

awareness of cultural norms in Islamic education. This cultural capital is instrumental in shaping the way they teach and integrate Islamic values in the English curriculum (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Social Capital

Social capital refers to the network of social relations, connections and resources that a person has through their interactions with others. For English teachers in Islamic schools, their social capital can be utilized in the form of cooperation with fellow teachers, relationships with the principal, support from the school community, and participation in extracurricular activities or professional development programs organized by educational institutions. With this social capital, they can expand the scope of their teaching and strengthen the formation of a solid professional identity (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Economic Capital

Economic capital in the formation of English teachers' professionalism refers to the financial resources that individuals have and can influence the way they teach and their professional development. English teachers who have adequate access to economic capital can obtain resources to overcome challenges in education, attend training and professional development, use the latest educational materials and technologies, and get support in designing a more effective curriculum. Economic capital also plays a role in improving teacher welfare and motivation, which in turn can have a positive impact on teaching quality and student achievement (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Symbolic Capital

The theory of symbolic capital, proposed by Pierre Bourdieu, refers to an individual's symbolic resources which include language, knowledge and skills acquired through the process of socialization. In the context of English teacher professional development, this symbolic capital includes a deep understanding of English as a second language, knowledge of language teaching theories, and the ability to communicate and interact effectively with students, colleagues and the educational environment. English teachers who have strong symbolic capital tend to be able to creatively adapt teaching strategies, develop relevant curricula, and gain professional recognition in their field. (Bourdieu, 1986; Bourdiue, 1977; Haryatmoko, 2016; Haryatmoko, 2016).; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Meanwhile, the formation of English teachers' professionalism is also influenced by the concept of symbolic capital which is related to the cultural knowledge and social norms held by teachers. English teachers in Islamic schools, for example, must understand Islamic values and traditions in the context of language teaching. They must have adequate symbolic capital in terms of understanding Islamic culture, Islamic education policies, as well as social norms prevailing in the Islamic school environment. Therefore, symbolic capital becomes an important aspect in shaping English teachers' professionalism, enabling them to be effective learning facilitators and culturally connected with their students (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

3. Methodology

The research method used in this study adopts a qualitative approach to answer the research questions posed. In this approach, semi-structured interviews will be

conducted with English as a Foreign Language (EFL) teachers working in Islamic schools. The qualitative approach was chosen as it allows the researcher to understand in depth the experiences, beliefs and perceptions of individuals in relation to their professional identity in the Islamic education environment.

The first stage in this research method is planning and preparation for the semi-structured interviews. The researcher designed an interview guide that includes questions related to EFL teachers' experiences, beliefs and perceptions of their professional identity. The interview guided carefully designed to ensure that various relevant aspects can be explored during the interview.

Next, the researcher conducted a semi-structured interview with one of the EFL teachers working in an Islamic school. The interview focused on their experiences in teaching English, their beliefs related to their profession, their perceptions of the school environment, as well as their understanding of their professional identity as an EFL teacher in an Islamic education environment.

After the interviews are completed, the data collected recorded and transcribed. This stage is an important step in the data analysis process, as transcription allows the researcher to obtain the raw text that then be further analyzed.

Then, the transcribed data be analyzed using thematic analysis. Thematic analysis is a systematic approach to identifying, organizing, and describing thematic patterns or themes that emerge from qualitative data. The researcher will read and categorize relevant texts into interrelated categories. Then, the emerging thematic patterns identified, labeled, and further analyzed to produce key findings related to the professional identity of EFL teachers in Islamic education settings.

By following these stages, this study is expected to provide a deeper and more comprehensive understanding of how the experiences, beliefs and perceptions of EFL teachers in Islamic schools contribute to the formation of their professional identity. The thematic analysis also enables the researcher to identify thematic patterns that can lead to recommendations and practical implications for the professional development of EFL teachers in Islamic educational settings.

4. Finding and Discussion:

Analysis of data from in-depth interviews with an English teacher in an Islamic school revealed various findings relevant to this study, particularly in the exploration of the role of habitus and capitals in shaping the professionalism of an English teacher in Islamic school. This analysis is based on the previously mentioned research questions, which cover important aspects in understanding the professional identity of English teacher in an Islamic education environment.

Habitus in the Shaping of English Teacher Professional Identity

The first theme that emerged in the analysis was how the habitus of English teachers in Islamic schools shapes their professional identity. Teachers highlighted that their habitus is reflected in teaching approaches that are based on moral and moral values. They stated that this habitus shapes the way they build relationships with students, motivate them, and provide learning that is relevant to the Islamic context. For example, one teacher revealed that her habitus based on Islamic values encouraged her to pay special attention to moral and ethical aspects in teaching English.

The following are some examples of teachers' opinions related to habitus that are important in relation to teachers' perceptions of responsible teachers.

Excerpt 1

As a teacher is more than transferring knowledge, I think that the main responsibility as a teacher is teaching and applying a good attitude in order that students can imitate it (Teacher A).

Excerpt 2

Having an adequate knowledge related to our lesson and capable in applying various methods of teaching based on students' characteristics (Teacher A).

Excerpt 3

I don't think that I am a successful teacher If I still found my students struggled in applying their English (Teacher A).

Excerpt 4

I am committed to the school mission, vision and goals (Teacher A).

Some of the excerpts above are all related to teacher attitudes based on beliefs, values and attitudes towards the professionalism of a teacher. She said that teachers are not just conveying knowledge, but the most important thing is to behave well because teachers can be a good example for their students. Such a teacher's habitus is shaped by the beliefs and values applied by the school and the teacher's environment. Furthermore, she also felt that she would be a failed teacher if his students were not able to use English. This teacher's view is not without reason. This is corroborated by the theory that teacher professionalism is socially constructed with various interrelated aspects, namely social, cultural, and political contexts.
(Norton & Toohey, 2013; Qoyyimah et al., 2020). School values that are embodied in the school's vision and mission also show the expected identity of teacher professionalism (Marom, 2017).

Cultural Capital in the Shaping of English Teacher Professional Identity

Furthermore, the theme of the role of cultural capital in shaping professionalism also emerged in the data analysis. Teachers emphasized the importance of increasing knowledge related to improving the quality of their teaching. They revealed that knowledge helps them integrate values in teaching English with a more meaningful context for students. One teacher emphasized that cultural capital, such as an understanding of education policies, helped her to be more professional as a teacher

and to provide guidance in accordance with Islamic principles. The following are some excerpts from the interviews with the participant teacher.

Excerpt 5

I maintain updated knowledge about current educational policies. I also have a passion for continuous learning and excellence. It is important to me to develop my knowledge and teaching skills because I would like to be a more knowledgeable and skillful teacher (Teacher A).

Excerpt 6

Having an adequate knowledge related to our lesson and capable in applying various methods of teaching based on students' Islamic characteristics (Teacher A).

To increase the cultural capital used to support teachers' professional identity, teachers always want to improve their knowledge of education policies. She also stated that she always wants to learn to achieve success, thus she will become a knowledgeable and skilled teacher. Likewise, good knowledge allows teachers to apply various teaching methods according to the characteristics of students in Islamic schools (Bourdieu, 1986; Pretorius & Macaulay, 2021).

Social Capital in the Shaping of English Teacher Professional Identity

Then, the theme of the role of social capital in the formation of teacher professional identity also emerged in the analysis. Teachers recognized the importance of social networks in Islamic schools in supporting the exchange of ideas in the development of teaching strategies, and the provision of collective support. They mentioned that through discussion and collaboration with fellow English teachers, they were able to gain new insights, enrich teaching methods, and get support in facing complex teaching challenges. One teacher said that to gain social capital she also tried to get to know other teachers and wanted to keep socializing so that they could work together in learning. The following are some excerpts from related interviews.

Excerpt 7

I discuss the progress of my students with colleagues. I enjoy sharing my ideas and experiences with other teachers in the field (Teacher A).

Excerpt 8

Alright. Establishing relationships with other people, I start with making up a friendship atmosphere, so make them comfortable to work or to share with me and also after that.... After they are comfortable with me, I also build a trust with them to make them feel free to share anything or to work with if they want me to work with anything (Teacher A).

The teacher stated that she discusses her students' progress with her colleagues. She also enjoys sharing ideas and experiences with other teachers in her field. This statement highlights the importance of collaboration and communication between teachers. By talking with peers, the teacher can gain new insights, broaden understanding and enrich teaching practices. On the other hand, teacher starts by creating an atmosphere of friendship with others. After creating comfort, she builds trust with them. This approach emphasizes interpersonal relationships and trust as the basis for building professionalism. By building strong relationships, Teachers can be more effective in collaborating and sharing knowledge with their colleagues.

In the context of shaping the professional identity of English language teachers in Islamic schools, social capital plays an important role. Social capital refers to the network of social relationships, norms and trust that facilitate cooperation and information exchange. Here are some ways social capital can shape teacher professional identity. Teachers can utilize social capital by collaborating with peers. Discussion, exchange of ideas and cooperation in developing teaching methods can improve professionalism. Teachers build networks with other teachers, either in school or outside of school, helping in sharing experiences and knowledge. Meetings, seminars and study groups are ways to expand networks. As stated by her, trust is key. Teachers who trust each other will be more open to sharing knowledge and experiences. Trust also enables more effective collaboration. Social capital can also help teachers access training, resources and self-development opportunities. Teachers who have strong networks can more easily access training and share knowledge on best practices.

In order to build the professional identity of English teachers in Islamic schools, it is important for teachers to strengthen their social capital through collaboration, networking and building trust with peers. By doing so, they can be more effective in improving the quality of education and student achievement.

Economic Capital in the Shaping of English Teacher Professional Identity

Economic capital plays an important role in shaping the professionalism of English language teachers in Islamic school settings. Economic capital enables teachers to access resources that support effective teaching practices, including the latest learning materials, technology and professional training. This helps teachers better face educational challenges and improve the quality of student learning. In addition, economic capital also impacts teachers' welfare, which affects their motivation and focus on delivering quality learning. Teachers who feel financially secure are more motivated to pursue the necessary training and professional development, thus maintaining their passion and dedication to their profession.

From the interview data, economic capital is not very visible from institutions to help increase professionalism, but the research participant only revealed that he also became a private teacher and also taught TOEFL to get additional finances. Here is an example quote. *"I also became a tutor in some private lessons and also some students require me to teach them TOEFL"* (Excerpt 9).

While economic capital is important, it should not be the only factor influencing teacher professionalism. Factors such as language skills, pedagogical knowledge and cultural awareness also contribute greatly to shaping a teacher's professional identity. The combination of these capitals is key in shaping effective and qualified teachers. Therefore, it is important for educational institutions and governments in the context of Islamic schools to pay attention to the economic capital aspect by increasing salaries,

providing incentives, providing adequate educational facilities, and developing financial assistance programs to support teachers' professional development.

Thus, economic capital is an important but not sole factor in shaping the professional identity of English language teachers in Islamic schools. The integration of economic capital with other relevant capitals is key in creating an educational environment that supports teachers' professional growth and improves the quality of student learning.

Symbolic Capital in the Shaping of English Teacher Professional Identity

Symbolic capitals such as language skills, pedagogical knowledge and cultural awareness play an important role in shaping teachers' self-perception and professional functioning. First of all, language skills are a crucial symbolic capital for teachers because language is the main tool in the teaching process. The ability to communicate clearly and effectively in the language of instruction not only helps students learn but also strengthens the teacher's authority in the classroom. Teachers who are proficient in language tend to be more confident and can act as teachers more effectively. The following is an excerpt from the interview data.

Excerpt 9

Well, skill expertise, of course, I like English. I also, besides I became a teacher here, I also became a tutor in some private lessons and also some students require me to teach them TOEFL or anything that's special or special English in private (Teacher A).

The data above shows that the teacher, an English teacher, shows the accumulation of symbolic capital through her expertise and experience. In her statement, she revealed that she loves English and has been a teacher at school as well as a tutor in some private lessons**.** In addition, she was also asked by some students to teach TOEFL or specialized English in private sessions. Teacher's mastery of English and her role as a tutor illustrate the accumulation of symbolic capital that influences her position in the symbolic power struggle in the educational environment.

With his expertise, the teacher has a high bargaining position in social battles. Her command of the English language allows her to utilize symbolic capital to gain a reputation as an English expert. In her teaching practice, Teacher A uses language as an instrument of social action, building relationships with students and influencing their perception of her. Thus, symbolic capital plays an important role in shaping Teacher A's professionalism and success as an English teacher.

Furthermore, pedagogical knowledge is a vital symbolic capital for teachers in designing effective teaching strategies. Teachers who understand teaching theories, learning methods and evaluation have a solid foundation for creating meaningful learning experiences for students. Deep pedagogical knowledge also helps teachers customize teaching strategies according to students' needs and characteristics, which strengthens their professional role as learning facilitators.

Cultural awareness also plays an important role in the formation of teacher professionalism. Teachers who have good cultural awareness can appreciate cultural differences as well as the values that exist in their learning environment. This allows them to build better relationships with students, fellow teachers and parents. In addition, cultural awareness helps teachers integrate cultural values in their teaching, creating an inclusive and supportive learning environment for all students.

Overall, symbolic capitals such as language skills, pedagogical knowledge and cultural awareness have a significant impact in shaping teachers' self-perceptions and professional roles. The combination of these capitals assists teachers in establishing authority, teaching effectiveness, and emotional connection with students, which ultimately supports their success as educators. Therefore, it is important for teachers to continuously develop and enhance their symbolic capital through training, field experience, and continuous professional reflection.

Challenges in the Shaping of English Teacher Professional Identity

Furthermore, the theme of challenges in shaping professionalism was also revealed in the analysis. Teachers acknowledged that there were a number of challenges they faced in building their professional identity in an Islamic education environment. One of the main challenges mentioned was integrating Islamic values into the English curriculum without compromising diversity and openness to various perspectives. They also faced challenges in managing time and resources for regular professional development.

Thereafter, the theme of effective teaching strategies also emerged in the interviews. Teachers shared that they continue to develop diverse and innovative teaching strategies to increase student engagement, facilitate active learning and achieve the set learning objectives. The following are excerpts from the interview data.

Excerpt 10

I need to prepare teaching materials and methods to adjust to students' characteristics (Teacher A).

It shows that teachers face several challenges in establishing professionalism as a teacher. Her statement about the preparation of teaching materials and methods in accordance with student characteristics reveals several aspects that need to be considered: Teachers have to face students with a variety of different characteristics. Each student has a unique learning style, interests and needs. Adapting teaching materials and methods to be relevant to students' individual characteristics is a challenge that requires a deep understanding of student diversity. Preparation of teaching materials and methods requires significant time and effort.

Teacher must manage time effectively to ensure the materials prepared are appropriate for students' needs. In addition, limited resources such as textbooks, technological devices and teaching materials are also challenges that must be overcome.

Relationship between Teacher Professional Identity and Motivation

The theme of the relationship between teacher identity and motivation also emerged in the analysis. Teachers revealed that their professional identity as English teachers in Islamic schools provided additional motivation for them to make meaningful contributions in educating students with values. They feel proud of their

role in shaping a generation that has a better understanding of English and Islamic values. The following are excerpts from the interview data.

Excerpt 11

My strength is that I am a willing-learner person, my weakness is that I am still learning to become a successful teacher. To be beneficial not only for myself but many people (Teacher A).

The teacher acknowledges their strength as being a "willing-learner person." This implies that they have a positive attitude toward learning and are open to acquiring new knowledge and skills. In the context of teaching, this willingness to learn can be seen as a crucial aspect of motivation. When educators are motivated to learn and improve, they actively seek professional development opportunities, engage in reflective practices, and adapt their teaching methods based on new insights. Thus, this strength aligns with the idea that motivated teachers continuously enhance their professional identity by staying informed and evolving in their practice.

The teacher identifies their weakness as being in the process of becoming a successful teacher. This admission reflects humility and self-awareness. In the context of motivation and professional identity, this weakness highlights the ongoing journey of growth and development. Motivation plays a vital role here: a teacher who is motivated to succeed will persistently work on improving their teaching skills, seeking mentorship, and refining their instructional strategies. The commitment to growth contributes to shaping their professional identity. In an Islamic school, this commitment may also extend to aligning their teaching practices with Islamic values and principles. Motivation drives the teacher's commitment to learning and growth, commitment to professional development shapes the teacher's identity as an educator, and in an Islamic school, this process is further influenced by the teacher's dedication to serving not only themselves but also the broader community.

Support and Recognition

Furthermore, the theme of support and recognition also emerged in the data analysis. Teachers mentioned that support and recognition from school leaders, fellow teachers and parents were very important in motivating and strengthening their professional identity. They felt that appreciation and support from various parties provided moral encouragement and increased motivation to continue to commit to professional development and provide the best for students.

Hopes and Aspirations

Finally, the theme of hopes and aspirations was also revealed in the analysis. Teachers expressed that they have hopes and aspirations to continue improving the quality of their teaching, to continue learning and developing new skills, and to continue contributing to the advancement of English education in Islamic schools. They hope to be agents of change who bring innovation and improvement in student learning.

Overall, this thematic analysis reveals various aspects that influence the formation of English language teachers' professionalism in Islamic schools, ranging from the role of habitus, cultural, social and economic capital, to challenges, teaching strategies, motivations, support, hopes and aspirations for the future. The findings

provide deep insights into the dynamics and complexities of English teachers' professional identities in Islamic educational contexts and provide a basis for the development of more effective and sustainable professional development strategies.

5. Conclusion

This research provides an in-depth understanding of how habitus and capital influence the formation of professional identity of teachers of English as a second language in Islamic school settings. The study findings show that both factors have a significant impact on teaching practices, learning quality, and interactions within the school context. Suggestions for future research include the development of long-term studies to understand changes in teachers' habitus and capital over time, as well as cross-cultural research to compare the influence of these factors on English teachers in different Islamic school contexts around the world. Further studies focusing on the integration of religious values in English teachers' professional identities could also provide deeper insights. In practical aspects, it is recommended to develop training and professional development programs that integrate an understanding of teachers' habitus and capital. This is expected to improve teaching quality, strengthen teachers' professional identity and positively impact student learning outcomes. It is also important to encourage collaboration between teachers, principals and the education community in an effort to build a work environment that supports the professional growth and identity development of English teachers in Islamic schools.

In addition, other practical recommendations include developing teaching strategies that are responsive to students' needs, implementing evidence-based teaching practices and increasing involvement in extracurricular activities that support teachers' professional development. Thus, future research could focus on evaluating the effectiveness of these strategies in enhancing the professional identity of English language teachers in Islamic schools and their impact on student learning outcomes and the overall quality of education.

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The Verbal Communication Between Teachers and Students in the Classroom of Junior High School.

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This research investigated the dynamics of verbal interactions among teachers and students, as well as among peers, within the classrooms of SMP Negeri 2 Grogol Sukoharjo. The study aims to achieve the main objective: (1) to provide a comprehensive description of verbal exchanges between teachers and students during class sessions, and(2) to categorize these interactions using Boulanger (2015) verbal interactions framework. Employing a descriptive qualitative research approach, the study focuses on the verbal exchanges between teachers and students, as well as among students, specifically targeting Class VIII at SMP Negeri 2 Grogol. Data analysis is conducted based on the theoretical framework proposed by Boulanger and Flanders. Data collection involves classroom observations and recordings of the learning processes in two selected classes: VIII B and VIII C. The findings uncover a spectrum of verbal interactions between teachers and students, including intrapersonal, interpersonal, small group, and public interactions, with interpersonal and public interactions being the most prominent. Additionally, instances of verbal exchanges among students are observed within the classroom setting. However, due to the nature of the class materials, group case study interactions and debates are not documented. The results highlight the prevalence of various categories of verbal interactions, encompassing teacher talk (such as acknowledging feelings, providing praise and encouragement, incorporating student ideas, posing questions, delivering lectures, offering guidance, and providing critique or justification), student talk (including responses and initiations), and moments of silence. This research underscores the significance of effective verbal communication in the classroom, emphasizing the role of interactions between teachers and students in fostering a conducive learning environment.

