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

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CONFERENCE PROCEEDINGS

The 3rd International Symposium on
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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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THE INFLUENCE OF USING ANNOTATION STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT"

(A Quasi-Experimental Research at the Eighth grade of SMP 1 Wanasalam)

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This research is aimed to investigate the influence of using Annotation strategy toward student's reading comprehension on recount text at the eighth grade of SMPN 1 Wanasalam, Lebak - Banten. The method used in this this research is Quasi-Experimental. The population are students at the eighth grade of SMPN 1 Wanasalam and the sample from class A and class B, Class A (Control Class) consists of 25 students and class B (Experimental Class) consists of 25 students which are selected by using random sampling. This research used pre-test and post-test technique. Data analysis used for statistial test used the t-test. Moreover, the results of thepost-test revealed that the experimental class has a significantly higher score than the control class. In addition, the results of the Independent Sample T-Test revealed that the sig-2 tailed value is 0.32, while the alpha (α) is 0.05 which is 0.32<0.05. It means that H*a* (Alternative Hypothesis) of research is accepted and H*o* (Null Hypothesis) is rejected. This is also supportedby the results of the Effect Size test which has a value 2.69 and the category has strong effect(significant). Therefore it has proven and concluded that the use of Annotation strategy has significant influence toward students' reading comprehension on recount text at the eighth grade of SMPN 1 Wanasalam, Lebak-Banten. Thus, the use of Annotation strategy suggested toward students' reading comprehension on recount text.

Keywords: Reading Comprehension, Recount Text, Annotation Strategy.

1. INTRODUCTION

In learning English, four skills must be mastered, including Listening, Speaking, Reading and Writing. One of the skills that has an important function is reading. Reading become very important in the field of education (Achriyati, 2022). By reading, students are able to get many benefits that also have an impact on other language skills, such as getting alot of information, mastering vocabulary, increasing general knowledge, and practicing spelling.

Furthermore, the most important thing in teaching and learning reading is comprehension of the reading material. According to (Elizabeth, 2003) comprehension is anactive process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.

Therefore, comprehension is not a passive process, but an active process. It means that reading comprehension is the process of activity for the reader to get meaning and knowledgefrom the text, without reading comprehension the reader cannot get the information from thereading text.

However, as matter of fact, reading comprehension is still a complicated problem for Indonesian students today. Many students in Indonesia still have difficulty understanding the text they read, some students have difficulty finding detailed information from the text they read. This phenomenon also occurs at SMPN 1 Wanasalam, not all students at the the eighthgrade of SMPN 1 Wanasalam, Lebak Regency have good reading comprehension especiallyin recount text. The evidence found is based on the researcher's preliminary study through classroom observation. The problem that found by the researcher are: First, the researcher found that the student's reading comprehension are poor. It is reflected when the teacher gavethe recount text students still had difficulty in interpreting certain sentences and could not answer some of the questions well. Second, in the learning process, most of the students lackof vocabulary. As a result, students have difficulty identifying the main idea, supporting sentences and understanding the meaning of each word or sentence in the text they read. In addition, the lack of vocabulary makes students think that English is difficult and dizzy.

After conducting classroom observation, the researcher also interviewed the student at the eighth grade of SMPN 1 Wanasalam who was selected randomly. The researcher foundthat another factor that causes students' lack of reading comprehension is the strategy used by the teacher. The students state that students are not focused and active in the reading process because the English teacher applied teacher-centred (conventional) strategies . This causes students to become less interested, bored, and not actively interacting with the teacher in the learning process. Not only that, the uncontrolled class state also makes students have other activities in the classroom, such as chatting with their friends, sleeping, not listening and so on.

Considering the prior evidence, in this study the researcher believes there must be a solution that can overcome students' problems in comprehending English text in the processof teaching and learning English. Therefore the researcher use one of strategy to minimize the prior problems found during observation or preliminary research. It's an Annotation strategy. Annotation strategies make readers to be more interactive in comprehending the contents of the text, it is done by giving certain signs and symbols at important points or sentences in the margin, and annotation strategies make readers focus while reading (Blachowicz and D Ogle, 2008). Annotation is effective for reading comprehension because theannotation strategy makes student gets more information related to the meaning (word, who,what, when, where, and why) of the text (Porter-O'Donnell, 2004). This theory is supported byprevious research that conducted by (Zena T. Llyod et al., 2022), (Idami, 2021), and (Riadi,2020). All the previous research states that the Annotation strategy is effective in reading comprehension, by annotation strategy students are able to solve complex texts, visualize important points, more active and critical in understanding the reading text.

Although the previous research has discuss about annotation strategies in students' reading comprehension, but those previous research only more focused on students' readingcomprehension through descriptive and narrative texts. Meanwhile, previous researchers were limited to conducting research in text recount. Therefore, I am interested in doing research using annotation strategies in reading comprehension through recount text at the eighth grade of SMPN 1 Wanasalam, this is because recount text retells past events with pasttense that eighth graders must master.

2. THEORETICAL FRAMEWORK

2.1 Reading Comprehension

One of the basic targets in the reading process is comprehension. Reading comprehension is a complex process that requires effective and cognitive work from the reader (Savaskan, 2017), Acording (Clarke and Chesher) cited in (Santosa, 2020) state that reading comprehension is the process of developing meaning by coordinating several complex activities in which there are reading words, insights about words, the world, and skills.

Furthermore, According to (Snow, 2002) comprehension requires three elements: readers, texts, and activities. Comprehension is carried out by the reader, a text is what must be understood by the reader, and comprehension activity is a part of it. Some of the previous opinions and assumptions are also supported by Danielle's opinion that reading comprehension is interpreting information found in the text by using previous knowledge and in the end will make a representation or picture that is aligned according to the reader's thoughts about the contents of the text (Danielle, 2007).

Based of the statements above, it can be concluded that reading comprehension is developing information, meaning, content in reading text, connecting the ideas of reading text in written or printed form, there is the interaction between the reader and the text read, and in each stage requires special skills or strategies so that Readers or students can easily get information and important points in the implied text.

2.2 Recount Text

Many types of text that learnt by EFL at the Eighth grade, one of them is Recount text. (Aditiawarman, 2018) state that Recount text is an event that happened in the past which is retold chronologically, clearly and in detail, with the aim of being able to entertain and provide information to the reader or the wider community and there are two types, which can be retold individually or privately and can be retold factually. The tenses in Recount text usually use past tense (Sartika et al., 2022). While According to (Hornby, 1995) Recount in a literacy is a text which tells about events in stories based on personal experiences. Literary recount text tell events from the beginning to the last.

Moreover, Recount Text has two purposes, it is to entertain readers or listeners and Inform past events (Sianipar, 2020). Therefore, according (Aprilina et al., 2022) the generic structure of Recount text, Those are orientation, event, and reorientation.

Referring to all statements above, it can be concluded that recount text tells all the reader about the content and meaning of a story by chronologically, also telling about some of the actions and activities in the past story, all it was made to be entertaining for readers.

2.3 Annotation Strategy

According to (Zena and Liyold, 2022) annotations are notes made by the authoror other people that explain, comment on, or criticize written texts or other written materials. Meanwhile, (Blachowicz, 2008) state Annotating is a summary of the information contained in a text or article by writing short main points in the margins.This opinion is also supported by (Simpson, 1990) state that Annotation is done in two ways, the first is to write at least two sentences containing a summary of the text.Second, respect the notes that have been made with the notes of old friends. Annotations are not just enhancing or highlighting important parts of the text (Edson,2017).

further, (Soedibyo) cited in (Putri and Nelisa, 2021) state annotation means notes made about a reading text. These notes are explaining the contents of the book or magazine articles, and evaluative which means briefly explaining and assessing thepublication. "It makes the reader's dialogue with the text a visible record of the thoughts that arise while understanding the reading (Purwanto, 2022)."

Based on the statement above, it can be concluded that annotations are short notes that able to help students who have difficulty understanding the text, in several ways, namely giving and marking the text with several symbols such as question marks, dots, circles, stars, notes on the margins and others.

Several forms of annotation can be used in reading text including highlighting, symbols, margin notes, underlining and summarizing (Fisher at al., 2014). The Formof annotation can be used those are as follow:

Form	Meaning
Highlights	For important parts of the text
Underline	For the main idea that write in the margin
?	For confusing things such as unknown words or unclear information.
⬭	For key words or important points
!	As a sign of a surprising information

∞	There is a connection
⇦	The reader writes a notes or thoughts in the margin
▭	The summarizing is written in the box

Figure 1: Annotation Strategy

2.4 Implementation of Annotation strategy

The implementation of annotation strategies in students' reading comprehension involves a careful and planned series of steps. According to (Zwica and Gomes, 2008)the procedure of Annotation in learning reading comprehension are divided into several activities. Those are as follows:

2.4.1 Selecting text that suits the student's level of understanding, builds students' knowledge and provides explanations to students about the selected text.

2.4.2 The teacher introduces the concept, the importance of using annotation strategies to students and explains why these strategies are useful.

2.4.3 The teacher gives an example of using annotation strategies in a text by introducing symbols or signs that can be used in text annotation. The teacher also explains that students can stimulate their thinking by writing simple personal notes, including ideas or thoughts, and writing student questions in themargins or footers.

After the teacher gives clear instructions about the use of annotation strategies, the teacher gives students a new reading text.

2.4.4 The teacher provides opportunities for students to apply annotation strategies independently and the teacher guides students in the process of annotating text.

2.4.5 The teacher asks students to re-read the text that students have annotated and remember the relevant information or important points that have been obtained.

2.4.6 The teacher gives some questions to strengthen the student's comprehension.

2.4.7 The teacher asks the students to discuss to convey a summary of the text that has been annotated in their own words.

2.4.8 Teachers and students discuss to evaluate the use of annotation strategies.

2.5 The Advantages and Disadvantages of the use annotation strategy

According to (Ariansyah and Fitriawati, 2020), there are several advantagesof the use of annotation strategy, those are as follow: The use of annotating strategies can help students to comprehend the text better because by providing notes or explanations on the text students able to connect new concepts they havelearnt to the knowledge they already have. Beside that, the use of annotating strategies can help students develop critical thinking skills because students have to select important information and provide explanations or

deep thoughts on the text being read, and the last advantage is the use of annotating strategies can help students retain and remember information that has been learned better because students are actively involved in reading and taking notes on the text.

However, the Annotation strategy also has disadvantages. Firsly, they have difficulties in differentiate the symbol for each information. Secondly, In the implementation, this strategy requires and consumes much time (Idami et al., 2021).

3. METHOD OF RESEARCH

In this research, the method that was used is a quantitative method in the design quasi-experiment. To conduct this research, the researcher took two classes of eighth-grade students' of SMPN 1 Wanasalam as the experimental and control classes (each classes consist of 25 students) by looking at pre-test and post-test measurements and comparing the gained scores between both classes.

According to (Mujis, 2004) Experimental research is a test under controlled conditions that is made demonstrate a known truth or examine the validity of a hypothesis. Meanwhile, (Nunan, 1992) states Experimental study is defined as a procedure for testing the hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. In other words, an experimental study is a research method that tests the hypothesis. It means compare the results of two group between experimental class and control class.

In order to provide a clear explanation of Experimental research, the researcher provides the research design as follows:

Figure 2: Research Design

O_1	X	O_2
O_3	-	O_4

The Information:

X : Using treatment (Annotation Strategy)

- : Conventional

O1 : Experimental group before being treatment

O2 : Experimental group after being treatment

O3 : Control group before treatment

O4 : Control group that given treatment

The table above showed that the researcher only conducted the treatment in the experimental class and the researcher did not give the treatment in the control class.

The reason to chose this school because the school provided easy access and

permission for researchers to conduct research, the school also had adequate variety and representation in the research sample. In this study, it was conducted five meeting each twoclasses.

4. FINDING AND DISCUSSION

4.1 Finding

	N Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic
				Statistic	Std. Error	
Pre-Test Control	25	40.00	85.00	65.0000	1.82574	9.12871
Pre-Test Experimental	25	40.00	85.00	63.4000	2.21209	11.06044
Valid N (listwise)	25					

Figure 3: Pre-test score of Experimental and control class

Based on the table above, The two classes also have different average or mean scores, the control class is 65.00 and the experimental class is 63.40. It shows the experimental classgot a low average score, and the control class was excellent. Therefore, the experimental class requires other strategies in learning reading comprehension. For greater clarity, the researcher describes the results of students' pre-test and post-test scores with the diagram inpicture below.

	N Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic
				Statistic	Std. Error	
Post-Test Control	25	50.00	85.00	68.2000	1.99750	9.98749
Post-Test Experimental	25	60.00	95.00	76.4000	1.86011	9.30054
Valid N (listwise)	25					

Figure 4: Post-Test score of Experimental and Control class

Based on the table above, After giing treatment (Annotation strategy), it can be seen that the control class gets an average score 68.20 and the experimental class gets an average score 76.40. Furthermore, both classes have improved, However, the improvement that occurred in the experimental class was excellent and significant from

the control class. The diagram below shows that the post-test scores of experimental class were significantly and higher after receiving treatment (Annotation strategy).

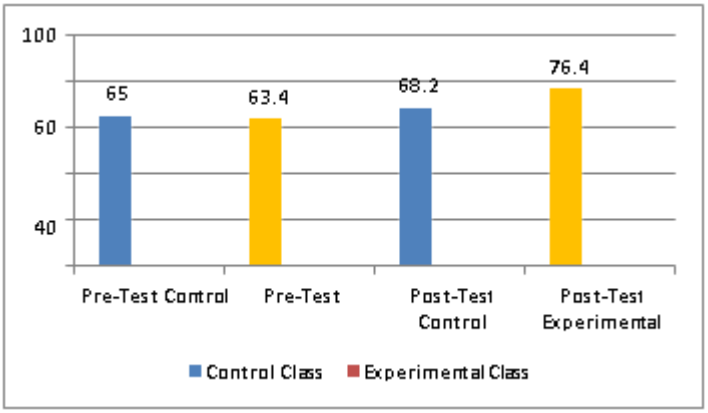

Figure 5: Students' score of Pre-Test and Post-Test Control and Experimental class

4.2 N-gain Score of Student's Pre-Test and Post-Test

Several categories of N-gain are effective (if > 76%), effective enough (if 56% - 75%),less effective (if 40% - 55%) and ineffective (if < 40%) (Pratiwi, et al., 2020). The N-Gain Score of this data are shown as follows:

No	Control	Experimental
1.	50	40
2.	25	80
3.	-33.30	60
4.	0	75
5.	20	60
6.	40	50
7.	-30.29	90
8.	50	20
9.	95	70
10.	-60	45
11.	60	75
12.	-30	70
13.	14.20	95
14.	-20	40
15.	70	60
16.	0	85
17.	-30	60
18.	50	50
19.	0	95
20.	40	40
21.	50	50
22.	60	95
23.	25.27	40

24.	-40	95
25.	50	66.67
Mean	**18.23**	**64.26**

Figure 6: Students' gained score of Pre-Test and Post-Test

Based on data above, it shows that control class has improve, however Experimental class more excellent. The average experimental class score is 64.26, it means effective enough. Thus, it can be seen that there is significant influence (Annotation strategy) on students' reading comprehension which is quite effective in theclass that received treatment. And this annotation strategy can be generalized to other classes or students. The diagram below also shows that the experimental class has a superior and higher N-gain score than the control class.

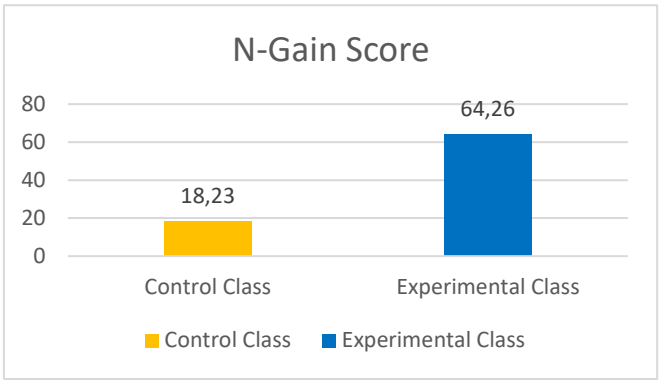

Figure 7: N-Gain score of Pre-test, Post-test in Control and Experimental class

4.3 Data Analysis

4.3.1 Normality test

In the normality test there is a decision-making category whether the data is normally distributed or not. The way to determine whether the data is normally distributed or not is ifthe Sig value > 0.05% then the data is normal, but if the Sig value < 0.05% then the data isnot normal (Strode and Brokaw, 2015). The normality test between the control and experimental Class in the pre-test and post test are shown in table below.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Control	.188	25	.023	.929	25	.082
Pre-Test Experimental	.165	25	.079	.970	25	.657

a. Lilliefors Significance Correction

Figure 8: Normality Test of Pre-Test in Control and Experimental Class

Based on the normality test table above, it is known that the pre-test scores for the experimental and control classes are normal. In the Shapiro Wilk category it is shows the sig. value of the control class is 0.82 and the experimental class is 0.657. The value of the two classes is greater than 0.05. So it can be decided that the data is normally distributed.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test Control	.172	25	.056	.946	25	.208
Post-Test Experimental	.154	25	.128	.945	25	.189

a. Lilliefors Significance Correction

Figure 9: Normality Test of Post-Test in Control and Experimental Class

Based on table above, the values of both classes from pre test and post test are greater than 0.05. So it can be concluded that the post-test data of control and experimental classes arenormally distributed.

4.3.2 Homogeneity Test

As for the criteria to determine whether the data is homogeneous or not is If the Sig value > 0.05% then can be concluded that the variances of the two groups are homogeneous, but If the Sig value< 0.05%, then there is sufficient evidence to conclude that the variances ofthe two groups are not homogeneous (Strode and Brokaw, 2015).

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-Test Result	Based on Mean	1.934	1	48	.171
	Based on Median	1.421	1	48	.239
	Based on Median and with adjusted df	1.421	1	46.587	.239

	Based on trimmed Mean	1.926	1	48	.172

Figure 10: Pre-Test Homogeneity of Control and Experimental Class

		Levene Statistic	df1	df2	Sig.
Post-Test Result	Based on Mean	.210	1	48	.649
	Based on Median	.056	1	48	.814
	Based on Median and with adjusted df	.056	1	47.365	.814

Figure 11: Post-Test Homogeneity of Control and Experimental Class

Based on the table above (Pre-test), it can be seen that the sig. value of the control classand the experimental class was 0.171. It is was greater than 0.05. further, in (table Post-Test) It was show the sig. value 0.649. This value is greater than 0.05. So, it can be interpreted that pre test and post-tests from the control and experimental classes were homogeneous.

4.3.3 Hypothesis Testing

To test the hypothesis, researchers used the t-test especially Independent Sample T-Testby SPSS version 29. The decision making formula and hypothesis test results are shown in table below. There are two hypotheses in this research, namely

a. Ha : If the Sig value. (2-tailed) < Research Alpha (0.05), then Ho is rejected and Ha is accepted.
b. Ho : If the Sig value. (2-tailed) > Research Alpha (0.05), then Ho is accepted and Ha
is rejected.

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
Post-Test Result	Equal variances Assumed	.210	.649	-3.004	48	.032	-8.20000	2.72947	-13.68796 / -2.71204
	Equal variances not assumed			-3.004	47.758	.030	-8.20000	2.72947	-13.68868 / -2.71132

Figure 12: Hyphothesis Testing of Independent Samples Test

Based on the Independent Sample T-test decision making theory, It shows that the Sig.value (2-tailed) was 0.32. This shows that 0,32 is smaller than 0.05, it is means H_O is rejected and H_a is accepted. So it can be concluded that there was a significant influence in scores between the pre-test and post-test after being given treatment in the experimental class. Apart from that, it can be concluded that the Annotation strategy is effective towards students' reading comprehension on recount text at the eighth grade of SMPN 1 Wanasalam.

4.3.4 The Effect Size

The result of data can be interpreted in accordance with the criteria as follows; (0 – 0.2 = weak effect), (0.21 – 0.5 = modest effect), (0.51 – 1.00 = moderate effect size), (> 1.00 = strong effect), Form of Effect size namely:

$$d = \frac{\text{Mean of Group A - Mean of Group B}}{\text{Pooled Standard Deviation}}$$

Note :

Mean of group A : 76.40

Mean of group B : 68.20

Standard Deviation A : 9.98

Standard Deviation B : 9.30

Pooled Standar Deviation : 3.042

The result :

$$d = \frac{76.40 - 68.20}{3.042}$$

$$= \frac{8.2}{3.042}$$

$$= 2.69$$

(Cohen, 1988)

It can be seen, the effect size result of the researcher was 2.68. It means the category isstrong effect and it can be concluded that Annotation strategy was strong effect toward studentreading comprehension on recount text at the eighth grade of SMPN 1 Wanasalam.

4.4 Discussion

Based on the results of observations conducted by researchers at SMPN 1 Wanasalam,teaching and learning activities are still focused on teachers and textbooks only. Makes studentsfeel bored, lazy, less enthusiastic and less active in participating in the learning process. So thatthe material taught is not well understood by students and has an impact on low learning outcomes. Meanwhile, after researchers applied the Annotation strategy to the learning process,especially in reading comprehension, students were able to think critically, actively, help eachother to find main ideas, supporting sentences, build learning independence, determine the author's ideas, generic structure, and language feature when they exchange arguments with their friends, and they acquire new vocabulary when discussing a topic with their friends.

Furthermore, this treatment succeeded in facilitating students' learning to focus more on reading comprehension, because they had to focus and were required to think critically whenannotating the text they read. In addition, students are more motivated in learning because thisAnnotation strategy involves focusing their thoughts and the text they read.

This also has an impact and is proven on students' ability to answer questions given byresearchers. Students can answer researchers' questions well. different from the pre-test

scoreswhich had not been given prior treatment, the control class and experimental class had the samescore without any significant difference in scores, namely the experimental class got the highest score of 85 and the lowest score of 40 with an average score of 63.40 and the control class gotThe highest score is 85 and the lowest score is 40 with an average score of 65.00.

However, in contrast to the results of the post-test scores, the learning outcomes of students who applied the Annotation strategy (Experimental Class) had the highest score of 95and the lowest score of 60 with an average post-test score of 76.40. Meanwhile, the learning outcomes of students taught using the conventional learning model (control class) have the highest score of 85 and the lowest score of 50 with an average post-test score of 68.20. This proves that the learning outcomes of students taught using the Annotation strategy learning model are better than the learning outcomes of students taught using the conventional learningmodel.

In addition, the researcher used the t-test to determine whether there was a significant influence on the phenomenon found in the research regarding the influence of using annotation strategies through students' reading comprehension on recount text. Furthermore, on the resultsof the Independent Sample T-Test on the post-test scores of the experimental and control classes, it was stated that Ha was accepted and Ho was rejected. Because the sig. value (2- tailed) is 0.32, it was means, the value is smaller than 0.05. So it can be concluded, there are differences in scores and reading comprehension abilities of students in the experimental classafter being given treatment.

Moreover, Ha is accepted and Ho is rejected by using the Independent Sample T-Test.Researchers continued to test the effect size to determine the level of effectiveness of using Annotation strategy in reading comprehension. From the results of the effect size test that hasbeen carried out, it is known that the effect size value is 2.69 (strong effect).

From the explanation above it can be concluded that research hypothesis is accepted orHa is accepted and the annotation strategy is an effective strategy for learning reading comprehension. Apart from that, the level of effectiveness of the annotation strategy as a learning strategy also has a strong influence and can be generalized or used in all eighth-gradepopulations at SMPN 1 Wanasalam.

5. CONCLUSSION AND SUGGESTION

5.1 Conclusion

After being calculated for the prerequisite (normality test and homogeneity), the researcher calculated the T-test. The researcher found as follows:

5.1.1 The average score (pre-test) of the control class was 65.00 and the experimental classwas 63.40. Meanwhile, the average score (post-tets) of the control class was 68.20 and the experimental class was 76.40.

5.1.2 The Independent Sample T-Test which has a value of 0.32. That value was smaller than 0.05. So, Ha (Alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected.

Furthermore, it can be concluded, that Annotation strategy was effective toward students' reading comprehension on recount text at the eighth grade of SMPN 1 Wanasalam.It is also supported by the result of the Effect Size (2.69) which was indicated as a strong effect. Thus, it can be proved that Annotation strategy has a positif effect on students' readingcomprehension on recount text with a strong effect.

5.2 Suggestion

For further researcher, they should try to find other strategies that can be used in teaching reading that can make students more active in studying reading and also the researchermust try better to become a good researcher in the next research and in different cases.

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PjBL in ELT Class: Vocational High School Teachers' Perceptions

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The primary emphasis of this study was to investigate the sentiments of teachers at SMKN 8 Makassar regarding the implementation of Project-Based Learning (PjBL) in English class. A hybrid methodology was employed, utilizing surveys and interviews to gather quantitative and qualitative data. The study employed a mixed-method approach by using both quantitative and qualitative data. The researchers employed a questionnaire and a discussion to ascertain the perspectives of both students and teachers. A total of four English teachers participated. The teachers engaged in classroom projects for three months as part of this study. The teachers thoroughly enjoyed implementing PjBL in ELT class, as evidenced by the outcomes. Teachers also believed that PjBL was an effective method for teaching English as it fostered enthusiasm among students toward learning the language. The PjBL technique was considered an effective and more practical approach for SMKN 8 Makassar teachers in teaching English language skills.

Keywords: *ELT class; Perceptions; Project- Based Learning;*

1. INTRODUCTION

Acquiring proficiency in English involves more than just developing the four core abilities of hearing, speaking, reading, and writing. It also includes other equally significant aspects, such as the capacity to engage socially. According to Rusdiah (2017), the integration of social skills occurs via instructional methods, course materials, and classroom management. In today's educational landscape, fostering social skills among students has become increasingly important. One method that has shown promise in promoting social skills is project-based learning. This innovative learning model actively engages students in collaborative projects, allowing them to interact with their peers, communicate effectively, and problem-solve as a team. According to Tamim et al. (2013), the instructional model, project-based learning (PBL), is based on the constructive approach to learning. This method of education entails the collaborative construction of knowledge from various vantage points during a social activity.

Additionally, it enables students to develop self-awareness of learning and knowing while dependent on the context in which they are learning and knowing. Coleman (1992) defines PjBL as an educational approach that directs students' attention toward real-world problems, with teachers assuming the responsibility of presenting the problems, posing questions, and guiding the research process. The PjBL learning model promotes active engagement in investigative activities to solve problems (Sultana & Zaki, 2015). It is one of the learning models that enables students to build critical thinking abilities (Suriyanto & Wulandari, 2021).

Publicly displayed outputs (e.g., a product, paper, or presentation) are the final result of PjBL, in which students conceptualize, plan, and execute an extended project (Patton, 1987). PjBL is a student-centered approach that engages students in learning by completing real-world projects (Simbolon, 2015). It is particularly effective in teaching complex subjects such as object-oriented application development (Fernandez & Williamson, 2003) and the design and implementation of databases (Tomás et al., 2019). This approach

enhances student motivation and active participation and produces high-quality work (Simbolon, 2015).

In conducting PjBL, guidance must be provided to straighten the research. These are 9 steps in conducting the PjBL. The steps in the Project Based Learning method typically include:

1. Identifying a real-world problem or question to be addressed;
2. Forming teams or groups to work on the project;
3. Designing a plan or timeline for completing the project;
4. Conducting research and gathering information;
5. Analyzing and synthesizing the gathered information to develop a solution or outcome;
6. Implementing the solution or creating the outcome;
7. Presenting or sharing the solution or outcome with an authentic audience;
8. Reflecting on the project process and outcomes,
9. Evaluating the project and making adjustments for future improvement

PjBL has significantly enhanced social skills in students across various age groups and educational settings (Beisel, 2021; Mullai, 2017; Nurhadiyati et al., 2021; Taufiqurrahman & Junaidi, 2021) This approach, which involves students working on real-world projects, fosters collaboration, communication, and creativity, all crucial for social development. It also encourages self-empowerment and leadership skills (Mullai, 2017). The effectiveness of PjBL in promoting social skills has been demonstrated in both traditional and STEM education (Taufiqurrahman & Junaidi, 2021). Furthermore, it is particularly beneficial in early childhood education, enhancing cognitive skills and significantly improving social development. However, further research on the perspectives of teachers and students who saw things firsthand is still being determined.

Meanwhile, we need to know teachers' perceptions for a better on-going class. Perception plays a crucial role in the process of learning. It allows individuals to interpret and make sense of the information from their environment, which can then be used for further cognitive processes such as memory storage and conceptual understanding. Perception helps individuals to make sense of the world around them and forms the foundation for acquiring knowledge and understanding. In learning, perception serves the purpose of gathering sensory information from the environment, interpreting it, and making it available for cognitive processes such as memory formation, problem-solving, decision-making, and critical thinking. Additionally, perception helps individuals recognize patterns, identify relationships between different pieces of information, and connect prior knowledge and new material. As a result, perception greatly influences the effectiveness and efficiency of learning, as it determines how individuals process and comprehend information.

Perception plays a crucial role in education, particularly for teachers. The way teachers perceive their students, their colleagues, and the educational system as a whole can significantly influence their teaching practices and ultimately impact their students' learning outcomes. In this study, we explored the importance of perception for teachers and how it shapes their approach to teaching. Researchers also delved into the various factors influencing teachers' perceptions and strategies for cultivating positive and effective perceptions in the educational setting.

Thus, instruction—particularly that which involves guiding and feedback—should be provided differently (Ferri et al., 2020). Qiong (2017) defines perception as the process through which people choose, arrange, and modify the information they take to create a meaningful representation of the outside world. Perception of a process occurs after a stimulus directly impacts our senses, which can manifest in various forms that are capable

of being perceived by our five senses, including things that can be tasted, seen, heard, and touched. Perception can be understood as a cognitive framework that shapes our understanding, influences our assumptions, and assigns value to things, and an idea-generating device that influences our perception and actions in such situations.

Accordingly, the Indonesian Qualification Framework (IQF) will serve as the criteria to ascertain the perspective of including PjBL within the class. The Indonesian Qualification Framework is based on the Ristekdikti manual and serves as a tool for assessing the credentials and competence of Indonesia's workforce. If the PjBL methods are ineffective in the class, these requirements can help you figure it out. Levels 4, 5, and 6 of the descriptor hierarchy will highlight the PjBL's effectiveness in this study. From what we can gather from the existing literature, the researchers take a critical stance when they suggest that online PjBL in English classes could be a good way to study the effects of online PjBL on both students and teachers. This would allow people to understand better the challenges associated with this method of instruction and, hopefully, find solutions that lead to higher-quality student outcomes.

2. RESEARCH METHOD

This investigation utilized blended methods. The methodologies emphasized the integration of quantitative and qualitative techniques. The researchers employed this method to enhance their understanding, elucidate, or generate the research outcomes from an alternative standpoint (Creswell & Poth, 2016). Through the implementation of a sequential explanatory strategy, this method was developed. Morse states that the sequential design is frequently employed to elucidate and interpret quantitative findings by collecting and analyzing follow-up qualitative data. In this instance, quantitative findings were explained and interpreted through the collection and Analysis of follow-up qualitative data (Creswell & Creswell, 2017). It gains particular utility when an unexpected outcome emerges from a quantitative investigation. In this instance, the quantitative procedure was implemented by gathering data at five points. The qualitative method and Likert scale survey were incorporated into the interview data collection process. Qualitative researchers gather visual, non-numerical, and descriptive-narrative data to understand the phenomena under investigation (Gay et al., 2012). This research utilized purposive sampling. Purposive or judgment sampling involves deliberately selecting a sample representing a particular population (Spaulding et al., 2013). The researchers selected the sample based on her expertise and familiarity with the target population.

Four teachers would comprise this research as participants. Interviews were conducted with these individuals to determine their perspectives on the effectiveness of the project-based learning approach utilized in the classroom. At SMKN 8 Makassar, teachers were selected based on their experience implementing PjBL in the classroom. The qualitative methodology made the perspectives of instructors and learners regarding implementing PjBL in English instruction and learning crystal clear. The present study was carried out between September to December 2023. This investigation was carried out at SMKN 8 Makassar. Approximately four months were devoted to this investigation to create and evaluate the application.

In this research, the researchers applied three instruments, which consisted of (1) a questionnaire to know the teacher responses who taught by applying the PjBL method, and

(2) an interview to make sure whether the PjBL influenced English class. Thus, the researchers conducted a questionnaire and interview section.

Table 1. Original Blueprint of Questionnaire and Interview Guide for the Teachers

Sub-variables	Indicators	Items No
Virtual learning	Applying science, technology, and art to their expertise	1-7
	Achievement	9-13 23
	Giving recommendations	43, 45
Project-based Learning	Performing tasks of both broad and specific nature by analyzing limited information	16
	Choose an appropriate technique from a variety of standardized options.	17
	Illustrating performance through quantifiable and qualitative metrics	34
	Learning a few simple rules about a certain field of knowledge matching basic ideas with real-life issues that fall under their job duties	17
	Working together and communicating well	15
	Write reports that are narrow in what they cover	14
	Take the lead; responsible for one's work	18, 19, 20
	Being responsible for someone else's work is possible.	29
	Can be entrusted with the accountability for another individual's performance.	30-31
	Executing extensive job assignments	34
	I am selecting suitable techniques from a range of specified and unspecified options by examining data and showcasing Effectiveness with quantifiable excellence.	24, 26, 28, 33, 38
	Acquiring a deep understanding of broad theoretical principles within a particular field of study	32
	Developing coherent problem-solving methodologies	35
	I could oversee and coordinate team collaboration effectively.	25
	Create detailed reports in writing	22
	Responsible for their work and can be tasked with ensuring that teamwork goals are met.	25
	Able to adapt to different situations that may come up while fixing a problem	36, 41
	Comprehending general and specific theoretical concepts of specialized knowledge in depth	30
	Developing associated problem-solving methodologies	36
	Making data-driven and information-based strategic decisions	37, 39
	Offers guidance in selecting multiple alternative options	42,
	Accountable for individual job duties and may be tasked with achieving organizational performance objectives.	21, 40

3. FINDINGS AND DISCUSSION

To ascertain the opinions of both teachers and students at SMKN 8 Makassar on PjBL, researchers administered a survey consisting of 15 open-ended questions. The survey was sent to the teachers through Google Forms. The research data was collected from four English teachers who served as representative informants from SMKN 8 Makassar. This study aims to gather further data on teachers' perceptions of implementing PjBL in English classes. Once the researchers had the teachers' overall percentage scores for perception, they classified them into intervals. It was employed to ascertain the interpretation of the answer. To determine the teachers' perception of PjBL, the data is evaluated quantitatively using the specified data interval:

a. Questionnaire Results about Teachers' Perception

The data above consists of the elements of project-based learning put forth by Aldabbus (2018) and it is arranged according to the criteria specified in the assessment format. Below, each indicator is explained, with the indicator name serving as the heading. The data analysis of the questionnaire on the impressions of teachers and students revealed a highly positive perception of implementing the PjBL technique in their English learning. The findings data description provided below is evident:

Table 2. Questionnaire data descriptions of teachers' perceptions of PjBLin English class.

No	Statements	Frequency of Responses					Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
Q1	Generally, I understand most of the PjBL method.	2 (50%)	2 (50%)	0%	0%	0%	Positive
Q2	I use different methods in instructing the class.	2 (50%)	1 (25%)	1 (25) %	0%	0%	Positive
Q3	I chose this program because Iam interested.	2 (50%)	2 (50%)	0%	0%	0%	Positive
Q4	I prefer a teacher who teaches using the PjBL method.	0%	4 (100%)	0%	0%	0%	Positive
Q5	My students show high involvement in virtual learning using PjBL methods.	2 (50%)	2 (50%)	0%	0%	0%	Positive
Q6	My students need no extra English courses to increase their English ability.	0%	0%	2 (50%)	2 (50%)	0 %	Positive

Q7	The PjBL method increases the student's motivation to learn English.	4 (100%)	0%	0%	0%	0%	Positive
Q8	I need help teaching by using PjBL	0%	4 (100%)	0%	0%	0%	Positive
Q9	The PjBL method helps students think.	2 (50%)	2 (50%)	0%	0%	0%	Positive
Q10	The PjBL method can increase students' motivation to learn content subjects.	2 (50%)	2 (50%)	0%	0%	0%	Positive
Q11	The PjBL approach is advantageous for my prospective career.	3 (75%)	1 (25%)	0%	0%	0%	Positive
Q12	It is preferred by students that instructors offer prompt linguistic feedback regarding language errors.	3 (75%)	1 (25%)	0%	0%	0%	Positive
Q13	I intentionally use simplified English to teach using PjBL	0%	4 (100%)	0%	0%	0%	Positive
Q14	Generally, I like this PjBL method.	3 (75%)	1 (25%)	0%	0%	0%	Positive
Q15	I would recommend this PjBL method to others	3 (75%)	1 (25%)	0%	0%	0%	Positive

According to the table provided, most teachers expressed a sense of enjoyment when teaching English using PjBL. Analyzing the questionnaire results provided on Google Forms, the researchers discovered that the implementation of PjBL was perceived positively. The teachers regarded the PjBL approach as predominantly effective. The teachers deemed the project highly efficient for acquiring English language skills. In conclusion, the teachers greatly enjoyed using PjBL in the classroom. The researchers

devised a set of questionnaire statements about the perceptions of PjBL in the English class of SMKN 8 Makassar. The perceptual results can be categorized as positive.

There was a total of 15 statements for each group of participants. Based on the computed statistics, it can be inferred that English teachers and students responded favorably to implementing PjBL. The study conducted by Susanti, et al. (2021) found a good correlation between teaching English through PjBL and student motivation to learn English. This tool is suitable for enhancing the effectiveness and significance of English language acquisition in an EFL classroom. Happiness results from a positive perception, which affects the desires and actions of others, including those of educators regarding teaching and learning activities. That is to say, instructors would readily adopt the project-based learning approach if they had a positive perception of it, as doing so would bring joy to their respective minds. In addition to influencing their teaching practices and classroom conduct, perceptions and beliefs also influence the academic achievement of their students. Due to perception's critical role in education, teachers must cultivate positive perceptions among students to enhance their contentment, motivating them to engage in learning activities.

b. Interview Results About Teachers' Perception

After recording and analyzing the data, researchers found that several teachers had different ideas about how project-based learning should work. To clarify things, here are the results of a transcript study of the data gathered. The first teacher is an experienced English teacher with a decade or more years of teaching experience. He states that PjBL is a model included in the 2013 curriculum. He has implemented PjBL as an instructional approach in his classroom. He instructed his students to create an English-language video for promotional purposes. He believes that the PjBL methodology is appropriate for English lessons. The video project could enhance students' speaking skills, encompassing reading, writing, and listening. Project-based learning enhances student engagement, fosters creativity, instills confidence, and promotes a heightened feeling of responsibility. However, a drawback of project-based learning is the protracted duration required for students to finalize their assignments. At last, he added that PjBL is reliable for cultivating cognitive, emotional, and psychomotor skills.

Meanwhile, the second teacher had a 5-year tenure in teaching English. From her viewpoint, PjBL entails collaboration, allowing students to share their ideas with the group. It fosters an understanding of group dynamics and cultivates listening skills and a sense of responsibility in completing projects. She has implemented PjBL as a pedagogical approach in his classroom. The teacher instructed her students to create visual representations or depictions of traffic signs in English. Subsequently, the students carried out this task by collaborating in teams. According to the K-13 curriculum, project-based learning is appropriate for English topics. The students must collaborate to resolve the challenge.