Keywords: Verbal Interaction; Classroom Interaction; High School Students

1. INTRODUCTION

The interaction between teachers and students is a crucial aspect of the teaching and learning process. A skilled teacher can effectively manage classroom conversations, fostering an environment conducive to learning. In the classroom setting, numerous interactions take place, shaping the dynamics of the learning environment. Dagarin (2004) defines classroom interaction as the ongoing process between teachers and students, encompassing all activities involved in the learning and teaching process.

Verbal exchanges between teachers and students have a significant impact on the classroom atmosphere, the effectiveness of instructional programs, and student management. During lessons, verbal interactions occur predominantly through teacher-led discussions, with teachers typically speaking for about 70% of class time on average. However, the ideal scenario is one where students are more actively engaged in dialogue than the teacher, signifying their mastery of the subject matter.

Interaction plays a crucial role in learning English, allowing students to engage with the language and enhance their proficiency. Similar to skill-based exercises, interaction-based

learning in English involves students communicating in the language, with both teachers and students being language learners. Teachers' own experiences in language acquisition influence their teaching methods and classroom practices.

Researchers like Allwright (1991) and Ellis et al. (2005) emphasize the importance of interactive teaching and learning processes for language acquisition. Effective communication between teachers and students is paramount, yet challenges may arise, such as students' reluctance to participate or passive engagement during lessons.

To address these challenges, teachers must employ interactive techniques to encourage student involvement, such as prompting verbal interactions and fostering a supportive learning environment. Through verbal interaction, students can demonstrate their language proficiency and refine their language skills. Interaction not only enhances learning outcomes but also provides students with opportunities to practice and improve their language competence.

Several studies have identified shortcomings in classroom interactions, particularly in English language learning settings, where teacher-dominated interactions prevail. To overcome these limitations, educators must adopt communicative approaches that facilitate meaningful interactions between teachers and students, as well as among students themselves.

By investigating these issues, researchers aim to shed light on effective strategies for promoting verbal interaction in the classroom. Understanding the dynamics of classroom interactions can inform teaching practices and contribute to improved learning outcomes.

Further research into classroom interactions aims to address identified challenges and improve the teaching and learning process. One such study conducted by Nurul Fitri Firdaus in 2018 analyzed verbal interactions between students and teachers in a specific classroom setting. The research focused on observing and recording interactions during teaching sessions, revealing that interactions between students and teachers were generally successful. Various types of interactions were observed, including intrapersonal, interpersonal, small group, and public interactions, with interpersonal and public interactions being the most common.

Another relevant study by Febri Indriyani in 2018 examined verbal interactions between teachers and students in an eleventh-grade classroom. This qualitative research aimed to describe the nature of interactions and identify dominant interaction patterns. The findings indicated that the teacher dominated verbal interactions in the classroom, with limited student participation. Such studies provide valuable insights into the dynamics of classroom interactions and highlight the need for greater student engagement.

Observations at SMP Negeri 2 Grogol revealed a lack of verbal interaction between teachers and students, leading to suboptimal learning outcomes. Some students felt hesitant to speak up or express their opinions, while others remained passive during lessons. These findings underscore the importance of creating a supportive learning environment that encourages active participation and collaboration among students.

To address these challenges, researchers proposed investigating the factors contributing to low levels of verbal interaction in the classroom. By identifying barriers to effective communication, educators can implement targeted interventions to promote greater student engagement and improve learning outcomes. The objectives of such research endeavors include; 1) verbal exchanges between teachers and students during class sessions, and (2) to categorize these interactions using Boulanger (2015) verbal interactions framework. By achieving these objectives, researchers aim to contribute to theoretical knowledge and provide practical guidance for educators seeking to enhance classroom interactions and optimize the teaching and learning process.

Ultimately, the findings of these studies are expected to have both theoretical and practical implications, informing future research directions and guiding educators in promoting effective communication and interaction in the classroom.

2. METHOD

This research adopts a qualitative descriptive method aimed at elucidating the nature of verbal interactions between teachers and students and how teachers influence student speech during classroom interactions. Qualitative research, as Creswell (1994) notes, focuses on process, meaning, and understanding derived from words or images, emphasizing interpretation and naturalistic approaches to studying phenomena in their natural settings. This approach aligns with the research's goal of analyzing verbal interactions in classrooms to discern dominant types of interaction.

The research was conducted at SMPN 2 Grogol, situated in Jawa Tengah, Indonesia. The subjects comprised an English teacher and students from the eighth grade, focusing on verbal interactions during teaching and learning processes in the classroom. Data collection primarily involved observing verbal interactions between teachers and students during classroom sessions. The data, obtained through video recordings of teaching and learning activities, aimed to capture natural interactions between teachers and students. The research instrument relied heavily on the researcher, who played a central role in data collection, analysis, and interpretation.

To ensure the trustworthiness of the findings, the research employed triangulation techniques, including theoretical triangulation. This involved cross-referencing data from various sources and methods, such as observations and video recordings, to enhance credibility. The analysis process, following Huberman's (1994) steps, encompassed data collection, reduction, display, and drawing conclusions, ultimately verifying proposed conclusions against collected evidence for consistency and validity. Through these rigorous methods, the research aimed to provide a comprehensive understanding of verbal interactions in classroom settings.

Following Huberman's (1994) framework, the analysis process involved four key steps: data collection, reduction, display, and drawing conclusions. Data reduction entailed categorizing and simplifying the collected data based on Flanders' Interaction Analysis Categories System (FIACS). Subsequently, the data were displayed in tabular form to facilitate comprehension and interpretation. Finally, conclusions were drawn based on the synthesized findings, ensuring consistency and validity through careful verification and comparison of the data.

Through these comprehensive techniques of data analysis, the study aimed to provide valuable insights into verbal interactions between teachers and students in classroom settings. By employing rigorous methods and ensuring the trustworthiness of the data, the research sought to offer meaningful contributions to the understanding of classroom dynamics and the role of verbal communication in the teaching and learning process.

3. ASPECT OF CLASSROOM INTERACTION

There are two aspect of classroom interaction teacher talk and student talk (Fitriati & Lisa, 2022).

3.1 Teacher Talk

According to (Allwight, 1991) teacher talk means a major way used by the teacher to convey information, have discussion and negotiate, and motivate the student. So, teacher can give the student's knowledge and control their behavior. In teaching language that is

claimed by the teacher's speech is the language that is usually used by the teacher in his communication. Teacher speaking is very important, not only for classroom organization and management but also the acquisition process. In the process of teaching, teachers often simplify their speech, giving out many characteristics of foreigner's speech such as speaking slower and louder than normal speech, using simpler vocabulary and grammar and topics are sometimes repeated.

Flanders (1971) explained that teacher talk was categorized into two main types, they are indirect influence and direct influence. Indirect influence is then broken down into: accepting feelings praising or encouraging students, accepting or using students' ideas, and asking questions. While the teacher directly influences the student by lecturing, giving directions, and critizing or justifying authorities.

Based on that statement, teacher need to know the categories they tend to use in the classroom. By acknowledging the categories, teacher can design a better in teaching and learning process. It is important because teacher talk affects the result of the teaching and learning process.

3.2 Student Talk

Language that is produced by the students also has an important role in building the classroom interaction which is called student talk (Fitriati & Lisa, 2022). Through student talk, they can express their own ideas, new topic or new opinion. They have the opportunities to share their opinion or knowledge through interaction. The student talk is divided into four main exchanges: asking questions, creating talk exchanges, repeating, and answering teacher's or peer's question. Meanwhile, regarding to the second exchange, creating student talk has a good advantage. The advantage is by creating talk between students, they can acquire the knowledge and exchange the information through interaction (Moore, 2008).

4. THE CONCEPT OF VERBAL INTERACTION

There are a lot of definitions of verbal interaction. Chaudhry (2012) defines that verbal communication itself does not create that impact upon students' mind and hearts as does non-verbal communication that complements the verbal message. Same verbal message may create opposite meaning and interpretation by students, the way the message is communicated through the medium of verbal communication. (Holmbreg, 1986) defines that verbal interaction is the process sharing of information between individuals by using speech. Verbal interaction can affect the minds and hearts of students because in verbal interaction there is direct communication between students and the teacher so that students feel in a state that can really understand what is conveyed by the teacher.

Verbal interaction is the most important thing for learners to acquire and learn the language to communicate in the target language. Successful verbal interaction occurs when the teacher and students can fully understand what each other means. It occurs verbally between teachers and students during teaching and learning activities.

In the classroom interaction earlier, it was explained that there are two types of interaction, the first is the interaction of teacher and students, the second is the interaction of students and students. And then verbal interaction in the class, according to (Boulanger, 2015) there are types of verbal interaction between students and teacher in classroom they are Intrapersonal Interaction, Interpersonal Interaction, Small Group Interaction, Public Interaction.

4.1 Intrapersonal Interaction

This form of interaction is very personal and limited to ourselves. It is a silent conversation we have with ourselves, in which we assign roles to the sender and receiver who process our thoughts and actions. This interaction process when analyzed can be conveyed verbally to someone or remain confined as thoughts. Intrapersonal communication occurs within one person, often for the purpose of clarifying ideas or analyzing situations. Another time, intrapersonal interaction is done to contemplate or appreciate something.

Intrapersonal interaction is how teacher and students have own interaction with their self like a silence interaction in classroom if teacher and students speak something without communicating with other people.

4.2 Interpersonal Interaction

This form of interaction occurs between two individuals or in other words a one-on-one conversation. Here, the two individuals involved will switch roles of sender and receiver to communicate in a clearer way.

4.3 Small Group Interaction

This type of interaction can only occur when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the others. Press conferences, board meetings and team meetings are all examples of group communication

4.4 Public Interaction

This type of interaction occurs when one individual discusses a big gathering of people. Examples of this interaction are election campaigns and public speeches. In such cases, there is usually one sender of the information and several intended recipients.

5.   FINDINGS AND DISCUSSION

Based on observations made in class VIII B consisting of 32 students and VIII C consisting of 29 students, researchers found types of verbal interaction between teacher and students (there are four types, namely intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction) and verbal interaction between student-student (there are two types, namely group project interaction and peer interaction) in the classroom as explained below

5.1 Verbal Interaction Between Teacher and Students

Through observations, the researcher identified various forms of verbal exchanges occurring between teachers and students within the classroom setting. These include interactions that are within oneself (intrapersonal), between individuals (interpersonal), within small groups, and in public settings. The provided excerpt is a segment extracted from a recording conducted during a class session.

a.   Intrapersonal Interaction

Extract 1 :
Student : Let's pray begins....finish.

The preceding statement illustrates how students perceive themselves as leaders within the classroom, feeling obliged to respond to the teacher's prompts, aligning with the concept of intrapersonal interaction. This term describes a situation where individuals confidently express themselves without external pressure, engaging in internal dialogues such as reflective contemplation or seeking answers independently without verbalizing them to others.

Extract 2 :

Teacher : For last week's material, is there anything else you want to ask or is it still unclear?

In the preceding statement, it was observed the teacher's role in prompting students to recall material and encouraging them to engage in thought-provoking responses. This interaction leans towards being intrapersonal because teachers aim to maintain student attention by posing questions that necessitate individual reflection and consideration in formulating responses.

Extract 3 :

S : Attention please, lets pray begins.....finish

Extract 3 from a different class demonstrates the swift response of a student to the teacher's instruction. In this scenario, the student takes the initiative to prepare for class independently, feeling a sense of leadership within the group. This proactive behavior includes directing peers to pray before the lesson begins, exemplifying intrapersonal interaction originating from the student.

Table 1. Data Results on Intrapersonal Interaction

Aspect	Class VIII B	Class VIII C
Intrapersonal Interaction	10	10
TOTAL	20	

Table 2 revealed ten instances of intrapersonal interactions observed in Class VIII B and an equal number in Class VIII C, totaling 20 intrapersonal interactions across both classes as identified by the researcher.

In the context of English language learning, intrapersonal interaction between students and teachers involves personal engagement within oneself, fostering independence and enhancing critical thinking skills in the classroom. This form of interaction encourages students to take responsibility for their own learning and empowers them to problem-solve autonomously. Moreover, when such interactions are frequent, they facilitate smoother learning processes by instilling a sense of self-awareness in students, prompting them to act without external influence. This dynamic also benefits teachers, particularly when students encounter difficulties with the material, as it encourages students to reflect and

contemplate before seeking assistance. However, it is noted that while such self-reliance is advantageous, some students may still exhibit a tendency to rely on others rather than engaging in independent inquiry due to a prevailing sense of lethargy or reluctance.

Boulanger as cited in Rachmat (2022) explored the concept of intrapersonal interaction involves engaging with oneself and subsequently taking actions for either personal benefit or the benefit of others. This concept is evident in classroom scenarios where, for instance, if the teacher makes a decision and students become engrossed in unrelated discussions, creating noise and displaying a lack of attention, the teacher internally perceives the situation and realizes that students are not focused. Consequently, the teacher may feel compelled to take corrective action, such as reprimanding the students or redirecting their attention to the task at hand.

This is similar to the analysis of classroom oral interaction by Nurul Fitri Firdaus (2018) in the first-grade class of SMAN 9 Pangkep, where intrapersonal interaction was observed. The study involved 35 students, both boys and girls, and identified intrapersonal interaction in extracts 1, 2, and 3. In extract 1, a student's intrapersonal interaction is evident as they perceive themselves as class leaders, promptly leading their peers in prayer before lessons upon the teacher's instruction. This action is driven by internal communication prompting them to respond to the teacher's directives. In extract 2, intrapersonal interaction occurs within the teacher, who, upon realizing that students don't comprehend the explanation, repeats or elaborates on the subject matter, reflecting the teacher's internal response to the students' lack of understanding. Similarly, extract 3 underscores the theme of student responsibility, as students feel accountable for responding to the teacher's instructions, showcasing their intrapersonal engagement within the classroom setting.

Moreover, employing intrapersonal interaction can significantly enhance the classroom environment. If both students and teachers effectively utilize this form of interaction, it can contribute to a smoother learning process. However, it is observed that the application of this interaction is infrequent among students and teachers, particularly within classroom settings.

b. Interpersonal Interaction

In the subsequent section, interpersonal interaction is exemplified, depicting direct engagement between the teacher and students, aimed at enhancing students' comprehension of the material within the classroom.

Extract 4:

T : Ok, let me check your attendance first. Who's absent today?
S : Syafa izin pak

Extract 5 :

T : Terus, saya tanya dulu kira-kira dibayangan kalian apa kok ada alat-alat itu, kira-kira nanti buat apa? what is in your imagination or what do you think?
S:membuatpagar

In extracts 4 and 5, there is evident interaction between the teacher and students, characterized by questioning from the teacher and corresponding responses from the

students. This dynamic involves a reciprocal exchange of roles between sender and receiver, facilitating clearer communication between the two individuals.

Table 4. Data Results on Interpersonal Interaction

Aspect	Class VIII B	Class VIII C
Interpersonal Interaction	1 3	5
TOTAL	18	

In Table 3, the researcher identified 13 instances of interpersonal interactions within Class VIII B and 5 occurrences of intrapersonal interactions within Class VIII C. Consequently, there were a combined total of 18 interpersonal interactions observed.

According to Boulanger as cited in Rachmat (2022), the concept of interpersonal interaction entails communication between two individuals, typically in the roles of speaker and listener. In a classroom setting, this often manifests as the teacher speaking and the students listening, with interactions such as questions and answers shaping the dialogue. This type of interaction is frequently observed in the learning process, as evident in the provided transcript, and serves as a vital means for effective communication between teachers and students. When students encounter difficulties or uncertainties, they may seek clarification from the teacher, who then responds accordingly. However, the extent of student engagement varies, with some students actively participating while others remain silent or disengaged. In such cases, it becomes essential for teachers to actively identify and address these discrepancies by providing additional support and encouragement to ensure all students feel valued and motivated to participate in the learning process.

The second type of interaction observed is interpersonal interaction, as evidenced in extracts 4 and 5, where interactions take place between students and teachers, involving communication between two individuals. This mirrors the classroom dynamics analyzed by Nur and Siregar (2020).

The presence of further interpersonal interaction fosters a more vibrant classroom environment and enhances the efficacy of the learning process by ensuring effective engagement between teachers and students. While teachers demonstrate commendable interaction in the two observed classes, diverse student responses sometimes necessitate additional effort on the part of the teacher to ensure comprehension and full engagement in learning.

c. Small Group Interaction

Extract 6 :
T: :...........Ini tolong dikerjakan secara kelompok, untuk kelompoknya tak kasih kebebasan. 1 kelompok boleh 3-4 orang.
S: : ya pak
T: jadi ini belum urut, urutannya belum baik. Jadi nanti kalian
urutkan agar menjadi cerita yang baik. Bareng- bareng nanti bisa didiskusikan dengan teman kelompokmu........

In extract 6, it illustrates how the teacher allows students to organize themselves into small groups of 3-4 individuals, enabling each student to tackle different questions and subsequently exchange their opinions. This peer interaction fosters students'

curiosity, as evident from the video recordings where students appear enthusiastic while collaborating on group assignments.

Meanwhile, the relationship between students and teachers becomes even closer during small group interactions, as the teacher frequently receives questions from students regarding their tasks and witnesses improved student responses when engaging directly with student groups. In this scenario, the teacher assumes a more informative role, delivering knowledge more effectively compared to traditional lecturing methods where students may be less engaged. Small group interactions in the classroom stimulate student interest, as collaboration with peers is often more appealing and efficient. Typically, teachers deliberately incorporate such interactions to ensure students work accurately and efficiently.

Table 2. Data Results on Small Group Interaction

Aspect	Class VIII B	Class VIII C
Small Group Interaction	3	1
TOTAL	4	

In Table 4, the researcher identified 3 instances of small group interactions within Class VIII B and 1 occurrence of intrapersonal interaction within Class VIII C. Consequently, there were a combined total of 4 small group interactions observed.

In extract 6 of the initial class, small group interaction is evident as the teacher encourages students to collaborate in groups, allowing interactions among more than two individuals. Typically, students prefer working in groups as it facilitates asking questions and sharing opinions, thereby optimizing time usage. This mirrors the classroom dynamics analyzed by Nur and Siregar (2020) in a FIACS-based interaction at Tenth Grade of SMAN O2 Bengkulu Tengah. However, in the second class, small group interaction was absent as the nature of the material being taught did not necessitate group formation. Instead, the efficacy of classroom interaction depended on the teacher's approach to managing the class during instruction.

According to Boulanger as cited in Rachmat (2022), small group interaction shares similarities with interpersonal interaction because it occurs during the learning process when the teacher assigns tasks to groups comprising 2-4 individuals, who then collaborate to complete the assignment. This type of interaction between teachers and students is frequent, as teachers have ample time to supervise and monitor each group closely, ensuring that students perform the task effectively.

Based on the observations made by researchers, it was noted that this type of interaction was not very common during classroom learning sessions. Such interactions typically arise when the lesson material lends itself well to group activities; however, not all subjects or topics are conducive to group work. For instance, in the second class, group assignments were feasible, leading to enthusiastic student participation as seen in video recordings. Working in groups allowed students to unleash their creativity, collaborate on tasks, and exchange ideas and opinions with their peers.

Furthermore, the presence of group interaction benefits teachers by allowing them to oversee student work more effectively. When students collaborate in groups, tasks can be completed more efficiently, enabling deeper discussions on the subject matter. This also encourages students to develop independence in seeking out information and finding the correct answers without solely relying on the teacher's guidance. As a result, the classroom environment becomes more organized, with students actively engaged in

group activities and discussions, eliminating instances where students remain silent or fail to participate.

d. Public Interaction

Extract 7 :
(students noisily choose groups)
T : hello hello
Ss : haii haii

The excerpt above illustrates a public interaction wherein the teacher endeavors to maintain student focus and create a quiet classroom atmosphere. Furthermore, in such public interactions within the classroom, the teacher assumes the role of a supervisor to ensure the smooth execution of learning activities as intended. This proactive supervision is crucial, as students may become distracted or disengaged if they perceive the teacher's lack of attentiveness, leading to disruptions in the learning process, as observed in instances where students become noisy and lose focus when the teacher's attention is diverted elsewhere.

Table 3 Data Results on Public Interaction

Aspect	Class VIII B	Class VIII C
Public Interaction	11	15
TOTAL	26	

Table 5 reveals that the researcher identified 11 instances of public interactions within Class VIII B and 15 occurrences of intrapersonal interactions within Class VIII C. Consequently, a total of 26 public interactions were observed overall.

Based on the findings above, the researcher concluded that there were 20 data on intrapersonal interactions, 18 data on interpersonal interactions, 4 data on small group interactions, and 26 data on public interactions.

Table 4. Data Results on Verbal Interaction between Teacher and Students

Aspect	Class VIII B	Class VIII C
Intrapersonal interaction	10	10
Interpersonal Interaction	13	5
Small Group Interaction	3	1
Public Interaction	11	15
TOTAL	37	31

In Table 6, the researcher identified 37 verbal exchanges between teachers and students within Class VIII B, and 31 verbal exchanges between teachers and students

within Class VIII C. Thus, the combined total is 68 verbal interactions between teachers and students observed in the classroom.

Public interaction involves communication between a speaker or individual and another person within a broader context, such as in public settings. However, when this interaction occurs within a classroom setting, it primarily involves the teacher as the speaker and students as listeners. In this dynamic, the teacher assumes the central role, imparting knowledge and information to the class, while students serve as attentive listeners and recipients of this information. Moreover, public interaction often intertwines with small group interaction, particularly when teachers assign group tasks that require students to present their findings to the class, thereby transitioning students into the role of speakers and center of attention, while their peers assume the role of listeners (Rachmat, 2022).

In extract 7, a public interaction unfolds between the teacher and a student. The teacher endeavors to pacify the highly tumultuous environment of the second class, or VIII C, where the noise level is excessive, thus hindering the students' receptiveness to the teacher's instructions. This scenario resembles the oral classroom interaction scrutinized by Adaba (2017) in the context of English as a Foreign Language (EFL) instruction aimed at enhancing speaking skills among Grade Eight students at Tullu Sangota Primary School.

Through observations in the interactive classroom setting, it emerges as an effective method for students to practice their public speaking abilities and, naturally, bolster their self-assurance in speaking or sharing opinions in front of others. This encourages students to speak up without fear of making mistakes, fostering a culture of trial and learning in public speaking. However, due to varying personalities among students, not all may feel confident enough to speak up initially, presenting a challenge for teachers to encourage willingness to try. Moreover, within the classroom learning process, teachers allocate time and opportunities for students to work on questions, explaining how students arrived at their answers and the rationale behind them. In this context, public interactions play a significant role, drawing attention to the discussion and enhancing focus among other students.

6.   CONCLUSION

Based on the research findings, the researcher draws conclusions by examining the outcomes of observations conducted through classroom recordings. The analysis reveals various forms of verbal interaction occurring between students and teachers, encompassing intrapersonal, interpersonal, small group, and public interactions. However, the predominant interactions observed are interpersonal and public, with occasional instances of verbal interaction between students themselves. Notably, group case study interactions and debates were absent in this particular classroom setting due to the nature of the curriculum, which does not incorporate such activities. From these findings, it is evident that verbal interaction is a crucial component of classroom dynamics, with its effectiveness contingent upon the engagement of both students and teachers.

Verbal interaction between teachers and students is mutually influential, as the dynamics between them shape the overall classroom atmosphere. When interactions between students and teachers are fostered, it naturally leads to interactions among students themselves, contributing to a more focused learning environment. The significance of these interactions lies in their direct correlation to the learning process and their occurrence within the classroom setting. By categorizing these interactions as verbal, it highlights their

integral role in facilitating student-teacher rapport and enhancing the reception of instructional content.

Interpersonal interactions, involving direct communication between teachers and students, were also prevalent, serving as a vital channel for knowledge dissemination and clarification. These interactions create opportunities for students to seek guidance and feedback from teachers, enhancing comprehension and facilitating a deeper understanding of the subject matter. Moreover, interpersonal interactions foster a supportive learning environment, where students feel encouraged to actively participate and engage in classroom discussions.

Small group interactions emerged as a beneficial pedagogical tool, enabling collaborative learning and promoting peer-to-peer interaction. By working in small groups, students are afforded the opportunity to share ideas, discuss concepts, and collectively tackle assignments. This collaborative approach not only enhances comprehension but also cultivates essential teamwork and communication skills, preparing students for real-world scenarios where collaboration is integral to success.

Public interactions, characterized by communication between teachers and students in a broader context, were found to play a crucial role in developing students' public speaking skills and self-confidence. Through public interactions, students are provided with platforms to express their opinions and share their perspectives with their peers, thereby honing their presentation and communication abilities. Additionally, public interactions create a sense of accountability and responsibility among students, as they are required to articulate their thoughts and ideas effectively in a public forum.

In conclusion, the varied forms of interactions observed in the classroom setting contribute significantly to student learning and development. From intrapersonal reflections to interpersonal dialogues, small group collaborations, and public presentations, each interaction serves a unique purpose in nurturing students' cognitive, social, and communication skills. By understanding and leveraging these interactions effectively, educators can create enriching learning experiences that empower students to succeed academically and thrive in the dynamic challenges of the modern world.

The presence and quality of verbal interaction in the classroom are pivotal for fostering a conducive learning environment. Both students and teachers play crucial roles in shaping these interactions, which ultimately contribute to the effectiveness of the learning process. Verbal interactions serve to bridge the gap between students and teachers, fostering a sense of closeness and facilitating the transfer of knowledge. Thus, cultivating effective verbal interactions is essential for maximizing learning outcomes and promoting student engagement and comprehension.

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COMPLIMENTS TO THE SMART MEN IN THE EVENT OF "UNIVERSITY WAR" ON TIKTOK

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Delivering compliments is one of the media in building and creating relationships between two or more people when they communicate. Compliments are not only found when we communicate directly with the interlocutor, but compliments can also be written in the comment's column on social media. University War is a reality show program that carries the concept of intelligence, teamwork and problem solving wrapped in games and challenges by students representing several leading universities namely Seoul National University (SNU), Korea Advanced Institute of Science and Technology (KAIST), Pohang University of Science and Technology (POSTECH), Yonsei University, Korea University and Harvard University. Indonesian people, especially women, gave a lot of compliments to the participants because of their intelligences and strategies in solving questions. The method used in this research was descriptive qualitative. The source of the research data was video snippets from several TikTok accounts that uploaded about the "University War" event. The data collection technique in this research was note taking. The data analysis technique used the theory of Holmes (1988) and Manes & Wolfson (1981). The result was Indonesian netizens gave more compliment using phrases than Clause/sentences. The topic of compliment was also mostly about the ability of the participants.

Keywords: Compliment, University War, TikTok

1. INTRODUCTION

Expressions of compliment are often found in communication. Expressing compliments is one of the media in building and creating relationships between two or more people when they communicate. Compliments are not only found when we communicate directly with the interlocutor, but compliments can also be written in the comment's column on social media. In general, compliments consist of two, namely the compliment itself and the response to the compliment, and are categorized as speech acts (Othman, 2011). In delivering compliments to someone, we often get a response to the compliments that we utter. For example:

Compliments	Compliment responses
That's beautiful.	*Thank you*
You did a great job cleaning up the house.	*Well, I guess you haven't seen the kids 'room.*

Examples taken from Silvia Válková (Olomouc)

In addition to the response of compliment received, sometimes the compliments given to someone will not get a response back from the person being complimented. We often find this, when writing complimentary comments in the comment's column on social media, one of them is TikTok. The absence of a response back to the compliment we give

to someone on social media often occurs when we comment on artists, content creators and others, especially if someone comments on their idol from other countries such as South Korea, China using Indonesia. However, this does not make Indonesians stop giving compliment to the idol in the comment's column.

According to Holmes (1988), women are more likely to give compliments than men. This means that the number of compliments given by women is more frequent than men and men will tend to give compliments to women than to other men. Herbert (1990) revealed that there are two forms of compliments that women tend to use, namely, the use of the words (I like/love her) and (she (very) uses adjectives afterwards). Women mostly use the first form, while men will tend to use both patterns.

Today, TikTok has developed into a popular culture in the world. TikTok is an application that functions to provide entertainment to the public with photo content and short videos accompanied by songs. This application is often used in leisure time or when experiencing boredom in activities, so that it becomes a means of escape from various irrational thoughts caused by various problems (Al Hakim et al., 2023).

TikTok is one of the applications with the highest usage intensity in Indonesia. Based on data from the Goodstats page, Indonesia will become the country with the second most TikTok users in the world after the United States in 2022 (Aditya, 2023). Then based on the We Are Social report, the average time spent by Indonesians using TikTok is 23.1 hours per month. The time spent by Indonesians is immense, even exceeding the world's average TikTok usage time of 19.6 hours per month, and almost the same as the world's average YouTube usage time of 23.7 hours per month.

TikTok entertainment app was first launched in China in 2017 (Qiyang and Jung, 2019). In addition, TikTok is the first app to focus on content that looks more real, aesthetic, and vibrant. In terms of app downloads and installs, TikTok videos have become one of the most common forms of entertainment in the world today.

The digital world has witnessed a marked increase in the popularity of TikTok app usage and paved the way for diversified entertainment for young people (Du et al., 2020). Entertainment services focus on capturing individuals' attention through music, socialization, dance, sports, and theatre (Stoian and Epuran, 2017), all of which can be viewed on the TikTok app. These videos may also contain music, dance techniques, or certain "trends" that serve as a form of entertainment.

2.   PROBLEMS STATEMENT

The discussion of compliments is one of the most interesting topics in linguistics (Chai, 2012: 43). In the Longman Dictionary of Contemporary English, compliment is defined as an expression of admiration or appreciation. Then, in Webster's dictionary defines compliment as a formal act or expression of politeness/appreciation or it can be said as a form of admiration, flattering or wooing something to someone as a form of politeness or appreciation. This means that compliments are highly influential and complex words in terms of meaning, usage, and function. Therefore, the researcher formulates two things related to compliments on TikTok namely:

a. What are the forms and functions of compliments written by Indonesian female netizens in the comment's column related to the University War event on TikTok?

b. What are the most complimentary topics written by Indonesian female netizens in the comment's column of the University War event on TikTok?

University War is a reality show program that carries the concept of intelligence, teamwork and problem solving wrapped in games and challenges by students representing several leading universities. There are four students in each team, wearing their respective uniforms. The universities are Seoul National University (SNU), Korea Advanced Institute of Science and Technology (KAIST), Pohang University of Science and Technology (POSTECH), Yonsei University, Korea University and Harvard University.

3. LITERATURE REVIEW
1. SPEECH ACT AND PRAGMATICS

The way a person uses language in communication is very different. This is caused by cultural. Wierzbicka (in Rahmayani, 2020) states that each community has a different language, different culture, and different speech acts. This means that, each country also has different linguistic codes such as lexical, grammar and the way they convey these linguistic codes. Searle (1969) states that all linguistic communication consists of speech acts and their forms in communication. One of the speech acts is compliment and compliment responses. Austin (1975) states that, speech act as the smallest thing in communication. He divides speech acts into three things namely locution, illocution and perlocution. One of the most important things in speech acts is the study of compliments. Herbert (1990) studies speech acts such as compliments and compliment responses because, there is no common pattern or agreement on the right way to express compliments and compliment responses even in the same speech community.

Speech acts are also part of the study of pragmatics. Yule. G (1996) states the definition of pragmatics, namely first, the utterance put forward by the speaker and interpreted by the interlocutor. Second, pragmatics is the study of the meaning of context, where speakers try to organize what words/sentences they want to convey. Third, pragmatics is the study of how the interlocutor gets the implicit meaning of the speaker's utterance. According to Nordquist (2017), pragmatics analyses conversation and speech acts.

2. COMPLIMENTS

Compliment as a social strategy is related to the category of illocutionary speech acts proposed by Austin. Compliments are considered as behavioural acts. In addition to thanks, apologies, and greetings, compliments are considered as speech acts that represent people's reactions to others' behaviour and express attitudes towards others' past behaviour (Shabeeb & Jibreen, 2008). According to (Solodka, 2018: 42) compliment generally means giving compliment, appreciation, speech to someone for their possessions, characteristics, skills, and others. Manes (1983) defines compliment as a speech act that has a reflection and expression of cultural values because of, its nature as a judgment on the expression of approval or admiration for the work, appearance, or taste of others.

Holmes (1988) suggests three functions of compliments. (1) Compliments are usually used as a means of expressing liking when used as a positive affective speech act. Elsewhere complimentary words may increase solidarity between people. Example: How beautiful you look today! (2) That compliments can be both positive and negative politeness strategies. All this means that compliments can be used in highly stressful situations to get something; they are used before asking for what you want. Example: Your hair doesn't look so great! Can I borrow your Spanish book? (3) The compliment may be threatening in nature, as it shows an intrusive desire on the part of the speaker for the interlocutor's

property. Consequently, the compliment will be included in the request. Example: may I borrow your wonderful Spanish book? (Holmes, 1988, pp. 445-451).

Compliments have a variety of syntactic, semantic, and pragmatic structures. Regarding the syntactic level, most often compliments involve adjectives and adverbs to the opinions one expresses. On the semantic level, they should include at least one item that carries a positive semantic charge. At the pragmatic level, compliments include a combination of semantic and pragmatic components that confirm a positive evaluation of the speaker (Shabeeb & Jibreen, 2008).

Bolton (in Solodka, 2018) says there are three conditions for the expression of a compliment, namely:

1. The listener has a certain Q quality.
2. The speaker thinks that Q is admirable.
3. The speaker wants the hearer to know/believe that the speaker admires Q.

An important aspect of the concept of compliments and compliment responses is people's communicative competence. The speaker must be able to recognize elements of sarcasm or irony to distinguish between compliments and jokes (Wolfson & Manes, 1980). At the same time, an offensive comment may be accepted as a compliment if one does not have the ability to distinguish between the two.

In social life, sometimes someone gives compliment to another person as a form of appreciation or appreciation for that person. Compliments can also appear when we see or watch something that is considered well so that, it creates a sense of admiration. Giving a compliment and responding to a compliment are one of the speech acts in establishing solidarity and intimacy between speakers and interlocutors (Mulachela: 2022).

In Indonesian Dictionary, compliment is a statement of compliment, usually in terms of intelligence, merit, and so on. Quoting the book of "Let's Learn Indonesian" by Muh.Darisma quoted in the site written by Mulachela, that there are 7 characteristics of a complimentary sentence, namely:

a.   In the form of a positive sentence
b.   Complimentary sentences are usually delivered honestly and sincerely
c.   There are reasons and suggestions conveyed in the compliment
d.   The content of the compliment is in the form of facts
e.   Sometimes uses similes, similes, or associations
f.   The person praised will feel proud and motivated by the praise given
g.   There is a feeling of pleasure.

Research on compliment has been conducted by many previous researchers. The most widely conducted research is about compliment and compliment responses strategies by (Chai, 2012, Rahmayani, 2019, Munawwaroh, 2020, and Sartika, 2021). The results of the analysis were as follows: (1) Chinese students studied by Chai, prefer to accept compliments rather than reject them. Female Chinese students were more likely to use explicit acceptance strategies than male students, and finally people prefered to use explicit acceptance strategies when they responded to compliments from people they don't know. (2) British people tent to accept compliments and respond to compliments of what they are talking about, while in Indonesian culture people were more humble to themselves, they did not want to appear arrogant, and prioritize their self-esteem as public figures. (3) female students at Darul Lughah Wal Karomah Religious School tent not to ignore compliments from teachers, and they had different responses regarding to the compliments they received. (4) The topics of compliments found in the Degeneres show by Sartika were topics of compliments regarding appearance, ability or appearance, possessions and personality or

friendship. While the compliment responses found were token of appreciation, acceptance of single comment, increase compliments, reply to questions, disagreement, and no recognition.

Meanwhile, research related to compliment and compliment responses on social media such as Facebook and Instagram had also been conducted by (Jannah, 2018, Miranda & Hamzah, 2018, Sartini, 2019, Sharifian et al, 2019, Mejorada et al, 2021). The results of the analysis were as follows. (1) Instagram users often received compliments and provided comments that were relevant to the compliments given previously, usually admiration. (2) women on Facebook used more implicit compliments than men while men used more explicit compliments. (3) Balinese women provided compliment strategies consisting of appreciation and approval, avoiding self-praise, ignoring, rejecting, and responding back to compliments. (4) Most of the compliment responses used in English compliments were acceptance strategies. Men and women had different response strategies when they changed their language in communication, but for EFL learners and language teachers, it would be very good in understanding the concept of linguistic culture. (5) In Facebook comments, people gave compliments more explicitly than implicitly. Many of the compliments used positive adjectives and more compliments were given on physical appearance.

The analysis of compliment and compliment responses in films had also been conducted by Widyaningrum, 2013, and Trifani, 2024. The results of the analysis were as follows. (1) The most used compliment topics by men to women in the movie were physical appearance, ability and compliments related to a sense of belonging, while compliments from women to men were more likely to use compliments on physical appearance.

Solodkan and Perea (2018) also examined the speech act of compliments by comparing compliments spoken by Ukrainians, Russians, and the English community. The results of the analysis showed that native speakers in the three countries tent to use syntactic forms of expression, cultural lexicon, the topic of compliments used and the context of the language they use.

In this article, the researcher focuses on the compliments written by Indonesian netizens towards participants in the "University War" event on TikTok. The researcher wants to see the form of praise, function, and topic of compliment written by Indonesian netizens towards participants in the event.

4.   METHODS

The method used in this research was a qualitative descriptive method. The detailed qualitative research model is about individuals or certain social units within a certain period (Murdiyanto, 2020: 32). Qualitative data essentially contains descriptions and narratives. In qualitative research, it will see an object as something dynamic, the result of the construction of thoughts and interpretations of the symptoms observed as a whole, because the object has a unity that cannot be separated (Murdiyanto, 2020: 12). The qualitative research process usually uses a cyclical process, so the process and time require flexibility and openness to new information with the aim of narrowing the focus of existing research problems (Hardani, 2020: 21-22).

Therefore, in this study, several female netizen comments related to compliment to the participants in the "University War" event were randomly taken. The data obtained will later be processed, described, and provide an explanation of the data in the form of the intention behind literal speech acts which will later be associated with relevant theories.

The data collection technique in this research was taking notes. First, researcher watched several video clips of the "University War" event on several accounts on TikTok,

then selected the types of netizen comments that contained elements of compliment. After that, the researcher classified the data based on its form and function. The data analysis technique used the theory of Holmes (1988) and Manes & Wolfson, (1981).

5.   DISCUSSION

The researcher has collected 50 netizen comments related to praise for participants in the University War event on TikTok. Compliments are expressions of positive evaluation, so each compliment must include at least one positive semantic term, and interestingly, despite the almost unlimited number of terms to choose from, most compliments contain one of a very limited set of adjectives and verbs with a large number (Manes & Wolfson, 1981).

5.1 COMPLIMENT FORM AND FUNCTION

Compliment form is the language used in writing or expressing a compliment. The form of praise found in the TikTok comment column related to the University War event, mostly in the form of phrases and long sentences and consists of adjectives. The following table shows the form and function of the comments of 50 netizen accounts on TikTok related to the University War event.