The third teacher has accumulated three years of experience in teaching English. As he defined, project-based learning is an educational approach in which a project is used to assess attitudes, knowledge, and skills during the teaching and learning process. In addition, he has implemented PjBL as a pedagogical approach in his classroom. He requested that his students demonstrate a procedural text illustrating creating a meal or beverage.

Subsequently, the students construct a portfolio to serve as a reference for the teacher during the assessment process.

For the last teacher, PjBL is appropriate for English lessons due to her student-centered nature, where she assumes the role of a facilitator. According to her, PjBL is a more effective method of teaching children within the K13 curriculum, providing them with hands-on experience and practical application. However, it is important to note that students might still require additional assistance from her. She suggests that PjBL is a feasible alternative for vocational high school students.

Meanwhile, the interview analysis reveals that teachers have a preference for incorporating the PjBL technique in English training. Researchers performed brief interviews consisting of only two questions to showcase their findings. The interview results are classified as "positive responses." To clarify, the examples below illustrate some of the extracts:

"What strategies do you employ to design impactful learning activities for both in-person and virtual classes?"

T1: The preparation of learning activities involves seeking relevant material references based on the lesson plan and thereafter assigning students to create brief English-language promotional videos.

T2: Designing a creative lesson plan involves organizing the students into multiple groups and assigning them the responsibility of deciphering traffic signs.

T3: I designed instructional activities in the form of a lesson plan. In this role, I function as a teacher who primarily facilitates learning. My main tasks are describing cooking techniques and instructing students to focus on them.

"What are the strategies for implementing effective learning activities in both offline and online settings to enhance student engagement?"

T1: Efforts are made to conduct learning activities by greeting learners and inquiring about their well-being, while presenting engaging and diverse interactive learning materials.

T3: Implementing a student-centered approach

T4: I established a discourse-based educational framework, provided subjects for discussion, and subsequently requested students to provide reciprocal evaluations.

From the informants studied, it can be concluded that the informants had a positive impression of PBL in Vocational High School English classes. In the first section of the survey, an in-depth exploration of issues that are relevant to real-world situations is where it is organized. According to the survey results, the teachers had a favorable impression of the questioning in PjBL. In addition, teachers made students work in small groups for the project, helping them develop their teamwork abilities as they discussed and debated scientific concepts with their peers. Also, most of those who took the survey think that

assisting students with the assignment makes them more self-reliant and creative. The class felt that the time spent planning the project was excessive. Driving-depth interviews are also a component of the questionnaire. They are following the completion of the investigation and analysis of the collected data. Overall, this PjBL approach worked well.

To determine teachers' perceptions of implementing the PjBL method in ELT classes, researchers arranged 15 indicators of 45 statements. They distributed them using Google Forms to four teachers. It was distributed to take the participants' perceptions of this research. Teachers of SMKN 8 Makassar are taking part in this study. The findings suggest that teachers have a favorable impression of PjBL in English classes. Consistent with earlier research (Adams, 2018; Habók & Nagy, 2016; Susanti et al., 2021), this study found that teachers benefited from using PjBL in the classroom.

According to the first English teacher's findings, students' reading, writing, speaking, and listening comprehension of English can all be enhanced by the video project's outcomes. This result is consistent with the idea proposed by Nepal & Jenkins (2011), which holds that for PjBL to enhance students' literacy, it necessitates both a reading interest and writing proficiency. Concerning literacy skills, students choose active learning over explicit instruction. They can practice their language abilities and, eventually, their literacy abilities here. PjBL enhances students' level of engagement and fosters their creativity. Student-centered, interactive, dynamic, and immersive. PjBL can enhance self-confidence and foster a sense of responsibility among students. This aligns with Fried-Booth's notion (2002) that the progression toward completing project work allows students to enhance their self-assurance and autonomy. Furthermore, students demonstrate enhancement and a favorable disposition toward instruction (Stoller, 2012). Student autonomy is increased, particularly when they actively participate in project planning, such as selecting the topic.

Meanwhile, the second teacher implemented PjBL as an instructional approach in his classroom. Implementing PjBL in vocational high schools is an effective approach, as it enables SMKN 8 Makassar students to enhance their skill sets. One can rely on PjBL to facilitate the development of psychomotor skills, affective skills, and cognitive abilities. Based on the findings of interviews with the first teacher, researchers have determined that the first teacher's perception is positive, as it characterizes all the information and reactions that result from attempts to apply it. The process persisted through the perceived object's engagement, acceptance, and assistance.

The third teacher gave his students the chance to present their ideas to the group, helped them understand how groups work, and helped them improve their language skills and sense of responsibility when they did their homework. This fits well with Fragoulis's (2009) and Bell's (2010) idea that project-based learning can help students work together better and give them the best chances to improve their language skills. The third teacher's results support those of Darling-Hammond and Wentworth (2010) and Neo (2009). They say students learn to work together, make things, and present or discuss them in groups. This helped them develop their critical thinking and creativity. Students can also get things done when they work together. Wurdinger et al. (2007) also said that students should practice speaking English in any way relevant to their job. They can also learn how to talk to other people about their work. Because of this, students are glad they have learned

something useful daily. English PjBL can be used in Vocational High Schools because it fits how the K–13 program is taught. From interviews with this third teacher, researchers have found that he had good perceptions. This is because it describes all the knowledge and perceptions passed on by trying to exploit it. It would continue with activeness, which means accepting and backing what is being seen. As expected, this fits with Irwanto's idea (2002).

As for the last teacher, PjBL involves using a project as a medium to examine attitudes, knowledge, and abilities through teaching and learning. Of course, this is consistent with the literature review done by Coffey (2008) and Condliffe et al. (2017), who made the case that PjBL enhances student learning in dimensions beyond standard teaching methods, specifically infra-personal competence and cognitive learning. The fourth teacher also used PjBL as a learning model in ELT class, another instructional strategy used in the third teacher's classroom. Because PjBL is student-centered and involves the teacher as a facilitator, it is appropriate for English lessons. Bell (2010) and Grant (2011) identified project-based learning as a learner-centered approach to education. This teacher believed that PjBL is a suitable alternate learning approach for Vocational High Schools. According to the researcher's analysis of the interviews with her, the fourth teacher's assessment is favorable because the description encompasses all the information and responses that arise from efforts to apply it.

4. CONCLUSION

The interview's findings indicated that the teachers thought the project significantly impacted the kids' engagement in the classroom. In an open-ended survey, students were asked what their favorite aspect of PjBL was. Students enjoyed the sense of classroom cohesion during the project, which became a recurring motif. Students saw the project as a shared objective that required teamwork to accomplish. This illustrates PjBL's collaborative spirit as well. The participants, including teachers and students, thought PJBL was useful for learning English overall. In particular, the teachers said in the survey and interview that they thought the project was a successful way of teaching English. Additionally, most students said that learning English through the initiative was generally effective. This implies that the approach may be beneficial for language learning and an effective strategy for EFL learners in all language skills.

The results of this study lend additional credence to the application in an EFL setting. The results showed that PjBL is positively viewed as implementing the PjBL technique in a vocational high school, which further supports the adoption of PjBL at SMKN 8 Makassar. The results also list a few difficulties teachers may encounter while implementing the PjBL approach. Certain challenges, including the requirement for additional time, malfunctioning beds, and student performances, can be resolved through the instructors' ingenuity before the project's commencement. Based on the results obtained from this research, instructors encountered challenges in student engagement; therefore, fostering a high level of enthusiasm could remedy these issues.

The study's favorable results suggest that it may be well-received, fruitful, and effective among teachers and students at SMKN 8 Makassar. This research examines the perspectives of Vocational High School teachers regarding the PjBL method. PjBL is the

method of choice for enhancing students' English proficiency, fostering motivation, cultivating confidence and a sense of responsibility, and encouraging greater student activity and creativity. As a result of the data analysis and research conclusions, several recommendations were formulated; these may represent one of the challenges raised by educators, but their applicability to the design of the PjBL method implementation by teachers may require additional investigation. It is advisable to conduct additional research to generate additional empirical findings that demonstrate the efficacy of the PjBL method in ELT class across diverse cultural contexts. Based on the aforementioned semi-structured interviews, it can be inferred that most educators hold a favorable opinion of PjBL. They claimed that the entire teaching and learning process had been executed in their classrooms despite certain challenges, such as the lengthy duration and the need for additional time to complete the assessment.

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Unraveling The Role of English Placement Test on Indonesian Students

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Learning English as a foreign language is challenging. High-stakes of English tests often used for university admissions and job placements, create intense pressure on students. By exploring existing literature, this research seeks to unravel the multifaceted impact of English placement tests on students within the Indonesian context. The study examines various dimensions, including the effectiveness of placement tests in accurately assessing students' language proficiency, their influence on educational pathways and opportunities, and the implications for students' academic and professional development. Additionally, descriptive comparative analysis was employed as the method of data analysis in this study to expound upon several theories. The findings indicate that placement tests serve as invaluable assets in language education; however, their utilization should be exercised prudently and aligned with the overarching objectives of language learning. Through diverse perspectives and findings of library resources, the study provide valuable insights into optimizing the role of English placement tests in shaping the educational landscape for Indonesian students, offering valuable insights for policymakers, educators, and stakeholders alike. This research reveals that placement tests serve as valuable assessment tools for measuring students' abilities, guiding educational pathways, and supporting academic and professional development in Indonesia. By ensuring the validity, reliability, and inclusivity of these tests, institutions can better understand students' needs, improve their trajectories, and align with program missions effectively.

Keywords: English placement test; English learning; Academic and professional development

1. INTRODUCTION

English has risen as a worldwide language, assuming a pivotal role as a universal means of communication with substantial influence spanning diverse sectors, notably within the realm of trade, tourism including education (Archana, 2023; Mehrajuddin & Wani, 2022). Despite not being an official language, English holds significant prevalence and utility in Indonesia, where it is increasingly adopted as a secondary language and medium of instruction (Alrajafi, 2021). It was proven that Indonesia has been a renewed focus on English language instruction, driven by the recognition of its importance in equipping the youth with essential skills. Consequently, substantial adjustments have been implemented in English teaching programs and formal educational environments to meet these evolving demands (Salim & Hanif, 2021).

Therefore, English proficiency has emerged as a crucial skill in the globalized world, impacting educational and professional opportunities significantly. It holds significant importance in Indonesian workplaces, with more than 80% of participants identifying it as a mandatory skill for employment. Proficiency in English facilitates job procurement, advancement within the workplace, and effective utilization of linguistic abilities (Setiawan, 2022). Additionally, a research has found that using English skill in communication positively impacts both professional work (Widiastuti et al., 2021) and personal aspects of life. Proficient verbal interaction, crucial for mutual understanding, underscores the necessity of mastering English, the international language (Willyarto et al., 2021).

As a result, many students are required to take English Placement Tests (EPT) to assess their proficiency and determine their placement in English language courses (Sheerah & Yadav, 2022). EPT is crucial for measuring students' linguistic preparedness and subsequent academic achievements as well (Santavicca, 2021). The similar statement declares EPT can be used to assess students' English abilities and place them in the appropriate English language courses. The research outcome illustrates how placement testing can identify distinct subgroups within a student population and highlight variations in English proficiency levels. This information further guides the development of tailored language programs suitable for diverse linguistic backgrounds among students (Eskin, 2023). The role of English placement tests holds particular significance.

These high-stakes assessments not only determine university admissions but also influence career prospects, making them a focal point of concern for students, educators, and policymakers alike. In the context of placement decisions mainly based on test scores. Cho (2020, in Liao, 2022) stated that accurate placement is expected to lead to optimal teaching and learning as well as increase the likelihood of academic success, while misplacement may undermine the effectiveness of teaching and learning and put excess financial stress on educational institutions and students. EPT's main goal is to accurately assess a student's language ability, which includes their knowledge of grammar, vocabulary, reading comprehension, writing, and speaking.

Research has provided backing for the efficacy of EPT across various contexts. Overall, the effectiveness of English Placement Tests in assessing students' proficiency levels and placing them in suitable courses is well-established through various studies. These tests are considered valuable tools for educational institutions in ensuring that students are adequately prepared for English language courses and that they are placed in courses that align with their abilities. For instance, one study revealed that EPT outcomes reliably mirrored students' English proficiency levels, pinpointing areas necessitating enhancement (Sheerah & Yadav, 2022). Similarly, an examination of the EPT within the framework of the Oxford Online Placement Test demonstrated that while some educators were unacquainted with the test, those who were familiar affirmed its efficacy in accurately assigning students to suitable proficiency levels (Nasem et al., 2019). A different type of English Placement Test (EPT) that is conducted online has proven to be efficient in measuring students' proficiency levels and improving their overall performance in English language classes, as demonstrated in research focusing on online placement tests within English language education (Akhidenor-Bamidele, 2019). An innovative placement test incorporating self-directed features has the potential to create a more effective evaluation

tool while empowering students with greater control over the assessment process (Baker et al., 2024). Moreover, the EPT demonstrated efficacy in assigning students to various levels within the foundation program (FP). Statistical assessments conducted to evaluate reliability and validity yielded favorable outcomes across the majority of test variations (Naqvi et al., 2023).

Given the significance of English placement tests in shaping students' trajectories and the broader educational landscape, there is a pressing need for in-depth research to understand their multifaceted impact. Through descriptive comparative analysis, the research seeks to shed light on the complexities of English placement testing and its implications for students' academic and professional development. Ultimately, the findings of this study have the potential to inform policy and practice in English language education, striving towards greater inclusivity and fairness in assessment processes.

2. METHODS

The research will employ a qualitative research design to explore the multifaceted impact of English placement tests on Indonesian students. This approach allows for in-depth exploration of students' experiences, perceptions, and the broader implications of these tests (Creswell & Creswell, 2018). Given the complexity of the topic and the need to delve into various dimensions, a systematic literature review (SLR) design is appropriate to uncover new insights and answer the research questions. A systematic literature review is an independent academic approach designed to meticulously gather and assess all pertinent literature pertaining to a specific subject, with the objective of drawing informed conclusions regarding the posed inquiry. Systematic reviews are conducted to illuminate the current state of research and the consequent insights that can be gleaned from it (Feak & Swales, 2009). Conduct a comprehensive review of existing literature on English placement tests, language proficiency assessment, and their impact on students, particularly within the Indonesian context. This will involve gathering relevant scholarly articles, books, reports, and other sources. The study may be limited by the scope of available literature and documents on English placement tests in the Indonesian context.

By following these steps of systematic literature review as stated by Tranfield, Denyer, and Smart (2003), the systematic literature review will provide a structured and comprehensive analysis of the role of English placement tests on Indonesian students, shedding light on various dimensions and implications within the Indonesian context. Steps for Conducting SLR:

1. Defining research questions: Determine specific questions guiding the investigation into the impact of English placement tests on Indonesian students' academic and professional trajectories.
2. Selecting databases and other research sources: Identify relevant databases, journals, and other scholarly sources containing literature pertinent to the research topic, such as databases focusing on language learning, education, and assessment.
3. Defining search terms: Develop a set of search terms and keywords aligned with the research questions and the subject area, including terms related to English placement tests, Indonesian students, language proficiency assessment, educational pathways, and professional development.

4. Merging hits from different databases: Consolidate search results from various databases and sources to compile a comprehensive pool of relevant literature for review.
5. Applying inclusion and exclusion criteria: Establish criteria for including or excluding studies based on relevance, quality, and alignment with the research objectives. Exclude studies that do not meet the predefined criteria.
6. Perform the review: Systematically review and analyze the selected literature, extracting key findings, methodologies, and insights related to the impact of English placement tests on Indonesian students.
7. Synthesizing results: Synthesize the findings from the reviewed literature to identify common themes, trends, and implications regarding the multifaceted impact of English placement tests on Indonesian students' academic and professional development.

3. FINDING AND DISCUSSION

Placement tests play a crucial role in assessing students' English language proficiency in Indonesia. These tests are designed to determine students' levels and abilities in English, aiding in appropriate course placement (Li, 2022). Research has shown that the validity and reliability of these tests are essential for accurate placement. Studies have evaluated the effectiveness of online placement tests, establishing their reliability and validity through various methods such as content validity, criterion-related concurrent validity, and internal consistency measurements (Naqvi et al., 2023). Additionally, the correlation between English language proficiency and academic achievement has been investigated, revealing a significant positive relationship, indicating that as English proficiency increases, so does academic success (Devi, 2023). Research confirmed the placement tests which demonstrated high reliability and validity, successfully assessing learners' literacy abilities at various proficiency levels. The use of online vocabulary tests has been evaluated as an effective measure of English proficiency for university pathway program applicants, correlating with comprehensive placement test outcomes. The findings emphasize the importance of well-designed and validated placement tests in accurately evaluating students' English language proficiency in Indonesia.

Additionally, Indonesian Language Proficiency (BIPA) and English, used the placement test as tool in assessing students' language skills accurately. The development of web-based BIPA placement tests is highly needed, with 89% agreement among respondents (Boeriswati et al., 2023). Additionally, the implementation of online placement tests for BIPA students has been highlighted as essential to determine their abilities and place them in suitable courses (Dennis et al., 2022). Moreover, research on the Indonesian Language Proficiency Test (UKBI) has shown that combining algorithms like Naïve Bayes with Adaboost can achieve high accuracy rates, reaching up to 89% in assessing language proficiency effectively (Lingce et al., 2022). These emphasize the significance of well-designed placement tests in evaluating students' language proficiency levels accurately in Indonesia.

However, placement tests in Indonesia, particularly for Teaching Indonesian to Speakers of Other Languages (BIPA) and English proficiency, have significant implications for students' academic and professional development. The absence of placement tests for BIPA students at Bengkulu University highlights the need for such

assessments to determine students' abilities and place them appropriately (Lingce et al., 2022). Additionally, the development of web-based Indonesian-language placement tests for foreign speakers is crucial for assessing language skills and providing certification, aiding in academic and professional advancement (Husna et al., 2022). Moreover, programs that attract high-quality teachers to rural schools in Indonesia have shown positive impacts on students' academic performance, emphasizing the importance of teacher quality in enhancing student outcomes (Hilmi, 2022). These placement tests and quality teaching initiatives play a vital role in shaping students' educational journeys and preparing them for success in both academic and professional spheres in Indonesia.

Furthermore, Placement tests also can be a crucial role in shaping educational pathways and opportunities for students in Indonesia. This test play a pivotal role in evaluating and improving their English language skills, which are essential for pursuing career opportunities and further academic endeavors in Indonesia after completing their education (Rohfin et al., 2022). The EPT exemplified by assessments like TOEIC and TOEFL, holds considerable importance for Indonesian students' academic and career trajectories, bolstering their language skills and prospects for future employment (Silalahi & Sitorus, 2021). English placement exams at a particular state polytechnic in Indonesia play a crucial role in guaranteeing that graduates possess the necessary English communication skills to compete in the global job market, in accordance with the requirements of various industries (Husna et al., 2022). Several scholars reveal that EPT help in determining the starting point for language study programs (Darma, 2021), assessing readiness for college courses (Baker & Arias, 2023), and accelerating the learning process for alternative education programs (Park, 2019).

However, the use of placement tests in school tracking decisions can lead to the differentiation of learning opportunities and socialization experiences, impacting students' academic performance and future occupational positions (Sabbag, 2022). Therefore, placement test can be assessment tool to design in measuring knowledge levels, assess curricula, and evaluate learners' skills. By incorporating self-directed elements and considering linguistic and demographic features, placement tests can effectively guide students towards suitable educational paths and enhance their learning experiences. That is why, Placement test is important in measuring the students' abilities in the first time (Sheerah & Yadav, 2022) By focusing on these aspects, institutions can develop deeper insights into their testing relationships, improve student trajectories, and align with program missions effectively.

4. CONCLUSIONS

In conclusion, placement tests are crucial instruments with a variety of uses and benefits. They exist largely to guarantee that people are appropriately aligned within educational and professional environments. Placement tests enable knowledgeable decisions about the students' ability of language proficiency. The institution and the teachers also enable improve the curriculum and syllabus. The ability of placement tests to encourage fairness and objectivity is one of its main benefits. They offer a consistent and objective method of assessing people, which lessens the impact of subjective opinions. This fairness is especially important in organizations and educational institutions that seek to give everyone the same opportunity. Placement tests also encourage effectiveness and

resource management. By placing students in appropriate level and class, therefore they will feel more confident in learning. And also preventing the unnecessary expenditure of time and resources on unsuitable options.

In an era emphasizing the importance of skill alignment and individualized education and career paths, placement tests emerge as indispensable tools for institutions, organizations, and individuals alike. Their role in enhancing fairness, efficiency, and personalization ensures they will continue to play a pivotal role in shaping educational and professional success.

In this case, every institution, organization should apply the appropriate placement test for test takers which is involve ensuring the validity, reliability, and effectiveness of the tests used to assess students' language ability levels. So, the placement test really able to measure the students' language proficiency levels and resulting, placing in appropriate level and class for the test taker and the institution can give the good serves.

Furthermore, it is also essential to consider the overall impact of placement tests on students and the educational system. While placement tests offer benefits, they should not overshadow the broader goals of language education. Factors like teacher-student relationships, teaching attitudes, and class activities also play vital roles in the learning process. Institutions and teachers must adapt their standards and assessments to account for these nuances and align them with the true objectives of language education.

In summary, placement tests are valuable tools in language education, but they should be used judiciously and in harmony with the broader goals of language learning. Understanding their impact on students and teachers is crucial to achieving positive language learning outcomes.

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Perceptions of Senior High School Students on the English Club Speaking Activities

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Speaking is the exclusively human act on the process of expressing and exchanging ideas, emotions, and information through the use of oral language. Therefore, this research which was designed in a qualitative method using purposive sampling. Found out that senior high students had positive perceptions on the English club speaking activities. First, they argued that the more courageous, interested and confidents to practice speaking with their friends than in regular class. Second, they claimed that English club made them more experiences in speaking English and more knowledge about English skills. Third, their English. Last, they also stated that after joining the English club, they became more confident and accustomed to speak English in front of public as often as possible.

Keywords: Perceptions, Students, English Club, Speaking

INTRODUCTION

Speaking has become such a part of daily lives and people take it for granted. Speaking as an activity for the exchanging ideas and information is an activity for efficient communication. Speaking is also a way to practice the language concretely, helping students who are still communicative to develop excellent communicative skills. In order to acquire speaking skills, it is important for students to learn to speak properly and students should be educated to use English in oral communication (Hijrah and Umar, 2021). Other researchers also say the same thing with regard to the namely about of speaking above. One of the ways to communicate with others is through speaking. According to Fisher (2007) state that speaking is the uniquely human act or process of sharing exchanging information, ideas, and emotions through the use of oral language. It means that speaking is an important skill in daily interaction because people prefer to communicate verbally rather than in writing.

One of the extracurricular activities at school is English club, where members share their knowledge of the English language and use English to communicative within the group. English club is a method of learning English by group that the members use English as a language to communicate each other. Wetherby (2011) says that English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. In this research are more focused based on students speaking because activities English club are more dominant in speaking activities. For example, students to

asked practice the speech and storytelling in front of the class. They are practice the speech and storytelling in the front of audience or other students would be able to participate the various activities based on the club objectives, students would have an opportunity to take part in the national and International English competition, students would be able to develop their speaking skill through formal and informal situations. By joining the English, students can share their knowledge with their friends and then English also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problem.

Based on the students who participated in the English club, they said that they took part in the English club program to improve their English skills. Those who participated in the English club activities acknowledged that they enjoyed the learning English and thought it was cool that people could speak it, so they were interested in learning English and joined the English club extracurricular activities in the hope that they would be able to speak English. Otherwise, the students who did not join the English club said they disliked the subject of English. It was said that written English is not the same as what has to be read. They added that they had to ascertain the words' meanings. It leads people to believe that English is a challenging topic. That's way they were no interested in joining the English club because of this. They thought that if they joined English club it would make them more confused.

Some researchers conducted students' perceptions of English club in speaking activities. Firstly, a study conducted by Gunawan et al. (2015) revealed that the result of the study showed that most activities in English club are related to speaking activities. As far as the English club is concerned, this mean that students interested in joining the English club to be provide with significant additional hours. Secondly, Anggraeni (2016) the results shown that there is a difference in English ability between students who participate in the English club and those who do not. Thirdly, a study conducted by Fatima (2014) revealed that most English club may or may not support mainstream classroom activities. When it comes to English club, this means helping and supporting students in regular class.

This present study attempts analyze perceptions of senior high school students on the English club speaking activities by formulating the following question: What were the perceptions of senior high school students on the English club speaking activities?

LITERATURE REVIEW

Perception

Perception is the awareness and interpretation of sensory information. According to Walgito (2004), perception is a process preceded by a process of sensing which the process of receipt of the stimulus by the individual through that sense. In other word, perception is a process whereby people select, organize, and interpret sensory stimulations into meaningful information. It means that perception is a process of recognizing an object with the help of senses, where one receives stimuli from the outside with full awareness and trying to understand and interpret the stimulus becomes a meaning that can be understood.

English lub

At school, there are many kinds of clubs or communities that aimed to supporting various interest or talents of students and one of the clubs is English club. According to Malu and Smedlley (2016), English club is a group of individuals or club members who

gather on a regular basis to improve their English speaking, listening, reading, and writing skills. In addition, Brown (2006) argued that English club is one of school's extracurricular activities that focus on students' English abilities. In short, English club is a language program consisting of a group of students who join together to improve their mastery of English skill such as reading,listening, speaking and writing.

The English club has many important goals to support the fluency of students in mastering skills, especially in speaking skill. Hadley (2001) stated that the aims of English club are to encourage students to join the English club, provide opportunities for students to develop spaking skills, maintain the present club's continuity, and promote shared responsibility for activities between students and administration. Nur and Eltayeb (2014) stated that the objectives of English club are: create a friendly setting in which participants may practices their spoken English, increase the vocabulary and phrasal use of participants, self-assurance when speaking English and practice a variety of speaking and listening skills in realistic situation. According to Shrum and Glisan (2000), the purpose of the English club is to help students develop a positive attitude toward the English language and to make them more aware of the improtance of communicating in English. Futhermore, the major objectives of English clubs are to communicate and practice English. Reading, writing, listening, speaking, and critical thinking may be included in English club activities, however, the focus of comunity-based English clubs is on developing oral language skills-speaking and listening to English (Malu and Smedley, 2016). In summary, the aim of the English club is to encourage students to think positively about English and communicate more often using English, developing their English skills such as reading, writing listening and speaking but focusing more on developing their speaking skills also to construct their confidence in speaking.

Speaking

Speaking is an activity for exchanging ideas or information, as well as for effective communication. Speaking is a type of language practice that can help students who are still fluent in communication to improve their communication skills. It is critical for students to learn proper speaking techniques, and students can be taught to use English in oral communication.

Jayadi and Sumarlin (2017) explained that a key to reach a good communication is to be capable of speaking plainly and articulately for one's success in life, as it plays a major role both individually or socially. In the classroom for English class as a Second Language (ESL) or English as a Foreign Language (EFL), effective language learning is measured by the capability of the student to communicate.

As an important part of teaching and learning a second language, speaking has been considered the most difficult of the four languages. Bygate (1987) sees speaking as an ability that needs attention in teaching the first and second languages. We can identify speaking as a way to hold out our thoughts across words, communication with others. Speaking is also used to express as communicate, to make a request, to make a speech. This means speaking is still using it in our lives, because without talking, we are going to be stupid and never know what other people talking about.

The main goal of learning speaking skills is to achieve oral fluency. Ability to express ideas intelligently. Speech, though accurate, reliable, and well-defined without undue hesitation (Byrne, 1984). Speaking skill is defined as a complex still to use a word or a language to express oneself in common voice. It may include information about the needs-request (Brown and Yule, 1983).

Research Methodoogy

Reseach Design

This research used qualitative method with descriptive analysis as a research design. According to Creswell (2012), a qualitative approach is a study that seeks to explain the phenomena of what is experienced by the research participant, such as behavior, opinion, motivation, response, and on. In conclusion, the researcher used a qualitative method in this research where for the data collection method the researcher used interview to find out the perceptions of senior high school students on the English club speaking activities.

Participants of the study

The research used purposive sampling technique in selecting the participants. According to Bernard (2002), purposive sampling occurs when a researcher determines what information is require and sets out to identify people who can and are willing to provide the information based on their knowledge or experience. The researcher took ten students from 46 students who are members of English club as participants of this study, 10 students from eleventh grade by using purposeful sampling on criteria students who are the joining English club for at least one year, some students from second grade who have had a lot of experiences in participating at English club and students at English club who speak in English fluently.

Data Collection

Interviews are a frequently used research method in qualitative studies. According to Creswell (2012) stated that a qualitative interview happens when researchers ask open questions and record responses to one or more general participants. Interview in this research was used to acquire perceptions and also information participants of English club in their speaking activities.

In this study, the researcher used semi structure interview, the interviewer may change the format or questions even though the interviewer has previously formulated the area of interest and the chosen question (Ary et al., 2010). Interview in this research was using open-ended questions with 10 questions that would be asked to the students and the questions.

Before conducting the interview, the researcher made an appointment in advance to the students for their willingness to be interviewed. After that, the researcher asked the listed questions to the listed questions to the students about their perceptions of English club in

speaking activities then develop the questions in order to got more depth information via face to face direct. During the interview session, the researcher recorder the students' answer using hand phone and also notes for their answer and transcribed the interview into written English form.

Data Analysis

In analyzing the perceptions of senior high school on the English club speaking activities, the reseacher analyzed the data using thematic analysis. Creswell (2009) stated that there are six stages in analyzing data, such as familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producting the report.

In analyzing the perceptions of senior high school students on the English club speaking activities, the researcher analyzed the data got from the interview session. Firstly, the researcher trascribing the data and read the data as a whole then note down initial codes which would be made into codes. In this term, the data are ready to be coded with more formal process.

Secondly, the researcher would make several codes that has been coded before based on suitable data. Thirdly, the researcher would organized or arranged the codes into themes. The researcher would try to combine several different codes into the correct themes with give label in every codes that has been combined. Fourthly, the researcher checking whether and codes that has been analyzed were suitable or not. Fifthly, the researcher naming every theme in clearly and correctly. Sixthly, the final report was reconnected with research problem and theories also procedure the scientific results from the research.

FINDINGS AND DISCUSSION

FINDINGS

The interview was conducted to find out the students' perceptions of English club in their speaking activities. After gaining the data from interview, the data was analyzed by using thematic analysis. The description of the result were described as follows:

1. Supporting environment in practicing English speaking
2. Useful activities to improve English abilities
3. Improve speaking skill
4. Increase self-confidence in speaking English

DISCUSSION

After analyzing the result of the research by using thematic analysis, the researcher found that there were some students' perceptions toward English club on their speaking skill. Those are (1) Supporting environment in practicing English speaking, (2) Useful activities to improve English abilities, (3) Improve speaking skill, and (4) Increase self-confidence in speaking English.

The first was supporting environment in practicing English speaking. All of students argued that environment of English club were supportive in practicing speaking. Practiced

speaking in English club was more fun and exciting because the students became more confidence and interested while practiced speaking with their friends. This finding was in line with Utari (2021), most activities in English clubs are related to speaking skills. As far as the English club is concerned, this means that students interested in joining the English club would need to be provide with significant additional hours because students were more likely to practice speaking in an English club, and students believed that practicing speaking in an English club was enjoyable. Similarly, Melviza et al. (2017), the data revealed that significantly positively correlated with various perceptions related to English speaking practice. The students also viewed that they feel glad while joining English club. The environment in English tended to be fun and comfortable, which encouraged students to practice speaking.

The second, useful activities that could improve English abilities. The findings showed that all of students agreed that activities in English club were useful to improve their English abilities. The findings was in line with Salma (2018), most English club may or may not support mainstream classroom activities. When it comes to English club, this means helping and supporting students in regular classes. Students that participate in the English club program have excellent grammar, vocabulary and pronunciation skills. When the speaking activity takes place, they can also employ new English words to express their opinions. Students might exchange and share knowledge, new vocabulary, and information with their friends. The ability to communicate in English is a must for the students. It implies they can produce and use English in both spoken and written form. On the other hand, Nahdah and Fatimah (2019), student join an English club as an extracurricular activity because it can help them become better communicators in this study's investigation of students' perceptions of speaking practices. Students were more interested in practicing English at the English club because of the more appealing, varied, and engaging learning activities.

Third, improve speaking skill. The result of the data indicated all of members of English club agreed that after they joined the English club, their speaking skill such as pronunciation and fluency had improved much better. This result was line with the previous research by Utari (2021), English club helped students improved their speaking skills so that they could speak English fluently and communicate appropriately in situations where a person needed to express thoughts, feelings, and opinions. Furthermore, Salma (2018), the English club helped students increased their ability to learned English skills, particularly speaking skills. By participating in English club, students were constantly practicing speaking with English as much as possible. Students who participated in the English club were more likely to communicate in English, which might boost their confidence when speaking in front of others. On the other hand, Armita (2019), the English club had tremendous power to motivated students to practice speaking English. It was consistent with the benefits of English clubs, which were to increased student motivation and to instill confidence in the learner to talk as often as possible. others, such as having a conversation in English and practicing in front of their peers without the use of a text, and if there was a mispronunciation, the members could correct pronunciation errors. All of this could help them enhanced their speaking English skills.

CONCLUSION

Based on the result of the data analyzed by using thematic analysis, the researcher found that were some perceptions of senior high school students on the English club speaking activities. There were: supporting environment in practicing English speaking, useful activities to improve English abilities, improve speaking skill, and increase self-confidence in speaking English.

The first perception was supporting environment in practicing English speaking. All of students perceived that environment of English club was more comfortable, supportive and confidence while speaking in English students believe, by continuing to practice and get used to an English speaking environment, joining English club would support and friends in English club are very support and help their improving English skills, practiced more about speaking English and students also more interested in speaking English with their friends there because they were more supportive in practicing speaking English.

The second was students claimed that by actively participating in English club, they were courageous speaking English as often as possible they more confident to speak in front of public because of this after joining English club got more knowledge about English skills, gained new vocabulary and also got more speaking English experience.

The third, the students agreed that their speaking skill included fluency and pronunciation were improve much better after joining English club because students want to improve their English skills, and upgrade pronunciation. Therefore, students believe, because in English club sometimes they speak each other, and they have speech lesson to practice speaking.

The last, all students stated that after joining the English they were became more confidence while speaking in front of many people and English club also helped them to speak in English with high self-confidence, they became brave enough to speak in front of their friends using English and here we speak in English every time we meet. Then, because in English club they have confidence to speak English with everyone and they think can increase myself confidence and they can understand many things about English.

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The Relationship Between Students' Level of Self-Esteem and Their Speech Anxiety (The Correlative Study at SMK Perintis 1 Sepatan)

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This study aims to determine whether the relationship between students' self-esteem levels and students' levels of speech anxiety affects language skills. The sample used was 30 tenth grade vocational students who faced the transition of learning from junior to senior with more serious subject matter. Researchers collected data through RSES questionnaires to determine self-esteem levels and FLCAS to determine students' speech anxiety levels, which were analyzed with the Pearson correlation coefficient. The results revealed that students with high self-esteem numbered 18 (60%) and students with low self-esteem 12 (40%), with an average score of 15.77, and speech anxiety in the categories of very relaxed 2 (7%), relaxed 9 (30%), somewhat anxious 17 (57%), anxious 2 (7%), and very anxious 0 (0%) with an average score of 88.97. The finding of the correlation coefficient (r_{xy}) data is 0.401, so the result of this study is a relatively low relationship between self-esteem levels and students' speaking anxiety.

Keywords: correlation study; self-esteem; speech anxiety

INTRODUCTION

The importance of mastering English makes every school make English a subject that must be followed by every student, with the provision of teaching materials and qualified teachers. However, when students try to practice in front of others, many of them experience speaking anxiety, which is an unavoidable phenomenon for ESL students.

Students at high school level (senior high school) have begun to be required to have the ability to speak in public. Public speaking is the ability to express thoughts that are done orally. So that the thoughts we have can be conveyed well and easily understood. However, the biggest hurdle students experience when practicing their public speaking skills can cause students to experience feelings of nervousness when expressing their thoughts verbally. This usually happens when students are in group discussions, asking the teacher questions or when presenting assignments in front of classmates. Speech anxiety arising not from one single situation, but rather multiple situations with bad experiences related to spoken interaction.

Speaking anxiety occurs because there are several factors that influence students to master language. Challenges that affect student ability in the form of student ability factors, motivation, environment, practice, and previous knowledge of the foreign language you want to learn. The limitations of the environment that are not supportive of practicing

English language skills in daily life make students' abilities slow to develop because of the assumption that learning English is not too important, so that when students are told to try to practice and when doing it, the response obtained is not appropriate, so that students feel insecure and do not even want to practice it again.

This factor makes students feel less confident in their abilities and feel uncomfortable practicing English in the surrounding environment. In the scope of school and outside the scope of school, appreciation of good things is a must, so that students have high self-esteem and can affect student achievement in learning English.

Learning English is not just for attending lessons at school, but there are many benefits that can be obtained by mastering English skills. There are many interesting experiences that can be done if you can speak English well. With the importance of mastering English skills, all students should not be a big challenge. But in reality, there are still students who face difficulty speaking and think that speaking English is a difficult skill to learn.

In developing a person's self-esteem, associations, activities carried out, and personality greatly affect the level of self-esteem of an individual. Therefore, self-esteem is also referred to as associative, because it can be influenced by a certain group such as peers, family, and teachers in the development of student self-esteem. This is what further emphasizes that the importance of building high self-esteem is by working with people related to us by supporting each other. Moreover, in the scope of the class, which of course, has a role that is no less important in increasing students' self-esteem.

Appreciating students' abilities by giving praise and not focusing only on pronunciation mistakes will make students have high self-esteem. People with high self-esteem experience more happiness, optimism, and motivation than those with low self-esteem, as well as less depression, anxiety, and negative mood.

Based on the problem identification above, students who have high self-esteem will be more open to trying and have great enthusiasm for learning English, while students who have low self-esteem will tend to choose to be passive when learning takes place in class and do not have the motivation, confidence and courage to speak. Teachers and schools have tried to use appropriate learning methods and tools to support learning so that students' speaking skills can improve, but students remain passive because they have a fear of making mistakes in grammar, pronunciation, etc. that results in them being laughed at and ridiculed for mistakes they will not necessarily make.

Based on the previous explanation, students with lower self-esteem will tend not to be able to overcome the speaking anxiety they experience, while students with high self-esteem have the ability to overcome speaking skills, which will then have an impact on the achievement of the ability to speak using English, because they can solve problems and have a firm nature to improve their achievement. Students with low self-esteem are less likely to overcome this because they have a fear of being the center of attention and do not feel proud of their achievements. This is what strengthens researchers to conduct research entitled

THEORETICAL FRAMEWORK

2.1 Definition of Self-Esteem

Self-esteem is one of the most important aspects of personality in influencing the formation of an individual's attitudes and behavior. Many experts argue that self-esteem is how individuals judge themselves based on standards set by themselves, this will also have an impact on individual behavior in the behavior that will be shown when the individual is faced with a challenge.

Meanwhile, according to Fuhua Zhang (2022) self-esteem is defined as how much worth or value a person considers for him/herself as an individual. In short, self-esteem is a personal evaluation or assessment of an individual's worthiness expressed firmly to the attitude held over himself. Nathaniel Branden also argues that, Self-esteem is a powerful force within each one of us. More specifically, self-esteem is: 1. Confidence in our ability to think and to cope with the basic challenges of life. 2. Confidence in our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy the fruits of our efforts.