Table 1 Forms and functions of compliments

No	Name of TikTok Accounts	Comments	Forms of Compliment	Functions of Compliment
1	Taurus	Pesona pria pintar	Phrase	Expressing admiration
2	afifah	They're a perfect team together.	Clause	Expressing admiration for the teamwork of the participants
3	rararahmaa	Perfect team	Phrase	Expressing admiration for the teamwork of the participants
4	sky	The most perfect team in existence	Phrase	Expressing admiration for the teamwork of the participants
5	Nanda	Keren bngt anj*r, ini team waaah *(Keren banget .... Ini tim yang wah)*	Phrase	Expressing admiration for the teamwork of the participants
6	Ntahlah	ANJ*RRRR CAKEPP BANGETTTTT *(**Anj*rrr** merupakan kata kasar (gaul) yang biasa dipakai oleh anak muda yang dapat*	Phrase	Expressing admiration of the participant's physical charm/appearance

		menggambarkan senang, kaget dan sebagainya)		
7	F	Keren bgt, paket komplit *(**bgt: banget**)* *(**komplit** : komplet (baku)*	Phrase	Admiring the ingenuity of the participants in solving the questions
8	dell	4 4 nya boleh ngga sih *(empat-empatnya boleh ngga sih)* *(**ngga** : tidak)*	Phrase	Expressing ownership
9	zecche	Sumpah, cara mereka kerja sama tuh parah otak **gw** aja sampe capek banget ngeliat mereka diskusi apalagi yang soal tangkep pelaku *(**gw**=**gue** = saya)*	Phrase	Expressing admiration for the cohesiveness of the participating teams in solving the questions
10	Istrinya Inosuke	Pesona cowok Hyun *(**Hyun** adalah nama salah satu peserta yang berasal dari kampus SNU)*	Phrase	Expressing an interest to a smart man
11	watermelon	Team paket complete	Phrase	Expressing the enjoyment of teamwork from the participants
12	dearlylpu	Adek2, nuna jomblo dekkkkk *(**adek2**: adik-adik)* *(**nuna** : sebutan dari laki-laki kepada perempuan yang lebih tua dalam bahasa korea)*	Phrase	Expressing a sense of belonging
13	0.0	Kita usahakan brondong ekonomi ya gaes *(**brondong** merupakan sebutan untuk laki-laki yang masih muda)* *(**gaes** merupakan istilah gaul yang berarti teman-teman)*	Clause	Expressing an interest to the one of the participants

14	adz	Kelas bgt emang ni SNU *(kelas banget memang ini SNU)*	Phrase	Expressing admiration to the participants from SNU	
15	Dey	Pkoknya aku ABG yg vibes teknik itu *(**ABG**: Abang)* *(**yg**: yang)*	Phrase	Expressing an interest to the one of the participants	
16	Nanadongi (tulisan hangeul)	Mereka tuh the real tim yang lengkap dan kompak punya peran masing-masing *(Mereka itu adalah tim yang nyata, lengkap, kompak dan punya peran masing-masing)*	Clause	Expressing an affection to the teamwork and cooperation of the participants	
17	Agoesteena	Msh ttep amaze yg buka kotak ngapalin nomer kmbnasi,dy bs buka 19 kotak sendirian. Tu mata fungsiny slain mlihat jg bsa screenshot kykny *(Masih tetap kagum yang buka kotak hafalin nomor kombinasi, dia bisa buka 19 kotak sendirian. Itu mata fungsinya selain melihat juga bisa screenshot kayaknya).*	Phrase and Clause ***Frasa***: *Masih tetap kagum yang buka kotak, hafalin nomor kombinasi* ***Kalimat***: *dia bisa buka 19 kotak sendirian.*	Expressing admiration for one of the participants who was able to memorize the combination of numbers to open a locked box within 15 seconds	
18	Limnas_ly	Hyunmin kayaknya jadi mantu idaman deh bisa nawar2 di pasar nanti *(**Hyunmin** merupakan nama salah satu peserta dari kampus SNU jursan Psikologi)* *(nawar2: menawar)*	Phrase	Express an affection and admiration to the one of the participants	
19	Diva Aurelia	Rill cuy, hyunseok tuh hidden ace	Phrase	Expressing admiration for Hyun Seok's intelligence	

		*(**Hyun Soek** merupakan nama salah satu peserta dari kampus SNU jurusan Teknik Elektro dan Komputer)* *(tuh :itu)* *(**Rill** dari kata real)* *(**cuy** merupakan panggilan akrab untung teman sebaya)* *(**Hidden ace** istilah untuk orang yang memiliki kualitas tersembunyi)*		
20	Keju nyawer	DIMANA ADA DOHYUN DISITU ADA AKU *(**Do-Hyun** merupakan nama salah satu peserta dari kampus SNU)*	Phrase	Expressing an affection for a guy named Dohyun
21	a	Hidden ace nya anak teknik begimane ga keren coba *(**bagaimane** : bagaimana)* *(**ga** : tidak)* *(**Hidden ace** istilah untuk orang yang memiliki kualitas tersembunyi)*	Phrase	Expressing admiration
22	Cecubebell	Pesona org yang belajar bidang psikologi agak lain ya *(**org**: orang)*	Phrase	Expressing affection and admiration
23	annanurwachiddah	Gue suka dohyun. Gue lebih suka cowok yang jago practical. It's so attractive. *(**Practical**: praktek)* *(**attractive** : menarik)*	Sentences	Expressing affection and admiration
24	Pecinta diesel	Duh ngga habis fikir jago benar *(**ngga**: tidak)*	Phrase	Express amazement and admiration
25	Iya?	Keren banget strateginya cuy	Phrase	Expressing admiration regarding to the participant's abilities

		(*cuy: bahasa gaul untuk panggilan akrab untuk teman sebaya*)		
26	Chihiro	Strategi dia keren jir (*jir: sesuatu yang menjadi tujuan*)	Phrase	Expressing admiration
27	(gbr emot tupai dan mahkota)	Pinter banget dia ini otaknya cepat banget bikin strategi	Phrase	Expressing admiration
28	Lalisa	Bercandaan orang pintar beda ya		Expressing admiration
29	Rosie Posie	Hyunseok, guehh suka gaya lu (*guehh*: gue/saya) (*lu*: kamu)	Clause	Expressing affection and admiration
30	Ylina16	Wow	Exclamation	Expressing admiration
31	Only facts	He is impressive.	Clause	Expressing admiration
32	K A Y R O O L	Damn cool	Phrase	Expressing admiration
33	(emot dinosaurus)	Pesona cowo pinter (*cowo : cowok*)	Phrase	Expressing affection and admiration
34	_Wathan_	Hyun-bin real genius sih…. (*Hyun-bin adalah nama peserta yang berasal dari kampus SNU*)	Phrase	Expressing admiration
35	Don quixote	Kantong matanya ga bisa bohong ya. Hasil belajar terus-terusan (*ga*: *tidak*)	Clause	Expressing admiration
36	Zafira shop	Pinter semua gak ada yang jadi beban tim	Phrase	Expressing affection and admiration to the participants
37	awalngonten	Hyun bin itu tipikal yang imajinatif, jadi bisa membayangkan dan sambil	Phrase	Expressing admiration

		menggambar dikepala 😊		
38	Hellosallma	Sumpah pada jenius-jenius banget dahh ☹	Phrase	Expressing admiration and amazement to the intelligence of the participants
39	ceshi	Hyunbin kalau uda nyengir sama senyum kenapa manis banget ☹ (*nyengir*: tertawa)	Phrase	Expresses an affection to the appearance
40	Avin D afa	Lucu bangettt ☹	Phrase	Expressing an affection
41	Anna_Kim	Pesona lelaki cerdas	Phrase	Expressing affection and admiration
42	Ptapr1	Hyunbin, otak kamu encer banget yaa 😊 (*Hyun-bin*, otak kamu sangat cerdas) (*encer* bisa berarti cerdas/mudah memahami)	Phrase	Expressing admiration
43	kt	Negotiator	Noun	Expressing admiration
44	DearRM (emoji bunga pink)	Tuan muda, pewaris tunggal gak banyak ngomong, tenang so gentle (*gak*:tidak) (*ngomong* : berbicara) (*so gentle* : sangat lembut)	Phrase	Expressing affection and admiration
45	Sayamanusia (emoji putri raja)	Pesona abang" teknik Harvard 🔥🔥🔥 (*abang''*: abang-abang)	Phrase	Expressing affection and admiration
46	Serenity	Hyunbin dengan kejeniusannya yang another level 😫 (*Hyunbin dengan kejeniusannya yang memiliki berbeda level*)	Phrase	Expressing admiration

47	laut	Udah ganteng pintar old money lagi 😍 (**old money** *digunakan untuk menyatakan orang kaya*)	Phrase	Expressing affection and admiration	
48	Dumpacc	Kita usahakan pria pintar seperti ini	Clause	Expressing an affection and a sense of belonging	
49	Skiesinyou	Sumpahhh ini cerdas bgt team Harvard. Bisa2nya kepikiran nyelesein masalahnya dr nulis nomornya 😭 (**bgt**: *banget*), (**bisa2nya**:*bisa-bisanya*) (**Nyelesein**: *menyelesaikan*) (**dr**: *dari*)	Phrase	Expressing amazement and admiration	
50	marshmellow	Enak banget dengerin anak² Harvard klu ngomong inggris, aksennya Uda inggris banget 😭😭 (**anak²** : *anak-anak*) (**dengerin**:*mendengarkan*) (**klu** : *kalau*) (**uda** : *sudah*)	Phrase	Expressing admiration	

5.2 COMPLIMENT LENGTH

The length of a compliment is the average number of words in each compliment written in this study. The results showed that compliments consisted of simple and long/complicated compliments.

Table 2 Some examples of simple/short and long/complicated compliments

Simple/short compliment	*Simple/short compliment*	*Simple/short compliment*
Negotiator *(Akun: kt)*	*Pesona lelaki cerdas* *(Akun: Anna_Kim)*	*Wow* *(Akun: Ylina16)*
Long/complicated compliment	*Long/complicated compliment*	*Long/complicated compliment*
Sumpahhh ini cerdas bgt team Harvard. Bisa2nya	*Hyun bin itu tipikal yang imajinatif, jadi bisa*	*Msh ttep amaze yg buka kotak ngapalin nomer kmbnasi,dy*

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kepikiran nyelesein masalahnya dr nulis nomornya 🏠 *(Akun: Skiesinyou)*	*membayangkan dan sambil menggambar dikepala* 😌 *(Akun: awalngonten)*	*bs buka 19 kotak sendirian. Tu mata fungsiny slain mlihat jg bsa screenshot kykny* *(Akun: Agoesteena)*

Description: Hyun bin is the name of a participant in "University War" from Seoul National University in South Korea.

5.3 TOPICS OF COMPLIMENTS

In daily life, many people express or write compliments for various reasons and concerns, such as compliments on graduation, when someone is meeting, when someone is about to start a conversation or when they want to express criticism in a subtle way and so on. Therefore, when making a compliment, someone will determine the topic, theme, or issue of the compliment. A compliment topic will depend on the context of the situation and culture (Dirgeyasa, 2015:229).

According to Holmes (in Dirgeyasa, 2015), there are four topics of compliments.
(1) Appearance. This is related to clothing, face, grooming and others.
(2) Possession of objects, such as cars, albums, cell phones and others.
(3) Performance/talent/ability such as in playing music, studying etc.
(4) Personality, emotions, traits such as "You have a good heart".

Based on the results of the analysis conducted by the researcher in table 1, it is found that, the most compliment written by netizens regarding to the University War event on TikTok is compliment related to the appearance of the participants, as well as the talent and ability to solve each problem given. most netizens commented with admiration for the intelligence and strategies carried out by the contestants during the event.

6. CONCLUSION

Based on the literature study and analysis that has been conducted from 50 data, the researcher can conclude that, in University War event on several TikTok accounts, Indonesian netizens give compliments using more phrases than clause/sentences. The topic of compliment given is also more about the abilities / talents possessed by the participants in the event. Admiration for the ability and intelligence of the participants is the function of praise most written by Indonesian netizens.

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TEACHERS EXPERIENCE IN TEACHING ENGLISH IN THAILAND BASED ON MULTICULTURAL EDUCATION

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Abstract

This research aims to find out and identify teachers experience in teaching English in Thailand based on multicultural education carried out by students from various universities in Indonesia who took part in the 5-month KKN International Internship Program in Thailand to teach English. This study used a descriptive qualitative method. There were 4 students involved in this research who were chosen deliberately by the researcher. Data collection was carried out using interviews. The results of this research show that all students said this program had benefits based on their experiences. As for the benefits in terms of academic aspects, such as before teaching teachers must know Thai culture and language, good interaction and mutual respect when teaching English, multicultural education makes students active in class, students have a cultural understanding and teachers use cultural and psychological approaches in implementing multicultural education in the classroom. Although there were several problems when teaching English which can be corrected and improved by teachers and students building chemistry so that it is easy to teach and receive lessons well also teachers must be creative in teaching English to their students, especially to Thai students who have language and a culture that is different from Indonesian language and culture.

Keywords: Teacher Experience, KKN International Internship, Teaching English, Multicultural Education

1. INTRODUCTION

In the world of education, the word KKN (Community Service Program) is very familiar to the 7th semester students, because every campus will require students to carry out an activity, which activity is KKN. This is one of the requirements for their graduation. In this KKN activity, usually, the campus will divide its students into regular or non-regular KKN. However, it remains the same, only the placement is different. In terms of division, some do the KKN alone, usually, they will be placed in the school closest to the campus, there are usually students who do non-regular KKN, and some do it in groups which will be placed in a group city in a village, they leave the area to do the KKN. These are usually students who do the regular KKN. According to Lutfi (2020), KKN is a form of voluntary work where students take part in an activity or community service, they do it alone or in groups for various reasons. Because this activity is community service, students are required to go directly to a place determined by their campus. They must observe the situation and condition of the community in a place or village where they will be placed. After that, when the students arrive at the location, the students are placed in a different place. According Muniarty, P. et al., (2022) KKN is an opportunity to use creativity in finding a solution that suits the problems that exist in a remote village.

Aliyyah et al., (2021) that it is important for education to carry out a KKN activity or program which will help the government in educating the younger generation at this time. Basically, in this KKN program, students are in a village for 1 or 2 months, where

they serve the community, this depends on the policies of each campus. At the location, students will face various backgrounds of the people or society in their place, including personality, lifestyle, culture, and so on. Recently there have been several campuses that carry out International KKN often called International Internship programs. In this case, students carry out a KKN activity abroad. Some do it for 1 month, and some do it for 5 months. Those who only do KKN for 1 month, but students who do KKN for 5 months abroad, to be precise in Thailand, these students do KKN at the same time as PPL too. Students who do KKN for a month do not get facilities or a salary of 3000 baths, but students who do KKN for 5 months will get good facilities and will also get a salary amounting to 3000 baths.

Several schools in Thailand collaborate with campuses in Indonesia to carry out community service program or KKN. This is like KKN activities in general where students will be placed in various schools, some on their own or in groups consisting of 2-3 people who will teach at the school. What is taught by KKN students from Indonesia is reciting Al-Qur'an, Math, English, and Arabic. For example, some students are placed in Songkhla province and some students are placed in Krabi. However, in this province, students will be divided into schools, such as those placed at Srina Karin School, there is also Darul Mujahideen School, and others. In Thailand, school placements are also different, some are assigned to elementary school, junior high school, or senior high school. However, this is usually called deep Thailand as Anuban (3 years), Prathom (6 years), and Mattayom (6 years).

The International Internship program is very beneficial for Indonesian students who teach in Thailand for 5 months. Manasikana & Hartono (2021) stated that this internship program is very useful and helps students develop their competencies in terms of pedagogical competencies. They can find out how students learn, their culture in everyday life, and their habits. Therefore, researchers are very interested in knowing how the experiences of Indonesian students who taught in Thailand for 5 months were when they took part in a KKN or International Internship Program activity. Because of this, this research focuses on "How Is the Teachers Experience In Teaching English In Thailand Based On Multicultural Education?" This research aims to find out or identify the experiences of students teaching in Thailand in terms of multicultural education.

2.   LITERATURE REVIEW

a.   KKN

KKN has become a program that must be undertaken by every student who is about to complete their studies. We can see below some general opinions about KKN. Like the definition of KKN in general, Fandatiar (2015) also believe that KKN, or in other words, the Community Service Program is an activity where students are obliged to do this so that students can apply the knowledge they gained sitting at lectures or can It is said to be a form of community service where they will be placed later. This is different from the opinion of Anasari et al., (2015) which states that KKN or Community Service Program is an activity or form of education which will provide students with a lot of learning experience outside the campus or in the place where they will be placed. When the students are at the location or place of placement they will create a program for the local community and after that, they make a report that contains their activities, the information they found, and a description of what they have done for the students to the local community where they are placed.

Different from the international KKN Internship Program, we can see several opinions below. According to Taufik (2017), the KKN International Internship Program is a program where these activities are in the field of education or a form of higher education activity that is carried out by students abroad, specifically in southern Thailand. The students who take part in the International Internship Program are students who can integrate aspects of Catur Dharma higher education such as education and teaching, research, and community service. So it can be said that the activities carried out by students are international activities. Saehu, A., & Sulaeman (2018) also argue that the KKN International Internship program is a campus activity that is a mandatory activity for every student where they have to apply what they have learned while in college, meaning that they have to apply what they learned while still studying in school. So they have to apply everything to society, both the knowledge and competencies they have acquired. This KKN International Internship Program occurs due to cooperative relationships with educational institutions abroad which are marked by an MoU (Memorandum of Understanding). This refers to universities that are required to collaborate with organizations, institutions, the global community, and people from various countries.

Then M. Najib (2020) said that the KKN International Internship Program is part of a campus curriculum where students will be placed outside the campus to serve the community according to their place of placement. Here students will help the community in managing and utilizing natural resources and human resources that are already available in the local community. Then students who take international KKN internship activities placed in various countries such as Cambodia, Brunei Darussalam, and Thailand have their reasons according to the student's criteria. The students' reason is that they want to build relations between countries, they will get the recognition that they are from abroad, in academic terms, they will develop competence and knowledge and the most important thing is that they will get a new experience when they take part in the KKN International Internship Program. The opinion of Reskyani et al., (2023) is that KKN is generally slightly different from the KKN International Internship Program. Basically, KKN is where students will be placed in a village or sub-district according to their placement on campus, but it is different from the KKN International Internship Program where students will be divided into various provinces in Thailand, then they will be placed in each school and then students will focus on teaching English, math, or Arabic and so on.

So it can be concluded that today's KKN is not only domestic but there are already several campuses that implement the International KKN Internship Program to establish relations between countries. We know that the community, in general, knows that KKN is a community service program and is one of the requirements for final year students to complete their studies for 1 month, but now it is not only domestic KKN where students will be placed in a village to serve, apply the knowledge they have learned while in college, but there is already something called the KKN International Internship Program. This program is very useful for students who want to go abroad while looking for a new experience in carrying out their KKN International Internship. One of the things that is very interesting for students in carrying out their activities is that they can get to know the culture and habits of Thai people because in this KKN program students were placed in several provinces in Thailand for 5 months while they teach at school. They were in Thailand for 5 months because they carried out 2 program activities, namely the KKN International Internship Program and PPL.

b. Teacher Experience

Teacher experience is a teacher's experience when teaching in the classroom. These experiences can take the form of how a teacher deals with students who do not understand the learning process for English subjects, how a teacher overcomes these problems, and what the teacher does to overcome them so that students can understand the material taught by a teacher. According to Kini & Podolsky, (2016) teachers experience is who have experience teaching in the classroom will support students' learning for the better and be a partner to them and the school as a whole, even to their students. When teachers gain experience, students not only learn as measured by standardized tests, but students will tend to achieve better achievements such as success in student attendance. Fägerstam, (2013) said that teaching outdoors will have an impact on students where students will get increased motivation, communication, and participation with their friends. Then, on the other hand, studying outdoors will be a very valuable starting point for further learning indoors. So teacher experience is what a teacher has done when teaching both in the classroom and outside the classroom to increase students' motivation to learn. Then Kardos & Johnson (2007) said Teachers experience when they work and there is an integrated professional culture that encourages reciprocal interaction between members within the faculty and they develop shared responsibility. Likewise, in Teachers' Experience, when teachers teach in the classroom, they try to build students' awareness of interacting with each other so that the class will become active when the teaching and learning process is taking place. According to Johansson & Kroksmark (2004), the teacher experiences a teacher's action. where this action is their work in enriching and expanding their understanding of pedagogical practice. So something that a teacher does in the classroom when teaching is one of the actions so that the class situation becomes active and runs according to the teacher's directions towards the students.