2.2 Formation of Self-Esteem

The formation of self-esteem has begun since childhood, so in order to form high self-esteem, children need to get a sense of recognition or appreciation from their parents. Self-esteem is formed from the treatment that individuals receive from people in their environment. Thus, self-esteem is not an innate factor, but rather is formed based on factors that can be learned and formed throughout the individual's life experience. Coopersmith (1967) suggests that the formation of self-esteem can be influenced by various factors, as follows: (1) the meaning of life. (2) the success of others. (3) individual power. (4) individual that meets expectations.

2.3 The Important of Self-Esteem

Individuals who have high self-esteem have a greater chance of success than individuals who have low self-esteem. In his book entitled "Psikologi Sosial" Yahaya et al., the author states that common characteristics encountered with people who have high self-esteem are “(1) worthy of life, (2) believe in themselves, (3) respect themselves, (4) increase their value, (5) feel their lives are peaceful or harmful, (6) have good interpersonal relationships, (7) responsible, (8) patient in the face of disappointment, (9) friendly, (10) assertive, (11) loving and easy to love, (12) behave directly.” It can be said that everyone must have self-esteem, but the level of self-esteem of a person is different from each other. People who have high self-esteem have an advantage because they are emotionally confident that they can put themselves in a variety of circumstances.

2.4 Types of Self-Esteem

Many still do not realize how important and influential one's self-esteem is in life. This is also what causes it easy for someone to unknowingly degrade themselves. They also lower the self-esteem of others, because not realizing self-esteem is very important. This kind of behavior cannot appear out of thin air, but it is formed from the various treatments that an individual receives during his lifetime. This can be influenced by various factors, which make each person's self-esteem also different. Given how important self-esteem is to a person's life, self-esteem is classified into two types: (1) High Self-Esteem: they have high self-esteem, at the time of evaluation they feel very confident and do not worry about failure. They think that the time of evaluation is an

opportunity to do good and increase self-creativity. With this kind of understanding, people with high self-esteem who experience failure will produce further improvement well despite obstacles or losses. (2) Low Self-Esteem: The characteristics of someone who has low self-esteem are easily discouraged, feel unattractive, and do not want to advance their own values. Because of this, they will have little interaction with a group of friends, so they feel isolated.

2.5 Self-Esteem Changes

In In general, self-esteem is considered a stable trait so that there is no change. Therefore, not many researchers have conducted research into possible failures that can change the acute level of self. But on research (Baumgardner, Kaufman, & Levy, 1989; Jones, Rhodewalt, Berglas, & Skelton, 1981) in which proved that situational influences can cause temporary changes in self-evaluation, so that although self-esteem is a relatively long-lasting trait. Some aspects of an individual may be more lenient than others and each individual is generally able to offset threats to their self-esteem by affirming other unrelated aspects of themselves.

This instability tends to be more in line with individuals who have high self-esteem. They are more inclined to create an external perspective on the failures they experience and more affirm other parts of themselves. Because they tend to create an internal perspective on failure, people with low self-esteem are likely to generalize their negative feelings to other unrelated domains.

2.2.1 Definition of Speech Anxiety

Speech Speech anxiety is a common phenomenon that occurs in our daily lives, especially in schools during language classes. When an individual experiences speech anxiety when speaking in public, they will tend to avoid situations that make them perform, because when appearing in public speaking, they will feel depressed and feel very intense anxiety. This problem can be an obstacle to success if it is related to needs that require individuals to interact with many people. But everything will pass, because it can be overcome by continuing to develop this ability and practicing a lot.

Four skills that must be mastered in language. Speaking skills are the aspect that more often causes anxiety when implementing them. Feelings of anxiety when speaking foreign languages can be felt by students as negative things in language mastery, so it is difficult to master it quickly. Based on Kankam's research, there are factors that cause students to experience speech anxiety are: (1) Negative Evaluation. (2) Fear Of Ridicule. (3) Lack Of English Use.

2.2.2 The Component of Anxiety

Student anxiety when learning a language can occur from various components. Based on Horwitz in Chan and Wu (2004) said that three components are interrelated with the emergence of feelings of anxiety when learning a foreign language: (1) Communication apprehension. (2) Test Anxiety. (3) Fear of negative evaluation.

2.2.3 The Type of Anxiety

According to MacIntyre (1999), anxiety during foreign language learning can interfere and hinder interpersonal relationships during class provided that it can also be influenced by various factors such as learning strategies, abilities, attitudes, and motivations.

In overcoming student anxiety about speech anxiety, teachers are required to know the source of speech anxiety experienced by students. Based on the results of research by Chan and Wu (2004), the main source of their anxiety is their low ability at language

learning. This is a problem that arises from students themselves, so that when learning activities take place when students are asked to participate by the teacher because of their lack of abilities, it will produce feelings of anxiety because they do not know what to answer.

With various factors influencing student anxiety, it is important to know the type of anxiety experienced by several experts on students in order to know how to overcome it. There are two types of anxiety that have been grouped according to Lazarus (1976): (1) State Anxiety. (2) Trait Anxiety.

METHOD

In this study, researchers used quantitative research. According to Sugiyono (2017), Quantitative research is a research method used to examine certain populations or samples, collect data using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses. Denzin and Lincoln (2019) suggest that quantitative research involves using and collecting various empirical materials based on case studies, personal experiences, introspection, interviews, life stories, moments that have problems, and meaning in an individual's life.

The methodology that researchers apply is the correlation method. According to Arikunto (2010), the correlation method is research conducted to determine the level of relationship between two or more variables, without making changes, additions, or manipulations to existing data.

3.1 Research Setting of Place and Time

Researchers conducted research in the tenth grades of SMK Perintis 1 Sepatan in the 2023/2024 school year which implemented the 2013 curriculum. The study, because conducted offline, will begin sometime in September 2023, with two sessions for the first session to be used to fill out a questionnaire measuring self-esteem levels and the second session students will fill out a questionnaire to measure anxiety.

3.2 Participant

The participant in this research was take Class X TKR has 15 students and class X AP has 21 students, from the 2 classes selected as a total sample of 36 students. Researchers use simple random sampling to select populations because they choose randomly without regard to the strata contained in the population, so that the rights of all objects in the population are equal. The reason researchers chose grade 10 as a sample was because they were experiencing a transition period from junior high school to vocational high school.

3.3 Technique of Data Collection

Questionnaire is a data collection technique carried out by providing a set of questions or written statements to respondents to choose the appropriate answer, the author uses a closed questionnaire because it has provided the answer. The scale used in the questionnaire is the Likert scale which has four to five alternative answers, so respondents only need to choose the answer that is considered most suitable for them.

3.4 Technique of Data Analysis

Because this study tries to find the correlation of two variables, the researcher will use statistical methods. A statistical technique to test the initial hypothesis is to use Karl Pearson's Pearson Product Moment correlation technique to test the relationship between self-esteem level and speech anxiety using the SPSS (Statistical Package for the Social Sciences).

FINDINGS

4.1 Data Descriptions

In the study there were two variables, the independent variable (Self-Esteem) and the dependent variable (Speech Anxiety).

4.1.1 Descriptive Statistics of Students' Self-Esteem

Based on the data obtained for the highest value is 25, the lowest value is 6, the mean value is 15.77, the median value is 16.67, the mode value is 17, and the standard deviation value is 4.368.

Tabel 4. 1 Data statistic Self-Esteem.

Self-Esteem

N	Valid	30
	Missing	0
Mean		15.77
Median		16.67[a]
Mode		17[b]
Std. Deviation		4.368
Variance		19.082
Range		19
Minimum		6
Maximum		25
Sum		473

The frequency distribution of self-esteem levels of students of 10 vocational schools can be seen in table 4.2 as follows:

Tabel 4. 2 Frequency Distribution Self-Esteem

Interval	Category	Frequency	Percentage
$18 < X \leq 22$	High	18	60%
$12 < X \leq 14$	Low	12	40%
Total data		30	100%

Based on the self-esteem frequency distribution table of grade 10 vocational students, it is known that it is divided into 2 category levels, namely: the high category with a percentage of 60% and the low category with a percentage of 40%. So, it can be concluded that the average level of self-esteem of grade 10 SMK students is classified as being in the high category with a frequency of 18 with a percentage of 60%.

4.1.2 Descriptive statistics of students' Speech Anxiety

In the variable speech anxiety data, the highest value was 118 and the lowest value was 62, the mean value was 88.97, the median value was 90.00, the mode value was 85 and the standard derivation value was 13.755.

Tabel 4. 3 Data statistic Speech Anxiety

Speech Anxiety

N	Valid	30
	Missing	0
Mean		88.97
Median		90.00[a]
Mode		85[b]
Std. Deviation		13.755
Variance		189.206
Range		56
Minimum		62
Maximum		118
Sum		2669

The frequency distribution of speech anxiety levels of 10 vocational students can be seen in table 4.4 as follows:

Tabel 4. 4 Frequency distribution Speech Anxiety

Category	Interval	Frequency	Percentage
Very Relaxed	X < 68	2	7%
Relaxed	68 < X ≤ 82	9	30%
Mildly Anxious	82 < X ≤ 96	17	57%
Anxious	96 < X ≤ 110	2	7%
Very Anxious	X > 110	0	0%
Total		30	100%

Based on the table of speech anxiety frequency distribution data for grade 10 SMK students, it can be seen that it is divided into 5 category levels, namely: the very relaxed

category with a percentage of 7%, the relaxed category with a percentage of 30%, the mildly anxious category with a percentage of 57%, the anxious category with a percentage of 7%, and the very anxious category with a percentage of 0%. It can be concluded, that based on the data that has been obtained, the average level of speaking anxiety of students is in the mildly anxious category with a frequency of 17 with a percentage of 57%.

Tabel 4. 5 Correlation Between Self-Esteem and Speech Anxiety
Correlations

		Self-Esteem	Speech Anxiety
Self-Esteem	Pearson Correlation	1	.401*
	Sig. (2-tailed)		.028
	N	30	30
Speech Anxiety	Pearson Correlation	.401*	1
	Sig. (2-tailed)	.028	
	N	30	30

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

Based on the results of the correlation test between the self-esteem variable and speech anxiety, a significance value of 0.028 was obtained where based on the basis of decision making 0.028 < 0.05 it means that there is a relationship between variable X and variable Y. The degree of relationship between the two variables can be seen in the Pearson correlation value of 0.401. Based on the correlation coefficient guideline, the Pearson correlation value of 0.401 is in the coefficient interval 0.36-0.65 with the category having a low relationship.

DISCUSSION

The results of the analysis have found that the self-esteem of grade 10 vocational students is in the high category with a percentage value of 60%. Meanwhile, the level of speech anxiety is in the mildly anxious category with a percentage of 57%. To answer the formulation of the problem, researchers used Pearson product moment correlation analysis (table 4.5) between the self-esteem variable (X) and the speech anxiety variable (Y) obtained a significant value of 0.028. Based on the decision-making of the Pearson product moment correlation test 0.028 < 0.05 it can be concluded that there is a relationship between self-esteem and speech anxiety. Furthermore, the degree of relationship between self-esteem and speech anxiety, can be seen from the value of Pearson correlation, which obtained a value of 0.401. After knowing the results of the correlation test using the Pearson product moment method, it can be concluded that there is a relationship between self-esteem (X) and speech anxiety (Y). Based on the results of these data, it can be interpreted that if the self-esteem of students is high, the lower the level of speech anxiety that students have this attending language classes.

Based on the results of the data analysis that has been described, it can be concluded that in this hypothesis, Ho is rejected and Ha, which is interpreted, there is a relationship between the level of self-esteem and speech anxiety of grade 10 vocational students.

CONCLUSION

Based on the discussion in the previous chapter, the following conclusions can be drawn:

The description of self-esteem variable data is as follows: students belonging to the high self-esteem category, as many as 18 students (60%) and, with the low self-esteem category, as many as 12 students (40%) from a total of 30 respondents with an average score of 15.77.

The description of speech anxiety variable data is as follows: students who belong to the very relaxed category, as many as 2 students (7%), who include relaxed as many as 9 students (30%), who include mildly anxious as many as 17 students (57%), who include anxious as many as 2 students (7%), who include very anxious as many as 0 students (0%) and a total of 30 respondents with an average score of 88.97.

There is an influence between self-esteem variables and speech anxiety variables in grade 10 students of SMK Perintis 1 Sepatan in the 2023 school year, which is shown by a significant value of 0.028. The influence of variable X and variable Y can be seen in the Pearson correlation coefficient of 0.401.

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The Suitability of Post-Method Pedagogy for Merdeka Curriculum

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This research intends to analyse Post-Method Pedagogy in Merdeka curriculum. The major reflecting of this research is to criticise available Post-Method Pedagogy as one of approaches to pedagogical methodology in English Learning Teaching (ELT). The methodology used is qualitative research through literature study. To collect the data, the researcher peels literary references from journals which closely relate with the issue being discussed. The primary outcome of research is as follows. To understand post-method pedagogy, Merdeka curriculum and suitability post-method pedagogy used in Merdeka curriculum. Then, the expected result may be a consideration for teachers as practitioners, educational policy makers to adjust this approach in implementing pedagogical practice in English Learning Teaching (ELT) to achieve an education's goals.

Keywords: Post-Method Pedagogy, Merdeka Curriculum

INTRODUCTION

In lately 100 years, education has been expanding quickly (Chen, 2014). It is not surprising, because humans are „agents of change." They never stop exploring new things around. Here, the researcher regards that each generation has themself theories built upon their context and interest. The authorities focus on their expertise areas such as sciences, maths, psychology, sociolinguistic, technology development, pedagogy and so on. They strive to give the best devotion which can be availed for societies, the governments and other countries around the globe.

In this study, the researcher tends to take up pedagogical study in the education field. In this case, educational thinkers have pushed ahead their minds to revise the result of previous research which was not unsatisfactory. Of course, walking on this rail is not easy. Considering

all parties and capable of facing the responsibility of their significant decision. Even if it has a

political background or having profit for some personalities. The histories attested that it didn"t work and the communities were as the trial objects. Hence, Kumaravadivelu, Indian pedagogical professor, spoke up his theory about post-method pedagogy in English

Learning Teaching (ELT) in 1994 (Chen, 2014). The various English methods used to invent effective classrooms such as communicative approach, content-based learning, audio lingual method, oral approach. This approach has no standard rules to select the method used in the classroom but gives a large opportunity for teachers to design by themselves.

The Indonesian curriculum has been changed at least twelve times: 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 and the latest is Merdeka curriculum (Hadi,.et.al, 2023). Dynamic curriculum is an inevitability because it is based on the contextual situation where people must adjust with any change of environment or social paradigm. This time, the education minister, Nadiem Makarim has enforced the regulation of the Merdeka curriculum. This innovation intends to facilitate student-teachers in developing their ability optimally (Lestari, 2023). Many trainings have been held to provide the students, stakeholders and educators available with this curriculum.

The first implementation of the Merdeka curriculum will be conducted in 2022 through the Penggerak schools program. This curriculum provides the goal to create the students more noble, independent, critical thinking, unique, participatory, which are the result of research that will be held by Surasih et al. (2022). This proves that the Merdeka curriculum is worthy to be implemented in Indonesia. However, the researcher expected to incorporate post-method pedagogy in this curriculum. Because both have similarities in the principle goals and there is limited information about this case. To make it clear, the researcher should do the research to present them.

By this research, suspected teachers and authorised parties can get more obvious elucidation about post-method pedagogy and its impact when it is applied in the Merdeka curriculum. In itemised, the researcher disassembles it with strengthening and weakening that will probably be faced while it is being conducted. The result may be considered by teachers and educational policy makers in English Learning Teaching (ELT) specifically in pedagogical practice.

METHOD

This study uses qualitative data which tends to give descriptive explanations and seeks the information in analysing some relevant journals. As for the major references to get findings, the researcher analyses approximately ten essential journals. Here, the researcher divides into two categories. Five journals concern to describe post-method pedagogy while others are focusing on the existing Merdeka curriculum. Post-method pedagogy will be served the journals from Mingyao Chen (2014), Nilufer Can (2009), Ahmad Hazratzad & Mehrnaz Gheitanchian (2009), Parviz Birjandi & Mohammad Hashamdar (2014), and Yupi Sundari dan Irma Rachminingsih (2015). Meanwhile, some others journals containing Merdeka curriculum are provided by Kasman & Siti Khodijah Lubis (2014), Nyoman Ayu Putri Lestari (2023), Fatma Tresno Ingtias , Dina Ampera, Farihah, Bakhrul Khoir Amal, Anwar Soleh Purba (2022), Abdul Hadi, Marniati, Rispa Ngindana, Musyarrafah Sulaiman Kurdi, Muqarranah Sulaiman Kurdi (2023), and Robby Shadri, Neni Hermita, Dini Deswarni, Ayu Purnamasari S, Leny Julia Lingga, Hadion Wijoyo (2023). Moreover,newness studies are

elected to achieve validity of real phenomena that may help others researchers or practitioners make feedback for future findings.

RESULT AND DISCUSSION

This approach was first revealed by Kumaravadivelu in 1994. He is recognized as aprofessor of TESOL and Applied Linguistics at San Jose State University in Calivornia. And then, he has some research areas involved: language teaching methods, teacher education, classroom discourse analysis, post-method pedagogy, and cultural globalization.

Post-method pedagogy enables practitioners to design and give a large number of them the authority for making decisions (Kumaravadivelu, 1994,p.29; Chen, 2014). This means that there is a need to consider the teachers‟ understanding in classroom practice (Richards,1996; Hazratzad & Gheitanchian, 2009). Individual differences may cause multiple comprehension and response to certain conventional methods. That‟s the reason a method used may be effective and ineffective to be applied. Even Hargreaves (1994; Freeman, 1990; Prabhu, 1992; Hazratzad & Gheitanchian, 2009) mentioned that in pedagogical practice, there is a connection between “minds" and “attitudes". Sometimes, a restricted method is a hindrance or contradicts with the context so that the student-teacher fails to run it well in the class.

Post-method pedagogy is regarded as a fair learning principle which is able to promote students‟ behaviour (Suherdi, 2004; Sundari and Rachminingsih, 2015). Besides that, the inventor mentioned post-method pedagogy is not “ an alternative method” but “ an alternative to get a suitable method" (Kumaravadivelu, 2003a, p. 32; Chen, 2009). In this context, practitioners have taken a place as the centre who have the authority of learning makers.

3.1. Post-Method Pedagogy’s Parameters

In this part will be discovered three parameters of post-method pedagogy that should be known because unclear understanding of these parameters may probably overlap (Chen,2009).

- Particulary
  This parameter encourages us to comprehend educational, institutional, and social context in a unique view. Educational system used is diverse. For example, some countries enforce a distinctive curriculum which is fit just for countries itself. Sometimes, it is worthy for others and it doesn‟t mean that it is also available for our context. Moreover, institutional policy and students‟ characteristics must be observed.
- Practicality
  To achieve the classroom goal, there must be a relationship between theory and practice. After the teachers as practitioners identify the context, they can conduct it in the classroom without being unconfident and burdened.

Kumaravadivelu (2003, p.36; Chen, 2014) claimed that the teachers may practice their own theories

- Possibility
  To take place awareness or sensitivity of pedagogical settings is necessary in education. Open-ended to receive unexpected or unpredictable situations in change on policy planners, curriculum designers and textbooks sources (Chen, 2009).

3.2. Macro-Strategy Framework in Post-Method Pedagogy

Kumaravadivelu (2003a, p. 40; Can, 2009) stated that the practitioners need a guideline to practice more coherent, systematic procedures and relevant theory and practice. Macro-strategy presents ten categories that must be reflected in the English Foreign Language (EFL) classroom.

- Maximize Learning Opportunities
  The teachers try to maximize the opportunities for students. This intends to touch what they need in learning style such as auditory, visual or kinesthetic and so on. Furthermore, give space for them to mobilize their critical thinking. For example, if there is a question that must be answered, the teachers don‟t answer it immediately.
- Minimize Perceptual Mismatches
  Construct the task with the keyword or picture, the students must be led to prevent the misconception or vocabularies which are intended.
- Facilitate Negotiated Interaction
  Sometimes, the teachers describe in detail about one thing and after that the students may be invited to guess it. Best to select familiar things to stimulate the interaction in the class.
- Promote Learner Autonomy
  Boost the students by giving a text or lyric of a song. Then, ask them to look for the unknown vocabulary. After that, the students must write their strategy on their journal reflection to memorize new words.
- Foster Language Awareness
  This is how the teachers lead their students to come up with language awareness. For example, the teachers give a poem with available slang or non standard words like “coz”. Here, the teacher may ask the standard words of it.
- Activate Intuitive Heuristics
  Don‟t be too bored to encourage the students to increase their critical-reflection by asking explicitly about the identifying unstructured sentences by looking for tense‟ s types in certain text. Then the students will infer it.
- Contextualize Linguistic Input
  This principle promotes the integration of language aspects such as syntactic, semantic, pragmatic and discourse. This means not only learning form but its meaning.
- Integrate Language Skills
  It is necessary that teachers conduct lessons in such a way that learners get the chance to integrate English skills involving listening, writing, reading and speaking.

- Raise Cultural Consciousness
  This principle highlights the cross cultural awareness or empathy of different cultures. For example, talking to a pet and pushing the students to describe their own experiences.
- Ensure Social Relevance
  There is a need for teachers to have social sensitivity, political, economic and educational environments wherever they are. There is no dominant or marginality in the learning process.

3.3. Merdeka Curriculum Principles

At least, there are some principles used in the Merdeka curriculum (Anggraena, Felicia et al., 2022; Hadi et al, 2023). This curriculum supports the previous curriculum, notice students' centre oriented and skill‟s development, flexibility, harmony, alignment, work together, pay attention to the results of the study and feedback. The „Merdeka‟ Learning Concept, in the opinion of (Sherly , Dharma, & Sihombing, 2020) , returns the national education system to the essence of the law to give schools the independence to interpret the basic competencies of the curriculum into their assessment. To achieve this, teachers must have skills in processing teaching materials in a pleasant atmosphere and utilizing technology as a learning resource.

a. Merdeka Curriculum Outcomes
To achieve Learning achievement (CP) of students, this curriculum provides two emphasising cases that are reducing the materials and flexibility in learning (Anggraena, Felicia, et al., 2022; Hadi et al, 2023). These ways are expected to make it easier for students to reach the goal of education. Less burden makes them more focused and more quick to achieve.

b. Merdeka Curriculum Structure
Merdeka curriculum has five main aspects that make it more innovative than the previous curriculum (Anggraena, Felicia, et al., 2022; Hadi et al, 2023).

- In elementary school, English is available, reducing two subjects between IPA and IPS to be Natural and Social Sciences (IPAS). In junior high school, Informatics subjects are becoming mandatory and local subjects may be developed in a more diverse form.
- Educational institutions have the authority to upgrade operational curriculum. This refleks more flexibility in learning activities.
- Learning activity is divided into two structured subjects, namely intracurricular and co-curricular in the form of projects to strengthen the profile of Pancasila students.
- Some choices can be determined by students. At senior high school students may choose subjects in four discipline groups: MIPA, Social Sciences, Languages, and Crafts & Vocational Studies.
- Changes to the curriculum structure based on level and education type.

c. Learning & Assessment of Merdeka Curriculum
The five learning principles need to be considered: they are the condition of students, lifelong learners, holistic, relevant, and sustainable (Anggraena, Felicia, et al., 2022; Hadi et al, 2023).

- Learning is designed in reflecting the characteristics and various of students‟ development so that learning becomes meaningful and fun;

- Learning is designed to become lifelong learners;
- The learning activity integrates competence and students‟ character holistically;
- Relevant learning means that pay attention students culture and environment;
- Sustainable future-oriented learning.

In the education area, assessment has a function to evaluate, control and monitor progress so that get feedback to make a decision by policy makers (Wilson, 2018; Shadri, 2023). The five principles of assessment must be considered in the Merdeka Curriculum: integrated; functional; fair, proportional, valid, reliable; simple and informative; and reflection (Anggraena, Felicia, et al., 2022; Hadi et al, 2023).

- Assessment integrates supporting elements in education holistically;
- Assessment must has normative objectives which accordance its function;
- Assessment must has flexibility;
- Students report should provide simple and informative to acquire feedback ;
- Students, teachers, educators, stakeholders, staff and must intensively do reflection to find out the weakness to revise it.

The key to the success of implementing the curriculum in driving schools is that the principal and teacher must have the will to make changes. The principal as a leader must be able to change the mindset of the human resources in the school to want to make changes so that the independent curriculum can be applied (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022).

d. Merdeka Curriculum Toolkit

In the education landscape, the various teaching tools include textbooks, modules, videos, and so on. Besides, teachers arrange lesson plans to teach in the class, ATP helps them to develop learning procedures based on predetermined learning outcomes. In the Merdeka curriculum, ATP is used to conveniently identify the class designing progress. According to(Yusuf & Arfiansyah, 2021) The concept of an independent learning policy is that teachers as educators are able to create a comfortable learning atmosphere and are able to arouse enthusiasm for learning so that students do not feel burdened by the material delivered by the teacher.

e. Merdeka Curriculum Advantages

Kemendikbudristek (2022a; Hadi et al, 2023) explained the positive impact of the Merdeka curriculum used is simple and more in-dept in developing students competences with prominent material, teachers are more independent with giving the authority in teaching, learning activity is more relevant and interactive because focus to upgrade a large opportunity to explore with the students‟ interest ways, and learning is more interesting because technology based in this curriculum. Furthermore, the Merdeka curriculum presents the demands of human resources who are able to compete and adapt by having 4C skills consisting of critical thinking, communication, collaboration, and creativity (Indarta et al., 2022; Hadi et al, 2023). As well as changes to this new curriculum, cooperation, strong

commitment, sincerity and real implementation are needed from all parties, so that the profile of Pancasila students can be embedded in students.

3.4. The Suitability Post Method Pedagogy Used in Merdeka Curriculum

Merdeka curriculum can be indicated as fostering autonomous thinking where teachers and students are given the liberty to innovate, fun, independent, and creative learning (Astini, 2022; Shadri, 2023). In the new paradigm of Merdeka curriculum, teachers have authority in a learning process especially in creating learning designs and assessments available to the students‟ characteristics and needs (Faiz et al., 2022; Kasman, 2022). In short, Merdeka curriculum provides adjustment in learning design based on context. This goes hand in hand with the three parameters of post-method pedagogy such as particularity, practicality and possibility. The similarities between both of them is practitioners‟ authority and flexibility in learning based on students‟ needs. In conclusion, post-method pedagogy is availabe used in Merdeka curriculum.

CONCLUTION

The curriculum created by the Minister of Education of Indonesia, namely Nadie Mukarim, the independent curriculum gives students the freedom to export their abilities and interests. By using an independent curriculum, changes are felt in schools, teachers are more flexible to be creative in teaching as much as possible, and know more about the interests, talents, needs and abilities of students.

Based on the explanation above, post-method pedagogy has similar principles and characteristics so that it is available if it is implemented in the Merdeka curriculum. Both have an aligned mindset. In this case, the teachers or practitioners may perform post-method pedagogy to fulfil the pedagogical methodology. Nowadays, there is a change in people's lifestyle because of some factors including technology improvement, human rights, modernity and so on. This happens in entire areas such as socio-political, economic and education.

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Deconstructing Classroom Discourse: An Analysis of Teacher's Questions in The EFL Classroom Based on Barrett's Taxonomy

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Teachers primarily ask questions in an EFL environment to evaluate students' comprehension and stimulate their curiosity. Teachers can ask a wide variety of questions. Every question has a unique impact on the levels of thinking that students express. The goal of this study was to examine the most common questions that teachers in the EFL classroom asked based on Barrett's Taxonomy. This study is descriptive research, which are required observing and describing a subject's actions. There are 9 teachers who were chosen for this study's subjects were selected randomly from three different school. The data were collected using classroom observation (video recordings). The research findings indicate that most of teacher in the classroom using literal questions (63%) to stimulate students. Meanwhile the appreciation questions only 3%. It is explaining that teacher's questions frequently used in the EFL classroom based on Barrett's Taxonomy categorized in low level (literal) which is the first level on Barrett's Taxonomy.

Keywords: teacher's question; questions; Barrett's taxonomy.

INTRODUCTION

Interaction plays a crucial role in classroom discourse. According to Brown (2007) "The key to communication in the era of language used for teaching is interaction," according to Brown (2007) "There is a crucial component in the curriculum called interaction," Meanwhile, Ellis (2000) argues that "learning develops not through interaction but in interaction". Teachers need to know every student in the classroom to start the learning process by doing interaction. Asking questions in classroom activity helps fostering engagement among students, as it stimulates their interest and allows them to express themselves. Teacher is supposed to design a learning process that fosters student's ability to think more critically, fosters their creativity, and helps them become independent problem solvers. According to Ennis's research published in Ndun (2015), teachers should ask their students questions to help them develop complex conceptualizations and critical thinking skills.

As defined by Kerry (2002), "Questions have a crucial part during the process of teaching and learning since students' achievement and level of participation rely on the types of questions that are created and used by the teacher in a classroom" . To ensure that students understood, teachers typically utilized questions. According to Nunan and Lamb (1996), teachers utilize questions "to obtain information, to check comprehension, and also to control behavior" in the classroom. Hyman (1979) further contended that the use of

questions in English teaching can be justified by their direct connection to the objectives. As a result, many teachers want to engage students in the classroom, determine whether they comprehend the material covered, and start some discussion about the topic to draw students in, evaluate their comprehension of the subject, start a class, go over the subject matter with them, encourage critical thinking, and many more purposes.

In most classroom activities, asking questions is still the standard method of getting students response during teaching and learning process. Chaudron (1998) stated that "teacher's questions represent an important way of attracting learner's attention, stimulating spoken responses and reviewing students' development". The purpose of the research was to analyze the types of questions based on Barrett's Taxonomy that English teachers used in teaching and learning process.

METHOD

This is descriptive research as the writer is the researcher and used a small sample of data, with verbal analysis being used for data analysis (Dornyei, 2007). Using an audio recorder, the author recorded the teaching and learning process in the classroom while also taking notes. The writer used multiple methods to gather the data. The writer began to record audio and take notes while observing the class. Walsh (2011) "Audio- recordings are the easier ways to capture learning and teaching interaction in classrooms,".

The sample of this research are the English teachers of SMA Negeri Kota Padang. Three schools were selected randomly by the researchers. There are three English teachers in each school. Thus, the researcher took one grade for one teacher. after the data were transcribed, the researcher analyzed the types of questions that teachers usually used in learning and teaching activities.

Every question that was collected was categorized using the Barrett's Taxonomy levels. The researcher finds it easier to categorize each question that teachers asked during teaching and learning interactions with the guidance of the table below.

Table 1 Indicator for Teacher test

Type of Cognitive Demand	Question Types
1.Literal Comprehension Recognition or recall of - details - main ideas - a sequence - comparison - cause and effect relationships - character traits	To locate or identify any kind of explicitly stated fact or detail (for example, names of characters or, places, likeness and differences, reasons for actions) in a reading selection/text/material. e.g. Name the...; List the...; Identify the.; Describe the...; Relate the
2. Reorganization - classifying - outlining - summarising - synthesising	To organise, sort into categories, paraphrase or consolidate explicitly stated information or ideas in a reading selection/text/material. e.g Summarise the main ideas.. State the differences' similarities.

3.Inferential Comprehension - main ideas - supporting details - sequence - comparisons - cause and effect relationships - character traits - predicting outcomes - interpreting figurative language	To use conjecture, personal intuition, experience, background knowledge, or clues in a reading selection/text/material as a basis of forming hypotheses and inferring details or ideas (for example, the significance of a theme, the motivation or nature of a character) which are not explicitly stated in the reading selection/text/ material. e.g. Explain the main idea...; What is the writer's intention ....; What, do you think, will be..
4. Evaluation - Judgment of - reality or fantasy - fact or opinion - adequacy or validity - appropriateness - worth, desirability and acceptability	To make evaluative judgement (for example, on qualities of accuracy, acceptability, desirability, worth or probability) by comparing information or ideas presented in a reading selection/text/material using external criteria provided by other sources/ authorities) or internal criteria (students' own values, experiences, or background knowledge of the subject). e.g. Do you think that...; Discuss critically
5. Appreciation -Emotional response to content -Identification with characters -Reactions to author's language use - Imagery	To show emotional and aesthetic/ literary sensitivity to the reading selection/text/ material and show a reaction to the worth of its psychological and artistic elements (including literary techniques, forms, styles, and structuring). e.g. Discuss your response Comment on the writer's use of language

Adapted from: Cheryl Reeves (2012), Department of Education (2009a), Based on Barrett's Taxonomy (1976)

In addition, the researcher will determine types of questions in classroom activity based on Barrett's Taxonomy asked by English Teacher in SMA Negeri Kota Padang. To help show the data as numerical forms, types of questions are calculated using the following formula, as stated in Sudjana & Ibrahim (2001: 129):

$$P = \frac{n}{N} x100\%$$

Notes:

P : Percentage

n : Number of questions based on the types or levels criterion found in the questions

N : The total number

In addition, the researcher will examine the frequent types of questions based on Barrett's Taxonomy asked in the classroom by analysing the data from the video recording. After that, the data will be examined about the transcriptional data.

RESEARCH FINDINGS

The data collected from the video recordings were used as the primary data in this research. This was using transcriptions of classroom interactions (spoken). The researcher collected all questions, both in Indonesian and English, based on the transcriptions. Subsequently, the questions collected from the transcriptions were divided into five types of Barrett's Taxonomy.

Three teachers per grade participated in this study, which included 9 teachers from all grade levels. A total of 212 questions had been collected from all teachers. Out of the total number of questions, 133 were related to literal understanding, and 32 were related to reorganization. Thus, the majority of questions asked by teachers in teaching and learning activities were literal comprehension questions, which represented 63% of the total 212 questions. As a result, 212 questions, or 15% of them, asked about reorganization. The chart below shows the data percentages:

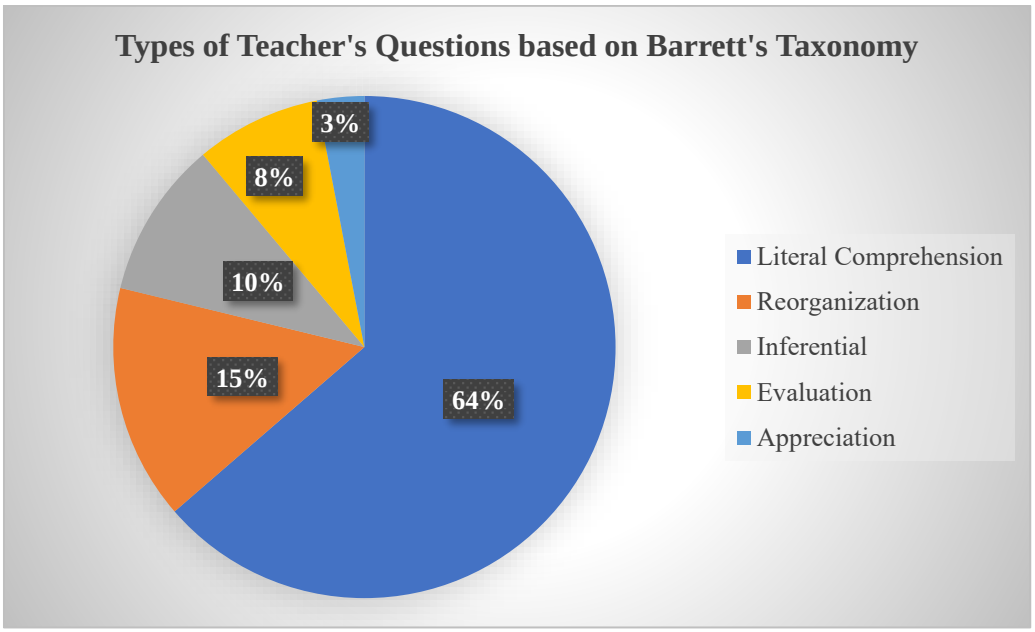

Figure 1: Types of Teacher's Questions based on Barrett's Taxonomy

Based on the chart, we know that the percentage of appreciation questions rarely used in classroom activities. This types of questions needs students' imagination in thinking out of the box from the text. Meanwhile, type of questions like literal comprehension and reorganization frequently used because the answer is explicitly stated from the text or the topic.

CONCLUSION AND SUGGESTION

Based on the findings and the discussion above, it was discovered that 133 out of 212 questions in the EFL classroom activity are literal comprehension questions, which are the most frequently asked by teachers. Subsequently, of the 212 questions in the EFL classroom activity, only 19 questions (evaluation) and 6 questions (appreciation) were asked by teachers very infrequently. This indicates that 63% of the total questions were of the literal comprehension type, which is the level of questions that teachers typically ask in EFL lessons.

Some recommendations are made based on the research's conclusions and findings. First, it is recommended that teachers of English in every class become more competent in the use of questioning techniques. Additionally, asking questions in classroom activities might encourage critical thinking. To keep students' attention on the subject matter, the teacher should continue engaging with them by drawing their attention. Second, it would be better to use alternative approaches to notice the types of questions based on Barret's Taxonomy for the next researchers.

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Identifying Common Challenges: A Study of EFL Students' Reading Difficulties in Secondary School

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The purpose of this study is to identify the difficulties in reading skills faced by eighth-grade students and the strategies used to overcome students' difficulties in reading skills. This research employs a qualitative method with instruments such as tests and interviews. Fifteen students from MTs Al-Mu'awanah contributed to this study. The research results based on the tests show that 86.7% of students experience difficulties in identifying references. Secondly, 60% of students have difficulties in making inferences. Thirdly, 51.2% of students face difficulties in interpreting vocabulary. Fourthly, 33.3% of students find it challenging to determine main idea. Fifthly, 22.7% of students encounter difficulties in detailing information. Meanwhile, based on interviews with students, there are five difficulties they face, namely limited vocabulary knowledge, difficulty in making inferences, inadequate use of effective reading techniques, problems with information processing, and low reading interest. The strategies used to address students' problems in reading skills include 1) cognitive strategies and 2) metacognitive strategies. Based on the results, the researcher concludes that students face several difficulties in reading skills. To overcome these difficulties, cognitive strategies and metacognitive strategies become effective approaches to address the challenges encountered by students in reading skills.

Keywords: Reading Skills, Reading Difficulties, Strategies

INTRODUCTION

Language plays a crucial role in human interaction by expressing emotions and teaching others. People use English as the international language to interact with others worldwide. English is the international language, and that's why people learn English, especially in formal schools. Additionally, English consists of four skills: listening, speaking, reading, and writing. These four English skills are essential to be learned, especially reading, as it allows individuals to explore knowledge and information from various sources, enhancing the reader's critical thinking abilities (Hedgcock, 2009). To achieve better results in learning activities, students need to allocate dedicated time for reading. Through the activity of reading, students have the opportunity to broaden their knowledge. Reading can be taught as a method to extract information from the text and form an understanding of the

material. This suggests that reading can serve as a gateway for students to access information, knowledge, and insights in the educational process (Grabe et al., 2013).

Reading in English not only brings new insights and opportunities but also opens the door to the development of broader communication skills. Through understanding English via reading, students can acquire profound knowledge and carry out daily tasks more efficiently (Ganie et al., 2019). Furthermore, strong reading skills provide significant advantages, especially in the academic realm. Students with good reading abilities tend to excel in comprehending study materials, grasping complex concepts, and achieving higher academic accomplishments. This reflects that reading is not just a tool for obtaining information but also a fundamental foundation for academic success.

Efforts to form reading habits must know the purpose and technique of reading. The goal is a clear direction for a reader, while the technique is the effort that must be made to achieve that goal. A good reader must be able to use reading techniques according to the purpose of reading. If someone aims to find out general information from his reading, then he will use the skimming technique. If you want to find the meaning of a certain word, and so on will use scanning reading techniques so that he will appear as an effective reader (Riyanti, 2021). Skimming and scanning reading (200 kpm), this type of reading is usually used to get to know the material to be read, look for answers or certain questions, get the structure and organization of the reading, and determine the general idea of the reading.

However, in reality, students' reading skills are still low. This can be proven by the fact that students have difficulty understanding reading texts due to limited reading comprehension. Similar problems also pose challenges for the eight-grade students. The students have limitations in mastering reading techniques, such as scanning and skimming. Additionally, their reading speed has not yet reached the expected standard. As a result, they encounter difficulties in identifying the main ideas and drawing conclusions from the texts they read. Furthermore, they also have limitations in vocabulary mastery, making it difficult for them to understand the meanings of words in the texts they read. Acquiring and fluency in that language will be impossible without good vocabulary mastery. Deep vocabulary knowledge is essential for building mental models of texts' contents. This is so because when words are strung together, specific meanings are emphasized more than others (Oakhill, 2015).

Madrasah Tsanawiyah (MTs) is an educational institution with the same status as Sekolah Menengah Pertama (SMP), equivalent to Junior High School. It is a standard academic unit under the supervision of the Ministry of Religious Affairs, providing general and vocational education with an Islamic religious emphasis. In addition to studying spiritual knowledge, the students also learn general knowledge, including English. However, the students experience difficulties learning English, including understanding English texts or questions. Most students lack vocabulary, making finding the meaning of the words and the sentences challenging. They also faced difficulties in understanding the content of the texts.

Given the context provided by the research background, it is evident that researchers are inclined to delve deeper into the challenges students encounter with their reading skills. This investigation seeks to uncover the difficulties students face in comprehending English reading texts and the approaches to address these issues. The significance of this research

stems from the acknowledgment that reading is fundamental both in daily life and in the process of learning English.

Research question

1. What are the problems faced by the students of MTs Al-Mu'awanah in reading skills?
2. What strategies are used to overcome reading skills problems faced by students of MTs Al-Mu'awanah?

LITERATURE REVIEW

Definition of Reading

Reading is an essential skill for learners of English as a second language (Nunan, 2003). It stands out as the most vital skill for them to excel not only in English learning but also in other subjects that necessitate reading in English. Strengthening reading skills will propel learners to achieve more substantial advancements and progress in various learning domains. According to Naf'an and Rachmat reading skills also encompass the ability to read critically, meaning the capability to evaluate information, question perspectives, and construct arguments based on reading materials. In the foreign language learning process, reading proficiency is also considered something teachers expect students to possess (Tarihoran, 2010). Reading occurs when an individual looks at a text and assigns meaning to the written symbols within that text (Brown, 2003). According to Grabe, reading can be interpreted as a way to extract information from a text and form an interpretation of that information. Based on the statement above, it can be concluded that reading is an active activity aimed at building the reader's comprehension. Through reading, readers can understand the content of the text and the ideas the author intends to convey (Grabe et al., 2013).

Aspects of Reading

According to Nuttal, the students need to grasp five elements of reading to understand a text effectively. These include identifying the main idea, locating references, making inferences, extracting detailed information, and understanding vocabulary. These elements are considered challenges that students often face when trying to comprehend a text (Christine, 1982).

Determining Main Idea

When we talk about the main idea in a text, we are referring to a statement that presents the author's perspective or main concept regarding a specific topic. Generally, the main idea tends to appear in the opening sentence, although there is also a possibility that it may be found in the middle or the final sentence of the text. However, the varying placement of the main idea can pose a challenge for students. They may encounter difficulty in pinpointing where exactly the main idea is located. This difficulty may arise because students need to actively analyze and identify the core of the text they are reading.

Locating Reference

A reference is a noun that precedes a pronoun, and an antecedent is a word or phrase referred to by the pronoun. In the effort to identify references, it is expected that students

understand the purpose of using pronouns in sentences, including the use of pronouns that indicate specific people, places, or situations.

Understanding Vocabulary

In the reading process, students are expected to comprehend every word in the text. They develop their reading knowledge by methods such as looking up the meanings of new words in the dictionary and guessing the meanings from the context. Students also make general predictions about the meanings of words by making predictions based on the context. This approach aids students in understanding the meaning of a sequence of words without having to constantly refer to the dictionary for each new word.

Making Inference

Making inferences means that students are expected to understand the text to draw conclusions from the statements within it. As readers, they need to practice combining cues from the text with their background knowledge to make inferences from the text. In this context, the cues in the text will help students form assumptions and make inferences from the text being read, enabling them to answer questions within the text. Nevertheless, in its application, students often encounter difficulties in finding direct conclusions from the text.

Detail Information

Detail questions or information questions are typically the last type of questions found in reading tests. The purpose of these questions is to assess students' ability to comprehend material directly stated in the text. In understanding and answering detail questions, students can employ the scanning strategy. Additionally, to locate the answer to detail questions, readers can take note of or underline the keywords in the question and then search for synonyms of those words in the text.

Reading Techniques

Skimming

The implementation of the skimming technique is not just about saving time, but it also provides benefits in understanding and using information more efficiently. Choosing the right reading strategy can make the reading process more effective, especially when faced with reading comprehension tests or when searching for key information in the text.In this context, understanding that not all details in a text need to be deeply digested to answer reading questions or grasp the main ideas can help readers focus on essential aspects. This also addresses the issue of quickly forgetting information that has been read, as focusing on the core message and main ideas helps retain comprehension.

Scanning

Scanning is a technique of skimming quickly, but carefully with the aim of finding and obtaining certain information or special facts from a reading (Bhardwaj, 2008). Scanning is used to look for certain information or facts that are used to look for certain information or facts that are useful for answering a question or request. Scanning is the act of looking at a text to find specific information. The analogy is like making our eyes see everything but without stopping at one point. The scanning method of reading involves reading quickly to grasp the meaning. We go through the entire text but without delving into too much detail.

Inference

According to Asih, inference is the process of gathering clues and reading between the lines of a text. Conclusions can be drawn based on evidence, deduction, and reasoning. Making an inference is often referred to as reading between the lines. It is the process of making a guess about something you don't know for sure, based on the available information.

Students' Difficulties in Reading Skills

Limited vocabulary knowledge

Research has confirmed that the ability to comprehend reading is closely linked to a student's level of oral language proficiency. If a student faces difficulty understanding the content of a reading, it is essential to consider whether there is a significant mismatch between the student's knowledge of word meanings and the words used in the text. This mismatch can be a significant factor hindering reading comprehension, and therefore, strategies to enhance students' vocabulary may be necessary. Mastering a broader vocabulary can assist students in constructing a better understanding of the texts they read, creating opportunities for deeper and more effective comprehension.

Difficulty in making inference

According to Westwood, making inferences means that students are expected to be able to understand the text and draw conclusions from the statements in the text. As readers, students need to practice combining instructions from the text with their background knowledge to draw conclusions from the text (Westwood, 2008). This implies that instructions in the text will assist students in forming assumptions and drawing conclusions from the text being read. Therefore, students can answer questions in the text. However, in its application, students often have difficulty finding conclusions in the text.

Inadequate use of effective reading techniques

Students who lack reading techniques often fail to comprehend the text. Students who are not familiar with reading techniques such as skimming and scanning will feel low and frustrated because of the lack of tools necessary to succeed in reading comprehension tests.

Problems with processing information

Every individual possesses a distinct working memory capacity. Some students may quickly grasp and process the information they receive, while others might be slower in comprehending their readings, necessitating additional time to reread the material. Moreover, if students experience stress, anxiety, or disruptions due to other issues, it can diminish their working memory capacity. This serves as a factor in the difficulty of understanding reading texts.

Low reading interest

The issue of low reading interest in Indonesia stems from two main factors, namely internal and external elements. Internal factors involve laziness and personal habits, while external factors encompass the influences of television, games, and smartphones. Although smartphones can have a positive impact when used wisely at the right times, excessive usage can be detrimental to eye health. Despite the emerging opportunities in fields like esports, students must still prioritize their learning activities. Additionally, family support

is crucial; however, the lack of attention to improving reading interest within the family can pose a significant obstacle (Westwood, 2008).

The Cause of Students' Difficulties in Reading Skills

The causes of students' difficulties in reading can be categorized into internal and external factors (Westwood, 2008). Internal factors involve physical, intellectual, and psychological aspects, while external factors encompass the family and school environment. Some internal factors influence students' reading comprehension commonly encountered during reading, such as difficulties understanding long sentences and texts. These challenges stem from limited background knowledge, struggles in applying reading strategies, and concentration issues.

METHODS

The research method was conducted using a qualitative method. According to Creswell, qualitative research is one of the research procedures that produces qualitative descriptive data in the form of written or oral words from people and observed behavior. It can be observed that qualitative studies are one of the methods primarily adopting a constructivist perspective within the knowledge paradigm, involving the interpretation of diverse individual experiences and the formation of meanings that are social and historical in nature (Tarihoran, Nafan & Qurtubi, 2023). Qualitative research is best suited to address research problems where the variables are unknown and need to be explored. Then, to support this research, the researchers utilized a case study approach. The use of case studies becomes relevant when phenomena and the boundaries of real life are ambiguous or undefined. In case studies, various sources are also utilized as tools for exploration and as evidence (Yin, 2009).

Sample/Participant

The informant determination technique carried out by reseacher is a purposive sampling technique. Sugiyono explains that purposive sampling is a technique for selecting data sources by considering specific factors (Sugiyono, 2013). These specific considerations may involve someone considered to have the most knowledge about what is expected or perhaps holds a position of authority, making it easier for researchers to explore the object or social situation under study. The researcher used an English language teacher and 15 students who experienced difficulties in reading skills and had low scores on prepared reading skills questions to complete the prepared test questions and conduct specific interviews.

Instruments

These instruments are used to achieve data accuracy and can demonstrate that the researcher was successful in the research. In collecting research data, the instruments used are written tests and interviews as tools to gather data. The reading test consists of 10 essay questions classified based on reading aspects, and the reading test material is taken from the book "Grafika Dua Tujuh Buku Pengayaan SMP/MTs Bahasa Inggris." Additionally, the researcher also used the semi-structured interview method. The researcher asked several predetermined questions but also allowed for additional questions or pursued topics that arose during the interview.

RESULT AND DISCUSSION

Result

Based on Test

Table.1

No	Subject of the Test	Percentage of Correct	Percentage of Incorrect
1	Determining Main Idea	53.4%	46.7%
2	Detailing Information	97.8%	22.7%
3	Interpreting Vocabulary	48.9%	51.2%
4	Making Inference	40%	60%
5	Identifying Reference	13.5%	86.7%

From the table above, in the aspect of determining main idea, 46.7% of students seem to have difficulty in identifying the main idea of the text. For detailing information, it is 22.7%. In interpreting vocabulary, it is observed that 51.2% of students answered incorrectly. In Making inference, it is evident that only 40% of students can make inferences correctly. And in the aspect of identifying reference, 86.7% of students answered incorrectly. From the above research data, it can be concluded that many students experience difficulties in identifying references or referring to specific parts of the text.

Based on Interview

Based on the interview results, there are five difficulties faced by students. *The first* is lack of vocabulary mastery, Many students do not really have a lot of English vocabulary, therefore in reading English texts they are often constrained in understanding the meaning of the readings they read. *The Second* is difficulty in making inference, the students have not been able to effectively make inferences from the text. *The third* is inadequate use of effective reading technique, the inadequate application of effective reading techniques becomes one of the challenges faced by students when reading English texts. *The Fourth* is problem with processing information, when they have problems with processing this information, they become unfocused and lose the information they have read. *The fifth* is low reading interest, students are not very interested in English lessons, because for them English is a complicated language. They feel dizzy and not fluent if they have to read in English. And to overcome the problems faced by students in reading skills, cognitive strategies and guessing strategies have become the adopted solutions.

Discussion

Based on the test results, it is known that identifying references is the most challenging part for students when they try to comprehend the text. It can be seen that identifying reference has a percentage of 86.7%, students face difficulties in identifying references or referring to specific parts of the text. Additional focus in learning is needed to help students understand how to recognize and use references correctly. At the second position, there is making inference with a percentage of 60%, according to Abbas and Narjes, the ability to make inferences is a vital component of effective reading. Readers are required to derive

conclusions and extract meaning from the text. At the third position, there is interpreting vocabulary with a percentage of 51.2%, more than half of the students experience difficulty in interpreting vocabulary in the context of reading. A learning approach that strengthens vocabulary understanding, especially in specific contexts, can help students overcome this hurdle. At the fourth position, there is determining main idea with a percentage of 33.3%, students experience difficulty in identifying the main idea of a text. This suggests a need for more support or exercises in developing skills to formulate and recognize the main points of a reading. And at the fifth position, there is detailing information with a percentage of 22.7%, the majority of students (97.8%) are able to detail information well; however, if the focus is on further developing information detailing skills, it can help reduce errors in this regard.

In addition to relying on tests, the researcher also classified students' difficulties in reading skills based on interviews with students. According to the findings, there are five difficulties faced by students. *Firstly*, the difficulty faced by students is lack of vocabulary mastery. Most of students conveyed that they didn't have a rich vocabulary. They said they often encounter unfamiliar words that make them unable to get the meaning of the text. The students confused in reading the text and getting the answer when they have limited vocabulary. *Secondly*, the difficulty faced by students is making inference. The students have not been able to effectively draw conclusions from the text. This can be interpreted as students facing challenges when reading the text to formulate conclusions. *Thirdly*, the difficulty faced by students is inadequate use of effective reading techniques. All of interviewed students stated that they did not yet know how the technique in reading that they could use to be more effective when reading. *Fourthly*, the students have problem with processing information. Based on the interview, the students stated when they read the English text they read many times to understand the text. They also often feel anxious when reading. *Fifthly*, the difficulty faced by students in reading skills is low reading interest. Based on the interviewed, they learn and read English text only if there is a schedule in class. So, they read only because they were asked by their teacher, not because of their interest in reading English texts.

After knowing the problems faced by students in reading skills, the researchers conducted interviews with language teachers at MTs Al-Mu'awanah to get solutions to the problems faced by student in reading skills. To overcome the problems faced by students in reading skills, cognitive strategies and guessing strategies have become the adopted solutions. Through the use of a combination of cognitive and guessing strategies, it is expected that students can overcome their difficulties in reading skills. This approach not only provides support for a better understanding of content but also equips students with the tools necessary to become more skilled and confident readers.

CONCLUSION

Based on the test results, identifying references has the highest percentage of difficulties faced by students when comprehending the text. It can be seen that identifying reference has a percentage of 86.7%. At the second position, there is making inference with a percentage of 60%. At the third position, there is interpreting vocabulary with a percentage of 51.2%. At the fourth position, there is determining main idea with a

percentage of 33.3%. And at the fifth position, there is detailing information with a percentage of 22.7%.

In addition to relying on tests, the researcher also classified students' difficulties in reading skills based on interviews with students at MTs Al Mu'awanah. According to the findings, there are five difficulties faced by students, namely lack of vocabulary mastery, difficulty in making inferences, inadequate use of effective reading techniques, problems with processing information, and low reading interest. And to overcome the problems faced by students in reading skills, cognitive strategies and guessing strategies have become the adopted solutions.

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Renewing Integrated Language Skills; An Analysis of Independent Curriculum Development

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This research aims to analyze the Independent Curriculum (Kurikulum Merdeka) development in renewing integrated language skills that will be useful in curriculum development in the digital era. Curriculum renewal follows the times and can adapt and develop itself in the digital era like today. The research used a qualitative method based on content analysis of the Independent Curriculum.

The Indonesian government has introduced an independent curriculum, also known as independent learning, to cater to modern-day education needs. The primary objective of this program is to focus on developing personality, skills, and practical knowledge useful in everyday life. The Merdeka Curriculum aims to reduce academic pressure and provide a more comprehensive education.

A new curriculum has been developed especially in integrated language skills, which includes six language skills instead of the previous four. These skills are listening, speaking, reading, writing, viewing, and presenting. The update is in line with the advancements of the digital age as students now rely more on digital media. According to surveys, the younger generation prefers watching over reading. The teachers should consider this and develop integrated language skills to benefit today's learners.

Keywords: Independent Curriculum, Curriculum Development, Integrated Language Skills

INTRODUCTION

As digital technology continues to advance, it is crucial to have an up-to-date curriculum that could support the growth of human resources and the country's development. Therefore, it is not surprising that curriculum development in Indonesia is ongoing and necessary to keep up with the latest developments in science and technology. Education is a crucial tool for enhancing human resources and ensuring the continued growth of a nation and its culture. In the future, it is essential to focus on increasing a nation's competitiveness by utilizing science and technology.

Indonesia's curriculum is always improving. Since obtaining independence, the curriculum has gone through at least 14 modifications. This contains the 1947 Lesson Plan Curriculum,

the 1964 Elementary School Education Plan Curriculum, and the 1968 Elementary School Curriculum from the Old Order era. Six curriculum revisions occurred under the New Order, often known as President Soeharto's reign. These included the 1973 School Development Pioneer Project Curriculum, the 1975 Elementary School Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, and the 1994 Curriculum Revision in 1997. During the reform period, the curriculum changed five times. These were the Competency-Based Curriculum (KBK) in 2004, the Learning Unit Level Curriculum (KTSP) in 2006, the 2013 Curriculum (K13), the 2013 Revised Curriculum, and the latest in 2022 the independent curriculum.

The Independent Curriculum gives teachers the autonomy to be creative and imaginative when constructing learning activities for their students. Teachers must develop innovative learning strategies to keep their students engaged and interested. The curriculum aims to help students develop their potential and skillset through interactive learning methods for instance project-based learning. This type of learning is designed to make students more engaged and interested in developing issues around them. Implementing the PjBL (Project-Based Learning) technique may teach and strengthen students' communication skills, both in the process of project design and in reporting the outcomes acquired (Wiartis, 2020). This approach equips learners with the right attitudes and skills will help them in the future. Ultimately, it will enable them to contribute to the progress of our beloved country. The goal of learning is to provide people with the skills and information they need to be lifelong learners. The learning process is intended to promote the comprehensive development of learners' abilities and character.

The research purpose is to analyse the Independent Curriculum (Kurikulum Merdeka) development in renewing integrated language skills that will be useful in curriculum development in the digital era. Curriculum renewal should follow the era and be able to adapt and develop itself in the digital era nowadays. The research used a qualitative method based on content analysis of the Independent Curriculum.

LITERATURE REVIEW

Independent Curriculum

The Principles of Independent Curriculum Development provide a more adaptable curriculum structure that prioritizes key content. This allows teachers to modify their lessons to their students' needs and traits. Compared to the previous curriculum, Independent Curriculum is easier, deeper, more independent, relevant, and participatory. According to the Minister of Education, Culture, Research and Technology's Decree Number 56 / 2022, the Merdeka Curriculum is based on five principles. These recommendations are intended to aid the implementation of the curriculum in the context of learning recovery.

Independent curriculum is a new curriculum in Indonesia that differs from the previous curricula in several ways. Some of the main distinctions are: Independent curriculum gives more flexibility and adaptation to students' learning requirements and interests by allowing teachers to pick alternative teaching instruments and approaches. The curriculum emphasizes essential material and competency development, aiming for more superficial

and in-depth learning, promotes diverse intra-curricular learning and allows students to explore concepts and strengthen competencies. This curriculum is designed to be more holistic, focusing on both academic abilities and social skills. Moreover, it has project-based learning to develop various soft skills and character of Pancasila students.

To provide a holistic learning experience, the curriculum includes variety learning activities such as internships/industrial practices, village projects, and student exchanges. In general, Independent curriculum seeks to mitigate learning loss and enhance learning outcomes by delivering a more flexible and adaptive curriculum that meets students needed and interests. The direction of curriculum changes outlined in "Merdeka Belajar" is a more flexible curriculum structure, focusing on essential content, allowing teachers to use various teaching tools based on students' needs and characteristics, and an application that provides various references for teachers to continuously develop teaching practices independently (Makarim, 2022).

Curriculum Development

The term 'curriculum' refers to the lessons, academic content, and resources utilized to meet grade-level subject goals and requirements. In general, curricular function refers to the tool used by all educational components to achieve educational goals (Fauzan, 2017). Curriculum development is the creation of lessons and assessments. Large publishers, schools, and teachers pick appropriate materials and resources for each unit or chapter in each subject area.

Curriculum development is the process of developing and upgrading courses given by schools, colleges, and universities. Although each institution will have its own approach, the framework's major stages include analysis, design, implementation, and assessment. Curriculum development entails a variety of planning and execution methods needed to create or update a curriculum (Jack C. Richards, 2001). The curriculum development process comprises six stages, which are as follows:

1. Assess educational needs.

2. Formulate objectives and learning goals.

3. Carefully select learning experiences to achieve the objectives.

4. Choose valuable content for teachers to offer.

5. Organize and integrate learning experiences with relevant content, keeping the teaching-learning process in mind.

6. Evaluate all phases on time and accurately.

Curriculum refers to specific lessons and academic content taught in schools and educational institutes for a particular course or program. On the other hand, curriculum development is a process that aims to improve the curriculum by using various approaches. Curricula can be designed in one of three different styles: subject-centered, learner-centered, or problem-centered.

- *Subject-Centered Curriculum*

A subject-centered curriculum is intended to teach students the facts and information required to grasp the concepts of a certain content area. While this form of curriculum is appropriate for whole-group education, it should also accommodate diverse learning styles, personalities, and levels by providing variety of materials, tools, and chances to demonstrate mastery of any given idea.

- *Learner-Centered Curriculum*

The subject-centered curriculum is often employed in large group settings, whereas the learner-centered approach considers each student's unique strengths and limitations. This method enables students to take ownership of their learning and finish projects and courses by themselves. Meanwhile, the teacher gives supervision and students may work individually or in small groups, gaining practical experience studying on their own and with the help of others, even those with opposing ideas or viewpoints. When children with unique learning requirements, such as learning disorders, dyslexia, or speech impairments, are integrated into general education classes, a learner-centered curriculum is especially effective.

- *Problem-Centered Curriculum*

The problem-centered curriculum is a unique approach that empowers students to take charge of their education. In this approach, students are presented with real-life scenarios where they must solve problems independently. This open-ended approach to learning is an effective way to promote critical thinking skills and encourage students to apply their knowledge across different subject areas. Moreover, students learn to collaborate with peers who have different perspectives, opinions, and solutions.

The curriculum selection process is driven by comprehensive and consistent student accomplishment. Students require continuous, reliable academic help offered in a variety of formats, as well as a safe environment, to achieve. When an excellent curriculum is designed to be taught sequentially from month to month, and then from one grade level to the next, year after year, it leads to student achievement. As lessons get more complicated, knowledge and abilities build upon one another. It uses reliable and valid testing technologies to define quantifiable objectives and track progress. It is adaptive to change and adjustment. It is consistent with established academic standards at each grade level and topic area. It respects its students' experiences, culture, and learning style and creates an atmosphere where they feel connected with their teachers and classmates.

Curriculum concepts are norms, values, moralities, and philosophies that help teachers, students, and the entire educational system. Curriculum and instructional strategies are critical components of transmitting information to students. The following are a few of the basic principles of curriculum development: First, the totality of experience principle to recognize that curriculum does not just refer to academic courses regularly taught in schools and institutions. It also encompasses all of the experiences a student acquires from various educational, extracurricular, and co-curricular activities. Second, the child-centeredness principle where teachers must consider the child's concerns, motivations, and requirements while creating the curriculum. Third, the conservation and creativity principle incorporates courses and experiences that will aid in the preservation of cultural heritage. Fourth, the integration principle to connect with other subjects, allowing students to associate with the information. Fifth, the Flexibility Principles are essential attributes of a curriculum since

they will aid in meeting the demands and concerns of people and society as a whole. Additionally, timely updates and suitable curriculum revisions enable teachers and students to keep current with academic goals.

Integrated Language Skills

The integration of English language skills and the employment of an independent curriculum in English teaching are areas of interest in educational research. Several studies have highlighted the challenges and benefits of integrating skills and implementing independent curricula in English language teaching. While the search results provide insights into the challenges and benefits of integrating English language skills and implementing Independent curricula, there is a lack of specific analysis of the independent curriculum in integrated English skill development. Therefore, based on the available information, a comprehensive analysis of the independent curriculum in integrated English skill development would require a more specific and detailed study focusing on this particular aspect.

The benefits of using the independent curriculum approach in teaching English include Increased student engagement, enhanced language skills, promotion of creativity and critical thinking, teacher skill development, student autonomy and motivation. These benefits highlight the potential of the independent curriculum approach to positively impact both students and teachers in the framework of English language teaching.

FINDING AND DISCUSSIONS

English language study is an essential component of primary and secondary school. Students are required to learn to communicate in English as part of their life skills. The text-based or genre-based method is used to teach broad English. This strategy focuses on multiple types of text, such as oral, written, visual, audio, or multimodal, to assist students learned. When humans talk or write, they create text, which listeners and readers interact with and understand it (Halliday, 2014).

Students in general English lessons learn a wide range of text types. There are narrative, description, exposition, process, argumentation, debate, special texts (such as short messages and advertising), and real texts. These texts are provided in a variety of formats, including written, spoken, visual, audio, and multimodal, both real and produced for instructional reasons. They might be single or numerous texts printed on paper or on a screen. This helps students become adept in using technology and navigating digital information.

Teachers can choose which types of texts to teach based on the classroom conditions. They can begin by introducing text types that cover topics that learners are already familiar with. This helps learners to recognize the content of the texts. They read and enable them to create similar texts both in verbal and printed form. Subsequently, teachers can introduce learners to new text types and help them develop an understanding of the format. This enables learners to produce works in that text type, both orally and in written form. The choice of text types should also be based on the learners' conditions often encountered in

their school and home environments. Therefore, they have to learn and practice the text in real life.

The learning process should be centered on the learners, altering their behavior from being unable to use English to being able to use it in all six language abilities across a variety of texts. General English instruction focuses on the learners' language skills and conferring to their development phase. It consists of both receptive skills (Listening, reading, and viewing) and productive abilities (speaking, writing, and presenting). According to the Minister of Education, Culture, Research and Technology's website (2022), English learning outcomes contain 6 elements, the following explanations are shown in Table 1.

Table 1 Independent Curriculum English Learning Outcomes

Element	Description
Listening	It is essential to have listening skills and comprehend information, appreciate the speaker and understand the message. The process of listening involves identifying, understanding, and interpreting language sounds to comprehend their meaning. Listening skills also include non-verbal communication skills. For example, the ability to capture both explicit and implied meanings and comprehend the major and supporting ideas in the context of the material supplied.
Reading	The OECD (2000) defines literacy as the skill to read, comprehend, and replicate texts for their purpose and significance, developing one's knowledge and potential for participation in culture.
Viewing	The skill to comprehend, utilize and analyse visual media based on their intended purpose and significance.
Speaking	The ability to express ideas, emotions, and feelings verbally in social situations.
Writing	The skill to effectively transfer ideas across various genres of written texts while keeping readers engaged through appropriate organizational structures and language elements.
Presenting	The skill to effectively communicate ideas in a clear, accountable, and persuasive manner using various types of media such as visual aids, digital platforms, and audio-visual aids, while ensuring the message is understandable to the intended audience. The delivery of a presentation or speech should be adjusted and modified to meet the listeners' individual demands and features.

English learning outcomes aimed at improving both spoken and written English. Learning outcomes describe the objective of education by stating what is anticipated to be learned, understood, and accomplished (Jendral Pembelajaran dan Kemahasiswaan Kementerian RISTEKDIKTI, 2015). It is a declaration of what students are expected to know, understand, and be able to do after finishing a course of study. Students do this when they have completed a learning period.

During Phase A of English learning, the emphasis is on the introduction of English and verbal English skills. In Phase B, verbal English skills remain the focus, but learners are also introduced to the written language. At this stage, teachers need to support learners to comprehend that English pronunciation and non-verbal are different. By Phase C, the final level (SD/MI/ National Elementary School Equivalency Examination), learning is focused on both verbal and non-verbal. In Phase D (SMP/MTs/ National Junior High School Equivalency Examination), the focus shifts towards strengthening both English skills. Finally, during Phases E and F (SMA/MA/ National High School Equivalency Examination). Learning Outcomes for English Subjects in Each Phase are described in the following tables:

1. *Phase A*, Generally for Grades I and II (SD/MI/ National Elementary School Equivalency Examination). Learners make considerable use of visual aids and nonverbal communication to facilitate communication. Students learn that reading is a leisure activity that may be done individually or in groups. They comprehend that visuals in books read by the instructor or pictures seen by students have meaning. They communicate by verbal, visual and nonverbal means to basic words or pictures that they see.

Table 2 Phase A learning outcomes

Element	Learning Outcomes
Listening-Speaking	By the end of Phase A, students can utilize basic English to interact in social and classroom settings, such as introducing oneself, sharing personal information, greeting, and bidding farewell. They react to brief directions using action-related language (aided by visual clues) or to short, simple queries with simple words, phrases, or sentences. They detect essential bits of information in graphically aided oral presentations that use common terminology. They communicate using visual messages.
Reading-Viewing	By the end of Phase A, children can answer orally to short, simple, and familiar print passages read aloud by teachers. They demonstrate awareness of words being read or pictures/illustrations being displayed through nonverbal communication.
Writing-Presenting	It has not been the primary focus of learning during this phase since students have not been required to express themselves in writing.

2. *Phase B*, Generally for Grades III and IV (SD/MI/ National Elementary School Equivalency Examination). Students use visual aids and nonverbal communication to react to a wide range of simple oral and written texts/images. In Phase B, students may engage using basic English.

Table 3 Phase B learning outcomes

Element	Learning Outcomes
Listening-Speaking	By the end of Phase B, students have used English to communicate in a variety of predictable social and classroom scenarios, employing certain phrase patterns. They modify/replace some phrase features to engage in classroom routines and learning activities such as expressing feelings, expressing wants, and asking for assistance.
Reading-Viewing	By the end of Phase B, students have good understanding of ordinary terminology with the help of drawings and illustrations. They read and respond to a variety of short, basic, and familiar texts in print or digital format, such as visual, multimodal, and interactive texts.
Writing-Presenting	By the end of Phase B, students have communicated their thoughts and experiences through drawings and copywriting. They create short explanations and processes with the help of teachers, utilizing simple words/phrases and visuals. They utilize created spelling to write simple terminology relating to their classroom and home settings.

3. *Phase C*, Generally for Grades V and VI (SD/MI/ National Elementary School Equivalency Examination). Learners understand and respond to basic spoken, written, and visual English materials. They connect and converse in circumstances that are familiar or usual in English. Learners grasp letter-sound relationships in elementary English vocabulary and apply this knowledge to read and generate simple written and graphic English writings using examples.

Table 4 Phase C learning outcomes

Element	Learning Outcomes
Listening-Speaking	By the end of Phase C, students can interact in English in a variety of predictable social and classroom scenarios utilizing certain language patterns. They alter or substitute some sentence features in order to participate in learning activities such as asking basic questions, requesting explanation, and requesting permission. In most settings, they employ methods such as asking a speaker to repeat or speak slowly, as well as asking what a term means. They

	adhere to a set of straightforward guidelines on classroom procedures and learning activities.
Reading-Viewing	By the end of Phase C, students can grasp both known and new terminology with the use of visual cues or context clues. They read and respond to a variety of short, simple, familiar texts in print or digital format, such as visual, multimodal, or interactive texts. They locate fundamental information in a sentence and describe a topic in a text that they have read or seen.
Writing-Presenting	By the end of Phase C, students can share their thoughts and experiences through copy writing and basic writing, demonstrating a growing awareness of the writing process. They show an early knowledge that written texts in English are presented using conventions that alter depending on context and intent. They recognize the importance of proper punctuation and capitalization. They show that they understand certain English letter-sound relationships and how to spell high-frequency words. In their writing, students apply fundamental procedures and language connected to their class and home situations.

4. *Phase D*, Generally for Grades VII, VIII and IX (SMP/MTs/ National Junior High School Equivalency Examination). Learners connect and communicate in a variety of contexts, both official and informal, using spoken, written, and visual English materials. In this phase, learners can utilize a number of text genres as their primary source for learning English, including narratives, descriptions, processes, specialized texts (short messages, advertising), and real texts. Students utilize English to discuss and communicate their wishes/feelings. Their comprehension of written words is growing, and inference abilities emerge as they absorb implicit information. They create written and graphic messages in organized English, using a broader vocabulary.

Table 5 Phase D learning outcomes

Element	Learning Outcomes
Listening-Speaking	By the end of Phase D, students may use English to communicate and discuss ideas, experiences, interests, opinions, and perspectives with instructors, classmates, and others in a growing number of familiar formal and informal settings. They participate in discussions by offering comments, drawing comparisons, and expressing preferences. They explain and clarify their responses using basic sentence structure and verb tenses.
Reading-Viewing	By the conclusion of Phase D, students can read and respond to known and new texts with predictable structures and terminology. They find and assess primary concepts and particular information in texts of various genres. These texts can be in print or digital format, including visual, multimodal, and interactive texts. They

	recognize the intent of texts and begin to draw conclusions in order to understand implicit information in the text.
Writing-Presenting	By the end of Phase D, students have communicated their thoughts and experiences in basic, ordered paragraphs, displaying a growing use of particular terminology and simple sentence structures. In their writing, they give essential information and detail while also varying sentence construction. Students communicate their thoughts in present, future, and past tenses. They link concepts using time markers, frequency adverbs, and common conjunctions. Their attempts to spell new words rely on established English letter-sound correlations, and they utilize punctuation and capitalization consistently.

5. *Phase E*, Generally for Grade X (SMA/MA/ National Senior High School Equivalency Examination). Learners communicate in English using oral, written, and visual materials appropriate for the situation, purpose, and audience/reader. Various text genres, including as narrative, description, procedure, exposition, recount, report, and authentic texts, are the primary sources for learning English in this phase. Learners use English to communicate their wishes/feelings and discuss themes relevant to their everyday life or current situations based on their age. Learners create a broader range of written and visual materials, with an understanding of purpose and intended audience.

Table 6 Phase E learning outcomes

Element	Learning Outcomes
Listening-Speaking	By the end of Phase E, students have used English to interact with teachers, classmates, and others in a variety of situations and for a variety of reasons. They ask and react to questions, in addition to apply strategies to start and maintain conversations and discussions. They grasp and recognize the key concepts and significant aspects of talks or presentations on youth-related themes.
Reading-Viewing	By the end of Phase E, students have read and responded to a diverse range of texts, including narratives, descriptions, procedures, expositions, recounts, and reports. They read to learn or get knowledge. They identify and assess individual features and major themes in a range of texts. These texts can be in print or digital format, including visual, multimodal, and interactive texts.
Writing-Presenting	By the end of phase E, students have written a range of fiction and non-fiction writings using guided exercises, demonstrating an understanding of purpose and audience. They express themselves in writing using everyday words and verbs. They present

	information in print and digital formats in various modalities to suit diverse audiences and goals.

6. *Phase F*, Generally for Grades XI and XII (SMA/MA/ National Senior High School Equivalency Examination). Learners communicate in English using spoken, written and visual materials appropriate for the situation, purpose and audience/reader. Various kinds of text, including narrative, description, exposition, procedure, argumentation, discussion, and authentic texts, are the primary sources for learning English throughout this phase. Learners use English to discuss and express their wishes and emotions. Students utilize their English abilities to investigate a wide range of texts in several contexts. They read written books for both learning and enjoyment. They create organized spoken, written, and graphic English materials that use a broader vocabulary. Learners create a range of written and visual materials, including fiction and nonfiction. They focus on purpose and intended audience.

Table 7 Phase F learning outcomes

Element	Learning Outcomes
Listening-Speaking	By the end of Phase F, students have used English to interact with teachers, classmates, and others in a variety of situations and for a variety of reasons. They comprehend and recognize the essential ideas and pertinent details of talks or presentations on a broad variety of topics. They use English to convey their views on social issues as well as to discuss youth-related interests, habits, and values in different cultural situations. They express and defend their thoughts, draw analogies, and analyze other points of view.
Reading-Viewing	By the end of Phase F, students have read and responded independently to a variety of texts, including narratives, descriptive, expositions, procedures, argumentative, and conversations. They read both to learn and for pleasure. They identify, synthesize, and assess precise features and gist from a variety of text types. These writings may be printed or digital and may include visual, multimodal, or interactive elements. They show a comprehension of the key concepts, themes, and narrative development in a literature variety
Writing-Presenting	By the end of Phase F, students can compose a wide range of fictional and factual text genres independently. Demonstrating and understanding of purpose and target audience. They plan, create, evaluate, and revise a variety of text kinds, with some indication of self-correction procedures like as grammar, capitalization, and tenses. They communicate complicated concepts and write in wide range of language and verb tenses. They deliver information in print and digital formats in various modalities to suit diverse audiences and goals.

The zone of proximal development is the learning concept used, which states that the learning process must create a gap between the actual level of development determined by independent problem-solving and the level achieved under the guidance of adults (teachers) or cooperation with more capable peers (Vygotsky et al., 1978). Schools and institutions can be guided by applying Independent curriculum development. Independent Curriculum Learning Planning Stages Reported from the Ministry of Education and Culture website are:

1. Analyze Learning Achievements in developing learning objectives and learning skills that students must acquire at every stage of growth for every topic and level, beginning with early childhood education, basic education, and secondary school.

2. Planning and carrying out diagnostic evaluations. Diagnostic exams are intended to discover pupils' abilities, strengths, and deficiencies. Educators use the data as a guide for developing learning activities based on the requirements of their students.

3. Creating teaching modules that lead teachers through the learning process.

4. Learning is personalized to the student's phase of success and attributes. The students are at the core of new paradigm learning. As a result, learning is tailored to the phases of students' accomplishments and characteristics.

5. Plan, carry out, and process formative and summative evaluations.

6. Learning progress is a great method for reporting learning outcomes.

7. The final stage is evaluation, which allows educators to assess what is successful and what needs to be improved.

Henceforth the Independent Curriculum has fulfilled the curriculum development phase. Those phases may be varied according to the nation or education entity and modified to meet the student's needs and stakeholders in their country. Concerning the notion of an Independent curriculum, advanced English education is supposed to produce independent learners who are self-sufficient and confident English users. The Pancasila Learner Profile aims to help Advanced English students become autonomous and confident English users. Furthermore, the Pancasila Learner Profile may be developed through a number of learning activities including different sorts of texts. The advanced English language subject aims to ensure learners as follows:

1. Use English independently and confidently to meet oral and written communication objectives.

2. Have 21st-century abilities such as critical thinking, creativity, oral and written communication, cooperation, and digital literacy.

3. Become members of a global community that upholds Pancasila's ideals as the nation's concept of life by focusing on the Pancasila Student Profile, which includes faith and noble character, independence, critical thinking, creativity, collaboration, and global variety.

CONCLUSION

Curriculum development is the process by which an institution or teacher plans or develops a strategy for a course or program. Furthermore, it is a continual improvement strategy in which the material is examined, improved, and updated in response to the requirements and needs.