From several opinions above, it can be concluded that tseacher experience is a teacher's experience in building students' interest in learning during the teaching and learning process. This teacher experience is the action taken by the teacher in overcoming various kinds of problems in teaching. For example, how a teacher motivates student learning, makes students active in interacting, and so on. With the teacher's experience teaching in the classroom with new problems, the teacher will immediately look for ways to solve the problem quickly.

c. Teaching English

In general, teaching English is where a teacher teaches English to students or teachers. Teaching English as a foreign language, teaching English as a second language, or teaching English to speakers of another language are terms that refer to teaching English to students whose first language is not English. According to Kusmaryati (2020), teaching English is art, and English teachers are artists. Teaching a language is a complex task that requires teachers to be knowledgeable and proficient in a variety of methods. With the development of technology and science, the communicative role of language has become very important. English teachers must be competent in a variety of teaching strategies, have adequate knowledge of the syllabus, and use appropriate materials. They should provide ample classroom opportunities, allow students to analyze and reflect, and learn new techniques for effective interaction.

Wahyuningsih & Sho'idatut (2022) said English has been used in communication. Therefore, many parents send their children to schools that use English as a learning medium. So teaching English is very important because it is used in communication. In teaching English, a teacher must be creative to attract students' interest in learning English. For example, a teacher uses appropriate and interesting learning methods so that students'

interest and desire to speak English is higher. Because when English learning activities are fun and interesting for students they will try to improve their English both spoken and written. Another hand according to Rustamov (2022) Teaching English to students with a different first language is usually used to imply that English language learners may have studied more than one language before they learned English.

From the opinions above we can conclude that teaching English is very broad in its meaning because in teaching English a teacher teaches English not only in the form of speaking, grammar, listening, or writing, but there are many aspects that a teacher must teach to their students. So a teacher must be creative in teaching English to their students so that their students are interested in English so that the class becomes active when the learning process is taking place. Teachers can use different approaches or methods each time they teach English. An English teacher teaches because they take advantage of their strengths or skills in speaking English. So what they have discovered while in college, the teacher will pass on that knowledge to their students.

d. Multicultural Education

Multiculturalism is a term used to describe a person's view of life in the world, or a policy of accepting diversity and the various cultures that exist in people's lives regarding the values, systems, culture, habits, and politics they adhere to. Multiculturalism is also a view of putting aside differences in people's lives that cares about the goal of living together to create peace, order, unity, and integrity. There are several expert opinions about multicultural education as below.

Bank (1993) said about multicultural education. The pioneer of multicultural education is James A Bank. We can see an explanation of the history of multicultural education according to the Bank as will be explained in the following discussion. Berkes (2010) also believes that multiculturalism is a philosophy and doctrine that is beneficial for considering diversity and cultural differences and even defining itself as an alternative to assimilation. Beqiri & Sylaj, (2021) said that multiculturalism is an action that is treated as a very important characteristic in the socialization process of students and teachers. According to Shafa et al., (2020), usually called multicultural education multiethnic education, anti-racism education, or multiracial education. This can be seen from the results of his research, the lecturers had an increasingly positive attitude towards his multiculturalism-based teaching, the better the teaching performance will be Indonesian EFL Class. According to Bank, 1993), there are 5 dimensions of multicultural education, which will be explained below:

First is Content Integration: The integration content section relates to how a teacher uses an example and information from various cultures and groups to illustrate a concept, principle, generalization, and theory in a field or discipline. Second is the Knowledge Contraction Process: The knowledge construction process refers to a different level because basically, teachers in this section are helping students carry out an action that they teach. Third is Prejudice Reduction: In the reduction of prejudice, this shows an activity carried out by a teacher towards their students in developing a positive attitude towards a difference of culture, ethnicity, and race. Fourth is Equity Pedagogy: In this section, namely, equity pedagogy in which a teacher must change or modify the way they teach to help their students excel even though they come from various cultures, races, and ethnicities and also different social classes from one another. Fifth is Empowering School Culture: In the last part, the multicultural educational dimension is empowering school culture. This refers to school culture and social structure which empowers to create when a culture and school organization are changed in such a way as to make every student equal, whether of racial,

ethnic, cultural, or even gender groups, they can have equality and the same social status. According to Muttaqin (2018), several possible approaches can be taken in the multicultural education process, namely: historical; sociological; cultural; psychological; aesthetic; and a gender perspective approach.

It can be concluded that multicultural education describes a person's perspective on life or as a policy in accepting the cultural diversity that exists in society, both in terms of economics, culture, ethnicity and the habits they adhere to. Multicultural education also teaches students to respect each other even though their cultures are different and have a life goal of creating peace between one another.

3. METHOD

a. Research Design

In this research, researchers used descriptive qualitative research. This means that the data collected is in the form of words or images, not numbers. Descriptive research aims to make systematic, factual, and accurate predictions according to existing facts. Researchers conducted this research to find out how teachers experience teaching English in Thailand based on multicultural education. The subjects in this research were 4 students from 3 different universities who had participated in the KKN International Internship Program in Thailand for 5 months where they were teachers and taught English.

b. Instrument of the research

The instrument used by the researcher in this research is an interview list which consists of several indicators. This research specifically refers to academic aspects and also the obstacles faced by teachers in teaching in the classroom when participating in the KKN International Internship Program. Then the researcher uses a structured interview, meaning that the interviewer determines the problem and the questions that will be asked while the interview is in progress. This was done so that the conversation during the interview was more focused and would then focus more on the objectives, which were intended to avoid talking too widely. The interview was conducted virtually because the location of the research subject was very far from the researcher's location. The interviews in this research lasted for 4 days because the research subjects have different activities so the researcher determines the time according to the research subjects' free schedules. The time for researcher to interview research subjects is from 18 to 21 June 2023.

c. Data Analysis

In this research, the researcher used descriptive analysis in analyzing the data, namely where the researcher describes the data that has been collected in the form of words and pictures but not numbers. Then the data that has been obtained from interviews, documents, and so on will be described to provide clarity on reality, which consists of three activity streams, namely data reduction, data presentation, and drawing conclusions or verification.

4. FINDINGS

In this research, the research data was obtained from interviews with 4 students who taught English in Thailand for 5 months because they had taken part in the KKN International Internship Program. Their teaching placement locations are also in different regions. Some were in Songkhla province while some were in Krabi province. In this interview, several important things became material for discussion according to the title of this research. The data from the interviews conducted with the 4 students are below:

Table 1 Table of data

No	Indicator	Response
1	Age	24 Years: 2 Students 25 Years: 1 Student 27 Years: 1 Student
2	Sex	4 Female
3	Educational Level	Bachelor Degree
4	Major	3 English Education 1 English Literature
5	Placement Internship	• Darul Mujahideen School • Srinakarin Wittayanukhroh School • Eakkapapsasanawich Islamic School, Krabi, Thailand Selatan • Uttayan Suksa Krabi School
6	Benefit from Academic Aspect in Teaching English In Thailand	• Learn their language even if not 100%, translate English into Thai (prepare before teaching), and Know their culture, especially their language. • Good interaction, respect each other, and remain together although they have different cultures. • Using a multicultural education approach is enough to make students active in the classroom. • Students have a holistic understanding of culture and participate in a culture. • Teachers use cultural and psychological approaches in implementing multicultural education in the classroom.
7	Obstacles	• Be careful in interpreting and combining language when teaching English. • Lack of student motivation, Insufficient materials and resources. And also The excess of students in the class makes it difficult for teachers to teach in the class. • Have different languages and cultures. • Most of the students cannot speak English and Their Thai accent is too strong when speaking English.

5. DISCUSSION

a. The Advantages of Academic Aspect in Teaching English In Thailand

Students who take part in the KKN International Internship Program are students from various universities in Indonesia who will become teachers in Thailand for 5 months. Some of the students were from Sulawesi and Java. Data obtained from interviews included 4 women whose ages varied, some were 24 to 27 years old. They were all students from different departments, some from English education and English literature. Of the 4 students, they taught in different places or different provinces in Thailand, but some of them were placed in rural areas and some were placed in urban areas. All of this is based on the policy of the person who created the program.

The first benefit is to Learn their language even if not 100%, translate English to Thai (preparation before teaching) Know their culture, especially their language. Before teaching in class, a teacher must prepare themselves thoroughly, especially their material for teaching, especially in classes in Thailand which are very different from those in Indonesia. One way is that a teacher must know a little of their language so they can translate English into Thai, The main point is that a teacher must know Thai culture, at least their habits and the Thai language itself, which will make the teaching and learning process easier in the classroom. This is what the respondent said during the interview: *The initial stage is to learn their language even though it is not 100% yet. When teaching I use two languages which I write and speak, when I write a translation in their language I write it at the bottom of the material I give.* Based on research, Di Pietro (2020) said that the more students who complete their educational study internships in other countries, the more benefits there will be from learning in terms of knowledge and language skills, so with an internship program abroad, students can develop their foreign language, which is can make it easier to teach in the classroom. The second benefit is good interaction, respect for each other, and remaining together even though they have different cultures is also one of the benefits that has a positive impact on both teacher-student and student-to-student. Even though they have different cultures, they still have good interaction with each other in the teaching and learning process in the classroom. As said by a respondent: *One of the ways I deal with students who have different cultures is by conveying what I think by interacting well, respecting each other, and maintaining togetherness.* This follows what Zulfikar et al., (2020) said with an internship program, students can develop basic skills such as basic pedagogy as well as communication and interaction skills in the classroom, management skills in the classroom, and also skills in preparing learning plans. The third benefit is using a multicultural education approach is enough to make students active in the classroom. Because this research talks about teachers experience in teaching in Thailand based on multicultural education, using this multicultural approach in teaching English can make students active in the classroom during the learning process, and also Students have a greater desire to know the background of other students. This data is based on the results of interviews with respondents*: In my opinion, it is enough to make students active in class and to make students more curious. One of the main reasons why multicultural classes are beneficial is because students are encouraged to learn about the cultural backgrounds of other students in the class.*

From some of the data above, there are other benefits, namely the fourth benefit of students having a holistic understanding of culture and participating in a culture. With a multicultural approach in the classroom, students will understand the culture in the class and will participate in cultural activities. This happens in the classroom when a teacher has a different culture from her students or when students have a different culture from their

friends, this multicultural education approach can make different cultures have the same goal, where the goal is to learn together in the classroom. As the respondent said in the interview: *Yes, because as we know, multicultural education can encourage every student to become aware of their culture, have a holistic understanding and be able to appreciate other cultures, participate in one or more cultures, and be responsible for maintaining them.* The fifth benefit is teachers use cultural and psychological approaches in implementing multicultural education in the classroom. In the multicultural education approach, there are several approaches commonly used by teachers in this class based on the opinion of Muttaqin (2018) who said that there are several approaches commonly used in multicultural education, namely historical; sociological; cultural; cultural; psychology; aesthetic; and a gender perspective approach. From the interview data, all respondents said they used cultural and psychological approaches in implementing multicultural education in the classroom. This is because the cultures of Indonesia and Thailand are different, therefore students who teach in Thailand use cultural and psychological approaches to make teaching easier. Because when using a cultural approach the teacher must know the students' background and culture and then must be able to know at least their daily vocabulary and habits. then in this psychological approach, the teacher must know the character of each student in the class, teaching English is not only about the material but also the teacher must know various methods, and techniques that are more creative in teaching so that their students are interested in learning English. So you have to know what students need. So when teaching in a class that has a different culture, the teacher must use a psychological approach or what is usually called a teacher must be able to control emotions when teaching English in the classroom. This is what the respondent said: *What I usually use is a cultural and psychological approach because these things can be linked when teaching in the classroom. This is used to make the class active and interesting. Using psychology to find out the student's character, what he needs, and knowing the student's attitudes and behavior. When you know this, it will be easy to interact between students and teachers and then use a cultural approach that concerns culture, but here we can link the material with culture so that students connect with the material taught, and share about each other's culture, language, et al. This is so that there is feedback when teaching.*

b. The Obstacles of Academic Aspect in Teaching English In Thailand

Based on data from interviews, the researcher found four obstacles encountered by teachers when teaching English in Thailand. The first is to be careful in interpreting and combining languages when teaching English. Due to the different languages between teachers and students, namely Indonesian and Thai, when giving lessons in the classroom a teacher must be really careful in combining two languages at once because if a slight error occurs then the material that will be presented will be difficult for students to understand. As the respondent said: *The most prominent thing is language, we have to be more careful in interpreting and combining 2 languages at once in class because the slightest mistake can make our material difficult to understand.* The second is a lack of student motivation, insufficient materials, and resources, and the excess of students in the class makes it difficult for teachers to teach in the class. This often happens in the classroom where a student has very weak motivation to learn English. This happens due to many factors, one of which is that English is difficult to pronounce because of the different writing and pronunciation. Then what is meant by these resources and materials is that the school is incomplete in the realm of learning for students, for example, incomplete teaching materials. The most common thing that happens is that there are a lot of students in the

class because the classes provided by the school are not enough, so there are a lot of students. This is one of the things that hinders the teaching and learning process in the class, especially English learning because a teacher will find it difficult to manage their students when the students are in the class. a huge amount. This is based on a respondent who said: the obstacles I face are lack of motivation, limited scheduled time, not enough resources and materials, and excess students in each class often become obstacles for teachers in teaching English as a foreign language.

Of the two obstacles above, the next obstacle, namely the third obstacle, is having different languages and cultures. This obstacle is very common when teaching English in Thailand, namely the differences between culture and language. Especially when teaching in Thailand for the first time and hearing their unfamiliar Thai accent, it will make the teacher a little confused when they hear Thai students speaking. because in the classroom the majority of Thai students don't know how to speak English, although there are one or two students who understand a little how to speak English, it still makes the teacher find it difficult to convey the material. Therefore, a teacher uses a multicultural education approach when teaching in the classroom, especially teaching English to Thai students. As the respondent said during the interview: *Obstacles that are often encountered when teaching English in the classroom when teaching Thai students, of course, their language is different and when we first hear their language*. According to Reskyani et al., (2023) the obstacle in teaching English in the classroom, especially in Thailand, is the language, where different languages make it difficult for teachers to connect with students in conveying material, which is a difficulty that a teacher must face. The fourth obstacle is that most of the students cannot speak English and their Thai accent is too strong when speaking English. This is one of the things that makes the class not run smoothly because the students can not speak English and also when they speak English their Thai accent is very strong so when we listen to them using English it sounds a bit different because their pronunciation is like if they were speaking Thai. Therefore, a teacher must be creative in dealing with such problems and make the class comfortable and interesting in various ways. Methods, or techniques that can make students interested in learning English even though they have a different culture or language. However, when delivering material based on learning methods, a teacher must be careful in applying it in the classroom to avoid anything undesirable, such as offending their culture. At least a teacher must know their cultural background before teaching. So that's the point of a first meeting where teachers and students have to know each other. This is as said by respondents: *They rarely know English or in other words, they can not speak English, then sometimes culture becomes a consideration in teaching because we have different cultures and do not know more about students' cultures, do not let the learning methods used applied in class offends their culture so you have to be more careful and find out first.*

6.   CONCLUSION

The researcher draws conclusions about teachers experience in teaching English in Thailand based on multicultural education based on the findings of the data analysis and discussion above. The academic aspect of teaching English in Thailand has many benefits for students who teach in Thailand for 5 months, both in Songkhla province and Krabi province. It is not only beneficial for students but also beneficial for Thai students because it uses a multicultural education approach. The benefit is that students who are teachers in Thailand must learn at least the daily language of Thai people before being taught in the classroom to create chemistry between the teacher and students because the teacher can speak Thai. Apart from language, teachers must also know Thai culture. Good interaction

during the teaching and learning process for both teachers and students. Using a multicultural education approach is very useful because it makes students active in the classroom during the teaching and learning process. Then students have a holistic understanding of culture and they participate in it last in implementing multicultural education teachers use cultural and psychological approaches, this is useful in approaching students using cultural and psychological approaches, a teacher can know the background of each student, know students' character, knowing their habits and also what students need so that teachers can create learning media so that students are interested in learning English.

Not only are there benefits in the academic aspect of teaching English in Thailand, but there are several obstacles found by researchers based on data analysis, namely having to be careful in interpreting and combining languages when teaching English because if you are not careful, the material could be conveyed by students will be difficult to understand. Apart from that, the next problem is that their motivation is lacking in learning, then resources and materials are very lacking and there are too many students in the class. This makes it difficult for teachers to organize or teach in the class. This requires a lot of effort to achieve the learning objectives. After that, what stands out most is the difference between culture and language because Indonesian culture and language are very different from Thai language and culture. Therefore, a teacher must study the Thai language and culture before teaching. At least teachers must learn everyday Thai language. Because if there is the slightest mistake when teaching and it offends their culture, this will be fatal, so when teaching you have to be careful when it comes to relating to culture. This last obstacle is the most difficult for Thai people to lose when using English, namely their Thai accent is very strong when speaking English. Not only that, but many students do not know how to speak English in class, even though there are one or two students who understand English and this can help fewer teachers who teach English in class because these students translate Thai into English, but that's just a shame. Makes it difficult for teachers to manage the class, especially during the teaching and learning process.

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Moral Values Imparted in the International English Textbook for Primary School Students in Indonesia

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Moral values education is among the focus of Indonesian Government to build students' character development. One of the prominent strategies to convey moral values in the learning process is through textbooks. Several schools in Indonesia incorporated international textbook for their English subject. However, while textbook analysis focusing on moral values has been widely studied in the context of Indonesia, there is limited study on how moral values are imparted in international textbooks. This study scrutinizes the moral value imbued within an international English textbook for primary school students in Indonesia. The textbook being examined was "Cambridge Primary English Learner's Book 6" published by Cambridge University Press in 2021. Grounded upon critical discourse study paradigm, Searle's (1996) Speech Act analysis was used to explore the construction of moral values within the textbook contents through speech acts. The inclusion criteria for the content to be investigated in this study involve verbal texts such as conversations, utterances, and dialogues. The findings highlighted that the selected international English textbook for 6th graders employed directives (55%) and assertives (41%) speech acts throughout all the verbal texts. The moral values depicted in the selected textbook through the speech acts were responsibility (22%) and environmental sensitivity (13%). The implications of this study are discussed.

Keywords: Critical Discourse Analysis, English textbook, moral value, speech act

1. INTRODUCTION

Moral value is an integral part of society in daily life. It can be defined as any acceptable values within various social situations regardless of different ethnicity, status, or place. The society, as a whole, has a pivotal role in instilling and reinforcing a sense of moral values in an individual. An individual capable of showing moral values in all of his/her behavior is able to adapt to different circumstances. As such, children must be equipped with moral values in their education as early as possible so that they can develop an ethical characteristic (Birhan et al., 2021). Teaching moral values (honesty, compassion, loyalty, respect, trust, and responsibility) in early childhood education is the most proper stage to gear the children with society's values, customs, and traditions. Peeking on the general norm in which children are schooled since the very young age, schools hold a considerable responsibility to teach children moral values along with academics. However, due to the everchanging nature of social and moral values, the way in which teacher impart social and moral values in the classroom activities have become a continuous discussion among scholars (Johansson et al., 2011).

Moral education is delivered in many forms, one of which is using textbooks as an effective medium for transmitting moral values (Tse & Zhang, 2017). Widodo (2018) complemented on the idea that textbooks could act as both knowledge of the subject as well

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as moral value education. Subjects that are tied with sociocultural values are language. Language and culture are inseparable with moral values. Therefore, language textbooks hold an influential importance in shaping students' character and moral, especially in the elementary stage.

In the context of Indonesia, a textbook is beyond than just a product of curriculum that provides teacher with teaching and learning frameworks, it also imparts ideas and values specific to a community (Widodo, 2018). The education ministry of Indonesia has formulated the character development values, in which a curriculum must contain 17 core values of character development—moral values included. This formulation resulted in a curriculum namely "Kurikulum 13" (henceforth, K13). Despite the ministry of education of Indonesia have declared the K13 to be used nationally, some international schools in Indonesia are persistent to use international textbooks. One among the many textbooks the international schools use is the one published by Cambridge Assessment International Education. Those textbooks are supplied with values, attitudes, knowledge, abilities, and strategies (Stobie, 2013). However, the degree as to which the values in the international textbooks meet the national requirement for character education has yet to be investigated.