The changes made from the Revised 2013 Curriculum to the Independent Curriculum are based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, concerning the Guidelines for Implementing Curriculum in the Context of Learning Recovery. The Independent Curriculum offers a more flexible educational framework that allows schools to develop their curriculum based on local needs and conditions. Teachers and schools themselves create it. However, schools may face challenges in maintaining quality education and assessing against national standards due to differences in resources and other factors. Instead of fresh and inventive ways to teach and learn, developing better materials and locating more relevant resources are critical to student achievement. Effective curriculum development is a process that requires cautious preparation and diligent implementation. It entails more than simply acquiring new textbooks.

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Exploring the Illocutionary Acts: Why Anies Baswedan has been Gaining Traction in Indonesia's Presidential Race

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The present research attempted a descriptive qualitative methodology to find out which illocutionary speech acts were performed and what strategies were used to conceal the speaker's intentions. The researcher examines the data using pragmatic theory, specifically Searle's (1979) speech act theory in terms of Illocutionary acts, which are classified into five types: representative, declarative, directive, commissive, and expressive. Furthermore, the 12-minute BBC News Australia interview video with Anies Baswedan in theme of political issues was downloaded from YouTube to serve as the source of the data used in this study. The outcome demonstrates the discovery of illocutionary speech acts of the directive, expressive, representational, and commissive types. This study only focuses on Anies Baswedan's use of utterances, particularly his illocutionary forces. Assertiveness appeared to be the most commonly used type of illocutionary speech act. Declarative acts, a particular type of illocutionary acts, were absent from the speech in this research study. Given that the representational speech act corresponds with the speaker's thought, Anies Baswedan asserts that implementing the idea throughout his statement may establish a personal connection and acquire trustworthiness through the selection of words, phrases, and sentences. Therefore, it can be concluded that the notions and earlier research on illocutionary acts correspond with the findings of this study.

Keywords: illocutionary acts, political interview, speech acts, Anies Baswedan

1. INTRODUCTION

Speech acts as a speaking strategy may be implemented as effectively as possible, particularly in interviews that rely on illocutionary power to transmit opinions acquiring trust through the selection of words in communication. An effective communication happens once the listener obtains an understanding of the speaker's utterances and can subsequently effectively interpret the meaning (Guo, 2023). Regarding the successful communications, the phenomena can easily be seen, for instance on the interview or an interaction between the interviewer and interviewee that deliver the certain topics (AJ et al., 2021). Communication and interaction on an interview reflect messages to be conveyed from speakers to listener, such declaring, persuading, campaigning, stating, or others (Rahmi et al., 2023). It handles the aspects of the meaning of an utterance that comes from the speaker in a particular context. The idea of illocutionary acts is one of the most significant components of speech acts that are interwoven into daily life (Fitriani, 2022). It is frequently witnessed in interviews, debates over politics, campaigns for president, and

casual converse (Amalia et al., 2021). However, the people were unaware that their words contained many different kinds of illocutionary acts.

The act of speech is an activity that a speaker commits when employing language in context (Fromkin et al., 2011). Speech acts reliance on the "*illocutionary force, which includes the performance of creativity, deception, creation, dynamic, and pragmatic"* (Maulidiyah et al., 2021).According to (Austin, 1955) speech acts are actions performed by generated utterances, and the objective of sentences is to actively do things rather than simply express things. Furthermore, (Austin, 1955) developed the concept of the Speech Act, which was later adopted by (Searle, 1976) and (Yule, 1996) and further categorized illocutionary speech acts into five sorts of speech forms named assertives, expressives, instructions, declarative, and commissives, each with a communicative function. The implementation of these strategies could be seen in form of interview, which is an organized conversation in which the interviewer and the interviewee share knowledge and opinions (Fontana & Frey, 2005). This paper focus on political interviews that play a crucial role in the democratic process by providing voters with the information they need to make informed decisions about their political representatives (Kvale, 2007). The political interview attempted to gain support from society by using speech acts that regarded as a method for conceptualizing human arguing actions (Haucsa et al., 2020). It signifies that the speaker is not only concerned with describing the word but also with communicating the meaning as well as conveying and sharing information, thoughts, and ideas with the listener.

The current result is consistent with previous studies on speech acts analysis undertaken by other researchers. (Rahmi et al., 2023) carried out a study based on Searle's taxonomy, with data that were recognized and grouped into sorts of illocutionary activities. (Fitriani, 2022) also investigated illocutionary acts in a study that investigated the illocutionary act in Oprah Winfrey's and J.K. Rowling's talk shows. Meanwhile researches by (Haucsa et al., 2020b) and (Sesanti et al., 2021) were mentioned assertive illocutionary acts as the most dominant types uttered, because it mostly gave statements of fact or to describe things believed to be true by reporting, stating, describing a phenomenon. Furthermore, research on illocutionary speech acts that produce assertive findings is most dominantly carried out by (Atusaadah & Zuindra, 2022) and (Rosyidi et al., 2019). The prior studies mentioned above are consistent with the current study about the analysis of speech acts using Searle's theory. According to the previous studies, it is necessary and advantageous to examine the speech acts in order to attain the meaning of the utterance very effectively. The intriguing aspect of this current study is that it will also examine someone's speech acts from well-known figures such as those in the previous investigations. Then, one of the prior research projects focused solely on illocutionary actions types without delving deeper into the tactics employed to produce the speech acts.

This research will explore more about the kinds of speech acts that found in interview with a main theme politics as an acquirement for public sentiment. Furthermore, the conversations not only conveyed its actual significance (locutionary), but there is a further objective (illocutionary) that the speaker wishes to achieve when speaking. There were many illocutionary comments or other objectives in the political interview video of Anies Baswedan and ABC News Australia. As a result, the speech acts in the current interview must be studied in order for the meaning contained in the speech to be understood

as a whole and the message to be delivered to be correctly transferred. The purpose of this study is to describe the tactics used in illocutionary activities. The researchers thoroughly analyze the words, phrases, and sentences in the context of the situation in order to achieve this goal. It is anticipated that the speaker's motivations for making the remarks will be examined in this way.

In accordance with previous research, the researcher conducts a unique study that has never been examined by other researchers, with the situation of Anies Baswedan's strategies in a political interview with ABC News Australia, as one of his strategies to demonstrate his ability as a presidential candidate in attracting support. The researcher concentrated on identifying, analyzing, and describing Anies Baswedan's form of illocutionary speech acts, which led to the following study questions: (1) What are the illocutionary acts found in Anies Baswedan's political interview with ABC News Australia? And (2) What speech acts strategies did Anies Baswedan employ in the political interview with ABC News Australia? As this regard, it is obvious that expressions of the speech act might be politicians' and young influencers' actions related to politics, which can be channeled up through language.

2. METHODS

The data was obtained from a political video interview titled "Why Anies Baswedan is gaining traction in Indonesia's Presidential race | The World." The film lasted 12 minutes and 48 seconds and was delivered in English. Given the major data from this research, the writers concentrated solely on identifying Anis Baswedan's utterances that indicate illocutionary acts. The political interview that the researcher wants to investigates comes from Anies Baswedan and ABC News Australia. Anies Rasyid Baswedan, is a presidential candidate for 2024 Presidential Election, that labelled has a great communication skill using rethoric language. While the ABC Asia is the Australian Broadcasting Corporation's new digital home for content relating to Asia. It is one of the international digital and television service, available in 38 countries across Asia and the Pacific (Corporation, n.d.).

Since it describes the forms of illocutionary acts utilized in Anies Baswedan's political interview, this study used descriptive qualitative research. As defined by (Creswell & Creswell, 2018) qualitative research is concerned about what is happening and what features to obtain a thorough and in-depth analysis (Nassaji, 2015) and the emphasis of this study is the illocutionary speech act. The entire acquired data were examined in percentages and descriptively interpreted using passages from (Sudaryanto, 1992).

The researcher employed documentation procedures to collect data for this investigation. The documentation was a non-human source of knowledge in this case (Paltridge, 2021) technique of this study, data was collected by (1) downloading the video from YouTube, (2) carefully watching and listening to the video, (3) taking notes on utterances that indicate illocutionary speech acts, (4) creating a data sheet to categorize and code the data, and (5) categorizing the data to be tabulated into the data sheet.

Finally, this study examined Anies Baswedan's political interview utterances in accordance with (Searle, 1976)theory. According to case in point, the researcher describes the illocutionary speech acts in the political video interview as follows: (1) identifying

speech act data in the video, (2) categorizing the data, which divides speech acts into five types, (3) implementing problem-related theories and anything else required based on the study's purpose, and (4) drawing a conclusion based on the analyzed data.

3. RESULTS

Some illocutionary acts used by Anies Baswedan were identified in this data description. Based on the types of utterances produced by the participants in the political interview with ABC News Australia, the utterances were categorized into five classifications of illocutionary acts based on Searle's theory comprising of representatives, directives, commissive, declarative, and expressive. The participants' illocutionary act is explained as follows:

Table 1. The Frequency and Percentage of Illocutionary Acts

No.	Types	Freq	Function	Freq	(%)	Example of Utterance
1.	Directive	13	Advising	1	24.07 %	Indonesia needs to play uh more more active roles in the international Arena
			Suggesting	4		It is about our contributions in sustaining peace and stability in regions and across the globe
			Request	1		We would like to see more distributions aspect of that.
			Begging	1		We do hope it does continue to be that way because it is very important for everyone in the regions.
			Command	1		We need to maintain you know good relationship with the US and other major players and what we'd like to see is to for all parties
			Encouraging	4		I'm inviting everyone to judge me not based on assumption but based on record
2.	Expressive	12	Thanking	2	22.22 %	I'm delighted with the invite from the Australian government to visit
			Praising	1		I truly appreciate of Australia stands on many issues that Indonesia is facing.
			Happiness	2		It's always good to hear a perspective of our neighbors
			Criticize	2		Indonesia is the fourth largest country in the world need to be to play bigger role.
			Claiming	5		I have gone through five years proving that we can do that, therefore looking to the Future
3.	Commissive	7	Promising	2	12.96 %	We'll always be neighbor and we had work closely on many issues

			Commit	5		We need to be on the top 10 of Australia's business partners
4.	Assertive	22	Stating	6	40.74 %	We are experiencing challenge in the environmental issues
			Notify	3		Australia has repeatedly said that we supported an integrated Indonesia
			Opinion	6		I think it is also about how we view each other as that we need each other
			Reports	7		The fact that southeast Asia has been peaceful for more than 50 years. This is a region where tensions were absent in the past 50 years
5.	Declaration		-	-	-	-
Total				**54**	**100%**	

Table 1 shows that there are only five kinds of illocutionary acts performed by Anies Baswedan in the political interview. Assertives act is the dominant illocutionary acts with 40.74%, then followed by directives 24.07%, expressives 22.22%, and commissives 12.96%.

3.1 Directives

Directives are steadily acts in which the words are intended to compel the audience to do something (Affiananda et al., 2023).The researcher discovered two kinds of direction behaviors in Anies Baswedan's utterances: inquiring and questioning. As defined by (Searle, 1976) directive is something that listeners must perform depending on the speaker's demand. command, request, ask, plead, pray, treat, invite, and so on are examples of performative verbs. Throughout this investigation, the researcher discovered some examples of illocutionary act directives. The following is the analysis.

3.1.1 Advising

"Indonesia needs to play uh more more active roles in the international Arena."

This statement expresses Anies' belief that Indonesia should be more active in the international arena. This utterance is interpreted as advising illocutionary behaviors since the verb "need to" implies that Anies is giving counsel to the audience for a better Indonesia in the future. Meanwhile, Anies' method was straightforward speaking act, because he didn't hide any message behind the remark.

3.1.2 Suggesting

"If quality of education is happening across Indonesia, so parents don't have to send their kids to major cities in Java for Quality educations."

This utterance is a directed illocutionary act in the form of suggesting. We can conclude from the utterance that Anies mentions a notion that he speak up about the probable plan for the audience to contemplate. In this context, Anies stated that "if quality of education is happening across Indonesia" as a proposal that if it occurs,

parents will no longer have to send their children to large cities in Java for excellent education. Anies Baswedan's method in this form of speaking act is direct speech, because he gets straight to the point by presenting arguments.

3.1.3 Request

"We would like to see more distributions aspect of that."

The context of the utterance is about Anies Baswedan wants to remain the people of Indonesia regarding to the economic growth by distribute more the regulations towards the small business owners. This utterance is categorized as a directive speech act because he states the polite utterance of asking something as a consequence in future. The strategy used in this utterance is direct speech, because there's no hidden intention.

3.1.4 Begging

"We do hope it does continue to be that way because it is very important for everyone in the regions."

The words *"we do hope"* indicated that this utterance has a begging expression. The speaker utters the sentence and provides clear support for an idea to convince someone who doesn't already agree with the speaker. The strategy used in this utterance was direct speech act, because Anies really ask for support towards his purpose for maintaining good relationship with other countries.

3.1.5 Command

"We need to maintain you know good relationship with the US and other major players and what we'd like to see is to for all parties"

It can be seen from the utterance above that the context is about maintaining the relationship towards other countries. Then, this utterance identifies directive speech acts because it contains a command plan from Anies Baswedan, that suggest the audiens to do what he asked. It can be seen from the word "we need to maintain…" that become the underlined directive idea from the speaker. Anies Baswedan used the direct strategy because this utterance directly involving the audience.

3.1.6 Encouraging

"I'm inviting everyone to judge me not based on assumption but based on record"

This utterance is categorized as directive illocutionary act using the encouraging function. The context here is about the "invitation" of Anies Baswedan to judge him, but not in literal meaning, he wants encourage the audience to fill their critics and suggestion for better records of the speaker's future. The strategy used is indirect speech act.

3.2 Expressives

Expressives acts include acts in which the words state what the speaker feels (Atusaadah & Zuindra, 2022). The researcher found some utterances of Anies Baswedan that function as commissive acts in the form of thanking, wishing, grateful, and pleasure. Here are some of the examples:

3.2.1 Thanking

"I'm delighted with the invite from the Australian government to visit"

It can be seen from the utterance above that the context is about expressing gratitude to someone that the speaker pleased about the invitation to the show became an interviewee. This utterance is an expressive speech act with the function thanking and direct strategies because Anies said to the interviewer directly.

3.2.2 Praising

"I truly appreciate of Australia stands on many issues that Indonesia is facing."

This utterance indicates Anies' expression about admiration or approval of the Australian's stands toward Indonesia in facing international problems. The word "I trully appreciate" indicated that this is an expressive speech act that has a function of praising. The strategy used in this utterance is direct speech act, because Anies said to the interviewer directly.

3.2.3 Happiness

"We're happy with the economic growth that we are experiencing"

It can be seen from the words "I'm happy", means the expression of happiness by Anies Baswedan. The context of this utterance is Indonesia has achieved the economic growth successfully. The speaker used a direct speech act strategy because there's no hidden meaning in this utterance.

3.2.4 Criticize

"I think we need to always pursue foreign policy based on our principles"

The context of the utterance is about Anies disagree with the policy applied in Indonesia. So, the speaker uttered statements that disapproval or pointing out faults in those policies. Anies has the critics for it, and provides the solutions after uttering the complaint. The strategy used in this utterance was indirect speech act, because after this critic, Anies wants to create a new policy to re-new the old ones to achieve the goals, but not literally stated in the utterance.

3.2.5 Claiming

"I have gone through five years proving that we can do that, therefore looking to the Future"

It can be seen from the utterance above, the context is about Anies that already ruled the government of Jakarta as a governor, and claim his track record to convince the audience. The speaker explains about the experience besed on his believe, then the audience may prove it and believe it. The strategy used in this utterance was direct speech act because Anies state the utterance with a direct narration that indicated with *"five years proving".*

3.3 Commissives

Commissive acts include acts in which the words commit the speaker to future actions, such as promising (Ilić & Radulović, 2015). In Anies Baswedan utterances, the researcher discovered a single utterance that serves as a commissive act of promise. According to (Searle, 1976), a commisive illocutionary deed highlights a speaker's pledge to influence listeners' actions in the future. The researcher has discovered a few instances of commision of illocutionary deed in this investigation. This is how the analysis clarifies.

3.3.1 Promising

"We'll always be neighbor and we had work closely on many issues"

It can be seen from the utterance above that the context is about Anies Baswedan promise towards Australia, that the relationship between two coutries will always be continued in many sectors. The speaker utters something promising that shows it going to be successful in future, by adding *"many issue"* so the speaker is confidence enough, to face many things with Australia. Anies Baswedan used a direct speech act strategy to deliver this promise. The commissive speech act strategy is indicated in this utterance.

3.3.2 Commit

"We need to be on the top 10 of Australia's business partners"

This utterance indicates Anies' commitment towards Australia that Indonesia needs to be the best partners among other countries for Australia. This utterance expresses a strong intention or dedication that the speaker will fulfill it. A direct speech act strategy used in this utterance because it has literal meaning of Anies intention.

3.4 Assertives

Assertives or representatives are acts in which the words state what the speaker believes to be the case (Muhammad Kiki Wardana & Ariska, 2019). The researcher found some of assertive acts in Anies Baswedan utterances, they are in the form of stating arguments, notify, expressing opinion, and resports facts. Here are some of the examples:

3.4.1 Stating Arguments

"We are experiencing challenge in the environmental issues"

It can be seen from the words "we are experiencing…" that indicates an argument from Anies Baswedan. This utterance shows that Anies' already done the action before expressing it. The speaker brings the environmental issue that has become a challenge for other countries. The strategy used in this speech act was direct speech act, because it has literal meaning that Anies wanted to deliver to the audience.

3.4.2 Notify

"Australia has repeatedly saying that we supported an integrated Indonesia"

This utterance indicates Anies' statement that informs about a particular information. In this context, the speaker wants to state that Australia has already declare they will support Indonesia. This utterance also used to communicate information and provide notice or awareness about these notifications. Anies Baswedan used a direct speech act strategy to deliver the meaning of this utterance.

3.4.3 Expressing Opinion

"I think it is also about how we view each other as that we need each other"

This utterance shows Anies' perspectives, or evaluations about something. By the words *"I think."* it indicates a subjective interpretation towards the context given. This utterance also functioned as another perspective given by Anies that viewing each other is not always from only one side. Well said this speech act used a direct strategy because the speaker directly said his opinion towards the interlocutor.

3.4.4 Reports of Facts

"The fact that southeast Asia has been peaceful for more than 50 years. this is a region where tensions were absent in the past 50 years."

The words *"the fact that..."* used in this utterance indicates the report that provide the necessary details to convey the information clearly. This utterance indicates Anies' statement about the information of Southeast Asia has been peaceful for more than 50 years, although that were not confirmed yet, but the audience can infer it as a fact. Interesting point here was when the interlocutor said that the information given was not true, but still, it doesn't show the disown of fact in this utterance. this speech act used a direct strategy because the speaker directly said his opinion towards the interlocutor.

3.5 Declaratives

According to the data investigation, there is no declarative speech act detected in Anies Baswedan's utterance during the political interview with ABC News Australia. There were no utterances such as dismissing, appointing, naming, declaring,

or resigning in the film. The researcher believes that the reason for this absence was that the interview was about generic themes rather than personal ones, therefore Anies decided not to make a declarative sentence that directly affected the future.

4. CONCLUSION

According to the findings of the research, Anies Baswedan made 54 utterances that comprised illocutionary activities. According to Searle, the categories of illocutionary acts done in Anies Baswedan utterances are assertives, instructions, commissives, and expressives. Meanwhile, the researcher discovered no utterances classified as declarative activities. This finding is consistent with the previous findings that discovered no declarative act in the interview that they examined. Furthermore, the percentage of illocutionary acts done in Anies Baswedan utterances is as follows: assertives with 40.74%, directions with 24.07%, expressives with 22.22%, and commissives with 12.96%. The current study found that Anies Baswedan's assertive illocutionary behaviors are generally in the form of reporting or providing facts based on evidence that can be substantiated. Thus, it may be argued that Anies Baswedan tended to transmit his utterance to answer the interviewer's questions and to clarify his opinion or thoughts that he felt to be true. Anies Baswedan used direct strategy most of the time during the interview, and less indirect speech act technique. This result indicated that Anies Baswedan is more direct by utilizing explicit language to convey his goal. Understanding both direct and indirect speech acts is essential for efficient communication, particularly in varied cultural and social contexts where communication standards may differ.

According to the findings, assertiveness was mostly employed because the majority of the statements emphasize the process of informing others about the information by summarizing Anies Baswedan's methods for responding to questions and defending his positions during the interview. The study's findings demonstrate that the employment of representational illocutionary acts aids readers and listeners in grasping the meaning of the speaker's utterances. In the context of English linguistics, this study may help English foreign language students add their viewpoint on the usage of illocutionary acts and strategies when confronted with the same situation or in their English daily conversation. Hopefullly, readers can use Anies Baswedan's excellent points to learn more about speech acts and techniques to improve communication skills. Considering this study focuses solely at illocutionary acts in political interviews, future researchers may look into other industries such as health, education, or any other to acquire a more diverse picture of illocutionary behaviors. Another researcher may employ Searle's theory of speech actions or other theories to examine the other characteristics of locutionary and perlocutionary acts.

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Symbols in Hemingway's "The Strange Country" as His Psychological Expression

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This research aims at finding psychological expressions of Ernest Hemingway when he wrote one of his unpublished fictions entitled "The Strange Country" by investigating the complex layers of symbols found in the fiction. Ernest Hemingway, often known as "Papa," was an American writer who was renowned for his lucid and impactful prose. In his writings, themes of love, war, and the human condition frequently appeared. This qualitative descriptive research employs personal unconsciousness analysis by Carl Jung, which is about suppressed memories, feelings, thoughts, and experiences that were driven from consciousness during a previous phase of life. Then, without the person's conscious knowledge, it affects their behaviour, feelings, and perceptions. to explore deeper psychological truths of Hemingway that are expressed in the words used as symbols in 'The Strange Country". The technique of analysing the data in this research is textual analysis by examining the language used and the content in the fiction to gain the interpretation of deeper meaning, insights, and implications. The result of the research is Hemingway used words related to characters, places, events, and objects things to express that 1) he is having mental struggles in his work, love, and emotion; 2) his desire of freedom, self-discovery, and existentialism; and 3) he is having emotional resilience, isolation, and alienation because he loses his writing. It is expected that this study will help readers comprehend the point of view more fully, uncovering unspoken themes, and enhancing the reading experience.

Keywords: fiction, personal unconsciousness, symbols

INTRODUCTION

Symbol is an essential tool that writers use to express deeper ideas and themes in literature. In the 19th century, Charles Baudelaire (1821-1867) as one of those first poets and art critics in symbolism movement in France, experimented with symbolism in his poems such as "*Les Fleurs du Mal*" (Flowers of Evil, 1857). He used many symbols signifying death, sex and decay (Ferber, 2021). By the symbols, his poems have the power to arouse strong feelings and communicate intricate concepts that are beyond the scope of plain speech.

Symbols can take many different shapes, including events, objects, places, and characters. These images can represent ideas like passion or love, danger or dread, that may not be explicitly discussed in the text. By including symbols, authors can provide readers a more interesting and thought-provoking reading experience that encourages them to

immerse themselves in their works. Frye (in Willard, 2015, p.137), in his concept of "anatomy of literature", argues that symbols in literature shape the structure and meaning of literary works. He sees symbols as an integral part of literary structure, a tool for understanding and interpreting works, representations of ideas and concepts, and a means of creative expression. Frye believes that symbols can help convey deeper meanings, enrich the reading experience, and help writers convey complex ideas.

It's an interesting and complicated topic to study how symbols and writers' psyche interact. Jung (1964, p.21) believed symbols represent deeper psychological aspects in the human subconscious. Symbols have universal meanings, containing complex psychological aspects like emotions and internal conflicts. They also have a transformational function, aiding personal growth and self-understanding. Jung connected symbols to archetypes, innate thought patterns in the subconscious.

Bachelard's concept of symbols is a reflection of human imagination and psychology, as well as the relationship between individuals and their environment. He sees symbols as manifestations of imagination and reflections of physical reality. It also serves as a means to understand the complex interactions between an individual's psychology and their environment. They also serve as expressions of emotions and personal experiences, allowing individuals to deepen their understanding of themselves. Bachelard's approach contributes significantly to the understanding of symbols in psychological and imaginative contexts.

American author Ernest Hemingway, also known as 'Papa', was well-known for his clear and effective writing. Themes of war, love, and the human condition were prevalent in his works. Works by him, such "The Old Man and the Sea" is regarded as American literary masterpiece. Readers are still drawn in by Ernest Hemingway's straightforward and uncomplicated writing style. His writings continue to be studied and valued for their profundity and symbolism, and they have had a lasting impression on the literary community. Hemingway's own experiences as a correspondent during the Spanish Civil War and as an ambulance driver during World War I also had a significant impact on his work.

One of his late and unpublished works is entitled 'The Strange Country'. Set in U.S.-Cuba relations in the early 1950s, the narrative of the story is incomplete because it has some chapters that have been removed. It follows the protagonist Roger Hancock and his younger companion, Helena, as he navigates through various encounters and conversations in 'hot and muggy' Miami. They went on a cross-country car journey to California. Along the way, they face various challenges and obstacles in their quest to secure the money. Throughout the story, the relationship between Roger and Helena is tested as they work together to overcome the hurdles in their path. Their interactions and dynamics reveal deeper layers of their connection and the lengths they are willing to go to achieve their goal. As they navigate through the city, encountering different characters and situations, Roger and Helena must rely on each other and their resourcefulness to succeed in their mission. The story captures the essence of adventure, love, and determination in the face of adversity, making it a compelling and engaging read.

The significance of Hemingway's writing, which has had a significant influence on literature and is still studied and examined for its themes of existentialism, war, and

masculinity, is what makes his work important to talk about. Furthermore, reading Hemingway's works opens readers' eyes to the complexity of his characters and their hardships, giving them a window into many historical eras and insightful perspectives on the human condition. In addition, Hemingway's writing provides motivation for future authors by demonstrating the significance of succinct and thoughtful language in narrative (Modesitt et al., 2022).

Based on that, this study aims at investigating symbols in Hemingway's short story entitled 'The Strange County' as the psychological expression of Hemingway himself. It is expected that this study will help readers comprehend the Hemingway's point of view more fully, uncovering unspoken themes, and enhancing the reading experience. Additionally, it improves readers' critical thinking skills by provoking them to consider different interpretations and question the Hemingway's use of symbols. This study hopefully improves not only critical analysis in other fields but also the interpretation of literary symbols. By examining symbols in literature, readers can also learn more about the historical and cultural background of the piece and develop a greater comprehension of the place, the author's point of view, and societal challenges. Through participating in conversations about symbols, readers gain empathy and a deeper comprehension of the world they live in.

Psychoanalysis

This study falls into the field of psychoanalysis because the aim is to understand the psyche of the author of a literary work. In literary psychology, the ideas of psychological experts, such Sigmund Freud, Jacques Lacan, and Carl Jung are widely applied to understand a literary work. In this research, the psyche model that is considered the most suitable is Carl Jung. Although Sigmund Freud and Jacques Lacan also made significant contributions to psychoanalysis, Carl Jung had a more open approach to the spiritual and symbolic aspects of human psychology. Jung often used his psychoanalytic concepts, such as archetypes and the collective unconscious, to analyse the symbols and motivations behind literary works. He believes that the symbols that appear in literary works reflect universal aspects of human psychology that can provide deep insight into the psychology of the author. With a more inclusive approach to the spiritual and symbolic dimensions, Jung was able to provide a more holistic understanding of the psychology of the authors of their literary works. Jungian analysis often involves the exploration of deeper meanings and concepts that go beyond the sexual and unconscious aspects prioritized by Freud and Lacan.

Personal Unconscious by Carl Jung

Carl Jung's concept of the personal unconscious (in Adler and Hull, 1969, pp.42-43) is a unique analytical psychology concept. It is formed through repressed thoughts, emotions, memories, and experiences that were once conscious but have been pushed out of awareness. It then influences a person's behaviour, emotions, and perceptions without their conscious awareness. Overall, the personal unconscious plays a crucial role in shaping an individual's psyche, influencing their thoughts, emotions, and behaviours based on their

unique life experiences and repressed memories. Personal unconscious is often characterized by complexes, organized patterns of thoughts, feelings, and memories centered around a particular theme or experience. In Jungian psychology, exploring and integrating the contents of the personal unconscious is seen as essential for personal growth, self-awareness, and individuation. By bringing unconscious material into conscious awareness, individuals can gain insight into their motivations, conflicts, and patterns of behaviour.

In other words, personal unconscious contains various elements that are specific to an individual's personal experiences and memories including repressed memories, emotions, feelings, complexes, unconscious beliefs, traumatic experiences, hidden desires or motivations, and unresolved conflicts.

Besides that, in the concept of unconsciousness, Jung introduced another concept namely archetype (p.42). Archetypes are universal patterns or symbols present in the collective unconscious, representing fundamental human experiences and emotions. They can be activated in an individual's personal unconscious, influencing thoughts, emotions, behaviours, and perceptions. Although it is rooted in the collective unconscious, they can also be experienced and expressed on a personal level. Personal experiences, cultural influences, and individual contexts can shape the manifestation of archetypes in an individual's psyche. Archetypes can manifest in a variety of symbolic forms, such as natural components, abstract ideas, things, and symbols (p.48). The variety of archetypal expressions illustrates the depth, complexity, and interdependence of the human psyche with the larger symbolic universe.

METHOD

Connecting with the aim of this study, descriptive qualitative method is applied to reach the aim. The technique used to analyse the content to find out the symbols used as Hemingway's psychological expression is textual analysis. As explain by Caulfield (2023), textual analysis refers broadly to a variety of study techniques used to characterise, decipher, and comprehend texts. One can extract a text's literal meaning as well as its subtext, symbols, presumptions, and ideals. Textual analysis, which focuses on literary writing, gives more weight to the parts of a text that are purposefully created, such as the metre and rhyme of a poem or the narrative viewpoint of a novel. It frequently also looks for unforeseen links between works, inquiries about the environment in which a text was created, or attempts to approach the analysis of a classic text in a novel or surprising way, and for the case of this study, text analysis is used to discover Hemingway's psyche when he wrote this work.

Applying textual analysis, the model of symbol analysis as an expression of Hemingway's psychology used in this study is as follows:

1. Context understanding: the first step is to understand the overall context of 'The Strange Country', including the Hemingway's background, the general theme of the work, and the situations that influenced the writing of the work.
2. Symbols Identification: the next step is to identify the symbols that appear in literary works. Symbols can be objects, events, characters or person, places or certain

situations which are frequently mentioned in the text and are considered have special meaning based on the context of the story.

3. Symbol Interpretation: Once the symbols are identified, the next step is to interpret the meaning of the symbols. Analysis was carried out to understand the relationship between symbols and Hemingway's psychological context.
4. Connection to the Author's Psychology: The symbols interpreted from analysis are related to aspects of Hemingway's psychology, such as emotions, inner conflicts, trauma, or personal experiences that may have influenced the creation of these symbols.

The text is obtained from the short story of "The Strange Country" written by Ernest Hemingway. It was published in New York by Scribner Publishers in 1987 together with Hemingway's other short stories in a book entitled "The Complete Short Stories of Ernest Hemingway". The book consists of three parts in 533 pages. The forms of data are words which are considered as symbols based on theory used in this study. The collection of data was taken from selecting the dialogues, narrations, and events described in the story.

RESULTS

Every aspect in the story potentially symbolizes something. Based on that, the researcher selected words and phrases which are considerably have deeper meaning rather than only diction in the short story of 'The Strange Country' written by Ernest Hemingway. Based on their meaning, the data are classified into person, places, events, and object.

Person

In the short story, about four most frequent names appear in the story, indicating their significance as characters in the story.

No	Words	Number of Occurrences	Meaning in the story
1	Roger	124 times	Roger is a central character who is portrayed as a key figure in the interaction and relationships within the story.
2	Helena	31 times	Helena's relationship with Roger adds complexity and emotional depth to the unfolding events and interactions in the story.

In the story, about 30 places mentioned. Based on the excerpts from the story, the most frequent and significance places mentioned are

No	Words	Number of Occurrences	Meaning in the story
1	Miami	Twice	In the story Miami serves as the starting point of the journey for the characters.
2	Drugstore	Six	It highlights a familiar and common sight along their route.

3	Highway, road	Seven	It highlighted the characters' journey, the changing landscapes they encounter, and the significance of the road as a pathway to their destination.
4	Sea	Nine	The word 'sea' helped to establish the coastal setting of the story and provide a backdrop for the characters' experiences and interactions as they navigate through different locations along their journey.
5	Filling station	Three times	These references to the filling station serve as points of rest and interaction for the characters during their journey.

Based on the excerpts from the story, the most frequent and significance events mentioned are about revolts and loosing his work.

No	Events	Excerpt	Meaning in the story
1	Revolts	Twice	The presence of a military revolt suggests a significant event or movement within the narrative that disrupts the normal order of society.
2	Lose the novel and writing	Four times	Losing his novel, stories, and poems represents a significant setback for Roger, leading to feelings of despair and a sense of emptiness.

Based on the story, the most frequent and significance objects mentioned are

No	Objects	Number of Occurrences	Meaning in the story
1	Car	26 times	A means of transportation that allows Roger and Helena to explore new places,
2	Ice jug	Five times	The act of using the ice jug to cool their drinks represents a moment of respite and relaxation amidst their journey.
3	Cigar / Cigarettes	Three times	Represent a familiar habit or ritual of Roger
4	Novel, writing	Three times	Represent the product of Roger's work as a writer.
5	Painting inside a Persian box	Four times	Represent the product of Roger's work as an artist.

DISCUSSION

Based on the result of the study, words and phrases found have deeper meaning based on the context of the story.

Words Indicating Characters as Symbols of Hemingway's Psychological Expression

By analysing the central characters who are Roger and Helena, it can be said that the character of Roger symbolizes the aspects of Hemingway's psyche and personal experiences in several ways. It shed light on Hemingway's inner world, creative struggles, and existential reflections as reflected in the narrative.

1. Creativity Struggles

   Roger's internal struggles with loss, despair, and the desire to create meaningful work reflect Hemingway's own challenges as a writer. Hemingway, known for his dedication to his craft and his relentless pursuit of literary excellence, may have infused Roger's character with elements of his own creative struggles and the emotional complexities that come with the creative process.

"I had never had despair before, true despair, nor have I ever had it since." (Roger_p.36)

2. Emotional Depth and Vulnerability

   Roger's moments of introspection, emotional turmoil, and vulnerability in the story mirror Hemingway's own introspective nature and emotional depth. Hemingway, despite his public image of stoicism and masculinity, grappled with inner demons, self-doubt, and a profound sensitivity that often expressed in his writing, characteristics that may be reflected in Roger's character.

"I knew everything I had ever written and everything that I had great confidence in was gone." (Roger_p.36)

3. Quest for Meaning and Identity

   Roger's journey of self-discovery, reflection on past works, and search for purpose can symbolize Hemingway's own quest for meaning and identity in a complex and often tumultuous world. Hemingway, known for his existential inquiries and philosophical ponderings, may have imbued Roger with elements of his own introspective exploration of life's fundamental questions and the quest for personal authenticity.

"I missed the stories as though they were a combination of my house, and my job, my only gun, my small savings and my wife; also my poems." (Roger_p.38)

"I had rewritten them so many times and gotten them just how I wanted them and I knew I could not write them again." (Roger_p.36)

4. Relationship Dynamics

   The interactions between Roger and the girl in the story, as well as Roger's internal dialogue about their relationship, could symbolize Hemingway's own experiences with relationships and intimacy. Hemingway's tumultuous personal life and complex relationships may be reflected in the nuanced portrayal of human connections in the narrative, offering insights into Hemingway's own struggles with love, loss, and

emotional intimacy, as seen from the dialogue between him and Helena in the beginning stage of the story.

> "Do you love me?"
> "I don't know."
> "Say it."
> "I don't know. But I'm going to damn well find out."
> "I love you. Hard. Hard. Hard."
> "You keep that up. That will be a big help to me."
> "Why don't you say you love me?" (p.2)

While the character of Helena can be interpreted as symbolizing aspects of Hemingway's psyche and personal experiences in the following ways:

1. Desire for Adventure and Exploration

   Helena's eagerness for new experiences, her willingness to embark on spontaneous adventures, and her curiosity about the world around her may symbolize Hemingway's own thirst for adventure and exploration. Hemingway was known for his love of travel, outdoor pursuits, and the thrill of discovery, traits that could be reflected in Helena's character as a representation of Hemingway's adventurous spirit and zest for life.

   'Not until we come to it going the other way. I want to go on and on and on.'
   (Helena_p.23)

2. Emotional Resilience and Adaptability

   Helena's ability to adapt to changing circumstances, her resilience in the face of challenges, and her openness to new possibilities may symbolize Hemingway's own capacity for emotional resilience and adaptability. Hemingway, who faced numerous personal and professional setbacks throughout his life, may have imbued Helena with qualities that reflect his own resilience in overcoming adversity and embracing change.

   'I've crossed it up above and it's beautiful wherever you cross it.' (Helena_p.23)

3. Yearning for Connection and Intimacy

   Helena's desire for connection, her emotional vulnerability, and her willingness to engage in meaningful relationships with others may symbolize Hemingway's own yearning for emotional intimacy and human connection. Hemingway, known for his complex relationships and deep emotional bonds, may have infused Helena's character with elements of his own longing for authentic connections and profound relationships, as seen from the dialogue between him and Helena in the beginning stage of the story.

   "Why don't you say you love me?"

   "Let's wait."

   She had been holding her hand on his thigh while he drove and now she took it away.

   "All right," she said. "We'll wait." (p.3)

4. Spirit of Independence and Freedom

   Helena's independent spirit, her self-assurance, and her willingness to chart her own path in life may symbolize Hemingway's own sense of independence and quest for freedom. Hemingway, who valued individualism, self-reliance, and the pursuit of personal freedom, may have portrayed Helena as a reflection of his own ideals of autonomy and self-determination.

> 'Let's have another drink,' she said. 'And then get some sandwiches. What kind do you think they'll have?' (Helena, p.23)

Words Indicating Place as Symbols of Hemingway's Psychological Expression

By analysing the symbolic the most frequent mentioned and significance places in the story in relation to Hemingway's psyche, deeper layers of meaning and insight into his inner world, motivations, and emotional landscape as reflected in the narrative can be uncovered. Those words are 'Miami, and sea'

In the provided text, Miami is described as hot, muggy, and plagued by mosquitoes blowing in from the Everglades. This setting can be interpreted as symbolizing aspects of Hemingway's psyche in the following ways:

> MIAMI WAS HOT AND MUGGY AND THE land wind that blew from the Everglades brought mosquitoes even in the morning. (p.1)

1. Discomfort and Pressure

   The oppressive heat and mugginess of Miami could symbolize the internal turmoil, intensity, and discomfort that Hemingway may have experienced within his own psyche. It may reflect feelings of suffocation, pressure, or unease that he grappled with in his personal life or creative endeavors.

2. Disturbed mind

   The presence of mosquitoes from the Everglades can represent irritations, distractions, or negative influences that intrude upon Hemingway's mental landscape. These pests could symbolize external factors or internal struggles that disturb his peace of mind, creativity, or sense of clarity.

   The drugstore can be seen as a symbol of connection, routine, consumer culture, and escapism in the narrative, offering insights into the Hemingway's inner world, struggles, and reflections on the human experience as portrayed in the text.

3. Sense of Routine and Familiarity

   The drugstore's presence in the narrative suggests a sense of routine, familiarity, and stability in Hemingway's psyche. It may symbolize his need for structure, order, and predictability amidst the uncertainties and challenges he faces in his personal life or creative endeavours.

> …buying a later edition of the Miami Herald at the drugstore. He also bought some razor blades, a tube of mentholated shaving cream, some Dentyne chewing gum, a bottle of Listerine and an alarm clock. (p.13)

The sea can symbolize freedom and escape, complexity, resilience, and solitude, as detailed below:

1. Symbol of Freedom and Escape

   The sea is often seen as a symbol of freedom, escape, and liberation. Hemingway's psyche may be reflected in his longing for freedom from constraints, whether they be societal expectations, personal struggles, or creative limitations. The vast expanse of the sea can represent the boundless possibilities and opportunities that Hemingway sought in his life and work.

   "We'll find some place. Once we get to the gulf side this breeze will be a sea breeze instead of a land breeze and it will be cool." (Roger, p.4)

2. Metaphor for Depth and Complexity

   Just as the sea is deep and complex, Hemingway's psyche may be multifaceted and layered. The depths of the sea can symbolize the hidden emotions, memories, and experiences that shape his identity and creative output. Like the ever-changing tides, Hemingway's psyche may be influenced by shifting moods, thoughts, and inspirations.

   'Holding her tight against him, her head back now, he heard the sea on the beach and felt the wind cool through the window'. (p.9)

3. Representation of Power and Resilience

   The sea's powerful nature, with its ability to both nurture and destroy, can symbolize Hemingway's inner strength and resilience in the face of adversity. Like the sea weathering storms and waves, Hemingway may have drawn upon his inner resources to navigate challenges, setbacks, and uncertainties in his life and writing.

   They walked back along the sea and the wind was still blowing and the rollers were breaking far out on the low tide. (p.17)

4. Reflection of Isolation and Solitude.

   The vastness of the sea can also symbolize feelings of isolation, solitude, and introspection. Hemingway's psyche may be reflected in his contemplation of loneliness, alienation, and the search for meaning in a vast and sometimes indifferent world. The sea's endless horizon may evoke a sense of existential questioning and introspective exploration in his work.

   '…heavy with the mounting summer heat now that they were away from the sea breeze; (p.20)

Words Indicating Events as Symbols of Hemingway's Psychological Expression

By analysing the symbolic the most frequent mentioned and significance events in the story in relation to Hemingway's psyche, deeper layers of meaning and insight into his inner world, motivations, and emotional landscape as reflected in the narrative can be uncovered. Those words are 'Revolts' and 'Loosing'.

The mention of the military revolt in the story highlights themes of political unrest, conflict, and societal upheaval. The presence of a military revolt suggests a significant

event or movement within the narrative that disrupts the normal order of society. It can symbolize themes of power struggles, resistance, and the consequences of political instability.

Hemingway's experiences as a war correspondent and his first-hand exposure to conflicts such as World War I and the Spanish Civil War influenced his writing and shaped his perspective on themes of violence, courage, and the human condition. The portrayal of military revolts in this work may indicate his fascination with themes of conflict, honor, and the complexities of war, as explained below:

Internal struggles and existential questions

His characters often grapple with themes of identity, purpose, and the search for meaning in a chaotic world. The presence of military revolts in his narratives can be seen as a metaphor for the internal conflicts and moral choices faced by individuals in times of crisis.

> That son of a bitch. He could not see the situation in the south except that the revolters would have to come up the valley of the Tagus to attack Madrid and they would probably try it from the north too. (p.15)

The loss of Roger's work in the story may reflect aspects of Hemingway's psyche and creative process. Hemingway, known for his meticulous approach to writing and his dedication to his craft, likely understood the emotional impact of losing creative work and the sense of loss and despair that can accompany such an experience. The detail is as follow:

1. Challenges and setbacks

   Hemingway's own struggles with writing, revisions, and the creative process are well-documented, and the loss of Roger's novel could symbolize the challenges and setbacks that Hemingway himself may have faced in his career. The emotional depth and investment that Roger puts into his writing mirror Hemingway's own commitment to his craft and the personal significance he attached to his work.

   > Why were copies made to lose them with the originals? I said madame had packed them by mistake. It was a great mistake, she said. A fatal mistake. But monsieur can remember them surely. No, I said. But, she said, monsieur will have to remember them. (p.37)

2. Resilience, determination, and the ability to find new inspiration

   Furthermore, the previous excerpt indicates the themes of resilience, determination, and the ability to find new inspiration after a loss that emerge from Roger's experience may resonate with Hemingway's own approach to writing. Hemingway was known for his perseverance in the face of obstacles and his ability to draw on personal experiences and emotions to fuel his storytelling.

Words Indicating Objects as Symbols of Hemingway's Psychological Expression

In Hemingway's works, objects often carry symbolic significance that can provide insights into the author's psyche and thematic concerns. The way objects are described, used, or interacted with by characters can reflect Hemingway's own views, experiences, and preoccupations. The objects considered as symbols for Hemingway's psyche that will be explained below are the 'car, novel or writing, and painting inside a Persian box'

In the story, the car can symbolize various aspects of Hemingway's psyche and themes prevalent in his works, as follows:

1. Freedom and Escape

   The car in the story may represent freedom and the desire for escape. Hemingway's characters often seek liberation from societal constraints, personal conflicts, or emotional burdens. The act of driving away in the car could symbolize a longing for freedom, independence, and a break from the pressures of everyday life.

   Roger drove faster now and the movement of the car through the heavy air made the air cool as it came in through the scoop in the dash and the slanted glass of the ventilators.
   "She's a lovely car," the girl said. "Weren't we lucky to get her?"
   "Very." (p.3)

2. Symbol of Adventure and Risk

   Hemingway was known for his adventurous spirit and love of risk-taking activities such as big-game hunting and bullfighting. The car, as a mode of transportation and exploration, could symbolize the thrill of adventure and the willingness to embrace risks and challenges in pursuit of new experiences.

   …got into the car and they drove along Biscayne Boulevard and turned west to get onto the road to Coral Gables and the Tamiami Trail.
   "How do you feel?" he asked the girl.
   "Wonderful. Do you think it's true?" (p.2)

3. Symbol of Identity and Self-Discovery

   The car journey in the story may reflect themes of self-discovery and personal growth. Hemingway's characters often undergo journeys, both physical and emotional, that lead to self-realization and a deeper understanding of themselves. The car as a means of travel can represent the journey towards self-discovery and the exploration of one's identity.

   He'd always said it was. Not in this car though. In other cars in other countries. (p.5)

4. Symbol of Isolation and Alienation

   Alternatively, the car could symbolize isolation and alienation, common themes in Hemingway's works. The characters' confinement within the car during the journey may reflect feelings of detachment from others, a sense of being adrift or disconnected, or the struggle to find meaningful connections in a fragmented world.

"The car will protect us. He's our good friend already. Did you see how friendly he was coming back from the widow woman's?" (Roger, p.11)

The novel or the writing by Roger in the story may offer insights into Hemingway's psyche and creative process in several ways:

1. Passion

Hemingway was known for his dedication to his writing and his meticulous approach to storytelling. Roger's engagement with his novel and the emotional investment he puts into his work may reflect Hemingway's own passion for writing and his belief in the power of storytelling to convey complex emotions and experiences.

"What were they that were gone," the girl asked.
"Eleven stories, a novel, and poems." (p.36)

5. Creative frustration and perseverance

The loss of Roger's novel in the story can symbolize themes of loss, despair, and the struggle to find meaning and inspiration after setbacks. Hemingway himself faced challenges and setbacks in his writing career, and the emotional depth portrayed in Roger's response to losing his work may resonate with Hemingway's own experiences of creative frustration and perseverance.

Do you mind if we talk about writing, Roger?"
"Hell no." (p.34)

6. Exploration of Identity and Existential Questions

Hemingway's characters often grapple with questions of identity, purpose, and the search for meaning in a chaotic world. Roger's writing process and the themes he explores in his novel may mirror Hemingway's own existential inquiries and his contemplation of the human condition in the face of adversity and uncertainty.

Already I was half glad the novel was gone because I could see already, as you begin to see clearly over the water when a rainstorm lifts on the ocean as the wind carries it out to sea, that I could write a better novel. But I missed the stories as though they were a combination of my house, and my job, my only gun, my small savings and my wife; also my poems. (p.38)

The painting inside the Persian box in the story can be interpreted as a symbolic representation of Hemingway's psyche in several ways:

1. Curiosity and Discomfort

The narrator's initial reaction to the painting, characterized by a sense of discomfort and aversion, may reflect Hemingway's own complex relationship with certain aspects of art, aesthetics, and personal preferences. The narrator's reluctance to engage with the painting could mirror Hemingway's own ambivalence towards certain forms of artistic expression or visual stimuli.

I stood there and looked at the painting inside the Persian box and noticed the curious over-proportion of the parts represented… (p.36)

2. Internal conflict and buried memories

The act of uncovering the painting inside the Persian box, which had been previously overlooked or ignored, can symbolize themes of repression, unveiling, and the exploration of hidden truths. Hemingway often used symbolism in his works to convey psychological truths, hidden desires, or subconscious fears. The painting inside the Persian box may symbolize hidden desires, repressed emotions, or aspects of the psyche that are uncomfortable or taboo.

> …nor my international postage coupons that you enclosed for them to send the manuscripts back with and that were kept in a small Persian lacquered box that had a pornographic painting inside of it. (p.36)

3. Contradictions and Dualities

The juxtaposition of the Persian box, typically associated with elegance and refinement, with the unsettling nature of the painting inside creates a sense of contradiction and duality. Hemingway's works often explore themes of duality, ambiguity, and the coexistence of conflicting emotions or impulses within the human psyche. The painting inside the Persian box may embody these tensions and contradictions.

> Roger looked through the wheel at the clock on the dashboard
>
> "He will have finished painting and be having a drink." (p.22)

CONCLUSION

The short story 'The Strange Country" reflects Hemingway's psyche in various ways. It offers insights about Hemingway's inner world, personal experiences, and his psyche. By examining the words and phrases about characters, places, events, and objects in the story, it can be concluded that the psyche of Hemingway is that 1) he is having mental struggles in his work, love, and emotion. It is indicated by his characterization of Roger, his description of Miami, his inclusion of revolts, and his usage of 'painting'; 2) his desire of freedom, self-discovery, and existentialism. It is indicated by his characterization of Helena, his usage of 'sea' and 'car'; 3) he is having emotional resilience, isolation, and alienation because he loses his writing. It is indicated by his characterization of Roger and Helena, his usage of 'sea' and 'novel', 'writing', and 'car.

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IMPROVING ACTION VERB UNDERSTANDING ON PROCEDURE TEXT THROUGH WORD WALL MEDIA

(Pre-Experimental Research at SMP Negeri 3 Tanjung Batu)

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The study aims to improve action verbs Understanding on procedure text through "word wall" media on IX grade of SMPN 3 Tanjung Batu in academic year 2022/2023. The research questions are can word wall media improve the action verbs Understanding in procedure text on 9th grade of SMPN 3 Tanjung Batu or not? And What are the difficulties that are encountered by the ninth-grade students of SMPN 3 Tanjung Batu before being taught using the media? The target population of this research is the ninth-grade students of SMP N 3 Tanjung Batu consisting 21 students and 11 males and 10 females. This research is using pre-experimental, one group pre-test post-test design. In pre-experimental research, the instruments used in this study were Pre-test and Post-test and the research subjects were students of SMP Negeri 3 Tanjung Batu. The results of the pre-test and post-test were analyzed using the SPSS V.26 application and it was found that there is a significant influence of using word walls toward students' action verbs on procedure text verbs at ninth grade of SMP Negeri 3 Tanjung Batu. Posttest results showed an increase after treatment, the difference is seen in the pre-test score of 10.5 and 15.00 post-test. This shows an increase in the average score of student acquisition after being given treatment using word wall media with an average score difference of 4.95 and an average standard deviation of 1.431 with a significance of 0.00. Based on the provisions of drawing conclusions that have been determined that the alternative hypothesis (Ha) is accepted because the significance is < of 0.05 which means that there is a significant influence of using word wall on students' action verbs on procedure text in the ninth grade of SMP Negeri 3 Tanjung Batu.

Keywords: Word Wall, Action verb, English vocabulary Understanding.

1. INTRODUCTION

Language is a means of communication between members of community in the form of symbol of sound produced by the speech organ. Language is also a tool of self-expression and served as a tool to show their identity as well, it is stated by Gorys Keraf in Rabiah S[1].

[1] Sitti Rabiah, "Language as a Tool for Communication and Cultural Reality Discloser" (Universitas Muslim Indonesia, 2020), 6.

Language is communication tools with others. Related to Taringan in Supraba statement that language will function in use if we can improve our vocabulary therefore, the students must attempt to increase their vocabulary[2].

Vocabulary is the basis of acquiring a second language. Rohmatillah in Afzal, N asserts that without learning the vocabulary communication in the second language becomes harder. Further, vocabulary knowledge is an integral part of the language; it is central to communicative competence[3]. Low vocabulary knowledge poses severe problems to its learners, which consequently impedes the learning of English language. From the statements can be concludes that the more vocabulary mastered the better in communicating.

In communication there are many types of words used, one of which is action verb. Action verb is used to represent the action done by the subject in a sentence. According to the Merriam-Webster Dictionary, action verb is interpreted as verb that expresses action. Action verbs are also commonly use in procedure text. Procedure text is a piece of text that tells the reader or listener how to do something. It purposes to provide instruction or making something, doing something, or getting somewhere stated by Anderson and Kathy in Miliana.[4]

Based on the researcher observation on January 21st, 2023, procedure text is one of the English materials that has been taught in ninth grade of SMP Negeri 3 Tanjung Batu. The result of interviews with English teacher stated that students learning acquisition in English needs to be improve in vocabulary. They have difficulties in memorizing words. Many obstacles are encountered in learning activities carried out in class, lack of adequate facilities such as no dictionaries facilities from school, lack of students' interest in learning English because they consider it difficult, the lack of methods and techniques variation are factors that influence this situation, therefore the process of achieving a competency will run longer.

From the problem above, the researcher is motivated to try to use an appropriate and interesting media so that vocabulary learning in class is more meaningful and fun for students. The learning media is "Word Wall". According to Cronsberry in Misrawati word wall activity is recognized as the best way for teaching learning English at school, especially in building the students' vocabulary.[5] Word wall is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom and designed to be an interactive and effective tool for students' vocabulary.[6]

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[2] Dewi Supraba, "Improving Students' Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo" (IAIN Palopo, 2019).

[3] Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019), 82.

[4] Arman Putra Miliana, "Teaching Writing of Procedure Text Through Demonstration Technique," *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan* (2018),5.

[5] Misrawati, Sitti Nurjannah, and Muthmainnah Mursidin, "Word-Wall Technique in Improving Students' Vocabulary Mastery at the First Grade of SMPN 4 Kajuara Kabupaten Bone," *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar* 3, no. 1 (2020), 51.

[6] Misrawati, Sitti Nurjannah, and Muthmainnah Mursidin, "Word-Wall Technique in Improving Students' Vocabulary Mastery at the First Grade of SMPN 4 Kajuara Kabupaten Bone," *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar* 3, no. 1 (2020), 51.

From the explanation above can be conclude that word wall is array of words that are showed in big visible letters on a wall and an effective, fun, and interesting way for vocabulary learning. In this study, the researcher only focuses on the "action verbs" that are exists in the form of procedures.

In this study, the researcher only focuses on the "action verbs" that are exists in the form of procedures. In Addition, there are some of the previous studies that were using word wall as the media. The first is Dewi Supraba, Improving Students' Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo.[7] The result of the research indicated that teaching vocabulary (focus noun) using word wall media could improve the students' vocabulary, and the researcher found the appropriate way in teaching English vocabulary (focus on noun and verb) using word wall media. As examples to prove that using word wall media to improve students' vocabulary is success in cycle I the students get an average score of 70% while the acquisition of student learning outcomes in the second cycle is 83% can be categorized as improved student learning outcomes. The Second is Pipi Uspa, The use of word walls media to improve the students' vocabulary in reading skill at the seventh grade of Mts. Negeri Bantaeng[8] The result of this research showed that students" vocabulary was significance difference between score pretest and posttest. And the mean score of pretest verb was 50.39, pre-test noun was 66.95 and pre-test adjective was 42.60 and mean score of posttest verb was 76.46, post-test noun was 86.08 and post-test adjective was 67.82. The improvement from pretest to posttest can improve verb was 51%, can improve noun was 29% and can improve adjective was 59%. Then the calculating the t-test value for vocabulary was 114.1 and t-table was 2.074. It means that t-test was greater than t-table or 114.1>2.074. The alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. The third is Misrawati, Word-Wall Technique in Improving Students' Vocabulary Understanding at the First Grade of SMPN 4 Kajuara Kabupaten Bone.[9] The result of the research shows that there an improvement and interest of using technique toward the students' vocabulary Understanding. The percentage of student's pre-test of experimental group was 19.34 and the score of post-test was 41.74. Therefore, the alternative hypothesis (Ha) of this reaserch is accepted. It means that the use of word wall technique improves students' vocabulary Understanding at the first grade of SMPN 4 Kajuara Kabupaten Bone.

Based on the previous studies above, those researches have similarity which using word wall as research material to improve vocabulary Understanding while the difference is the object of the problem under study, namely action verbs that only appear on procedural texts. Therefore, in reference to the explanation above, the researcher has the motivation to do the research such improving the students action verb Understanding on procedure text through word wall media. so, the experimental research entitled "Improving Action Verb Understanding on Procedure Text Through Word Wall Media" is indeed necessary.

[7] Supraba, "Improving Students' Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo."

[8] Pipi Uspa, "The Use of Word Walls Media to Improve Student's Vocabulary in Reading Skill at MTs. Negeri Bantaeng" (Muhammadiyah University of Makassar, 2020).

[9] Misrawati, Nurjannah, and Mursidin, "Word-Wall Technique in Improving Students' Vocabulary Mastery at the First Grade of SMPN 4 Kajuara Kabupaten Bone."

There are a lot of improving vocabulary strategies in the educational field. Therefore, to present the topic, the writer limits the scope of the study. The writer uses word wall media as a media to improve students' Understanding on action verb of procedure text. Based on the explanation above, the student will be conducted based on the aim of the study, entitled Improving Action Verb Understanding on Procedure Text Through Word Wall Media on IX grade of SMP Negeri 3 Tanjung Batu" and the objective of the study was aimed to improve action verb understanding on procedure text through "word wall" media on IX grade of SMPN 3 Tanjung Batu.

2. LITERATURE REVIEW

2.1 Definition of Vocabulary

Vocabulary is a fundamental requirement that affects students' achievement in learning English. Without vocabulary no communication, reading and writing can be conveyed so it is important to know what vocabulary is, stated by Stahl[10]. the following are definition or concepts of vocabulary by several experts.

According to Themleton, vocabulary is the sum of words used by, understood by, and the command of particular people or group[11]. Hornby stated that Vocabulary is: (a) the total number of words that make up a language, (b) body words know to person or use in a book, subject, (c) list of words with their meaning, especially are which accompanies a text book: in a foreign language[12]. Furthermore, Nappu found that vocabulary is a group of words that create a language. Vocabulary is very important because without learning vocabulary we are difficult to communicate with others.[13] From the definition above, the researcher can conclude that vocabulary is the total number or the sum of words or terms or codes used by, understood by that create a language.

2.2 Types of Vocabulary

John Read stated that vocabulary has two types; they are active and passive vocabulary. People still need a lot of practice and context connections to learn new words. Save the vocabulary in their mind and recall it when they speaking or writing. Those two main groups of person's vocabulary are active and passive vocabulary.[14] According to Elfrieda H. Hiebert and Michael L. Kamil, passive vocabulary is usually large than the active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.[15]

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[10] R. R. Jordan, *Vocabulary Development, English for Academic Purposes* (Cambridge University Press, 2011), 138.

[11] Harwika, "Vocabulary Mastery At the Seventh Grade Of" (State Islamic Institute (IAIN) Parepare, 2019).

[12] Nur Mujahidah (Muhammadiyah University of Makassar), "Improving the Vocabulary Achievement By Using Story System" (2020), 23.

[13] Pipi Uspa (Universitas Muslim Indonesia Makasar), "The Use of Word Walls Media to Improve Student's Vocabulary in Reading Skill at MTs. Negeri Bantaeng." (2020), 25.

[14] Fadila Lamante, "Storytelling At the Eleventh Grade of Language Class in MAN Model 1 Manado" (IAIN Manado, 2020).

[15] Lamante, "Storytelling At The, 7.

2.3 Verb

The verb comes from the Latin word *"verbum"* means a group of words that show the action of a state or event. [16] It is related to the Jane Straus and Lester Kaufman's statement in the blue book of Grammar and Punctuation, they stated that verb is a set of words that shows actions.[17] There are verbs that show the action of the subject, for example: to run, to walk, to write or to draw. From all the examples above, those verbs explained about the action or occupation of the subject. The verb "draw" has a subject and a verb it describes what the subject is doing. The function of the verb is to describe an action or actions that are usually called "dynamic verbs", such as write, draw, run and walk.[18] English verbs can be divided into two categories, state verbs and dynamic verbs. Dynamic verbs (sometimes called "action verbs") usually describe actions that can be taken or things that happen. Meanwhile state verbs typically refer to a state or condition that does not change or fairly static. This difference is essential because state verbs usually cannot be used in the continuous form. Here are some common state and dynamic verbs. This list will help you understand which types of verbs are likely to be static and which types are commonly dynamic.[19]

a. Dynamic/Action Verb Examples

Eat, drink, read, walk, run, write, speak, draw, watch, cook, sleep, talk, work, etc.

b. Stative Verb/Non-Action Verb Examples

Like, hate, love, hear, sound, see, recognize, seem, prefer, doubt, etc.

2.4 Learning Action Verb in Procedure Text

Action verb is the verb that shows the relationship between cause and effect. Action verb is a verb to state that the subject is doing an action or to state that something is happening. Action verb also needs an agent as the subject and patient as the direct object, as stated by Wierzbicka.[20] According to Peter Knapp and Megan Watkins in Umi Afifah, action verb refers to the traditional nation of verb as "doing word," that is, verbs that refer to concrete actions and can be identified by the question.

3. RESEARCH METHOD

This research is using pre-experimental, one group pre-test post-test design. In pre-experimental research, either a group or various dependent groups are observed for the effect of the application of an independent variable which is presumed to cause change. This research design compares both pre-test and post-test study by carrying out a test on a group before and after the treatment administered[21]. This study consists of two variables.

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[16] Kusman Abdi, "Verbs Dan Verbals Serta Permasalahannya Bagi Pembelajaran Maupun Pengajaran Bahasa Inggris Di Indonesia," *Cakrawala Pendidikan*, 1997.

[17] Jane Straus and Lester Kaufman, *Blue Book of Grammar and Punctuation*, vol. 1, 2014.

[18] M. TESOL Idaryani, *Bahasa Inggris Untuk Perguruan Tinggi*, (Unimal Press, vol. 6, 2016), 2.

[19] University of Victoria, "Stative and Dynamic Verbs," https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/stat/#:~:text=Verbs%20in%20English%20can%20be,changing%20or%20likely%20to%20change.

[20] Putu Dian Yuliani Paramita and Utik Kuntariati, "The Mapping of Action Verbs in the Teaching of English for Food Production," *Jurnal Manajemen Pelayanan Hotel* 3, no. 2 (2020), 105.

[21] Experimental Research Design: Types, Examples & Methods. https://www.formpl.us/blog/experimental-research. Accesed on 30th January 2023

They are dependent variable and independent variable. The independent variable is word wall and the dependent variable is students' vocabulary Understanding on action verb at ninth grade of SMP Negeri 3 Tanjung Batu. This research was conducted in SMP N 3 Tanjung Batu. This research will be carried out on the third class of SMP N 3 Tanjung Batu in the 2022/2023 Academic year. The population of this research is the ninth-grade students of SMP N 3 Tanjung Batu consisting 21 students and 11 males and 10 females. The sample of this research were only one class in ninth grade of SMP Negeri 3 Tanjung Batu. The total number of samples are 21 students consist of 11 males and 10 females with heterogeneous abilities.

3.1 Technique of Data Collection

Data collection is the technique or method used to collect data. The method of data collection that will be used in this research are pre-test and post-test. Pre-test was used before the treatment to assess the student's prior knowledge on action verb Understanding. According to Creswell in Khairi Ramadhan, pre-test provides a measure on some attribute or characteristic that you assess for participants in experiment before they receive treatment where a questionnaire was tested on a (statistically) small sample of respondents before a full scale study, in order to identify any problems such as unclear wording or the questionnaire taking the research.[22] Therefore, the researcher gives a treatment using word wall media to improve students' vocabulary by providing worksheets containing 20 multiple choice questions meanwhile Post-test was held after the treatments were conducted. A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment[23]. The researcher implements the Post Test by providing other worksheets containing 20 multiple choice questions to prove whether the students' action verb Understanding on the ninth-grade of SMP N 3 Tanjung Batu has been improved or not.

3.2 Technique of Data Analysis

After the data from research is obtained, result students' test is analyzed quantitatively using parametric statistics. Parametric statistic is a test of hypotheses that examine differences in population means. The method often used is Paired Sample Test which is based on the value of student t-statistics[24]. The paired sample test technique is used to find the significant difference on students' action verb Understanding on procedure text before and after being taught using Word wall. The data is collected from students' score in pre-test and post-test using SPSS version 26.

4. RESULT AND DISCUSSION

4.1 RESULT

Based on the data collection that was carried out at SMP Negeri 3 Tanjung Batu 3, the data that was collected was through a pre-test and post-test where the pre-test is the initial score to find out the respondent's initial understanding of the material to be given

[22] Khairi Khairi. Ramadhan, "The Effect of Word Wall Media on Students' Vocabulary Mastery," *Jurnal FISK* 2, no. 1 (2021): 34. Jurnal FISK 2, no. 1 (2021), 35.

[23] Ramadhan, "The Effect of Word Wall.", 36.

[24] Paired Sample Test. https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/paired-sample-t-test/. Access on 2nd February 2023

while the post-test is the final score to find out the level of understanding of the material that has been given through treatment. The following is a table of pre-test and post-test results for SMP Negeri 3 Tanjung Batu students.

Table 4.1 Pre Test and Pos Test Results

No	Name	Score (20)	
		Pre Test	Pos Test
1	AA	4	11
2	ADP	5	10
3	CS	6	11
4	DS	6	11
5	DW	8	13
6	DS	11	15
7	DP	16	20
8	GKA	15	18
9	H	6	12
10	IS	12	19
11	IL	6	12
12	MRI	8	14
13	NA	10	16
14	R	16	19
15	S	8	11
16	S	12	15
17	S	15	18
18	SLA	13	19
19	W	6	12
20	WH	12	19
21	K	16	20
Mean		**10,05**	**15,00**

Based on table 4.1, it can be seen the average pretest score obtained by all students is 10.05 while the average post-test score obtained by all students is 15.00. This indicates a significant increase in the average score of students as whole. The results of the pre-test and post-test were analyzed using the SPSS V.26 application and it was found that there is a significant influence of using word walls toward students' action verbs on procedure text verbs at ninth grade of SMP Negeri 3 Tanjung Batu.

Table 4.2 Normality Test Result

(Kolmogorov Smirnov)

Learning outcomes	Df	Sig.
Pre-Test	21	0,102
Post-Test	21	0,071

Based on table 4.2 above, it shows that the Significance value of the Pre-Test learning outcomes = 0.102 and Post Test = 0.071 is greater than 0.05, so the distribution of the data is declared normal.

Table 4.3 Homogeneity Test Result

Score Lavene Statistic	df 1	df 2	Sig.
0,700	1	40	0,408

From the table 4.3 above it can be seen that the significance value of homogeneity is 0.408 ≥ 0.05 which shows that the data is homogeneous with the Lavene statistic of 0.700.

Table 4.4 Hypothetical Test Result

(Paired Sample Test)

	Mean	Standard Deviation	N	df	Sig.
Pre-Test	10,05	1,431	21	20	0,000
Pos Test	15,00				

Based on the table 4.4, the results of the Paired Sample Test hypothesis using the SPSS v.26 application can be seen that the average student score at the pre-test was 10,05 and the post-test was 15,00. This shows an increase in the average score of student acquisition after being given treatment using word wall media with an average score difference of 4,95 and an average standard deviation of 1,431 with a significance of 0.00. Based on the provisions of drawing conclusions that have been determined that the alternative hypothesis (Ha) is accepted. Therefore, from the results obtained it can be concluded that word wall media used during treatment can improve the action verbs Understanding in procedure text on 9th grade of SMPN 3 Tanjung Batu.

4.2 DISCUSSIONS

This research was conducted at SMPN 3 Tanjung Batu which consisted of 3 study groups for grades 7, 8 and 9 and the samples in this study were 21 students of class IX. Before this research was conducted, the researchers first surveyed the condition of the 9th grade students of SMPN 3 Tanjung Batu. The results of interviews with English teachers stated that students had bad vocabulary. They have difficulty memorizing words. Many obstacles are encountered in learning activities carried out in class, lack of adequate facilities, lack of students' interest in learning English because they consider it difficult, and the lack of methods and techniques variation are factors that influence this situation, therefore the process of achieving a competency will run longer. Consequently, the researcher uses appropriate and engaging media so that learning vocabulary in class is more meaningful and fun for students. The learning media is Word Wall. The method used in this study was a pre-experiment with a one-group pretest posttest research design. In this study, before the treatment was applied, the sample was given a pre-test and at the end of the study, the sample was given a post-test. This was applied with the aim of knowing whether there was a significant difference between the pretest and posttest after the treatment was carried out using word wall media. The pre-test was used before the treatment to assess the student's prior knowledge on action verb Understanding. The pre-test was held on April 24, 2023. The pre-test instrument consisted of 20 multiple choice questions with procedure text material containing action verbs. Pretest was conducted to

determine the initial ability of students. The results of the pretest can be seen in Appendix. After getting the results from the pre-test, the researcher carried out the treatment using word wall media. The treatment was carried out in 3 meetings, with an allocation of 6 hours of lessons. The first treatment was carried out on April 27, 2023, the second treatment was carried out on May 4, 2023 and the third treatment was carried out on May 8, 2023. The learning activities in the treatment are adjusted to the activity steps in the Lesson Plan (RPP), namely pre activities, while activities and post activities. At last the post test, the post-test was held after the treatments are being conducted. The posttest was carried out on May 11, 2023. A post-test measures some attribute or characteristic assessed for participants in an experiment after a treatment. The researcher implements the Post Test by providing other worksheets containing 20 multiple-choice questions. From the results of the post-test, it is known that student learning outcomes have increased.

The ninth grade students of SMPN 3 Tanjung Batu have difficulties in memorizing words. Many obstacles are encountered in learning activities carried out in class, lack of adequate facilities, lack of students' interest in learning English because they consider it difficult, the lack of methods and techniques variation are factors that influence this situation and because of that the prosses of achieving a competency will run longer. Therefore, the researcher is motivated to use an appropriate and interesting media so that vocabulary learning in class is more meaningful and fun for students such as Word Wall. The use of word wall learning media in 9th grade students of SMPN 3 Tanjung Batu approved to reduce boredom during the learning process, it also made the teaching and learning process more effective and can improve the ability to prove the students' action verb Understanding on the ninth-grade students. Learning process was also received a positive response from students, where students became more enthusiastic and active in learning.

The results of the pre-test and post-test were analyzed using the SPSS V.26 application and it was found that there is a significant influence of using word walls toward students' action verbs on procedure text verbs at ninth grade of SMP Negeri 3 Tanjung Batu. Posttest results showed an increase after treatment, the difference is seen in the pre-test score of 10.5 and 15.00 post-test. This shows an increase in the average score of student acquisition after being given treatment using word wall media with an average score difference of 4.95 and an average standard deviation of 1.431 with a significance of 0.00. Based on the provisions of drawing conclusions that have been determined that the alternative hypothesis (Ha) is accepted because the significance is < of 0.05 which means that there is a significant influence of using word wall on students' action verbs on procedure text in the ninth grade of SMP Negeri 3 Tanjung Batu.

5. CONCLUSION

Based on data analysis and hypothesis testing, the following conclusions can be drawn that there is a significant influence of using word wall toward students' action verb on procedure text verb at ninth grade of SMP Negeri 3 Tanjung Batu. This shows an increase in the average score of student acquisition after being given treatment using word wall media with an average score difference of 4,95 and an average standard deviation of 1,431 with a significance of 0.00. Based on the provisions of drawing conclusions that have been determined that the alternative hypothesis (Ha) is accepted because the significance is < of 0.05. It means that There is a significant influence of using word wall toward

students' action verb on procedure text verb at ninth grade of SMP Negeri 3 Tanjung Batu. The second conclusion is the difficulties that are encountered by the ninth-grade students of SMPN 3 Tanjung Batu before being taught using the media are; lack of students' interest in learning English because they consider it difficult, the lack of teaching media, are factors that influence this situation; Therefore, the researcher use an appropriate and interesting media so that vocabulary learning in class is more meaningful and fun for students. The learning media is "Word Wall".

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Improving Student's Speaking Skills by Using Cake Application (A Classroom Action Research at the Seventh Grade of MTs Masyariqul Anwar)

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This study aims to investigate the use of the Cake application in improving speaking skills, to analyze students' progress in speaking skills, and to know students' responses to speaking skills. To achieve these objectives, this study used the Classroom Action Research (CAR) method which was conducted in two cycles and each cycle consisted of four steps such as planning, implementation, observation, and reflection. This study involved 35 seventh-grade students of MTs Masyariqul Anwar. The result of the speaking test showed that in the pre-cycle, there were only 3 students who scored 65 or achieved the minimum criteria of completeness. Meanwhile, in Cycle 1, there was an increase of 13 students. Then, in Cycle 2, there was a significant increase, there were 24 students with a percentage of 68.57%. In addition, the result of the observation showed that the students were more motivated to learn English speaking. The students looked enthusiastic, more confident, and not afraid of their English. Furthermore, the result of the interview showed that the Cake application was fun and friendly to use, which motivated the students to improve their speaking skills. Based on the results of both qualitative and quantitative results, it can be concluded that the use of Cake application media can improve students' speaking skills. The results of this research showed that the speaking skills by using the Cake application achieved better performance than those who did not use it. Therefore, the Cake application can be used as a media to teach speaking.

Keywords: classroom action research, cake application, and speaking.

INTRODUCTION

The study of speaking skills has become an important aspect of the English language. Speaking is one of the skills to be mastered by students to communicate in English. Torky states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. (Welli Septia Dionar, 2014) In addition, Hari said that the purpose of English is to develop the ability (competence) to communicate in English (Siswandi, 2018).

The development of the English language has led to expectations that English is an international language that is becoming an important and widely used aspect. The statements mentioned above are the opinion of Brumfit said that "English is an international language that it is the most widespread medium of international communication". In addition, the study of English has an important role to play in its use in Indonesia. English is a foreign language that has become a compulsory subject for students in Indonesia starting from elementary school to university level. According to the Department of National Education 2004a, the Content Standards of English subjects, including competency standards (SK) and basic competencies (KD) are categorized into four language skills, which include: listening, speaking, reading, and writing. (Panjaitan, 2010) One of the abilities to be able to communicate is speaking skills. In this study, it will focus on students' speaking skills because the author is convinced that by Speaking we can understand what is spoken by other people who use English.

Speaking is a fundamental aspect of language acquisition, enabling individuals to communicate effectively in real-world scenarios. Scholars like Eckard, Kearny, Florez, and Ahmadi Lai-Mei Leong have emphasized the multifaceted nature of speaking, highlighting its role in conveying opinions, emotions, and information in a structured manner. Brown further underscores its importance in language learning, categorizing it as a vital skill necessary for self-expression. However, proficiency in speaking necessitates consistent practice and exposure to authentic communication situations, as noted by Hornby. Thus, educators play a crucial role in facilitating speaking practice to enhance students' communicative competence (Lai-Mei Leong, 2017)

A common phenomenon that occurs is that many students make the paradigm "English is difficult". As a matter of fact, English is one of the subjects that is mandatory and important to master at the junior high school or MTs level, by the 2013 Curriculum (K13). Based on pre-interviews conducted by researchers on several students in the Seventh grade of MTs Masyariqul Anwar, on August 4, 2023. It interviewed that, the students assume that English is a difficult thing, students reveal that they have difficulty when speaking English, the majority of students have studied basic English at the elementary school level, and students also said that learning activities are less interesting.

Furthermore, based on pre-observation in the classroom, on August 9, 2023. It observed that, first: students were less interested in learning language, it was seen that they were less active in the classroom. Second, students are less enthusiastic during the learning process, it looks like the learning process is not fun. The material being taught is still relatively simple, such as how to introduce yourself and others, expressions, and how to have daily conversations. Although this material has been studied previously at the elementary school level. However, this does not make it easy for students to accept or be interested to learn it. With these conditions, the learning situation in the classroom becomes less conducive, as well as the students' lack of motivation to learn.

Another issue, based on the findings in the classroom while teaching English in seventh grade at MTs Masyariqul Anwar. As a matter of fact, it reveals that student speaking skills were not satisfactory. Several problems prevent students from mastering English speaking, including difficulty in English pronunciation, lack of vocabulary mastery, less practice or speaking exercises, and lack of motivation to learn English. This is based on the results of the pre-cycle test in self-introduction material of Seventh grade at MTs Masyariqul Anwar, on August 9, 2023. In the results of the 35 students, only 3 students reached the minimum criteria of completeness and 32 students scored below the minimum criteria of completeness.

To improve language skills, teachers need to choose the appropriate learning media to increase students' interest in English, and as a support for success in learning. According to Handayani in Jenal Mutaqin argued that "Learning media will stimulate students to express their minds, opinions, ideas to express their feelings directly". The use of learning media will make learning activity more interesting and interactive. Because the learning media has an existence not only as a teaching tool but also as a stimulus to motivate and communicate with students to be more effective Marfuah in Jenal Mutaqin said that with technology especially for educators, this has challenging implications for pedagogy. In the era of technology, we observe a lot of new applications that appear today that can be used as learning media and can be easily downloaded for free via mobile on the Google Play Store. Some of these learning applications include Duolingo, Elsa Speak, Cake Application, and so on. The Duolingo app uses gamification techniques that provide both written and voice-activated learning, which helps encourage more people to learn languages.(Wilson & Sutrisno, 2022) ELSA Speak app to facilitate learning in pronunciation of daily English. Of the many applications available on the Google Play Store, researchers selected the Cake application to be investigated.

Cake Application features the concept of “Playing while learning". The online-based learning known as “Cake Application” is the most popular application on the Play Store with over 100 million installs. The Cake application was launched on March 21, 2018, and its last update was on May 30, 2021. It is interesting that the Cake application provides learning materials by units with speaking exercises in an attractive and fun feature. In this feature, there is a mission trip, which is in the form of quizzes and exercises related to learning materials in English that must be completed. This application introduces the "Path" feature, where a user must complete a mission in the form of a quiz and practice speaking or pronouncing a sentence in English and will immediately get a correction or score from the application, whether the sentence is correct or not. After that, at the end, there will be a review quiz to recall the material that has been learned. The researcher chose the Cake application. Research relevant to this study is research conducted by Nainggolan et al., in a study conducted on high school X-grade students, which found that students' motivation and English language skills (Speaking) can increase because learning is more enjoyable with the use of cake application.(Wilson & Sutrisno, 2022) Furthermore, to overcome this issue, it is important to explore more in-depth. However, these assumptions must be tested scientifically.