Speech act, a sub-field of pragmatics, is a study that concerns how meaning and action in an utterance are realized—which has been widely used in textbook analysis as one of analytical tools. Austin (1962), who firstly formulated the speech act concept, proposed that speech acts is the activity undertaken while one is speaking an utterance. There are three strategies for an utterance to be well understandable: locutionary (e.g., statement, question, imperative, etc.); illocutionary (e.g., explicit and/or implicit); and perlocutionary (effects on the audience/listener/interlocutor) (Yule, 1996). The concept of speech act was then perfected by Searle (1969), adding the classification of speech act into assertives, directives, commissives, expressives, and declaratives. To illustrate, the utterance "He is handsome" can be examined as an assertive because it states a statement. Another example would be, "I will be right back", which indicates commissive—communicating the speaker's intention, action, and/or promise. Each classification of the speech act serves its own functions such as commanding, stating, and thanking.

Previous studies into English textbook analysis in EFL context has been carried out by researchers across nations. Xiong and Hu (2022) investigated the Oxford English (Shanghai edition) Book 2. They scrutinized the moral values of international textbooks in the context of China (EFL [abbreviation of English as a Foreign Language]). It was revealed that the Oxford English (Shanghai edition) integrated verbally written appraisals with adjectives connected with emotions and attitudes. Another study by Puspitasari, Widodo, Widyaningrum, Allamnakhrah, and Lestariyana (2021) investigated the moral values contained in elementary school textbooks in the context of Indonesia. The textbooks impart moral values implicitly rather than explicit. The moral values portrayed were helping others, being pleasant and polite, and tolerance. Zooming on the context in which the book was delivered to, students at such early development struggle to grasp implicit meaning. Nevertheless, to date, there is limited study into investigating the moral values within international textbooks and its relevance to a country's regulation, in this case, Indonesia. With that in mind, the current study was set out to examine the moral values contained in an international English textbook for elementary school through speech act analysis.

2. METHODS

This study was grounded upon qualitative critical discourse analysis of textbook with pragmatics approach in mind. The textbook concerned in this study was "Cambridge Primary English Learner's Book 6"—an international textbook. To refine the inclusion criteria for the data in this study, document analysis was used to select which contents are eligible for analysis. The resulting inclusion criteria includes: conversations/dialogues, speaking activities, narratives, and articles. The current study followed Kripperndorf's (2004) data analysis procedure which starts from: utilizing, sampling, coding, reduction, inferring, and narrating.

3. RESULT AND DISCUSSION

Answering the research problem proposed in the current study, speech acts in the selected international textbook utilized three out of five classifications. Directive speech act was the most used speech act strategies across the entire textbook, with 12 occurrences. Following the directive is assertive speech act, with 9 occurrences; and commissive speech act with only one occurrence. Declarative and expressive speech act was none to be found in the entire textbook. Table 1 below depicts the kinds of speech act identified in the selected international textbook.

Table 1 Kinds of Speech Act in The Selected International Textbook

Speech Act	f	%
Directive	12	54,545
Assertive	9	40,909
Commissive	1	4,545
Declarative	0	0
Expressive	0	0
Total	22	100

Scrutinizing on how speech act strategies are used to convey moral values, directive speech act was predominantly found within the textbook followed by assertive and commissive. The "direct" nature in which directive and assertives possess are appropriate and suit the students' current capability in comprehending explicit meaning. However, this finding contrasts with that of Puspitasari et al.'s (2021) findings, where they found that elementary textbooks in Indonesia utilized more implicit moral values compared to its explicit counterpart. The contrast lies within the fact that international textbook concerns more about students' cognitive development compared to nationally-endorsed textbook, as in Puspitasari et al.'s (2021) study. Vaezi et al. (2014) argued that children EFL textbooks are generally contain assertives, directives, and expressives so that it is aligned with their cognitive capabilities. Below are the extracted examples along with its speech act analysis.

Table 2 Examples of Speech Acts Found in The Selected International Textbook

Speech Act	Example
Directive	Father: Heavens! What's this? Oh, it's a story. About here, about us. It has the moth people in it, and the hexagonal wheat! Jason's mother: **Read it to us.** (*Commanding*)
Assertive	Ford: Well, this is a working ship, you see. These are the Dentrassi sleeping quarters. Arthur: I thought you said they were called Vogons or something. Ford: **Yes, the Vogons run the ship, the Dentrassis are the cooks, and they let us on board.** (*Describing*)
Commissive	Poorna Malavath: **When I finish my studies, I want to join the police because [of him].** It will be my thank you to him for changing my life. (*Intending*).

The speech acts employed by the selected textbook were identified to contain a wide range of moral values. The moral values in the current study are a combination of the Ministry Education of Indonesia and Borba's (2001) moral values. The merged moral values are: conscience, self-control, kindness, fairness, honesty, hard-working, creativity, independence, curiosity, respect for others, friendliness, religiosity, peace-loving, love to read, environmental sensitivity, social awareness, and responsibility. The identified moral values in the selected textbook were responsibility, environmental sensitivity, social awareness, independence, love to read, peace-loving, curiosity, kindness, self-control, conscience, hard-working, and religiosity. However, the predominant moral values within the textbooks were responsibility and environmental sensitivity (see table 3 below).

Table 3 Moral Values Depicted through Speech Act in The Selected Textbook

Moral Values	f
Responsibility	5
Environmental sensitivity	3
Social awareness	2
Independence	2
Love to read	2
Curiosity	2
Kindness	2
Self-control	2
Peace-loving	1
Conscience	1
Hard-working	1
Religiosity	1
Fairness	-

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Honesty	-
Creativity	-
Respect for Others	-
Friendliness	-

Grade 6 students are primarily taught responsibility in the English subject through the selected textbook. Sixth graders, while still considered an early childhood stage of development, are taught responsibility so that they can take the consequences of every action they made in their life. The impartation of this moral value using directive style could highly impact the students. In addition, environmental sensitivity was also among the two highest occurrences of moral values. This moral value was delivered in such a way that the students could grasp the value even in the surface level, meaning that the success rate of the delivering the message is high.

Dee Boersma: **Mounting evidence points to climate change as the greatest threat to penguins, especially those species breeding in the Antarctic region**.
(*Cambridge Primary English Learner's Book 6, p. 151*)

Environmental sensitivity in this sense refers to the surrounding environment such as rivers, trees, and oceans. This awareness-raising strategy could benefit not only the students but also at a broader scope such as the world.

The portion in which the predominant moral values represented in the selected textbook among other textbooks, as studied by other researchers, differs. Sulistiyo et al. (2020) found that Indonesian English textbook for elementary school contain: helping others, being polite, and caring. On the other hand, Puspitasari et al. (2021) found that Indonesian English textbooks contain some moral values such as: helping others, being pleasant and polite, and tolerance. The (in)consistency between the previous studies and the current study highlights that international textbook holds their own ideology of imparting moral values. To be specific, since international textbook could not extensively and exclusively be equipped with specific culture and community in mind, it instead focuses on a more generally acceptable moral value.

4. CONCLUSION

The current study aimed to investigate how moral values are imparted within an international English textbook for elementary school through the lens of pragmatics, to be specific speech act. As international textbook deals with multiculturality in mind, meaning that it is not centered on a specific culture or community, the textbook was imbued with worldwide acceptable moral values. This strategy, while does not violate the Indonesia's regulation for character development curriculum, as in K13, satisfies some of the eligibility of Indonesia's K13 character development. Nevertheless, the selected textbook lacks the depiction of other moral values such as fairness, honesty, creativity, respect for others, and friendliness.

Implying on the empirical discoveries, textbook authors are recommended to imbue the textbook with complete array of moral values. The use of explicit, direct speech acts would benefit the creation of textbook for elementary level education as it aligns with the cognitive capability of students at that level. By doing so, the textbook would satisfy both worldwide and nationwide regulation in terms of imparting character development as well

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as knowledge of the subject. Future studies could benefit scrutinizing the moral values of a textbook through the lens of other pragmatics analytical tools so that it can triangulate and enrich the current literature on textbook analysis. Analyzing other textbooks could also be beneficial for future studies.

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Culture Under Perspective: Investigating the Representation of Minangkabau Cultural Elements Potrayed in Bilingual Children's Book *Upik in West Sumatra-Istana Pagaruyung*

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This research investigates the representation of Minangkabau cultural elements in the bilingual children's book "*Upik in West Sumatra: Istana Pagaruyung*," written by Rahayu and published by Penerbit BRIN in March 2024. The Minangkabau culture, rich in customs and traditions, is explored through the lens of translation within a bilingual context, aiming to analyze how cultural elements are conveyed and adapted for young readers. The research uses a descriptive qualitative approach, combining textual analysis with elements of cultural and linguistic studies. Through close examination of the original and translated versions of the text, the research identifies the cultural elements of Minangkabau and the contribution to the fields of translation studies, children's literature, and cultural preservation. All tailored to enhance children's understanding and appreciation of the West Sumatra heritage.

Furthermore, the research delves into the contribution of preserving and promoting cultural identity among children. By examining the interplay between language, culture, and translation in children's literature, this study contributes to the broader discourse on multicultural education and intercultural communication.

Ultimately, this research underscores the importance of culture awareness and pride among young readers. It highlights the complexities and considerations inherent in translating cultural heritage for children, offering insights that can inform future efforts in creating inclusive and culturally diverse literary materials for bilingual audiences.

Keywords: Minangkabau Heritage, Children's Literature, Bilingual Children's Book, Multicultural Education, Cultural Elements.

1.   INTRODUCTION

Culture is identifying feature every country in the world, in which the culture belongs to values, customs, beliefs, attitudes, and behaviors (Spencer, 2012). Schein (1985) believes that culture serves the purpose of external adaption and internal integration. Culture is defined as a set of valuesand standards, or a group of deeply embedded behaviors, that we share with people from all different cultures and help us feel like we belong (Lebron, 2013).

Culture plays an important role in shaping the lives of the vast majority of humanity. It encompasses all that individuals learn from their communities and passes down through generations, perpetuating norms and traditions. People have been able to occupy and explore nearly every area of the world thanks to growing cultural advancements in technology and social institutions (Whiten et al., 2011).In the diverse landscape of children's literature, the intersection of culture, tradition, language, and translation plays a pivotal role in shaping young minds and preserving heritage.

Johnson(1986) state that the bilingual nature of the book underscores its broader aim of reaching both local and global audiences, facilitating cross-cultural dialogue and

understanding. By analyzing the cultural elements potrayed in "Upik in West Sumatra: Istana Pagaruyung,", the researcher aims to uncover the significance representation of Minangkabau cultural and transmission within children's literature. The Minangkabau culture, predominantly situated in West Sumatra, Indonesia, boasts a rich tapestry of traditions, stories, and values. *Upik in West Sumatra: Istana Pagaruyung* serves as a gateway to this cultural heritage, offering young readers a glimpse into the vibrant world of the Minangkabau people.

Furthermore, the purpose of this research to contribute comprehensive discussions surrounding cultural representation in children's literature. By critically assessing the portrayal of Minangkabau cultural element in bilingual children's book entitled "*Upik in West Sumatra: Istana Pagaruyung*", the researcher seeks to illuminate the potentials and pitfalls of cross-cultural translation, particularly within the realm of children's educational materials and aspire to highlight the transformative power of bilingual storytelling in preserving and sharing the rich heritage (Schmidt, 2013), especially for the heritage and cultural elements of Minangkabau people.

The research objective of the study entitled "*Culture Under Perspective: Investigating Minangkabau Cultural Elements in Bilingual Children's Book Upik in West Sumatra-Istana Pagaruyung*" is to analyze the cultural elements related to Minangkabau heritage in the bilingual children's book "*Upik in West Sumatra: Istana Pagaruyung*" and its contribution to the fields of translation studies, children's literature, and cultural preservation. Specifically, this research is driven by several key questions:

1. What are the cultural elements of Minangkabau heritage portrayed in the book of "*Upik in West Sumatra-Istana Pagaruyung*" ?
2. What is the correlation between translation studies, children's literature, and cultural   preservation as portrayed in the book "*Upik in West Sumatra-Istana Pagaruyung*" ?

Through these objectives, the research seeks to contribute to the fields of translation studies, children's literature, and cultural preservation by offering a detailed analysis of Minangkabau cultural elements in bilingual children's books "*Upik in West Sumatra: Istana Pagaruyung*".

Thompson et al (2016) state that religion, values, morals, language, and norms are among the elements of non-material culture. However, divergent viewpoints among researchers exist regarding the identification of cultural components, with some opting to delineate cultural elements while maintaining associations with both material and non-material aspects of culture.

Table 1: Table of Cultural Elements Identification from previous literature

Author	Culture Elements Identification
(Drew, 2022)	Norms, Language, Festivals, Rituals And Ceremonies, Holidays, Pastimes, Food, Architecture, Religions, Values, Taboos, Sports, Clothing And Outfits, Music, Social Hierarchy, Symbols, Dance, and Art
(Kaur & Kaur, 2016)	Immaterial cultures, such as values, norms, language, rituals, and symbols, and material cultures, such as objects, art, and institutions
(Types, Elements & Subsets of Culture, n.d.)	Social Organization, Custom, Religion, Language, Government, Economy, and Art

(Lebron, 2013)	Language, Economics, Religion, Policies, Social institution, Class, Values, Status, Attitudes, Manners, Customs, Material Objects, and Education, are supported by Hofstede (1991), Trompenaars (1993), Czinkota, Ron Kanen (1993) and Kanungo (2006)
(The Elements of Culture, n.d.)	Idea, Symbol, Artefacts/Physical Item.
(Eriksen, 2004)	EB Taylor (1981) includes the element of knowledge, belief, art, morals, custom, and additional experiences or behaviors that man has acquired as a society member in characterizing culture.
(Tharp, n.d.)	Rituals, Myths, Languages, Values, Beliefs
(What Is Culture: Basic Elements of Culture and Features,n.d.)	Language, Norms, Beliefs, Symbols, Values, and Cognitive Elements.
(What Are the Basic Elements of Culture? n.d.)	Language, Social Structure, Customs And Traditions, and Arts.

Besides the analysis of Minangkabau cultural elements done by the researcher, this research also offers an unique perspective distinct from prior research in several ways. Firstly, unlike earlier studies that predominantly focus on adult literature or traditional folklore, this research deep into children's literature, particularly bilingual books that aim to preserve and convey Minangkabau cultural heritage. Secondly, the present study contributes to filling a critical research gap by examining the specific contribution utilized in bilingual children's books to represent Minangkabau cultural heritage effectively. Previous studies have often overlooked the complexities involved in translating cultural nuances and linguistic features, especially in the context of bilingual storytelling.

2. RESEARCH METHOD

The method for research entitled "*Culture Under Perspective:Investigating Minangkabau Cultural Elements in Bilingual Children's Book Upik in West Sumatra-Istana Pagaruyung*" likely involves a combination of decriptive analysis and qualitative research techniques with a focus on cultural elements of Minangkabau heritage. Qualitative research is often used in studies that explore cultural heritage and translation strategies, as it allows researcher to delve into the meanings, interpretations, and nuances embedded within texts and cultural contexts. To analyze the data, the researcher uses bilingual children's book entitled "*Upik in West Sumatra-Istana Pagaruyung*" as the main data of this research.

To start, the researcher may conduct a thorough textual analysis of the bilingual children's book "*Upik in West Sumatra: Istana Pagaruyung*" focusing on how Minangkabau cultural heritage is presented and translated within the book. Additionally, the researcher want to gain deeper insights into how both creators and readers perceive and interact with the book within its cultural context. By combining these approaches, the study aims to provide a rich and nuanced understanding of how the representation of Minangkabau cultural element is portrayed and translated in bilingual children's literature.

3. RESULT AND DISCUSSION

Cultural elements are minimal units of a cultural system. The goal of this research was to build an objective, complete, and reliable categorization system of traditional Minangkabau cultural elements. The researcher found cultural elements and references related to Minangkabau heritage potrayed in bilingual children's book entitled "*Upik in West Sumatra: Istana Pagaruyung*". Some cultural elements as in table follows:

Table 2. Minangkabau Cultural Elements Founds in bilingual children's book *"Upik in West Sumatra: Istana Pagaruyung"*

No	Types of Cultural Elements	Amount	Percentage %
1	Food	7	46, 67 %
2	Architecture	1	6,7 %
3	Clothing	5	33,34 %
4	Artefact	1	6,7 %
5	Cultural Expressions	1	6,7 %
	Total	15	100%

The results of the data analyzed are presented in the table above. The total amount of Minangkabau cultural elements founds in bilingual children's book "Upik in West Sumatra: Istana Pagaruyung are 15 elements that are divided into some categories such as; (1) Food 46, 67 %; (2)Architecture 6,7 %; (3) Clothing 33,34 %; (4)Artefact 6,7 %; (5)Cultural Expression 6,7 %.

4. CONCLUSION

The Minangkabau cultural elements found by the researcher includes food, architecture, clothing, artefact and cultural expression.
1. Food
   a. On the page 7, the main character of the book, Upik, shows Beras Solok as revered status among the people of Solok, West Sumatra, transcending its identity as a mere commodity to become an emblem of cultural heritage and pride that define Solo, West Sumatra.
   b. On the page 15 shows Rendang as Minangkabau traditional food.is a traditional dish from the Minangkabau ethnic group of Indonesia, particularly from the West Sumatra region. It is a slow-cooked beef dish that's rich in flavor and spices.
   c. On the page 17 and 18 show Asam Padeh, Sate Padang, Bika Talago and Lamang as popular traditional dishes of West Sumatra.
      - Asam Padeh :Asam Padeh is a traditional Minangkabau dish from West Sumatra, Indonesia. It's a type of fish dish cooked in a sour and spicy gravy made from tamarind, chili, and various spices.
      - Sate Padang:Sate Padang is a traditional Indonesian dish originating from Padang, the capital city of West Sumatra province in Indonesia. It consists of skewered and grilled meat, usually beef or occasionally chicken, served with a spicy and flavorful sauce.
      - Bika Talago:"Bika Talago" is a traditional dessert originating from the Minangkabau region of West Sumatra, Indonesia. It's a type of rice cake

made from glutinous rice   flour, coconut milk,   sugar, and pandan leaves for flavoring.

- Lamang:"Lamang ketan" is a traditional food from West Sumatra, Indonesia. It is a   type of sticky rice cake made from glutinous rice (ketan), coconut milk, and sometimes sugar. The mixture is wrapped in banana leaves and then steamed or grilled until cooked.

d. On the page 19 shows Nasi Kapau as culinary delight of Bukittinggi, West Sumatra.Nasi Kapau is a traditional dish originating from the Minangkabau ethnic group in West Sumatra, Indonesia. It's a type of nasi padang, which refers to a variety of dishes served with rice.

2. Architecture

On the page 21 shows Istana Pagaruyung in Batu Sangkar, West Sumatra.Istana Pagaruyung is a historical site and a cultural symbol located in West Sumatra. he architecture of Istana Pagaruyung is characterized by its traditional Minangkabau style, featuring distinctive curved roofs with multi-tiered, upward-sloping design. This style reflects the unique cultural heritage of the Minangkabau people, an ethnic group native to the region.

3. Clothing

On the page 43 and 44 show the elements of Baju Limpapeh Rumah Nan Gadang such as Tengkuluk, Baju Batabua, Lambak, Minsie, and Salempang.

- Tengkuluk : A head covering made of cloth shaped like a Gadang House. Tingkuluak is a head covering worn by Minang women.
- Baju Batabua : "Baju Batabua" is a traditional attire worn by men in the Minangkabau culture of West Sumatra.
- Lambak :The bottom of Batabue clothes such as songket or bonded cloth decorated with minsie.
- Minsie : The edge of the Batabue clothes will be decorated with gold embroidery
- Salempang : A complementary scarf intended for women who are married or have a family. It is decorated with gold embroidery called minsie.

4. Artefact

On the page of 25 shows Bhirawa statue that believes as Adityawarman, the first king of Pagaruyung Kingdom in West Sumatra.