The advent of technology has revolutionized education, offering innovative tools to support learning processes (Ramli, 2012). Among these tools, the Cake application has emerged as a promising resource for improving speaking skills. Developed by Suryani, the Cake app provides a comprehensive platform not only for speaking practice but also for listening, grammar, and vocabulary development. Through simulated conversations with native speakers, learners gain valuable speaking opportunities, contributing to their overall language proficiency. Moreover, the Cake app's accessibility via platforms like Google Play and the App Store ensures widespread availability, making it a convenient and cost-effective tool for language learners. Thus, this study focuses on harnessing the potential of the Cake application to enhance students' speaking proficiency in the digital learning landscape (Losi et al., 2023).

Several previous studies have explored the efficacy of various applications in enhancing language learning. For instance, (Ai Siti Maryam Nurinsani et al., 2021) investigated the implementation of the Cake application in online English speaking classes, revealing students' keen interest due to its user-friendly interface and helpful features. (Yosintha & Rekha, 2022) delved into students' perceptions of using Elsa Speak for pronunciation classes during online learning, suggesting the importance of faculty

development and fostering a positive attitude towards online education. (Bariza Rihani, 2021) examined the role of the Cake App in improving speaking skills among first-year English students, highlighting its benefits such as accessibility and diverse practice activities. Additionally, (Nursyamsiah, 2021) conducted action research on the Duolingo app, demonstrating its effectiveness in enhancing vocabulary mastery among junior high school students (Hermawati, 2022). focused on the effectiveness of the Cake application in improving pronunciation skills among ninth-grade students, indicating its efficacy through statistical analysis. While these studies share similar research methodologies and learning media, they vary in their target demographics and educational levels. Previous research primarily targeted university students, whereas this study concentrates on seventh-grade students in a different educational context.

The gap in the existing literature lies in the exploration of the efficacy of the Cake application in enhancing speaking skills among seventh-grade students, particularly within the context of English language education. While prior research has examined various digital learning tools, there remains a scarcity of studies specifically investigating the impact of the Cake application on speaking proficiency in this demographic. Furthermore, the novelty of this study stems from its comprehensive approach, utilizing both qualitative and quantitative methods within the framework of Classroom Action Research (CAR) to assess student progress and responses to the Cake application. By integrating observation, interviews, and speaking tests across two cycles, this study offers a nuanced understanding of the application's effectiveness in promoting student engagement, motivation, and confidence in English speaking. Additionally, the investigation into students' perceptions and experiences with the Cake application adds a qualitative dimension, shedding light on the user-friendly features of the platform and its potential to foster a positive learning environment. Overall, this study contributes to the literature by providing empirical evidence of the utility of the Cake application as a pedagogical tool for improving speaking skills among middle school students, thereby addressing a significant gap in current educational research.

Based on the prior, the researcher is confident that the final findings of this study will reveal some new insights, especially to know the students' progress in speaking skills by using Cake application, and to investigate the use of Cake application in speaking skills. With the title: “Improving Student’s Speaking Skills by Using Cake Application” *(A Classroom Action Research at the Seventh Grade of MTs Masyariqul Anwar).*

METHOD

This study will involve Classroom Action Research (CAR) with both qualitative and quantitative data. According to Rochiati said that Classroom Action Research includes qualitative research although the data collected can be quantitative, where the description is descriptive in the form of words, the researcher is the main instrument in data collection. Furthermore, Ernest emphasized that classroom action research is a collaborative approach to investigating classroom practices that allow for systematic action to formulate effective solutions to improve and enhance classroom practices and become more competent so that students can achieve positive learning outcomes (Stringer, 2007). In addition, Khasinah states that Classroom Action Research (CAR) is a way for teachers to identify what works best in their classrooms to improve student learning. (Siti Khasinah, 2013) Therefore, this cycle will be repeated until the teacher complies with the learning achievement indicators, at which point the cycle will end. This study aims to investigate the implementation of the Cake application to improve students' speaking skills and to know students' progress and

responses. In addition, this research utilizes Kemmis and Taggart's model, which is a spiral model.

The research design of this study was conducted with several steps, First, planning. The problem or issue is recognized, and an action plan is created to improve specific elements of the study context. Second, action. The plan is carried out over a specified period. Third, observation. The effects of the action will be observed and data will be collected. Last, reflection. The results of the observations are evaluated which will serve as the basis for the next research cycle. (Syah, 2016)

Based on the prior statements, it can be summarized that Classroom Action Research (CAR) is presented in a cycle that includes four stages, namely planning, action, observation, and reflection. Sometimes, we should repeat the process until we can get the desired behavior.

FINDING AND DISCUSSION

1. Quantitative Data

The quantitative data were collected by using Speaking test gathered from the class outcomes. The tables displayed the findings.

Pre-Cycle

Before commencing with cycle 1 implementation, a preliminary assessment, referred to as a pre-cycle, was conducted by the researcher to gauge students' speaking proficiency. This preliminary step aimed to establish a baseline measurement of students' speaking abilities prior to engaging in learning activities facilitated by the Cake application. The pre-cycle assessment involved administering a speaking test to the students, wherein they were evaluated on various linguistic parameters. Upon completion of the pre-cycle assessment, the researcher collated the data and tabulated the individual scores attained by each student. Subsequently, the total cumulative score achieved by all participating students was computed, revealing a collective score of 1900. Notably, this assessment was administered to a cohort comprising 35 students, providing a representative sample for analysis. To derive a comprehensive understanding of the students' speaking proficiency, the mean score was calculated, serving as a pivotal metric for evaluating the overall performance level exhibited by the cohort. Based on the thorough analysis conducted earlier, which involved meticulous calculations and examination of the pre-cycle assessment results, it was discerned that the mean score indicative of students' speaking abilities in English lessons amounted to 54.28. This statistical depiction underscores a prevalent challenge wherein the students' proficiency in spoken English remains markedly deficient, falling short of the established minimum competency standards. Furthermore, a closer examination of the data reveals a stark reality: among the cohort of 35 students assessed, a mere 3 individuals managed to achieve a score of 65 or higher, thereby meeting the requisite proficiency threshold. Such findings underscore the pressing imperative for targeted intervention and pedagogical enhancement to address the observed shortcomings. Consequently, propelled by the imperative to ameliorate students' linguistic capabilities, the research endeavor embarks upon the subsequent phase, delineated as the cycle 1 action step. Within this pivotal phase, concerted efforts will be directed towards implementing tailored instructional strategies and leveraging the innovative potential of the Cake application to foster substantive improvements in students' speaking competencies.

First Cyle

During this pivotal stage, the evaluation of students' speaking proficiency was meticulously undertaken through a structured assessment approach. The teacher administered a speaking test, wherein students were tasked with crafting dialogues inclusive of gap sentences revolving around self-introduction. This methodology aimed to assess not only students' linguistic competence but also their ability to engage in contextually relevant communication. Subsequently, students were organized into groups, with each group tasked with collectively practicing and presenting their dialogues before their peers and the instructor. Through this interactive process, students were afforded the opportunity to refine their speaking skills in a collaborative setting, fostering peer-to-peer learning and constructive feedback exchange.

Following the completion of cycle 1, an analysis of the assessment outcomes was conducted, revealing a collective total score of 2156 among the cohort of 35 students who participated in the speaking test. This comprehensive evaluation provided valuable insights into the overall progress and proficiency levels exhibited by the students. However, while the cumulative score reflects an improvement from the pre-cycle assessment, it necessitates further examination to ascertain the extent of advancement achieved and identify areas warranting targeted intervention. Hence, this data serves as a foundational reference point for informing subsequent instructional strategies and refining the pedagogical approach to optimize students' speaking proficiency in subsequent cycles. Upon thorough analysis of the data derived from prior calculations, it was revealed that the mean score for students' speaking skills in English lessons amounted to 61.6. This statistical representation suggests a notable improvement in students' linguistic proficiency compared to the initial assessment, indicating a commendable advancement in their speaking abilities. Moreover, the attainment of a mean score exceeding the established minimum competency threshold underscores a positive trajectory in students' language acquisition journey. It can thus be reasonably inferred that students have made significant strides in enhancing their speaking aptitude, indicative of their growing linguistic competence and comprehension.

Delving deeper into the examination of individual student performances, it is noteworthy that a substantial proportion of the class demonstrated commendable progress. Specifically, out of the 35 students evaluated during cycle 1, a notable cohort comprising 13 individuals achieved a score of 65 or higher, thereby meeting or surpassing the stipulated minimum completeness criteria. This distribution of scores underscores the heterogeneous nature of student proficiency levels, with a discernible subset exhibiting commendable mastery of spoken English. Such nuanced insights gleaned from the assessment outcomes provide valuable contextual understanding, illuminating both areas of strength and potential areas for further development within the student cohort.

As the analysis of cycle 1 results unfolds, it becomes apparent that while the collective mean score signifies an overall improvement in students' speaking skills, there exists a variance in individual performance levels. This necessitates a nuanced approach to pedagogical intervention, tailored to address the diverse needs and aptitudes of students. Furthermore, the identification of students who have met or exceeded the minimum completeness criteria serves as a testament to the efficacy of instructional methodologies employed during cycle 1. Leveraging these insights, educators are poised to refine instructional strategies, capitalize on areas of strength, and implement targeted interventions to bolster students' speaking proficiency in subsequent cycles of assessment

and learning. Upon rigorous examination and analysis of the data derived from the preceding calculations, a significant finding emerged, revealing that the mean score for students' speaking skills in English lessons reached a commendable 61.6. This statistical representation not only indicates a marked improvement in students' linguistic proficiency compared to the initial assessment but also underscores a positive trajectory in their language acquisition journey. The attainment of a mean score exceeding the established minimum competency threshold is indicative of the substantial strides made by students in enhancing their speaking aptitude, reflective of their growing linguistic competence and comprehension. Moreover, as the analysis delves deeper into the examination of individual student performances, it becomes evident that a notable cohort comprising 13 out of the 35 students evaluated during cycle 1 achieved a score of 65 or higher, thereby meeting or surpassing the stipulated minimum completeness criteria.

This distribution of scores underscores the heterogeneous nature of student proficiency levels, with a discernible subset exhibiting commendable mastery of spoken English. Such nuanced insights gleaned from the assessment outcomes provide valuable contextual understanding, illuminating both areas of strength and potential areas for further development within the student cohort. Consequently, the identification of students who have met or exceeded the minimum completeness criteria not only serves as a testament to the efficacy of instructional methodologies employed during cycle 1 but also informs subsequent pedagogical interventions. Leveraging these insights, educators are poised to refine instructional strategies, capitalize on areas of strength, and implement targeted interventions to bolster students' speaking proficiency in subsequent cycles of assessment and learning, thereby fostering a holistic and dynamic learning environment conducive to comprehensive language acquisition and development.

Second Cycle

In this stage, to measure students' speaking skills, the teacher gave the speaking test. In this test, students were asked to create a dialogue with the gaps sentences about self-introduction, then students were divided into small groups of 5 persons in each group, and then students introduced themselves one by one in front of their small groups. Based on the result of cycle 2, it can be inferred that the total score of students was 2300 and the number of students who took the test was 35 students. the mean score was 65,71. Thus, it can be concluded that students' speaking skills in English lessons were enough. There are 24 students out of 35 students in the class who obtained a score of 65 or reached the minimum completeness criteria in cycle 2. The student accomplished minimum completeness criteria in cycle 2 was 68,57% with a mean score of 65,71 and it included in the good category. This research has been declared successful because the goal has been achieved. In addition, the learning activities have also reached 65% by the lesson plan, students have understood the teacher's instructions and can do each step in the Cake App application. On the other hand, the learning outcomes were also achieved. This is evidenced by the fact that the fact that the students can complete the gaps in the sentences correctly and their English language skills are improving.

2. Qualitative Data

The qualitative data were collected by using observation sheet from the class outcomes, which were completed over course of two cycle. The tables displayed the findings.

First Cycle

a. Planning

In the planning steps of Cycle 1, teachers and research collaborators worked together to design lesson plans, select the material to be studied, which is about self-introduction, using Collaborative learning approach, a learning model with Presentation, practice, and production (PPP), then learning methods with Discussion, question and answer, and presentation. Then make student worksheets, prepare classroom observation sheets, and identify indicators of student learning outcomes, that is a minimal 65% of students can achieve a score of 65 in the minimum completeness criteria.

b. Action

The steps action of teaching learning on cycle 1 as follows:

1) At the start of the class, the teacher greets the students and begins with a prayer, followed by an ice-breaking to increase enthusiasm for the learning process. The teacher then introduced herself and explained her purpose for being in the class, using English. However, the students only listened and gave a little response when the teacher asked them.
2) The teacher provides teaching materials and starts the learning by showing a picture of self-introduction as a triggering question, then explains the use of greeting expressions for self-introduction. After the students understand the meaning and function of the greeting expression, the teacher instructs the students to say them one by one.
3) The teacher introduces the cake application to the students and practices how to use it, then the teacher asks the students to download the application with the teacher's guidance and direction.

At the next meeting in the first cycle, the teacher asked the students to play a speaking practice quiz by using the Cake App media available on the Path feature. After that, the teacher instructed the students to form groups, one group consisted of 2 people. Then the teacher instructs the students to discuss with each other and create or complete the gaps sentences in the dialog on the self-introduction worksheet. The teacher observes each group and evaluates the students' speaking. After the practice, the teacher asks each group to come forward and practice the dialog in front of the class.

c. Observation

In this stage, the observations are carried out at the same time. The teacher implemented all learning scenarios and the research collaborators observed the condition of the class.

The classroom observation during the teaching-learning process revealed several noteworthy insights into teacher-student dynamics and engagement levels. At the outset, during the warming-up activity, the researcher, acting as the teacher, encountered challenges as most students appeared confused and struggled to comprehend instructions. While some students listened attentively, their responses remained minimal, indicating a lack of active participation. However, as the core activity commenced, wherein the teacher explained the material and introduced the Cake application for speaking practice, students displayed varying degrees of receptiveness. While some embraced the new learning medium with enthusiasm, others grappled with the novelty, highlighting the need for further familiarization and support.

Despite challenges, students demonstrated commendable engagement during speaking practice sessions, albeit with lingering concerns over vocabulary comprehension and pronunciation. During the closing activity, the teacher's efforts to guide students towards conclusions and provide feedback were met with mixed responses, with some students exhibiting attentive behavior while others struggled to follow instructions effectively. Overall, the classroom observation underscores the importance of tailored instructional approaches and ongoing support mechanisms to enhance student engagement and learning outcomes effectively.

d. Reflection

After collecting the data, the action and observation result in cycle 1. At this stage, the teacher and research collaborator discussed the result of observation. The research collaborator gave some notes that a lot of students were confused because first when making a dialog the students did not have the vocabulary, lacked pronunciation and students were still shy and worried when practicing a dialog in front of the class, overall, in the first cycle looked not enough.

Then, based on the prior calculation, the mean score was 61,6 and there were still 22 students whose scores were below the minimum completeness criteria. In short, the research took the next step, which is the action step of cycle 2.

Second Cycle

a. Planning

In Cycle 2, in the planning stage, the teacher modified the lesson plan before starting the activity to balance the students' abilities. In Cycle 1, the students were divided into 2 students per group and then the results of the worksheet were practiced and presented in front of the class, in Cycle 2 it was different, the teacher instructed the students to be divided into several small groups of 1-5 students per group, then they worked on the worksheet individually, after that they practiced and presented the results in front of their small groups one by one. In addition, the teacher also motivated the students to be more active during the learning process and the teacher provided more opportunities for the students to practice their speaking skills.

b. Action

The learning process was easier than in the first cycle, because the students were familiar with the Cake application media and the teachers were better prepared to use the Cake application media as a learning media. It made the learning process easier for the teacher and also for the student. The teacher relates the previous learning to the material to be learned. Then, the teacher explained self-introductions more clearly with specific examples. Next, students are given time to play a speaking practice quiz with the Cake application media. After that, the teacher instructed the students will be divided into small groups of 1-5 persons each group. The students were asked to understand the instructions on the worksheet and the teacher gave directions on how to complete it. Then, students individually create or complete the gaps sentences on the worksheet by discussing with each other in their small groups to complete the correct vocabulary, text structure, comprehension, and pronunciation practices. Then students are asked to prepare themselves to practice the results of the text at the next meeting.

At the next meeting in the second cycle, the teacher asked the students to play and practice speaking quiz using the Cake application media. After that, students were asked to go back to their small groups, and then students were given time to practice individually in their small groups at the same time to actively participate in the learning

process. Then, students were asked to practice self-introductions individually in their small groups.

c. Observation

In this stage, the action and observation are carried out at the same time. The teacher implemented all learning scenarios and the research collaborators observed the condition of the class and took notes on each learning process. The classroom observation conducted during the instructional process provided valuable insights into teacher-student interactions and the overall learning environment. At the outset, during the warming-up activity, the researcher, taking on the role of the teacher, effectively engaged students through greetings and prayer instructions. Students demonstrated attentiveness and active participation, responding readily to inquiries and instructions. The teacher's efforts to establish a conducive learning atmosphere through ice-breaking activities were well-received, setting a positive tone for the subsequent learning tasks. As the core activity commenced, wherein the teacher elucidated the lesson material, students exhibited heightened enthusiasm and responsiveness.

Their active engagement was particularly evident during the Practice Quiz Time utilizing the Cake Application, with most students displaying enjoyment and familiarity with the digital learning medium. Furthermore, the speaking practice quiz facilitated increased student involvement and confidence, indicating tangible improvements in their speaking skills. Throughout group activities, students demonstrated adeptness in utilizing the Cake application to enhance their vocabulary and content creation, showcasing creativity and resourcefulness. Notably, during the self-introduction content creation phase, students exhibited confidence and proficiency in selecting appropriate vocabulary and completing gap sentences. The closing activity saw sustained attentiveness from students as the teacher guided them through summarizing key learnings and providing feedback. Overall, the observation highlights the effectiveness of interactive instructional methods and technology integration in fostering student engagement and learning outcomes.

d. Reflection

At this stage, teachers and research collaborators together observe, review, and analyze deeply and comprehensively the actions taken based on the qualitative and quantitative data collected at the observation stage. In addition, the researchers and research collaborators discussed the results of the observations. Based on the observation results, the research collaborator made some notes that many of the students followed the instructions given by the teacher while learning with the Cake application, and then the teacher gave more time to the students to practice in small groups to make it more effective. In addition, the students participated happily, they looked enthusiastic and excited, and then the students began to be more confident and not afraid to pronounce or speak in English, not only that but also each student gave a positive response and respected their classmates.

Based on the previous data, the researcher found that there was a significant improvement in the learning process. In addition, based on the results of the speaking test in cycle 2, the students have reached the minimum completeness criteria were 68.57% (24 students) with a main score of 65.71, and 11 students didn't reach the minimum completeness criteria. Therefore, based on the result, the researcher decided to complete the research because the test result had reached the achievement criteria of this study.

The findings from the quantitative data analysis offer valuable insights into the trajectory of students' speaking skills throughout the research cycles. Initially, akin to prior

studies (Fauzan, 2016), the pre-cycle assessment revealed a pronounced deficiency in students' speaking proficiency, evidenced by a mean score of 54.28. This initial assessment highlighted the pervasive challenges inherent in mastering spoken English, with only a fraction of students meeting the minimum completeness criteria. However, the implementation of cycle 1 interventions yielded tangible improvements, as reflected in the rise of the mean score to 61.6. This positive trend underscores the efficacy of instructional interventions and the integration of technology, aligning with previous research on the beneficial impact of digital learning tools in language acquisition (McMaster et al., 2024). Moreover, the subsequent progression into cycle 2 witnessed further enhancements, with the mean score escalating to 65.71. These findings resonate with prior studies emphasizing the instrumental role of technology-enhanced learning platforms, such as the Cake application, in facilitating language proficiency development. The significant majority of students meeting or surpassing the minimum completeness criteria in cycle 2 corroborates the effectiveness of pedagogical strategies employed, highlighting the transformative potential of technology-integrated language learning methodologies. Thus, the present study contributes to the existing body of literature by reaffirming the pivotal role of technology-enhanced learning tools in fostering language acquisition and proficiency.

Comparisons with previous studies reveal consistent themes regarding the efficacy of technology-integrated language learning approaches in enhancing students' speaking skills. Similar to prior research (Kodrle & Savchenko, 2021), the current study underscores the pivotal role of digital learning media, such as the Cake application, in facilitating interactive and immersive language learning experiences. The utilization of such platforms empowers students to engage in meaningful language practice, thereby fostering proficiency development in a dynamic and interactive learning environment. Moreover, the findings highlighting the heterogeneous nature of student proficiency levels and the necessity for tailored instructional interventions to address diverse learning needs effectively. By acknowledging and accommodating individual differences in language acquisition aptitude, educators can implement targeted pedagogical strategies to optimize learning outcomes and promote equitable access to language proficiency development opportunities. Therefore, the integration of technology-enhanced language learning tools emerges as a promising avenue for promoting student engagement, facilitating personalized learning experiences, and ultimately enhancing speaking proficiency across diverse learner populations.

Despite notable similarities, distinctions with previous research emerge in terms of methodological approaches and contextual factors. While prior studies have predominantly focused on specific learner demographics or educational contexts (Solenko, 2023), the current research adopts a comprehensive approach, encompassing diverse instructional strategies and catering to varied student profiles. This holistic perspective allows for a more nuanced understanding of the multifaceted nature of language learning and the effectiveness of technology-integrated approaches across diverse learner populations. Additionally, enabling nuanced insights into the progression of students' speaking skills over time. By incorporating multiple cycles of assessment and intervention, the research offers a longitudinal perspective, allowing for the identification of trends, patterns, and areas for improvement across different phases of the learning process. Consequently, these methodological refinements contribute to the robustness and comprehensiveness of the

findings, enhancing the applicability and relevance of the study outcomes in informing language teaching practices and educational policies.

Implications drawn from the study findings underscore the significance of technology-integrated language learning methodologies in fostering students' speaking proficiency. The successful integration of the Cake application as a digital learning tool underscores its potential to complement traditional pedagogical approaches, offering personalized and interactive learning experiences. Furthermore, the observed improvements in students' speaking skills highlight the importance of continuous assessment and targeted intervention in optimizing language learning outcomes. Moving forward, educators are encouraged to leverage technology-enhanced learning platforms judiciously, catering to diverse learning needs and fostering a dynamic and engaging learning environment conducive to comprehensive language acquisition and development.

CONCLUSION

It has been shown the development of students' speaking skill based on students' speaking test results, which includes pre-cycle, cycle 1, and cycle 2. On the pre-test, the mean score was 54.28, and there was 3 student who reached a score of 65 or accomplished the minimum completeness criteria. Meanwhile, in cycle 1, the mean score of students was 61.6 and there were 13 of the students reached the minimum completeness criteria. Then, in cycle 2 there was an increase with the mean score was 65.71, and there were 24 students who accomplished the minimum completeness criteria. In addition, the use of the Cake application in students' speaking skills based on the observation results showed that students were more motivated to learn English. The students looked more enthusiastic, more confident, and not afraid of their English, not only that, but also every student gave a positive response. Based on the above results, both qualitative and quantitative results, it can be concluded that the use of the Cake application in student's speaking skills progressed better than the student's who did not use it. Therefore, the Cake application can be used as a media for learning speaking.

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STUDENTS' DIFFICULTIES IN LEARNING READING COMPEREHENSION AT STAIN BENGKALIS

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The process of learning English as a foreign language in Indonesia remains a problem for Indonesian students. Many students think English is difficult, also in reading comprehension. This research aims to analyze students' difficulties in reading comprehension at STAIN Bengkalis. There are two formulation of the problem in this research, that is; what challenges do students have when it comes to reading comprehension, and what are the main challenges in reading comprehension that students face. This research used the qualitative method, where the data were taken using interviews with representative students from the second, fourth, and the fifth semester. The samples were students who had difficulties experienced in mastering this area of English. The results showed that what makes reading comprehension difficult is mainly the lack of vocabulary mastery. Students also lost concentration faster when reading. Lack of learning strategies and interest in reading English texts also become the factors of difficulties in their reading comprehension.

Keywords: *Difficulties, Learning, Reading Comprehension*

INTRODUCTION

English is the main international language taught in Indonesia. Graduates of the schools must be able to compete at an international level, which requires proficiency in English four language skills; listening, speaking, reading and writing. Reading requires a comprehension of the text's meaning. Students learn new concepts, gather knowledge that is necessary, look for evidence to support their opinions, and develop new interests through reading.

There has never been a time when reading in a foreign language has become less important. Nonetheless, a lot of students are unaware of how crucial it is to have reading comprehension abilities. Reading is the ability to draw meaning from the printed page and interpret this information appropriately in terms of reading skills. Three things affect it: the reader, the text, and the reading environment. They begin by recognizing the simplest units

of language, or letters, and then move on to the next level, which are words, which are combined to form sentences, which are then further divided into paragraphs.(Grabe & Stoller, 2013) For academic development and academic performance, reading is a lifelong ability.(Banditvilai, 2020) Reading comprehension is the capacity to decipher written language. It is not the same as word recognition ability. The aim of reading, which is comprehension, is not achieved by simply being able to recognize words on a page without understanding their meaning. Imagine a student who read flawlessly a paragraph that was assigned to him by his teacher. But when asked what the paragraph he had read meant, the student was unable to respond.

Understanding gives what is read more significance. When words on a page represent ideas and concepts rather than just words, reading comprehension takes place. Readability contributes to enjoyment, amusement, and informational reading. To thrive in education, the workplace, and life in general, it is necessary.

Reading comprehension is the process of reading with the intention of developing a thorough understanding. For students to comprehend and go deeper into an analysis of a text is essential so that they become proficient in reading comprehension. However a lot of students struggle to study and become proficient in it due to a variety of barriers, such as a limited vocabulary, trouble focusing, reading English texts, easily getting bored, poor grammar understanding, and so forth. These kinds of issues are also faced by the majority of students of Tadris Bahasa English (TBI) study program at Sekolah Tinggi Agama Islam (STAIN) Bengkalis.

LITERATURE REVIEW

Everyone's personal, mental, intellectual, and professional development depends on reading.(Parlindungan Pardede, 2019) Numerous professionals highlight the meaning of reading comprehension. According to Nurhadi (2004), reading comprehension is the process of making use of the syntax, semantics, and rhetorical elements found in written texts, which are structured in the human mind through reason, knowledge, and cognitive capacities. While Suyoto (2008) stated that reading comprehension is the capacity to comprehend a text's essential elements as well as its major idea. Reading comprehension is the process of reading with the intention of fully and deeply understanding.(1Zahrida, 2 Elfrida 1, 2021) It is clear from the experts' preceding explanations that reading comprehension is the capacity to comprehend a reading text in its entirety.

Building a logical mental picture of the content in a text is necessary for reading comprehension. Three interconnected components make up reading: the reader, the text, and the action, all of which are placed within a larger sociocultural framework. Due to the intricacy of reading comprehension, numerous significant models and frameworks have been developed in an effort to explain the different processes that lead to reading comprehension, such as the integration of newly acquired information with previously stored information and the activation of past knowledge. Other models and frameworks make an effort to take into consideration the elements of language comprehension, vocabulary, and decoding that go into reading comprehension.(Butterfuss et al., 2020)

In line with the previous explanation, Hesham Suleiman Alyousef (2006) stated that reading comprehension is an "interactive" process that develops automaticity or fluency in reading between the reader and the text. The reader engages in a dynamic interaction with the text during this process, seeking to extract meaning and identifying the application of different types of information, including schematic knowledge (processed top-down) and linguistic or systemic knowledge (processed bottom-up).

Reading can be done for a variety of reasons, such as finding basic information, scanning rapidly, learning from texts, integrating information, writing or finding information needed for writing, criticizing texts, or simply understanding texts in general.(Grabe & Stoller, 2013) To read and comprehend English reading texts, one has to have a sufficient vocabulary. There are Numerous studies offer compelling evidence supporting the contribution of vocabulary knowledge to the development of reading skills.(Luh & Dian, 2021)(Ayu et al., 2023) (Subroto et al., 2023) When it comes to reading, word recognition and comprehension are key components. The process of understanding how spoken language and written symbols match up is known as word recognition. Making understanding of words, sentences, and related text is another aspect of comprehension. Reading would be a good way to increase vocabulary development because people are exposed to more words the more they read. As a result, reading comprehension will provide someone with a range of information as well as aid in the development of their academic aptitude, knowledge, and intelligence (Tang1 et al., 2019).

Vocabulary becomes essential for comprehending information as one learns a language (Al Qahtani, 2015). Vocabulary is crucial for any language course and aids in the reader's comprehension.(Luh & Dian, 2021) They should so have the ability to quickly and accurately understand the meaning of printed items. Gaining vocabulary knowledge could aid in the development of their speech and written language skills, which would facilitate the transfer and absorption of information—particularly reading comprehension.

Klingner et al., assert that vocabulary is a crucial component of comprehension. Lack of vocabulary makes it difficult for students to comprehend literature. It implies that if students struggle with vocabulary mastery, they will find it difficult to study English. If they have a vast vocabulary, it will help them become proficient readers (Klingner et al., 2015). Put another way, one of the most crucial elements of language teaching and learning success is vocabulary, particularly when it comes to English (Bhatti et al., 2022).

Since reading is a unitary occurrence, all of the activities that take place during it happen at the same time. In order to comprehend the reading text, one needs to be concentrated and pay attention to the text. Concentration and attention are two distinct concepts. However, both are crucial for comprehension of what one read.(Wolfgramm et al., 2016) According to the Oxford dictionary, concentration is "the action or power of focusing one's attention or mental effort". Put simply, concentration refers to concentrating thoughts or attention on a particular subject. To put it another way, concentration is the deliberate maintenance of attention over an extended period of time—concentrated processing.(Wolfgramm et al., 2016) It is clear that the ability to concentrate, including attention and concentration, is an important predictor of listening comprehension as well as of reading comprehension.

According to research, proficient readers actively engage with the text and are conscious of the strategies they employ to comprehend what they read (Sari et al., 2018) . By teaching reading skills to students, teachers can aid in improving their comprehension.

Identifying the strategy and its intended application, demonstrating its usage through think-aloud exercises, group and partner practice and individual application of the technique are all crucial components of teaching the strategies (Duke & Pearson, 2004). Research has indicated that the following tactics can help in reading comprehension: questioning, summarizing, visualizing, inferring, making connections, and predicting.

METHOD

This research was conducted using a qualitative research design. According to Creswell, qualitative research is an investigative approach that concentrates on gathering, evaluating, and assessing data in the form of spoken words, visual images, or auditory data.(Creswell & Creswell, 2018) Students in the second, fourth, and sixth semesters served as the research subjects. The researcher employed purposive sampling procedures to obtain the sample. In collecting data, the researcher interviewed six respondents consisting of two female students from the second semester, two female students from the fourth semester and two male students from the fifth semester. Consequently, the sample size for this study consists of six students in total. The data were gathered through observation and interview. Observing the teacher and students during the class activity, the researcher made notes on what the subject said and did. The interviews were conducted in English and after that translate it into Bahasa Indonesia if they do not understand. The interview items consist of ten questions that address students' difficulties in reading comprehension. The interview items taped, and transcribed for additional study at a later time.

RESULT AND DISCUSSION

Result

The two research questions raised earlier—what are the challenges students experience when reading comprehension and what are the main challenges students face when reading comprehension—are addressed by the findings of this study. Based on the observation in the teaching and learning process in the classroom, it is evident that students excessively depend on dictionaries due to their limited English vocabulary. During class lectures, the majority of students do not actively participate in responding to assignment questions. Few students answered the questions that were provided. Students take a long time and request more time when assigned to read an English material in class. This is a result of their inability to concentrate and focus when reading the content. Students do not apply reading skills or strategies when they read. So that they have to spend a lot of time doing it.

Discussion

The research findings and the ensuing debate are presented in this part. The first half will examine the analysis of the interviews, and the second will discuss the difficulties and roadblocks students encounter when trying to acquire reading abilities. Six respondents were interviewed by the researcher in order to gather data: two male students from the second semester, two female students from the fourth semester, and two male students from the sixth semester. There are ten questions on the interview session, they are as follows; do you like reading English reading comprehension texts? Give your reasons; do you always come across new words while reading; do you recognize the tenses or forms of time used in the reading text while reading; do you have difficulty understanding the meaning of the reading text while reading; what do you do when you have difficulty understanding the reading text; can you find the main idea of the reading text; do you know strategies for reading English reading texts; do you apply the reading strategies that you know; do you find it easy to concentrate when reading; what do you do when you have difficulty concentrating when reading. The following are the result of interview with six respondents.

1st respondent …*Yes I like reading English texts because I just like reading. When reading I often encounter new vocabulary and that makes it a little difficult for me to understand the meaning of the reading text. When I have difficulty understanding a text because I encounter new vocabulary, I look for the meaning of the new word in the dictionary. After I get the meaning of those words I sometimes confuse which meaning that is suitable used according to the context. It's difficult for me to distinguish between topic sentence and main idea. I also have difficulty recognizing the forms of time or tenses used in reading texts. I just try to understand the reading text by using a dictionary if I don't know the meaning of the words. There are no reading strategies that I apply when reading and I spend quite a long time understanding the reading text so that I feel bored and find it difficult to concentrate.*

2nd respondent … *Actually, I like reading English texts. But when reading I often encounter new vocabulary and that makes it difficult for me to understand the content of the text I read. When I have difficulty understanding a text because I encounter new vocabulary, I look for the meaning of the new word in the dictionary. Sometimes one word has more than one meaning and depending on the context, it also becomes difficult for me to choose the right word according to the context. I still confused to identify the main idea of the passage. I also have difficulty recognizing the forms of time or tenses used in reading texts. I only use a dictionary to find out the meaning of new words. There is no special strategy that I use in reading. When I spend too long understanding the reading text, I start to lose focus and find it difficult to concentrate.*

3rd respondent … *Reading English texts is a requirement for me because I am taking an English education study program. When reading I often come across vocabulary and I immediately check the meaning in the dictionary. Sometimes it's difficult also for me to find its main idea. I use scanning techniques to look for specific information and to read quickly I use skimming. When I spend too long time understanding the text I read, I sometimes start to lose focus and find it difficult to concentrate.*

4rd respondent … *I always have trouble reading English materials, so I don't like to read them. I sometimes come across unfamiliar words when reading, which can sometimes make it challenging for me to comprehend what I'm reading. I use a dictionary to see what a new word means when it's unfamiliar to me and makes comprehension of a text tough. It's difficul to identify the main idea of the text. I also have trouble identifying the tenses and forms of time that are employed in texts that I read. If I'm not sure what a term means, I just try to understand the reading material by looking it up in a dictionary. I'm not familiar with reading strategies that help me read quickly and maintain my concentration.*

5th respondent … *Reading English texts is difficult for me because I always have difficulty reading English texts. When reading I often encounter new vocabulary and it makes it a little difficult for me to understand the meaning of the reading text. I also have difficulty finding the main idea of the text I read. I use dictionary when discovering the meaning of new vocabulary. I also have difficulty recognizing the forms of time or tenses used in reading texts. I don't know the techniques for reading so I always spend a long time and can't stay focused and concentrated.*

6th respondent … *Although I enjoy reading English materials, I frequently have trouble reading them. When reading I often come across new vocabulary and then when I check the meaning of the new vocabulary I am confused about choosing the meaning of the vocabulary according to the context. I still confused to find the main idea of the text, I also have trouble identifying the tenses and forms of time that are employed in texts that I read. I'm not good at reading strategies, therefore I always take my time and find it difficult to concentrate.*

Based on the findings of these interviews, it can be concluded that on average STAIN Bengkalis English language education study program students still experience difficulties in reading comprehension texts. The difficulties faced by these students include; it is difficult to find the main idea of a text and also difficult to choose the meaning of words that suit the context of the sentence. These difficulties are motivated by a lack of adequate vocabulary mastery, not having reading techniques and strategies and difficulty focusing or concentrating so that they easily feel bored.

CONCLUSION

In conclusion, the findings demonstrated that a major barrier to reading comprehension of English Education Study Program of STAIN Bengkalis is a poor command of vocabulary. When reading, students also become disinterested more quickly. Their inability to learn new tactics and disinterest in reading English-language books contribute to their reading comprehension problems. Students are expected to learn various reading techniques and reading strategies so that they can improve their reading comprehension ability in the future.

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IMPROVING THE LEARNING OF WRITING APPLYING SCAFFOLDING STRATEGY

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One of the skills in English that needs more attention is writing skill because this skill is difficult for students to learn. Students will learn more easily if the teacher uses the appropriate learning strategy. Teachers can use scaffolding strategies to be implemented in class. This article aims to analyze the effectiveness of scaffolding strategies in writing classes through library research. This paper reviews research on using scaffolding in writing classes in the last ten years. Drawing upon scholarly literature review, the exploration focused on student engagement and achievement in writing classes. Previous empirical studies generally show the positive results of using scaffolding strategies in improving students' writing achievement. The result of the review can be used to understand the application of scaffolding strategies in learning to write so that teachers can apply them in the learning process.

Keywords: Writing, Scaffolding, Strategy**.**

INTRODUCTION

Learning English is currently a must for students from elementary school to university in Indonesia. The aim of students learning English is to improve education, make it easier for someone to operate a computer, increase contacts, and get the opportunity to work abroad (Dhika & Sulthan, 2021). One of the skills in English that needs more attention is writing skills, this is because the skills are difficult for students to understand. Students will more easily understand learning if the teacher uses appropriate learning strategies. Teachers can use scaffolding strategies to apply in the classroom. This paper discusses the application of scaffolding strategies in the classroom to improve writing skills. This article provides an overview of steps, goals, and how teachers apply scaffolding strategies in the classroom.

The Nature of Writing Skill

Teaching English in Indonesia is centered on four skills: speaking, listening, writing, and reading (Herman, Purba, Thoa, & Purba, 2020). Writing is one of the communication tools in language skills. The application of writing skills to students can be started by

writing something simple in the learning process on decals by noting what is learned in learning, and then it will continue to grow. So that in the future, students' writing skills will continue to develop according to the level passed and not only about copying or recording learning in class. One of the problematic skills is writing, which is felt by most people, whether writing in a foreign language or mother tongue (Visser & Sukavatee, 2020). So, Students will find it challenging to start writing activities without having good writing skills. In the current world of education, students are expected to have writing skills in language learning. The syllabus in the learning process helps develop writing and speaking skills (Hutabarat & Gunawan, 2021).

The Element of Writing

Students' writing abilities are assessed from several elements. According to Marpaung (2019), there are five elements: content, organization, syntax (grammar), vocabulary, and mechanics. The following is an explanation of each element:

1. Content

Content is the contents of writing, such as main ideas, statements, supporting explanations, and development of certain ideas.

2. Organization

Organization is an arrangement that contains a generic structure related to the content of the text. So, the organization of generic structures must be sequenced in writing.

3. Syntax (Grammar)

The syntax is related to the language rules and structure used to compose a sentence. In mastering the structure and content of sentences, writers are expected to understand the correct rules for constructing a sentence.

4. Vocabulary

Vocabulary in writing is related to students' ability to determine the appropriate and correct use of vocabulary according to context. The quality of writing can depend on the large vocabulary that students have. Students with a large vocabulary can produce good and correct writing results.

5. Mechanics

Mechanics is related to creating paragraphs, using capital letters, punctuation, and correct spelling. Good writing has the right mechanics. Mechanics influence writing results, so writers must pay attention to this.