5. Cultural Expression.

Tari piring Dance : Tari Piring, also known as the Plate Dance, is a traditional dance originating from the Minangkabau culture of West Sumatra, Indonesia. In this dance, performers hold plates in each hand, and they skillfully manipulate the plates while dancing.

The contribution to the fields of translation studies, children's literature, and cultural preservation.

The research entitled "*Investigating Minangkabau Cultural Elements in Bilingual Children's Book Upik in West Sumatra-Istana Pagaruyung Published by Penerbit BRIN*" makes several significant contributions to the fields of translation studies, children's literature, and cultural preservation:

1. **Translation Studies**: The research likely explores the challenges and strategies involved in translating Minangkabau cultural elements into a bilingual children's book.

This contributes to understanding the complexities of cross-cultural translation and adaptation, particularly in literature aimed at younger audiences. It may shed light on how translators navigate linguistic and cultural differences to ensure the essence of the source culture is preserved while making the content accessible to readers of the target language.

2. **Children's Literature**: By focusing on a bilingual children's book, the research highlights the importance of culturally relevant literature for young readers. It likely analyzes how cultural elements are presented and integrated into the narrative, considering their impact on children's understanding and appreciation of diverse cultures. This contributes to the broader discourse on the role of literature in shaping children's identities, fostering empathy, and promoting multiculturalism.

3. **Cultural Preservation**: The research likely underscores the significance of preserving and promoting Minangkabau culture, particularly through literature targeted at children. By investigating the portrayal of cultural elements in the bilingual book, it may identify ways in which traditional practices, beliefs, and values are represented and transmitted to younger generations. This contributes to efforts aimed at safeguarding cultural heritage and combating cultural erosion in an increasingly globalized world.

Overall, this research provides valuable insights into the intersection of translation, children's literature, and cultural preservation, offering both theoretical frameworks and practical implications for scholars, educators, and policymakers interested in these fields.

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Incorporating Peer-Assisted Learning Based-Flipped Classroom Strategy to Enhance Students' Mastery of Passive Voice

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This study aims to explain peer-assisted learning based-flipped classroom strategy in teaching grammar of passive voice. Secondly, to describe students' engagement in joining this learning. It employed qualitative method and classroom action research with two cycles. Every cycle consisted of four phases namely: planning, acting, observing, and reflecting. The participants were 32 freshmen students of English Education Department in the academic year 2023-2024. Pretest, post- tests, and also classroom observation were used to collect the data. The results show that the use of peer assisted learning based-flipped classroom strategy can enhance students' understanding of passive voice. The use of this learning model, the teacher sent learning material two days before the meeting. Based on students' achievement in pretest 68, post- test cycle 1, they achieved 74, and post- test cycle 2, they obtained 83. They also enjoyed implementing this learning model, because they already have preparation at home. In the classroom they discussed with their peers. They changed active voice of simple present tense and simple past tense into their passive voice. The teacher provided enrichment of their understanding the grammar using a kind of game namely Snowball Throwing. They learned the learning materials together with the teacher and their classmates. It can be concluded that this learning model increases learning motivation, improves interpersonal skills, group work, and makes greater active learners' engagement.

Keywords: flipped classroom strategy, passive voice, peer -assisted learning.

1. INTRODUCTION

The passive voice focuses on the person or item experiencing an activity, rather than the one performing it. In other words, the most essential thing or person is designated as the sentence's topic. The passive voice is utilized to shift the sentence's attention. The passive is employed frequently when we choose not to indicate who or what performs the action (for example, since it is unknown, evident, or we do not want to say), in order to begin a sentence with the most significant or logical information.

Most of students still have difficulties in understanding passive voice. Students encounter unique obstacles while employing passive voice. Difficulties include shifting subject and object positions, selecting appropriate auxiliary verbs, determining whether sentences can be made passive, and identifying past participle forms. Students sometimes struggle with understanding passive voice in many tenses, including simple present, simple past, present continuous, and past continuous tense. Internal elements that contribute to these issues include students' motivation, intelligence, aptitude, and competency in auxiliaries, singular and plural nouns, and past participle of regular and irregular verbs.

Realizing students' problem of mastering passive voice, the teacher has eagerness to enhance students' understanding of passive voice. She employed Peer Assisted Learning

Strategy (PALS) as learning model. Peer Assisted Learning Strategies (PALS) constitute a peer tutoring approach that can be integrated into a literacy curriculum with the aim of enhancing fluency, decoding, and comprehension. Within the framework of PALS, students are organized into pairs and take turns acting as the tutor and the tutee. In the upper grade levels, PALS activities encompass partner reading, paragraph shrinking which involves identifying the main idea, and prediction relay entailing predicting what will be learned next, reading aloud, verifying the accuracy of the prediction, and summarizing the main idea. It is important to note that PALS does not necessitate the use of specialized reading materials. Peer- instruction, also called peer-assisted learning, entails students at comparable levels of comprehension instructing one another. This approach requires students to act as both teacher and learner, promoting a cooperative and interactive educational atmosphere. Peer instruction can be applied in diverse educational environments, ranging from formal classrooms to study groups. Beside implementing PALS, she integrated this learning model with flipped classroom strategy. This is in line with (Fuchs, D & Lynn, S.P; Mathes, P.G & Simmons, 1997; McCarthy, T.M., & Armstrong, 2019; Puranik, C.S., Patchan, M.M., Lemos, C.J., & Otaiba, 2017).

The flipped classroom is an instructional technique that incorporates tasks, including homework, into the classroom. Students do the educational section at home on their own time while working on problem solving in class. The flipped classroom is an instructional technique that incorporates activities, including some that were previously deemed homework, into the classroom. Students do the educational section at home on their own time while working on problem solving in class. The pioneer of this technique, believed that direct instruction was not the most effective use of class time. Instead, he contended that time is better spent participating in meaningful discussions, applying new concepts, and collaborating with peers. In a flipped classroom learning environment, students learn new topics ahead of time and then test their mastery during class activities. Students consume instructional materials at home, primarily via video. The teaching staff prepares the video lessons in advance. This is supported by some research conducted by (Aycicek, B., Yelken, 2018; Kim, J., Park,H., Jang, M., Nam, 2017; Nouri, 2016; Turan,Z., Goktas, 2016).

These may incorporate presentation slides, the use of this flipped classroom strategy, students have enough time to be well prepared the learning materials at home. The teacher sent the exercises of passive voice by WhatsApp group. In this regard of the learning model, this study aims at explaining the implementation of Peer Assisted Learning based flipped classroom strategy to enhance students' mastery of passive voice.

2.   METHOD

This study employed qualitative method. The research design was classroom action research which applied two cycles. Every cycle consists of planning, acting, observing, and reflecting. This is in line with (Burns, 2010; Efron, S.E., Ravid, 2013; Mettetal, 2001; Phillips, D.K., Car, 2014; Somekh, 2006).
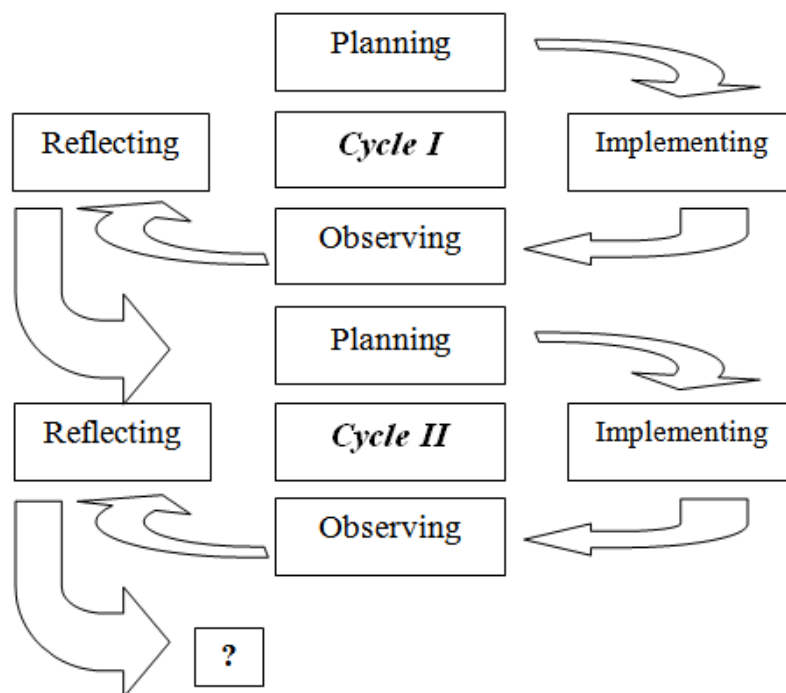
Figure 1: Model of Classroom Action Research

Data collection techniques used classroom observation, interview, pretest and post-test. In this study, classroom action research was used to test Peer Assisted Learning based flipped classroom strategy to enhance students' mastery of passive voice. It was to enhance students' mastery of passive voice. The research participants were thirty-two freshmen of English Education department at Islamic university in Central Java, Indonesia in the academic year of 2023/2024. The research instruments used observation check lists and passive voice test.

Research Procedure

Before conducting the research, the researchers gave the pretest. The purpose was to identify how high the students are able to change active voice sentences into passive voice. There were two tenses in this pretest. The mean score of the pretest was 68. In this phase, the students were asked to change active voice of simple past tense and simple present tense into their passive voice. The test consisted of ten sentences for each tense.

Cycle 1

Planning

In this phase, the researchers chose the learning materials namely passive voice of simple past tense. They also designed the lesson plan based on the learning materials, and post-test. They also prepared observation check lists. The collaborators got ready with their duty in observing students activities and their behavior towards the learning process.

Acting

The teacher gave a treatment in teaching grammar of passive voice in simple past tense. She integrated two learning models namely Peer Assisted Learning Strategy (PALS) and Flipped Classroom Strategy. The students were divided into some groups work. Each group consisted of four students. So there were eight groups because the participants were thirty-

two. PALS was implemented in the classroom, meanwhile flipped classroom strategy was implemented at home. The teacher provided ten active voice sentences in simple past tense two days ago before meeting. The students were asked to prepare the learning materials. In the classroom, the teacher made a game namely Snowball Throwing. Each member of four groups made active voice sentences in a white paper, then the paper was crumpled into a ball. After that they threw "the ball" to their friends of other four groups. Every student got the ball, then they changed the sentence into passive voice. One by one student answered in this way.

Observing

Using checklists and observation guidelines, the researcher and research collaborators recorded data while monitoring the teaching and learning of grammar's passive voice instruction. The observation involved the application of a flipped classroom strategy- based on peer-assisted learning. The research partner also watched how the students behaved while the researchers were treating them. The simple past tense in passive voice was taught to the students. In a group work, each leader explains it to their peers.

Reflecting

Cycle 1 treatment was examined and assessed by the investigator and associates. The post-test findings of the students were discussed. They continued to discover that students had difficulty switching from active to passive voice. Their achievement was 75 according to the mean score. In the end, they agreed to carry out the following cycle to ensure that the students received good passive voice outcomes.

Cycle 2

Planning

Lesson plans created by the researchers were used in cycle 2. The subject of passive voice persisted, but in this cycle it focused on the simple present tense. They also created a check list for observations and assessed the students. Every cycle, a full evaluation of the students' cognitive, psycho-motor, and affective domain was carried out using authentic assessment.

Acting

The researchers continued to teach passive voice grammar in the simple present tense during this phase. The flipped classroom technique based on peer-assisted learning strategy was also integrated into the learning model. For the enrichment of the students, the researchers provided Index Cards Match. They produced a large number of cards. Each card has a companion. Red card is the sentence's passive voice, and green card is its active voice. After grabbing a green card, a student adhered it on the whiteboard in front of the class. Students completed the passive voice test at the end.

Observing

Students prepared to answer the passive voice test. The researchers assessed their post-test results. The collaborators observed students' responses to this learning paradigm. They also photographed the learning sessions.

Reflecting

The final stage was to assess the results of the students' post-test. Both researchers and collaborators discussed students' use of passive voice in the simple present test. They judged that students' performance had significantly improved. It meant the second cycle was successful. The mean score was 83.

3.   RESULTS

A pretest was administered to each participant. Its goal is to determine the students' past proficiency with passive voice grammar. The pretest mean for the students was 68. It made sense because the majority of students were still having trouble grasping passive voice syntax. Students continue to frequently mispronounce words and spell them.

Analysis of the cycle 1

Planning

Cycle 1 was initiated by the research collaborators and the teacher. All of the treatment materials, including the lesson plan, classroom observation checklists, pretest, and post-test, were developed during this phase.

Acting

They administered the first treatment. According to the research, all activities could function smoothly. All of the students paid close attention as the instructor explained the learning materials. They didn't seem nervous. They were pleased and delighted because they combined a peer-assisted learning-based flipped classroom technique with snowball throwing. They were also quite enthusiastic. The teacher also assessed by administering a post-test after providing treatment. The average post-test score in Cycle 1 was 74. There was an improvement in students' grammar on passive voice when compared to pretest findings. However, the score can be improved beyond the results of the first cycle.

Observing

The researchers looked at how engaged students were in following Cycle 1. They observed each student individually using passive voice. The students collaborated with their companion to answer the grammatical challenges. The students like snowball flinging. Following their preparation, participants were given a post-test.

Reflecting

During this phase, the researcher assessed the outcomes of cycle 1 treatment. Despite the fact that they had already achieved the goal, their progress was accelerated to the highest level possible. Most students struggle with memorizing verbs in the past participle. Recognizing the students' situation, the researcher and collaborators agreed to continue with cycle 2.

Analysis of the cycle 2

Planning

During this step, the researchers developed lesson plans as learning scenarios, assessment forms, interview guidelines, and classroom observation guidelines.

**Acting**

During this step, the researchers developed lesson plans as learning scenarios, assessment forms, interview guidelines, and classroom observation guidelines. The acting step involved treating students. The activities were essentially identical to the previous cycle. During this meeting, students also completed the passive voice exercises. Students collaborate with their peers in group projects.

Observing

The research collaborators observed students as they learned passive voice. Students appeared to do their best. They learned passive voice grammar in simple past tense and simple present tense by combining peer assisted learning and the flipped classroom technique, as well as snowball throwing and index card match to ensure their knowledge

of the concepts. Following that, they completed the post-test. The researchers scored and graded the students' achievements. In each cycle, there was an achievement test for the students.

Figure 2: The results of grammar test on passive voice
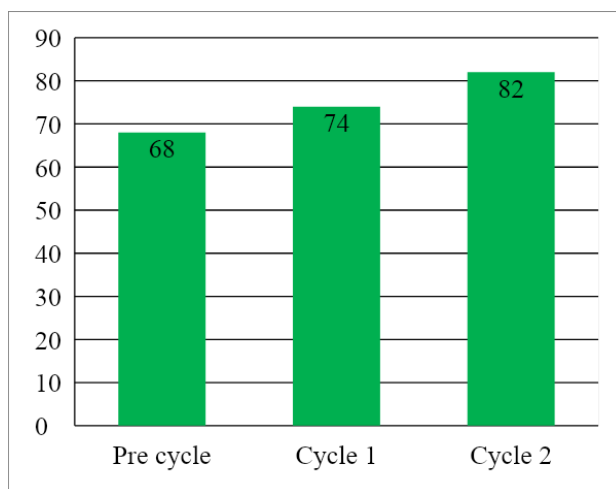
Based on the results, students' performance in the second cycle indicated that they had enough grammatical mastery of passive voice. Students also responded adequately, and their vocabulary growth was enriched. The passive voice achievement for cycle 2 was 83 points higher than the passing grade. In addition to assessing cognitive and psycho-motor characteristics, the collaborators evaluated students' affective throughout learning participation.

The results of observation on students' activities learning process.

According to the observation sheet, all students were present (100%).
Twenty students (50%) actively asked questions.
All students (100%) listened to the teacher's explanation.
100% of students were excited about using the learning medium.
100% of students take responsibility in group work.
100% of students participated enthusiastically to answer exercises passive voice
4 students (10%) made noise in class.

The outcomes of the researchers' activities

The examination was not only for students, but all of the researchers' treatments were evaluated from the students' perspective. The study collaborators conducted interviews with students. The researchers excelled at motivating students to achieve, organizing class management, assigning tasks, facilitating group projects, providing feedback on students' questions, assessing students' achievement, providing evaluation, and encouraging students to present.

4   DISCUSSION

Peer assisted learning can take place more casually during study sessions or group projects, or it can be organized as part of a course curriculum, when students are allocated certain topics to teach. The technique, taken as a whole, makes use of the notion that students can gain from both teaching and learning from their peers, and that teaching is an effective way to learn. The process of students learning from and with one another is known as peer learning. Typically, peer-to-peer learning partnerships, study groups, student-led seminars, and group work are used as instructional strategies to help with this. It may result in improved academic performance. This is supported by (Bailey, 2021; McMaster, K.L,

Fuchs, D & Lynn, 2006; Sabale, R., Manapuranth, R.M., Subrahmanya, S.U., & Pathak, 2022).

For some students, having a peer instructor who is more involved can make all the difference in their ability to grasp the content and feel driven to perform well. Some advantages of educating others namely a rise in teamwork and social learning; enhanced subject matter competence; active involvement and participation; better leadership and communication abilities; more assurance and self-efficacy.

Utilizing Peer Assisted Learning Strategy (PALS), students do knowledge sharing. Students assist one another learning while bolstering their own comprehension when they impart their knowledge to one another. Teamwork and collaboration are key components of PALS. Students collaborate to solve issues, clarify concepts, and have discussions. As students explain ideas, give clarifications, and answer inquiries from their classmates, they are developing their communication and interpersonal skills. The learning process involves active participation from both the teacher and the student. This practical method encourages a deeper comprehension and memorization of the subject matter. Students may present ideas from a variety of angles, or different view- points which helps improve understanding all around. By serving as a peer teacher, students' self-esteem and confidence are bolstered as they recognize their capacity to elucidate ideas and assist others.

Learning grammar needs some strategies. Drills, the communicative approach, and the cognitive approach (deductive and inductive learning) are helpful for learning grammar. The four types of ESP grammar learning mechanisms are emotive, social, meta-cognitive, and cognitive. Learning grammar is a fundamental linguistic feature that is vital to communication. Nonetheless, many post -secondary EFL students find grammar acquisition difficult due to the requirement to acquire multiple second language (L2) forms in a few years and a first language (L1) with a grammatical system significantly different from English. Peer teaching and tutoring can be a highly successful strategy for helping kids with their grammar in order to address this problem. Even while solo grammar instruction has drawbacks, it is better at elucidating difficult ideas and encouraging precision.

When the subject of a phrase receives the verb's action instead of doing it themselves, this is known as passive voice. Grammar-wise, voice describes how a sentence's verb and subject relate to one another. There are two voices in English. When expressing interest in the person or thing experiencing an action rather than the person or thing performing it, the passive voice is employed. Put another way, the most significant item or individual becomes the sentence's topic.

In a communicative language program, it could potentially enhance students' grammar proficiency when paired with other instructional strategies. The study looks at the obstacles grammar tutors have in peer tutoring at the tertiary level of EFL education and the methods they use to overcome these obstacles because they are essential in supporting their peers. This qualitative study identified certain problems that the ten EFL grammar tutors had after data collection through interviews. Peer teaching may cause "cognitive dependence" in lower-level learners, according to this research, in addition to highlighting issues with student motivation, material preparation, and managing more or less adept pupils. The peer tutors used practical techniques, mostly derived from intuition and experience, to address the diversity of problems.

The following guidelines are followed by an effective flipped classroom: give students the chance to experience something before class; offer a reward to encourage students to get ready for class; establish a system for evaluating the comprehension of students. This process can be made more convenient and enjoyable outside of the classroom by utilizing the newest technologies. It is suggested to allocate a text or a video, to produce engaging

videos, to establish a curriculum, to obtain some input, to utilize many platforms for discussions, to take part in application-related tasks, and also to vacate the classroom.

"Flipping the classroom" basically implies that students are exposed to new content outside of the classroom and then work harder in class to assimilate it, possibly through debates, discussions, or problem-solving. Providing homework tasks that ask students to apply the knowledge and abilities. They have learned in class in novel ways or to situations that were not discussed in class. Assign supplementary readings that go deeper into the topics covered in class. Students should be encouraged to organize unofficial study groups.

According to (Boeve, A.J., Meijer, R.R., Albers, 2016; McLaughlin, J.E., White, P.J., Khanova, J., Yuriev, 2016; Reflianto, Setyosari, P., Kuswandi, D., 2021; Turan,Z., Goktas, 2016; Wang, 2020; Yulian, 2021), four pillars support flipped learning namely: a flexible learning environment, a learning culture, purposeful content, and professional educators. Flipped learning is purposefully student-centered. A flipped classroom is one that reverses the normal sequence of learning and application of curriculum so that: students acquire the essential knowledge prior to class, and throughout class. Teachers assist students in clarifying and applying the knowledge in an active and engaged way. This method encourages teachers to fulfill their most crucial responsibility, which is to lead their students to higher levels of application and deeper thought, just as the top courses have always done. Together with a flipped classroom, teaching remains focused on the needs of the students.

In this study, all of students enjoy engaging Peer Assisted Learning Strategy (PALS) and flipped classroom model, so that they have self-confidence because they are well-prepared. Additionally, the teacher also made active learning like snowball throwing and index cards match. Teachers should flip their classes in order to students gain deeper knowledge. They have a deeper knowledge of the material and how to use it as a result of accepting responsibility, engaging in meaningful and regular interactions with their teacher and peers, and receiving and providing feedback frequently. Students participate in learning more actively. By actively creating knowledge rather than just receiving it, students are able to experience applying the discipline's intellectual resources.

Students become more interactive and share knowledge with one another. Students collaborate to apply course topics under the instructor's guidance. They increased engagement fosters a community of learners who are motivated to advance knowledge both within and beyond the classroom. Feedback to teachers and students is increased. Gaps in students' understanding become apparent to both the teacher and the students themselves when there are more possibilities for them to apply their information and so demonstrate their ability to use it. The time required to complete a course redesign well is one of the main concerns. Before starting a full redesign, it is advised pilot testing the flipped approach with one class. Teachers must have the courage to combine learning media and learning models to overcome students' problems and difficulties in understanding the material.

5. CONCLUSION

Based on the findings, it can be concluded that students' understanding of passive voice can be enhanced by integrating Peer Assisted Learning Strategy (PALS) and Flipped classroom technique. The teacher also used snowball throwing and index cards match to create joyful and meaningful learning. It is highly recommended to incorporate this learning model and learning media, so that learning activities in EFL classroom becoming innovative and creative.

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Students' Perception of The Picture Used by Teacher in Teaching Writing Descriptive Text

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Pictures can be used to help the students in learning many skills in English, including learning writing. The research aims to investigate the students' perception of the use of pictures as media used by the English teacher in teaching writing descriptive text. The method of this research was descriptive qualitative. Applying two instruments in order to find out the students' perception through an interview and questionnaire. The subject of the study was the student in the eighth grade of SMPN 1 Pagelaran. The finding found that the students assumed that picture media could help them write well because with pictures they could easily explore ideas and put them into written form. However, students also assume that using picture media is a bit boring, although quite a few of them assume that they are interested in carrying out writing activities using picture media at home to practice. Therefore, it is clear that the students' perceptions of the use of picture media used by teachers are very positive or good. When writing descriptive text, students were assumed that it is easier for them to be helped by picture media during writing process

Keywords: Descriptive Text, Media, Picture, Writing

1. INTRODUCTION

The importance of writing in language teaching and language acquisition is undeniable (Brown & Lee, 2015). It functions as a tool that is crucial for learning in which students improve their understand of the language elements in authentic way. Writing is, as (Nunan, 2015) defines, is a process of ideas and thinking expressing about how to present them effectively in the form of a written text. Thus, writing is a cognitive process. It is a way in which a human expressing an idea by forming letters of word in a good sentence. Moreover, in accordance to (Sharples, 1999) writing is more like an opportunity; it gives students chance to express something about themselves, and to explore and explain ideas. This is because of the fact that the students need to explore their ideas and compose into a good text. As (Harmer, 2004) stated writing is a form of communication to deliver thought or to express feeling through written form. It is supported by (Ameliah et al., 2019) that states, writing is a way to communicate and express our thoughts, feelings, and opinions to others in effective way. Therefore, it is important for students who study a language to learn writing in order to help them communicate in the written form. Through writing, they can convey their ideas by organizing them into a good text.

To be a proficient writer, learners have to be to taught all the necessary skills, such as how to develop their ideas, use the right structure, and use grammar in writing. The fluency is important to be a good writer (Huck, 2015). Teachers must be aware of the

most effective ways to teach writing to students since they must develop their writing fluency. According to (Brown & Lee, 2015), to teach writing, teachers must provide authentic contents. It means that they have to provide contents to the students that is real, and used in daily life. Moreover, they must also provide feedback to students on their writing.

A variety of texts, including narrative, report, procedure, and descriptive texts, must be learned by students. One of the resources for learning English that the students need to become proficient in is descriptive text. Descriptive text is one of the contents in ELT that students have to master in order to be a proficient writer. A descriptive text, or paragraph, is a writing type that expresses ideas by detailing the features of the object. It consists of introduction, the first part, and description, the main body. Descriptive text aims to identify and provides particular on a specific subject, object, or person. Additionally, according to (Kiefer, 1983), creating a descriptive paragraph involves deciding on the main idea of the description and then selecting elements to further develop it, such as describing a location or an event. When writing descriptive text, students can utilize simple present and adjective clauses. In real condition, students often get into some challenges when writing the descriptive text. However, the students are still having difficulty organizing their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination (Herizal & Afriani, 2015; Oktafiani & Husnussalam, 2021).

Based on the problem above, teachers should select media that to assess students' enthusiasm in studying English and their ability to write descriptive texts. A good method, strategy, or technique in teaching can help the students in master the lesson. When teaching writing, visual aids such as drawings, photos, slides, cartoons, magazine ads, diagrams, graphs, tables, charts, and maps can be quite helpful (Raimes, 1983). Pictures might assist students overcome their apprehension about writing. The picture not only stimulated student interest, but also drew and maintained their attention. Pictures are often used to present situations to help students work with grammar and vocabulary (Harmer, 2004). This means that using pictures encourages students to articulate their thoughts more effectively. Pictures can be utilized to successfully inform or describe a location, personality, and other topics. Moreover, using pictures as illustrative tools might assist the author in interpreting the specific characteristics or the details of an object. Finally, it can be concluded that pictures can be used to motivate the learners and to remind them to say. Supported by (Hidayanto, 2019) pictures can help students be more creative and motivated in their study, allowing them to more clearly comprehend the concept of material.

Moreover, there are some related studies similar to this research (Pasaribu, 2017) delved into the students' receptiveness to integrating visuals into their descriptive writing process. The findings revealed a resounding consensus among participants, with nearly all expressing enthusiasm for incorporating images into their descriptive paragraph compositions. Notably, the utilization of visuals emerged as a facilitator, enhancing students' comprehension and engagement with descriptive writing.

In addition, (Lesnussa et al., 2018) attempted to measure the use of pictures in teaching descriptive text in improving the students' writing skill and students' motivation in learning through the pictures. A quantitative method design involving pre-experimental design. Applying pre-test, treatment, post-test design to know the extent of picture as medium of teaching descriptive text improves the students' writing skill and to increase the students' motivation in joining the learning process.

Finally, (Vanesa & Setiawati, 2021) investigated the effect of using pictures on students' writing ability in descriptive text. A quantitative method used in the study with

experimental design. Pre-test and post-test were used for collecting data. The finding of the study, the use of pictures as media in writing descriptive text was found to be beneficial in developing students' ability after giving the treatments. As a result of studies, it suggested that teachers consider using pictures as media in teaching when writing descriptive texts. It would develop students' writing skills easily.

According to relevant studies, English teachers should be creative and use media to teach English in order to make the class more interesting, understand the lessons they receive, provide motivation, attract students' attention, stimulate students' responses, and make the class more meaningful and enjoyable. In this case, observation or students' perceptions can be used to determine whether teachers actually use creative instructional material or not. Teachers' creativity in teaching English can be used to characterize whether students enjoy or not during studying. Students who are happy to follow the lesson and pay attention to teachers when they deliver the material indicate that the media used by teachers are appropriate for students; however, students who are unhappy to follow the lesson and are bored when teachers deliver the material indicate that the media used by teachers are inappropriate for students.

This study aimed to investigate the students' perception of the use of pictures as media used by the English teacher in teaching writing descriptive text. Considering the objective of the study, we formulated the following research question:

RQ1. How was the students' perception of the pictures used as media by the English teacher in teaching writing descriptive text?

2.   RESEARCH METHODOLOGY

The researchers employed a qualitative methodology with a descriptive design for data collection and analysis. Qualitative research is characterized by the analysis and interpretation of textual data and interviews, aimed at uncovering significant patterns that describe a specific phenomenon (Creswell, 2014). It is designed to describe thus understand students' response during the process of students' activity, and the result of students' improvement before and after the activity.

The subject of this research was the students in the eighth grade of SMPN 1 Pagelaran in the academic year 2023/2024. The researcher used a purposive sampling technique in which the participants are selected in accordance with the purpose of the sample. Participants are selected according to the needs of the study (Ary et al., 2010). In this research, the researchers used one class only and there were 26 students as the sample of the research in reliance on the research questions.

The researchers used two instruments, an interview and questionnaire. Interviews used to assess the students about their perception of the picture as media used by the teacher for teaching writing descriptive text. While a close-ended questionnaire used by the researchers to know their perception of the use of pictures used by the teacher in teaching writing descriptive text. The data analysis (Miles & Huberman, 1994) consists of three steps, data reduction, data display and conclusion drawing. Moreover, to make this research valid, the researcher must do trustworthiness by using triangulation data (Denzin & Lincoln, 1997). Triangulation is designed to show that independent measures of a discovery agree with it, or do not contradict it. Triangulation is a method of assessing research results in order to validate the study data itself.

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3.   FINDING AND DISCUSSION

This research attempted to answer a research question. The question was: "How was the students' perception of the use of pictures as media used by the English teacher in teaching writing descriptive text?" According to the research question, this research was intended to find out the students' perception of the use of pictures as media used by the English teacher.

Finding

The researchers provided all of the result of students' perception to the use of picture used by the teacher in teaching writing descriptive text

The Picture As Media Used by The Teacher in Descriptive Text

It was found that there were 26 students who were successful in the interview and all students answered that they liked writing lessons by using pictures. It means Students like pictures as media in learning writing. There were 26 students who were successfully interviewed and one student answered that he was not interested when the teacher taught using picture media. It means most students are interested when teachers teach using picture media. All students answered that they were very enthusiastic about learning to write descriptive text with picture media. All students were enthusiastic in taking part in the writing lesson using pictures.

It was found that all students think that they understand the topic and lesson of writing with pictures. It means Students understand the topic of writing with picture media. From all students there was one student who did not understand the function of picture media in writing activities. It means most students still understand the function of picture media in writing activity. From all students, it showed that there were three students who assumed that pictures did not enable them to explore ideas when learning writing. It means There were some students who assumed that pictures cannot help them develop ideas when writing. From the 26 students interviewed, 2 students answered that they were unable to express ideas in writing when taught using picture media. It showed overall, students were assumed that they were able to express ideas in writing when taught using picture media.

All students assumed that the teacher explained learning using picture media well. It showed that the teacher explains picture media well. From all the students' answers, there was only one student who assumed that the teacher did not tell them how to develop ideas into writing with the help of picture media. Most students assume that the teacher explains how image media works to help develop their ideas into written form. The students' answers showed that there was one student who assumed that the teacher did not evaluate the learning after the learning was completed. The teacher evaluates writing learning when the lesson ends.

Based on the interview findings above, it can be concluded that students' perceptions of the teacher's use of picture media in teaching writing, especially writing descriptive text was very good and led in a positive direction. As the results of interviews about understanding showed that students were assumed pictures help them better understand writing lessons and how to develop ideas based on these pictures. Apart from that, it was also seen from the interview results that student assumed pictures made it easier for them in writing activities and made them more enthusiastic about learning.

In addition, the questionnaire used to support the data from the interview. There were 26 students who were given the questionnaire by "yes" or "no" type through this instrument.

Table 3.1 Students' perception of the pictures used in learning writing descriptive text
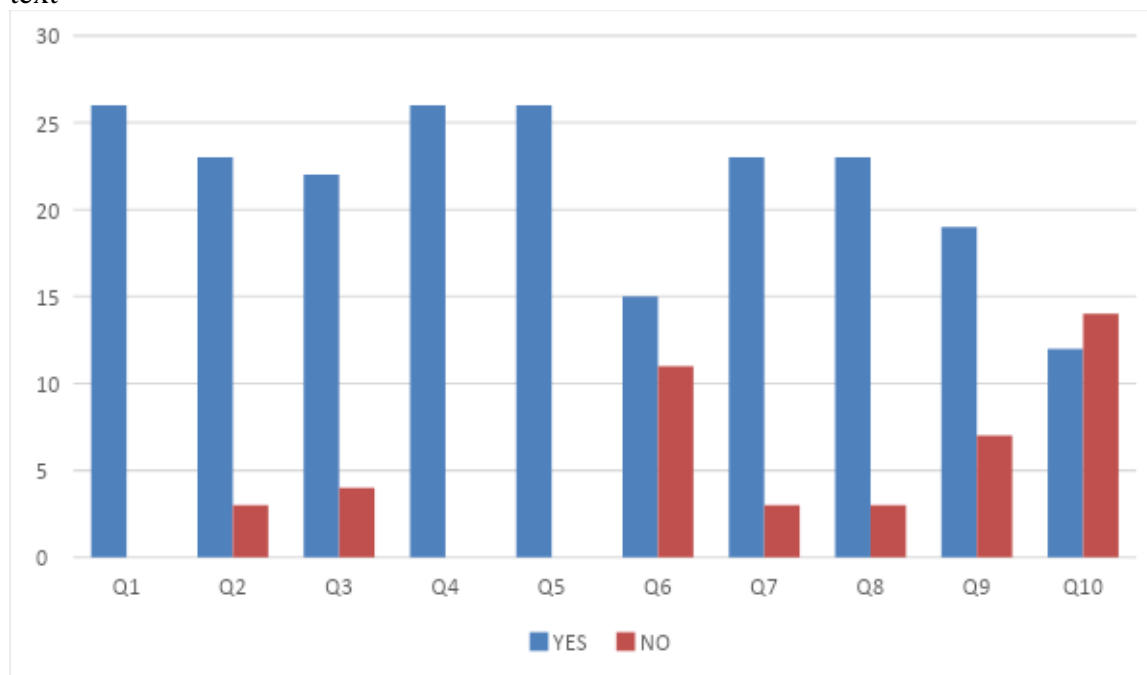
The questionnaire above showed that there are various kinds of student answers in their perceptions of the use of picture media in teaching and learning writing activities used by teachers. It can be seen in questionnaire 1, answered that all students needed picture media to create descriptive text, students assumed that they need picture media in writing descriptive text. Questionnaire 2, there were 23 students who assumed that they wanted picture media in the learning process, and there were 3 students who answered that they did not need and did not want picture media in the writing learning process. Questionnaire 3, there were 22 students who assumed that they needed picture media in every lesson, and there were 4 students who assumed that they did not need picture media in every lesson. Questionnaire 4, all students answered that they liked learning with picture media, and no one students answered that they did not like picture media. Questionnaire 5, all students answered that they liked the way the teacher explained the writing lesson using picture media, and there were no students who did not like the teacher's explanation about picture media in writing lessons. Questionnaire 6, there were 15 students who answered that they felt descriptive writing was difficult to learn, and there were 11 students who answered that they had no difficulty learning to write descriptive text. Questionnaire 7, there were 23 students who answered that picture media helped them in developing ideas for writing descriptive text, and there were 3 students who answered that picture media did not help them in writing descriptive text. Questionnaire 8, there were 23 students who were satisfied with learning writing using picture media, and there were 3 students who were dissatisfied with the results of learning with the help of picture media. Questionnaire 9, there were 19 students who felt that their writing scores increased when taught with picture media, and there were 7 students who felt that there was no difference and there was no increase in writing scores even though they were taught with picture media. Finally, Questionnaire 10, there were 12 students who wanted to repeat the writing lesson taught using picture media, and there were 14 students who no longer wanted to be taught using picture media in writing learning.

Based on the results of the questionnaire, it showed that students like picture media and their perception of picture media is very good, although there were some students who assumed that there was no difference in learning writing with the help of picture media or without picture media. And it was surprising that half of the students answered that they did not want to be taught using picture media, this was because picture media was very easy and caused boredom.

Discussion

This research discussed the use of pictures as media that was used by the teacher in teaching writing, especially writing descriptive text. Writing tends to be assumed as a difficult skill to be learned, that is why this skill needs an additional media to make the students easier to write well. Writing is a crucial component of language instruction because it serves as a tool for learning that helps students become more proficient with language elements in everyday situations. Writing additionally aids students in understanding the English language used during role plays, games, and story time in the classroom.

In this case, the research talked about the use of one picture for teaching writing descriptive text, especially in writing person for example a public figure, parent, brother, sister, friend, etc. There are so many media that can be used by the teacher for teaching writing. One of the familiar media is pictures. Pictures can be given in some types such as one picture, strips picture or using card picture.

The researcher found out that the students assumed that the use of pictures in learning writing descriptive text was good but a little boring. The students frequently said that the use of pictures could help them in exploring or adding their ideas in writing and they could be more interested in following the lesson of writing. Writing must be followed by interesting media or strategy in order to make the students easier and interested to follow the lesson. It is supported by a theory from (Permatasari et al., 2018) Most people believe that writing is a difficult skill to master. These are some of the writing-related challenges that students face. First, students require a foundation for creating English texts since their writing skills need to be enhanced. English subject in primary schools are now mandatory according to the current curriculum. Second, consider the teachers' methods of teaching writing. Many students do not pay attention when their teacher describes the writing subject. Third, it is difficult for the students to begin writing in English since they lack a large enough vocabulary. It is clear that when given writing assignments, students are typically given some basic instructions such as telling a story to support a point, summarizing an article, comparing two subjects, sharing what they know about a topic, and stating why they agree or disagree with a statement or idea.

The use of pictures could really help the students in learning writing. The result of this research showed that the students were enthusiastic to follow the lesson by using media pictures. It is related to a theory stated by (Akim et al., 2017) that picture is regarded as an engaging visual tool that can support students English text writing. The media may convey information and serve as useful sources for ideas. According to (Purwandari, 2017), it has the potential to enhance classroom environments, foster student engagement, increase their motivation to study, and make learning more pleasurable. Finally, by employing pictures as a learning media, English teachers can create engaging learning assignments that encourage students to come up with writing ideas, organize their writing, and improve their writing skills.

Furthermore, students agreed that using pictures in the classroom was a good idea. Using pictures to teach writing is an ideal approach because it can increase students'

interest in writing. (Vanesa & Setiawati, 2021) claimed by looking the pictures, the students will be able to catch the idea of what had to be written. The activity of describing pictures builds students' confidence in generating their ideas through words. Iin summary, using pictures as instructional materials helps students become more proficient at writing descriptive texts.

5. CONCLUSION

Based on the data analysis, it can be concluded that the students' perceptions of the use of picture media used by teachers in learning writing descriptive text are very positive or good because students were assumed that the use of picture media can help them explore ideas and add writing ideas which they will ultimately put into written form. When writing descriptive text, students were assumed that it is easier for them to be helped by picture media.

Considering the result of the research, the researcher would like to give some recommendations as follows: 1) The teacher is advised to explain in more detail the use of images in writing activities because if students do not receive a clear explanation, they will be confused about exploring their ideas in written form. The teacher is suggested to give motivation to the students to develop creative ideas in learning. 2) The students should increase their knowledge of exploring ideas by using pictures by practicing writing activity not only at school but also at home. The students should read frequently, so that their vocabulary would be increased and they would see many sentences that could become the ideas when they want to write a text. 3) The further researcher, it is expected that the result of this research will help in finding references for further research. It is expected that the further researcher could apply media pictures in all English skills, not only for writing.

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