Micro skills and Macro skills of Writing

Several aspects must be considered when writing. According to Brown (2004), writing skills are divided into micro and macro. So that these skills can be used for learning to write and assessing learning to write. The following is an explanation of each skill:

Micro skills: (1) Produce graphemes and orthographic patterns of English, (2) Produce writing that meets your goals in an efficient time, (3) Produce appropriate word patterns and acceptable core words, (4) Use appropriate grammatical patterns, rules, and systems, (5) Explain certain meanings in different grammar, (6) In written discourse, use cohesive devices. Macro skills: (7) In written discourse, discourse applies conventions and rhetorical forms, (8) Use the communicative function of the text correctly and according to its purpose, (9) Describe the relationship between events communicatively, (10) Differentiate implicitly in the meaning of writing, (11) Explain the cultural references correctly in the context of the written text, (12) Use writing strategies.

The conclusion is that micro-skills are applied to intensive writing and focus on the mechanics of writing. Apart from that, micro skills explain the mechanics at the word level. Meanwhile, macro skills are the field of writing which covers the entire written text more broadly, such as the meaning of the writing, main ideas, supporting ideas, etc.

The Process of Writing

Good writing results from the writing process by going through the correct stages. The following are the steps the author took to make it easier to express ideas to produce good writing. Writing has 5 steps: pre-writing, drafting, revising, editing, and publishing (Paul & Criado, 2020).

1. Prewriting

The first stage is prewriting, in this stage students determine ideas and collect information about the ideas used for writing. This activity has several stages, namely choosing a topic, gathering ideas, organizing ideas, determining topic sentences, and describing.

2. Drafting

The drafting step is carried out when students have determined the ideas and concepts of writing. Students begin to describe and write down their ideas at the drafting stage. It will be more difficult for students to write quickly, so drafting is needed where students have a writing outline so that they will remember when they start writing at the next point.

3. Revising

Students fix and improve the contents of their writing and reduce the results of previous writings. The revision stage not only edits student writing but also carries out various stages such as adding, replacing, deleting, and rearranging. At the revision stage students can improve writing skills. There are two activities in this stage; self-revision and peer-revision. Self-revision is revision that involves correcting writing results by re-reading and improving. Furthermore, peer revision is improving writing to produce better writing and involve other people such as teachers or friends.

4. Editing

Students carry out overall checks such as punctuation, grammar, and spelling at the editing stage. In the editing stage, students ensure that the writing results can be compared

optimally. The thing that must be considered in this stage is that the first thing students do is proofreading to ensure there are errors or not by re-reading the text as a whole. The second is correcting mistakes by justifying errors found while correcting writing.

5. Publishing

The publishing stage is the final stage carried out by students in the writing process. The results of the paper will be published at this stage. At this stage, the student writing results will be read by the teacher and students as the first readers. Besides that, teachers are not only readers but also judges.

The Learning Process of Writing

Learning writing is a dynamic and evolving process that varies from individual to individual. Various elements, such as creativity, grammar, vocabulary, structure, and style, contribute to the complex writing process. The following is an outline of the process of learning to write. The first is to understand the purpose of writing. Students who will start writing must understand what topic they will write about. The second is to look for more references, reading more references can help broaden the topic of discussion and expand vocabulary. Third is building vocabulary, vocabulary is important to help students express their ideas. Fourth is understanding grammar and punctuation, this is important to make written results more effective and of better quality. Fifth is planning and outlining, before writing students are expected to create a framework or outline to produce directed writing (Onozawa, 2010).

Definition of Scaffolding

Vygotsky (1978), emphasized scaffolding namely providing full assistance to children in the early stages of learning, then gradually reducing it and giving children the opportunity to take over greater responsibilities as soon as they are able to do so. The concept of scaffolding is used to develop student learning through group and adult roles. Scaffolding is a provider of learning frameworks in the world of education. There are several advantages of using scaffolding in the world of learning, namely increasing knowledge, motivation, and innovation in students. Vygotsky's concept parallels the scaffolding of the zone of proximal development. This concept involves assistance from people with higher abilities, such as teachers, co-workers, and parents, to carry out their duties so that students can overcome their difficulties.

In the learning process, scaffolding is a skill in teaching material that makes it challenging to complete assignments. This is a teacher's strategy given to students. In understanding the material in class, the teacher provides understanding to students to build an understanding of the material being taught so that students can master the learning material to the fullest. However, if students understand the material, the teacher can reduce the provision of scaffolding. Completing assignments obtained by students in class must receive optimal support from the teacher. In the next stage, students can complete projects

independently, and teachers can minimize the level of assistance provided (Li & Zhang, 2022).

The Steps of Scaffolding

Anghileri (2006) explains that the scaffolding steps in learning to write are as follows: Step 1 is brainstorming; in this stage students are asked to express their ideas. This stage applies mind mapping. In this stage, students write the words on the main screen. Next, sub-topics are added to support the main topic. Students are expected to be able to express their ideas through the help of mind mapping. Step 2 is outlining; in this step students' channel what they have thought in the brainstorming step into a more structured stage. This stage can help students focus on arranging ideas into a structured whole. Ideas are explanations that support each paragraph and describe the topic sentence. The teacher gives other examples in this step. Step 3 is rough drafting; in this step students develop their writing based on the outline they have created. The rough drafting stage allows students to write text but does not require writing in perfect form because it will be perfected at the next stage. Students begin to prepare introductory sentences that are used to start paragraphs. Step 4 is evaluation; this stage is carried out to evaluate student writing according to several criteria. According to Anghileri (2006), evaluation can be carried out by friends or teachers. The teacher can provide an evaluation list, including instructions for several writing aspects and a checklist form. If peers carry out the evaluation, the evaluation is carried out using a form. Step 5 final drafting is carried out as the final draft. Students are allowed to discuss with their friends but are not given any assistance. Step 6 is publishing; this writing process is the final stage. At this stage, students' writing results are posted in front of the class according to the teacher's instructions.

The Goal of Scaffolding

Margolis (2020) explains that the scaffolding strategies are teaching methods that provide temporary support and guidance to students as they engage in new or challenging learning tasks. Gradually, scaffolding leads students towards independent mastery of the topic or skill they are learning. Scaffolding has the following main objectives: The first is that scaffolding is designed to facilitate learning by making learning more accessible and accessible to students. This gives students the structure and help they need to understand new ideas and skills. The second is the Zone of Proximal Development (ZPD). According to psychologist Lev Vygotsky's theory, scaffolding is closely related to the ZPD. The goal is to encourage student growth and development by guiding them through tasks beyond their current level of understanding. The third, fostering independence is the ultimate goal of scaffolding. Scaffolding helps students gain confidence and autonomy in their learning by reducing support as they become more advanced. The fourth, scaffolding encourages students to solve problems and think critically. This allows students to examine, question, and analyze data. The last, private instruction can be found. Scaffolding can be tailored to each student's unique needs. Teachers or facilitators can change their support according to the student's progress and areas of difficulty.

Types of Scaffolding Learning

Anghileri (2006) to build student learning can use various types of scaffolding. Among these types of scaffolding are:

1. Reception scaffolding is used to draw students' attention to important content in the resources provided by the teacher. This scaffolding is most effective when new concepts are taught. The first example is reading guides can be anything that helps students understand key concepts by listing page numbers so they are easier to find or listing words from unfamiliar vocabulary in the text along with definitions and outlines of each character. Anything that makes learning a text easier for students falls into this category. Secondly, glossary is a list of essential words in a text with their meanings, which is very useful for students who are just learning about learning material. Lastly, a timeline is a visual representation of important events that surround or lead to the event, era or historical period being studied. The course of events can be depicted with pictures, photos or graphs to obtain a more significant memory effect.

2. Transformational scaffolding helps students turn what they learn into knowledge through analysis, sorting out the similarities and differences between two or more ideas, generating new ideas. If transformational scaffolding is a tool given by teachers specifically to help students move to the next level, then it can be considered a type of scaffolding. The first example is brainstorming, when asking students to brainstorm, teachers use scaffolding techniques by modeling the method, providing appropriate examples, and establishing ground rules. The second example is a chart, this includes a graphical representation of the characteristics of the concept, thing or idea being studied. For example, students can use feature charts to help them compare the agricultural era with the industrial age. Teachers can provide pre-filled charts for less advanced students or to save time. If students are knowledgeable enough, students can fill in charts in small groups for more advanced levels. The last example is a graphic organizer, which is used to organize information in various ways so that students can compare, interpret, or analyze concepts through visual representation. Like the feature chart, this chart is organized according to student readiness. There are many types of rule charts, which we will discuss later.

3. Scaffolding production helps students create something tangible. It is best used as an example with guidelines and is usually used when the product shape follows a specific standard style. General production scaffolding is the first, template is like the exact format found in scripting or writing a laboratory report, called a template. When students are asked to fill in the blanks, the list can be thought of as a template. There are many templates for newsletters, yearbooks, and other publications where students simply need to provide the missing information. Second is the outline, this provides a graphical representation as well as instructions on how to complete the new product.

How to Provide Scaffolding in Writing

Scaffolding is a term that refers to the systematic support and assistance provided to writers to help them improve their abilities and produce high-quality work. This support gradually decreases as the writer's confidence and independence increases during the writing process. Scaffolding is important for students at all levels, from elementary school

to advanced academic and professional writing. To help students of varying proficiency levels and improve their writing skills, it is very important to provide scaffolding in writing. Scaffolding in writing involves providing guidance, structure, and support to students while developing their writing skills. The following are several approaches that can be used to provide written scaffolding: First, consider the student's needs; assessment will help adapt the scaffolding approach to the student's specific needs. Second, set clear goals, including the purpose of the writing and the learning outcomes students want to achieve. Second, learning objectives must be achievable and aligned with students' abilities. Third, students must be given models and examples of well-written texts appropriate to the writing they are working on. Together, these models are analyzed to emphasize essential aspects such as organization, tone, style, and structure. Finally, divide the writing process into small steps that can be monitored, such as brainstorming, outlining, drafting, revising, editing, and proofreading. For each stage, provide guidance and support. The dynamic process called scaffolding in writing plays an important role in improving the writer's abilities and producing productive written work. At each stage of the writing process, teachers and individuals can provide the necessary support and guidance using a combination of approaches and strategies. Ultimately, scaffolding helps writers communicate in various contexts with more confidence, independence, and skill (MacLeod & van der Veen, 2020).

CONCLUSION

In conclusion, this article emphasizes how important it is to master writing skills during the process of learning English. This shows that writing is a complex skill that requires special attention and an effective teaching approach. This paper discusses the various micro and macro elements and skills involved in writing as well as the stages of the writing process, such as prewriting, drafting, revising, editing, and publishing. Additionally, the idea of scaffolding as an effective teaching method is discussed in this article. Based on Vygotsky's theory, scaffolding offers temporary support and guidance to students while they work on difficult learning tasks. This gradually helps students master writing and critical thinking skills, as well as problem-solving abilities. Written explanations and examples of various types of scaffolding are provided, including reception, transformational, and production.

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Which one is more accurate - Human Translation or ChatGPT? A Case study of News Translation

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This study explores the similarities and differences of translation accuracy produced by human translators (HT) and the large language model ChatGPT, focusing specifically on the translation from Indonesian news articles to English. The research leverages a descriptive qualitative method, analyzing three randomly selected news texts sourced from Sea Today News' Instagram posts. Data collection involves extracting and segmenting the texts into paragraphs. Descriptive analysis techniques are then employed to examine the translation quality of both HT and ChatGPT's outputs. The result of this study that there are six differences in the first news, ten differences in the second news, and eleven differences in the third news. There are 27 differences in all news texts. The accuracy of the HT translation results in translating all news texts are; the first news 93,1, the second news 98, and the third news 97,2. Referring to the TQI categories, the translation results of HT in translating all news are categorized as excellent. In addition, The accuracy of the ChatGPT translation results in translating all news texts is; the first news 94,2, the second news 91,8, and the third news 92,4. Referring to the TQI categories, the translation results of ChatGPT in translating all news are categorized as excellent.

Keywords: translation quality; news translations; ChatGPT

1. INTRODUCTION

Translation is a complex cognitive process that involves transferring meaning from one language to another, while maintaining the original intent, style, and cultural context to achieve an optimally equivalent text in the target language (Cenac, 2023; Kh., 2023). Historically, human translators have been the leading players in this procedure. Over time with the development of technology, humans invented machine translation (MT) in 1949 to simplify the exchange of information and meet public demand for quick translation (Saksono, Anindita, & Setiajid, 2022). Although machine translation performs well for instruction manuals, it struggles with complex texts. However, societal demands drive its improvement and artificial intelligence (AI) has potential in the evolving translation landscape (Khoshafah, 2023).

A well-known example is ChatGPT, developed by OpenAI on the GPT-3 model, its popularity skyrocketed in late 2022. Within its first two months, it gained over 100 million users and reached a fantastic amount of over 13 million daily users in its first full month (Ghosh & Caliskan, 2023). Research indicates that ChatGPT outperforms another natural language processing application while also being remarkably more cost-effective

(Gilardi, Alizadeh, & Kubli, 2023). ChatGPT is capable of generating coherent and contextually relevant text based on prompts provided by users. While it has demonstrated impressive capabilities in various language tasks, including translation (Jiao et al., 2023).

Despite the increasing utilization of AI in translation tasks, there remains a need for empirical research to systematically assess the performance of AI models in comparison to human translators, who have long been considered the gold standard for translation tasks. A study stated that human translators will always have a role that cannot be entirely taken over by technology (Xiu & Xeauyin, 2018). Additionally, ChatGPT occasionally includes inaccuracies or hallucinations when adjusting the text to fit a particular tone or context (Pu & Demberg, 2023). Questions remain regarding its performance compared to that of human translators, particularly in specific domains such as news translation.

Nowadays, news articles digitized rapidly disseminate globally, necessitating quality translation (Putri & Dewi, 2021). Online articles profoundly influence translation, and translators and headline writers face the challenge of maintaining the attractiveness and brevity of headlines while conveying essential information within a limited space. limitations (Kalpokaitė, 2019). The findings examine the main difficulties of analyzing translated news texts, emphasizing the importance of interdisciplinary collaboration and an inclusive approach to uncovering insights in this field, particularly in studying ideology and bias in translated news (Caimotto & Gaspari, 2018). Consequently, news translation presents unique challenges due to its dynamic nature, diverse content with limited space, and the need for timely and accurate dissemination of information across linguistic boundaries. Human translators often possess domain-specific expertise, cultural sensitivity, and editorial judgment that enable them to produce high-quality translations tailored to the needs of target audiences. However, the scalability, efficiency, and accessibility of automated translation systems like ChatGPT offer potential advantages, especially in scenarios requiring rapid turnaround times or processing large volumes of text.

An assessment known as Human Translation Edit Rate (HTER) is heavily dependent on the extent of editing required after a translation machine completes the translation process (Snover et al., 2006; Aeni et al., 2024). It quantifies the errors present in the translation, with HTER showing a stronger correlation with human assessment than with other metrics for machine translation. To put it simply, HTER indicates the minimum number of edits necessary for a human to align the translated text with the source language. These edits can include insertion, deletion, substitution, and shifting of words or phrases.

Against this backdrop, this study seeks to investigate the similarities and differences in translation results between Human Translation (HT) and ChatGPT, with a specific focus on news translation. By analyzing a selection of news texts sourced from Sea Today News published on Instagram, the study aims to shed light on the accuracy of translations produced by both human translators and ChatGPT. Such research can contribute to a better understanding of the capabilities and potential applications of AI in translation, as well as inform best practices for integrating human expertise and machine assistance in multilingual communication workflows.

2. METHODOLOGY

Employing a descriptive-qualitative methodology, this study focuses on news texts sourced from Sea Today News, a prominent platform known for its diverse and timely news updates disseminated through Instagram. Three news texts were selected

randomly from this source to ensure a representative sample. Data collection entails extracting text from Sea Today's Instagram posts and segmenting it into discrete paragraphs for analysis. The analysis itself adopts descriptive techniques to evaluate the quality and accuracy of translations generated by both HT and ChatGPT. By systematically comparing the translations produced by these two modalities, this research provides valuable insights into their respective strengths and limitations in the context of news translation.

To create a normalized score, the number of edits is divided by the average length of the total translations, according to Snover, Dorr, Schwartz, Micciulla, and Makhoul (2006).

HTER performed using the below formula, and an example is provided below:

$$HTER = \frac{INS+DEL+SUB+SHIFT}{Total\ Words}$$

Example:

HTER = $\frac{4}{40}$

HTER = 0.1

HTER x 100
0.1 x 100
= 10

The accuracy of translation is assessed by multiplying the outcome of the HTER calculation and analysis by 100. As HTER lacks a standardized measure for translation quality, this research adopts evaluation criteria derived from the Total Quality Index (TQI) developed by Schiaffino and Zearo (2002) to measure translation quality. The next step is classifying the percentage according to the scoring criteria for the TQI.

Table 1. Translation Quality Index

TQI Score	Category
0	Negative
1 - 50	Poor
50 - 59	Low
60 - 69	Improvable
70 - 79	Average
80 - 89	Good
90 - 100	Excellent

Example:

TQI = 100 - 10
= 90

Therefore, the result of translation accuracy for the above example is “excellent”.

3. FINDING AND DISCUSSION

1) The Differences of ChatGPT and Human Translation

The first news title is UNSC Refers Palestine for Full Membership. The researchers find some similarities and differences in the translation accuracy produced by human translators (HT) and the large language model ChatGPT.

Table 2. The First Paragraph of the First News

source	Dewan Keamanan Perserikatan Bangsa-Bangsa (DK PBB) pada hari Senin (8/4) merujuk permohonan Otoritas Palestina untuk menjadi anggota penuh PBB kepada komite penerimaan anggota baru.
HT	The United Nations Security Council (UNSC) on Monday (4/8) referred the Palestinian Authority's application for Palestine to become a full member of the UN to the committee on the admission of new members.
ChatGPT	The United Nations Security Council (UNSC) on Monday (8/4) referred the Palestinian Authority's request for full membership in the UN to the committee on new member admissions.

Based on the data above, the researchers discovered several differences between HT and ChatGPT.

The first difference:
SL : permohonan Otoritas
HT : Authority's **application**

ChatGPT : Authority's **request**

"Authority's application" is a request submitted to the authority, while "authority's request" is a demand made by the authority to another party. The correct word in this context is 'application'. It means ChatGPT commits the substitution error.

The second difference,
SL : komite penerimaan anggota baru.
HT : The committee on **the admission of new members**

ChatGPT : The committee on **new member admissions**

The term 'The committee on the admission of new members' focuses more on the process or decisions related to admission, while "the committee on new member admissions" emphasizes the concrete actions and management of practical aspects of admitting new members. The correct term in this context is 'The committee on the admission of new members.' It means ChatGPT commits the shift error.

Table 3. The Second Paragraph of the First News

Source	Duta Besar Malta untuk PBB Vanessa Frazier mengusulkan agar komite tersebut mengadakan pertemuan pada senin sore untuk mempertimbangkan permohohan tersebut. Komiter tersebut diharapkan dapat mengambil keputusan mengenai status Palestina pada bulan ini.
HT	Malta's UN Ambassador Vanessa Frazier proposed that the committee meet on Monday afternoon to consider the application. The committee is expected to make the decision about Palestine's status this month.
ChatGPT	Malta's Ambassador to the UN, Vanessa Frazier, proposed that the committee hold a meeting on Monday evening to consider the request. The committee is expected to make a decision on Palestine's status this month

Based on the data above, the researchers revealed several differences between the HT and ChatGPT.

The first difference is:
SL : Duta Besar Malta untuk PBB Vanessa
Frazier HT : **Malta's UN Ambassador** Vanessa
Frazier

ChatGPT : **Malta's Ambassador to the UN,** Vanessa Frazier

HT emphasizes Vanessa Frazier's specific role at the UN as Malta's Ambassador, while ChatGPT highlights Vanessa Frazier as Malta's Ambassador overall, serving at the UN. In this context, the correct is 'Malta's UN Ambassador Vanessa Frazier.' It can be concluded that ChatGPT committed the shift error.

The second difference:
SL : mengadakan pertemuan
HT : **meet** on Monday

ChatGPT : **hold a meeting** on Monday

The term 'meet on Monday' is used in informal situations, while 'hold a meeting on Monday' is used in formal situations. The context of this subject is formal. It can be concluded that the use of 'hold a meeting on Monday' is correct. It means HT committed an insertion error.

Table 4. The Third Paragraph of the First News

Source	Otoritas Palestina pekan lalu memperbarui permohonan mereka yang telah berusia lebih dari satu decade untuk menjadi nagara penuh PBB. Palestina saat ini memiliki posisi sebagai negara pengamat non-anggota di PBB.

HT	Last week, the Palestinian Authority renewed their more-than-decade-old application to become a full member state of the UN. Palestine is currently a non-member observer state at the United Nations.
ChatGPT	The Palestinian Authority recently renewed their decade-long request to become a full member state of the UN. Palestine currently holds the status of a non-member observer state at the UN.

Based on the data above, the researchers find several differences between the Human Translator and ChatGPT. They are;

The first difference:
SL : pekan lalu
HT : Last
week ChatGPT :
(not translated)

The time signal is essential in this context. It refers to a specific time. It can be concluded that ChatGPT commits deletion error.

The second difference:
SL : permohonan mereka yang telah berusia lebih dari satu
decade HT : their **more-than-decade-old** application
ChatGPT : their **decade-long** request

The phrase "decade-long" emphasizes the duration or length of time, while "decade-old" emphasizes the age or length of time something has existed. The correct word is ‘more-than-decade-old’. It emphasizes the age or length of time. It means ChatGPT commits a substitution error.
The second News: The title is “Istiqlal Mosque Management Board Holds Several Activities on Eid Takbir Night.” The researchers find similarities and differences in translation accuracy produced by Human Translators (HT) and the large language model ChatGPT.

Table 5. The First Paragraph of the Second News

Source	Masjid Istiqlal menyiapkan serangkaian kegiatan saat malam takbiran untuk menyambut Hari Raya Idulfitri

HT	Istiqlal Mosque is preparing a series of activities during the night of Takbir to welcome Eid al-Fitr.
ChatGPT	The Istiqlal Mosque is preparing a series of activities for the takbir night to welcome Eid al-Fitr.

Based on the data above, the researchers find several differences between HT and ChatGPT. They are:

The first difference:
SL : Masjid Istiqlal
HT : Istiqlal Mosque
ChatGPT : **The** Istiqlal Mosque
'The' is a definite article in English. It is used before singular nouns to indicate that the noun is specific or has been introduced in the conversation or text. In this context, the Istiqlal Mosque is in the first position and hasn't been introduced previously. So the correct one is Ístiqlal Mosque. It means ChatGPT commits the insertion error.
The second difference:
SL : kegiatan saat malam takbiran untuk menyambut Hari Raya Idulfitri
HT : activities **during** the night of Takbir to welcome Eid al-Fitr.
ChatGPT : activities **for** the takbir night to welcome Eid al-Fitr.

The phrase "Activities during the night of Takbir" emphasizes the activities that take place during the specific night when Takbir is performed, while "activities for the Takbir night" highlights the activities conducted to celebrate or prepare for the night when Takbir is performed. In this context, the correct phrase is 'activities for the Takbir night to welcome Eid al-Fitr'. it means HT commits a substitution error.

Table 6. The Second Paragraph of the Second News

Source	Wakil Bidang Penyelenggara Peribadatan Masjid Istiqlal Abu Huraurah pada Selasa (9/4) mengatakan pihaknya akan menggelar rampak bedug, takbir nasional dan juga pawai obor. Pawai ini untuk pertama kalinya diadakan di Istiqlal dan difasilitasi Kementerian Agama.
HT	Istiqlal Mosque Worship Organization Head Abu Hurairah said on Tuesday (4/9) that the mosque will hold Rampak Bedug, National Takbir and Torch Parade, This is the first time the parade has been held at Istiqlal, and it is sponsored by the ministry of Religious Affairs.

ChatGPT	On Tuesday (9/4), Abu Huraurah, the Deputy Head of Religious Affairs at Istiqlal Mosque, stated that they would organize drumming sessions, national takbir, and also a torchlight procession. This procession is being held for the first time at Istiqlal and facilitated by the Ministry of Religious Affairs.

The first difference:
SL : Wakil Bidang Penyelenggara Peribadatan
HT : Worship Organization Head
ChatGPT : The Deputy Head of Religious Affairs

The term 'Worship Organization Head' emphasizes leadership within a religious organization, while 'he Deputy Head of Religious Affairs' is more general and describes someone's position in the hierarchy of religious bureaucracy or administration. In this context, the appropriate term is 'Worship Organization Head.' It means ChatGPT commits a substitution error.

The second difference:
SL : akan menggelar rampak bedug, takbir nasional dan juga pawai obor.
HT : **will** hold Rampak Bedug, National Takbir and Torch Parade
ChatGPT : **would** organize drumming sessions, national takbir, and also a torchlight procession

'Will" is used to express something in the future, while "would" has a more varied usage, including in the context of the past and to express politeness. In this context, the writer expresses the future. The appropriate word is 'will' in this context. It can be concluded that ChatGPT committed the substitution error.

The third difference:
SL : akan menggelar rampak bedug, takbir nasional dan juga pawai obor.
HT : will **hold** Rampak Bedug, National Takbir and Torch Parade
ChatGPT : would **organize** drumming sessions, national takbir, and also a torchlight procession

The words "hold" and "organize" can be used to describe events, "hold" emphasizes the action of having an event take place, while "organize" emphasizes the planning and preparation involved in arranging the event. The correct word in this context is 'hold.' It means ChatGPT commits the substitution error.

The fourth difference:
SL : akan menggelar rampak bedug, takbir nasional dan juga pawai obor.
HT : will hold **Rampak Bedug**, National Takbir and Torch Parade
ChatGPT : would organize **drumming sessions**, national takbir, and also a torchlight procession.

Rampak Bedug is one of Indonesia's cultures. So, it does not need to be translated into english. it means ChatGPT commits the substitution error.

The fifth difference:
SL : akan menggelar rampak bedug, takbir nasional dan juga pawai obor.
HT : will hold Rampak Bedug, National Takbir and **Torch Parade**
ChatGPT : would organize drumming sessions, national takbir, and also a t**orchlight procession**

Pawai Obor is one of Indonesia's cultures. So, it does not need to be translated into English. It means ChatGPT committed the substitution error.
The sixth difference:
SL : difasilitasi Kementerian Agama
HT : it is **sponsored** by the Ministry of Religious Affairs. ChatGPT : **facilitated** by the Ministry of Religious Affairs.

Sponsors provide financial or material support to a specific event or project as part of a marketing strategy or as a form of investment to gain visibility or other benefits. The facilitator only helps or makes a process or activity easier and does not have a benefit. In this context, the ministry of religious affairs acts as a facilitator. It means the correct word is 'facilitated.' It can be concluded that HT commits the substitution error.

Table 7. The Third Paragraph of the Second News

Source	Sementara dalam takbir nasional, Imam Besar Masjid Istiqlal Nasaruddin Umar akan memberikan sambutan dilanjutkan perwakilan dari Sarawak.
HT	During the national takbir, the Grand Imam of Istiqlal Mosque, Nasaruddin Umar, will deliver a speech followed by representatives from Sarawak.
ChatGPT	Meanwhile, during the national takbir, the Grand Imam of Istiqlal Mosque, Nasaruddin Umar, will deliver a speech followed by representatives from Sarawak.

In the third paragraph, there is no difference in the translation results of HT and ChatGPT.

Table 8. The Fourth Paragraph of the Second News

Source	"Dari Sarawak semacam memberikan sambutan, diikuti ucapan selamat Hari Raya Idulfitri. Istiqlal bekerjasama dengan beberapa di masjid luar. Dilanjutkan rampak bedug, lalu takbir sampai sekiatr pukul 22.00 – 22.30 WIB". Ujar Abu Hurairah.
HT	"There will be a speech from Sarawak, followed by Eid greetings. Istiqlal collaborates with several other mosques. It is then followed by rampak bedug and takbir until around 10 PM to 10.30 PM'' said Abu Hurairah

ChatGPT	"Representatives from Sarawak will deliver a speech, followed by Eid al-Fitr greetings. Istiqlal collaborates with several mosques outside. Then, there will be drumming sessions, followed by takbir until around 10:00 - 10:30 PM." said Abu Hurairah.

The first difference:
SL : “Dari Sarawak semacam memberikan sambutan”
HT : “There will be a speech from Sarawak”
ChatGPT : "**Representatives** from Sarawak will deliver a speech”

HT does not use ‘Representative’ while ‘ChatGPT' uses it. In this context, that word does not need to be repeated because it has been mentioned in the previous paragraph. So, ChatGPT commits the deletion error.

The second difference
SL : dengan beberapa di masjid luar
HT : with several **other** mosques
ChatGPT : with several mosques **outside**

The term ‘other mosque' refers to a general term that encompasses all other mosques in the context being discussed, without specific emphasis on their geographical location. While ‘mosques outside’ emphasizes the geographical location of the mosques outside the area being discussed. In this context, the use of ‘other mosque' is more appropriate because it does not mention geographic location specifications. It can be concluded that ChatGPT commits the substitution error.
The third News: Police Offer Grace Period for Expired Licenses, Registrations During Eid. The researchers discovered similarities and differences in translation accuracy produced by Human Translators (HT) and the large language model ChatGPT.
First paragraph:

Table 9. The First Paragraph of the Third News

Source	Polri menggelar Operasi Ketupat 2024 untuk menjaga ketertiban, kelancaran lalu lintas dan juga keamanan bagi masyrakat yang melaksanakan mudik lebaran.
HT	The National Police have launched Operation Ketupat 2024 to ensure public safety and smooth traffic flow for travelers during the upcoming Eid al-Fitr holiday period.
chatGPT	The Indonesian National Police (Polri) is holding Operation Ketupat 2024 to maintain order, smooth traffic flow, and ensure security for the community during the Eid al-Fitr homecoming exodus.

The first difference:
SL : Polri menggelar Operasi Ketupat 2024
HT : The National Police **have launched** Operation Ketupat 2024

ChatGPT : The Indonesian National Police (Polri) **is holding** Operation Ketupat 2024

The term 'have launched' expresses that the operation is currently ongoing or will be held in the near future. Meanwhile, 'is holding' expresses that the operation has been launched or initiated at past time. In this context, the operation has been launched. Therefore, the appropriate phrase is 'have launched'. It means ChatGPT commits the substitution error.

The second difference:
SL : untuk menjaga ketertiban
HT : to **ensure public safety**

ChatGPT : to **maintain order**

"To ensure public safety" focuses more on protecting the general safety of the public from various threats or risks, while "to maintain order" emphasizes maintaining orderliness and compliance with rules or norms in a situation. In the context of mudik, "to ensure public safety" is more appropriate as it involves efforts to protect the public from risks and dangers during the journey. It can be concluded that ChatGPT committed the substitution error.

The third difference:
SL : yang melaksanakan mudik lebaran
HT : during the **upcoming** Eid al-Fitr holiday period.
ChatGPT : during the Eid al-Fitr **homecoming** exodus.

'The upcoming' encompasses the entire holiday period, not just the specific act of traveling home, while 'homecoming' directly refers to the specific phenomenon of mass migration during Eid al-Fitr. Therefore, 'homecoming' is more precise and directly related to the concept of "mudik lebaran." It can be concluded that HT commits the substitution error.

Table 10. The Second Paragraph of the Third News

Source	Dalam operasi yang berlangsung 4-16 April tersebut, korps Lalu Lintas Polri memberikan toleransi bagi para pemegang SIM atau STNK yang habis masa berlakunya dan tidak bisa diperpanjang karena libur Hari Raya Idulfitri.
HT	As part of the operation, which runs from April 4 to 16, the Traffic Corps will offer a grace period for expired driving licenses and vehicle registrations. This applies to individuals who are unable to renew their documents due to the holiday rush.
chatGPT	In the operation taking place from April 4th to 16th, the Polri Traffic Corps grants tolerance to individuals whose driver's licenses (SIM) or vehicle registration certificates (STNK) have expired and cannot be renewed due to the Eid al-Fitr holiday.

The first difference:
SL : Dalam operasi yang berlangsung 4-16 April tersebut
HT : As part of the operation, **which runs** from April 4 to 16
ChatGPT : In the operation **taking place** from April 4th to 16th

“Which runs" emphasizes the continuity and ongoing nature of the operation, while "taking place" highlights that the operation is occurring in the relatively near future or at present, without specifying a definite time frame. Therefore, the correct answer in this context is “which runs." It can be concluded that ChatGPT committed the substitution error.

The second difference:
SL : korps Lalu Lintas Polri memberikan toleransi

HT : the Traffic Corps will **offer a grace period**

ChatGPT : the Polri Traffic Corps **grants tolerance**

"Offer a grace period" emphasizes providing a period of grace before full enforcement is implemented, while "grants tolerance" highlights granting tolerance or leniency towards certain violations in traffic enforcement. The appropriate phrase in this context is “Offer a grace period.” It can be concluded that ChatGPT commits the substitution error.

The fourth difference:
SL : karena libur Hari Raya Idulfitri.
HT : due to the **holiday rush**.

ChatGPT : due to the **Eid al-Fitr holiday.**

In this context, it indicates an increase in activity or mobility due to the holiday. The term "Holiday rush" is more appropriate because it encompasses all types of holidays and related activities, while "Eid al-Fitr holiday" is more specific and only refers to the Eid al-Fitr holiday in Islam. It can be concluded that ChatGPT committed the substitution error.

Table 11. The Third Paragraph of the Third News

Source	Kepala operasi Lalu Lintas (kokarlantas) Porli Irjrn Pol. Aan Suhanan, Jumat (5/4), menyampaikan jika para pemegang SIM dan STNK yang mati masa berlakunya, tidak akan dikenakan tindakan langsung, namun diberi batas waktu agar bisa mengurus setelah libur.
HT	Inspector General Aan Suhanan, Chief of the police Traffic Corps, clarified on Friday (4/5) that expired licenses and registrations will not be subject to immediate penalties. Instead, drivers will be given a grace period to renew their documents after the Eid holiday.

chatGPT	The Head of Traffic Operations (kokarlantas) of the Indonesian National Police, Police Brigadier General Aan Suhanan, stated on Friday (5/4) that individuals with expired driver's licenses (SIM) and vehicle registration certificates (STNK) will not face immediate action, but will be given a deadline to handle it after the holiday.

The first difference:
SL : Kepala operasi Lalu Lintas (kokarlantas) Porli Irjrn Pol. Aan Suhanan
HT : Inspector General Aan Suhanan, **Chief** of the police Traffic Corps
ChatGPT : The **Head** of Traffic Operations (kokarlantas) of the Indonesian National Police, Police Brigadier General Aan Suhanan.

"The Head of Traffic Operations" is commonly used to translate "Kepala operasi Lalu Lintas." Therefore, "The Head of Traffic Operations" is an appropriate phrase to use in this context. It means ChatGPT commits the substitution error.

The second difference:
SL : tidak akan dikenakan tindakan langsung
HT : will not be subject to immediate **penalties**
ChatGPT : will not face immediate **action**

The term "penalties" refers explicitly to sanctions or fines that may be imposed for violations, while "action" is more general and can encompass various measures, including non-fine enforcement such as warnings or directions. Therefore, in the context of traffic violations, the phrase "will not be subject to immediate penalties" is more apparent in stating that there will be no direct sanctions or fines imposed for the violation. It means ChatGPT commits the substitution error.

The second difference:
SL : namun diberi batas waktu agar bisa mengurus setelah libur.
HT : will be given a **grace period** to renew their documents after the Eid holiday
ChatGPT : will be given a **deadline** to handle it after the holiday.

"Batas waktu" is more accurately translated as "a deadline." It refers to the final time or cutoff point set to perform an action or comply with a requirement. Meanwhile, "a grace period" refers to an additional period granted after the deadline has passed. It means HT committees the substitution error.

Table 12. The Fourth Paragraph of the Third News

Source	"Itu sudah ada (arahan), kami harapkan jajaran ada penundaan setelah libur bersama," ujar Kakorlantas Polri.

HT	"We have already received instructions to postpone enforcement actions until after the holiday" he stated.
chatGPT	"We already have the directive; we expect there will be postponements by the authorities after the holiday," said the Head of Traffic Corps of the Indonesian National Police.

The first difference:
SL : "Itu sudah ada (arahan)
HT : "we have already received **instructions**

ChatGPT : "We already have the **directive**

In a police context, "We already have the directive" might be more appropriate. The word "directive" tends to be more commonly used in formal or legal contexts, which aligns well with organizational frameworks like the police force. Although "instructions" can also be used in this context, "directive" may impart a more specific and formal impression. So, in a police context, "We already have the directive" might be preferred. It means HT commits the substitution error.

The second difference:
SL : ada penundaan setelah libur bersama
HT : to postpone enforcement actions
ChatGPT : postponements by the authorities after the holiday

The phrase "to postpone enforcement actions" emphasizes the actions taken by the subject to delay specific law enforcement actions. The phrase "postponements by the authorities after the holiday" emphasizes the subject performing the postponement, which is the authorities or governing bodies. The appropriate phrase in this context is "to postpone enforcement actions". Therefore, the word ' authorities' is not needed. It means ChatGPT commits the substitution error.

2) The Accuracy of Human Translator and ChatGPT

a. The Accuracy of Human Translation

There are 86 words in the first news article. The human translator commits one error. It is an insertion error. It resulted in a 0.069 HTER scores and 93.1 TQI. Referring to the TQI categories, the translation results of HT in translating the first news are categorized as excellent. There are 97 words in the second news item. The human translator commits two errors. It resulted in a 0.020 HTER score and 98 TQI. Referring to the TQI categories, the translation results of HT in translating the news story are categorized as excellent. In addition, there are 104 news items in the third news item. The human translator commits three errors - the substation error. It resulted in 0.028 HTER score and a 97.2 TQI. Referring to the TQI categories, the translation results of HT in translating the third news are categorized as excellent.

b. The Accuracy of ChatGPT Translation

There are 86 words in the first news article. The ChatGPT commits two substation errors, one deletion error, and two shift errors. The total is five errors. It resulted in a

0,058 HTER scores and 94.2 TQI. Referring to the TQI categories, the translation results of ChatGPT in translating the first news are categorized as excellent. There are 97 words in the second news item. The ChatGPT commits six substation errors, one deletion error, and one insertion error. The total is eight errors. It resulted in a 0.082 HTER scores and 91.8 TQI. Referring to the TQI categories, the translation results of ChatGPT in translating the second news are categorized as excellent. In addition, there are 104 words in the third news. The ChatGPT commits eight substation errors. It resulted in a 0.076 HTER scores and 92.4 TQI. Referring to the TQI categories, the translation results of ChatGPT in translating the third news are categorized as excellent.

4. CONCLUSION

There are six differences in the first news, ten differences in the second news, and eleven differences in the third news. There are 27 differences in all news texts.

The accuracy of the HT translation results in translating all news texts are; the first news 93,1, the second news 98, and the third news 97,2. Referring to the TQI categories, the translation results of HT in translating all news are categorized as excellent. In addition, The accuracy of the ChatGPT translation results in translating all news texts is; the first news 94,2, the second news 91,8, and the third news 92,4. Referring to the TQI categories, the translation results of ChatGPT in translating all news are categorized as excellent.

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DEVELOPING CRITICAL PERSPECTIVES AMONG EFL LEARNERS: INSIGHTS FROM LANGUAGE EDUCATORS

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This study explores the perspectives of language educators regarding the integration of critical language aspects in English as a Foreign Language (EFL) classrooms. This study will present teachers' perspectives on the role of critical language in EFL, the research was conducted using qualitative methods, data was collected from 5 teachers through questionnaires regarding their perspectives on how to implement critical language in the classroom, the role of curriculum in the development of critical language and to find out the perspectives on the role of a teacher and students in critical language in EFL.The results demonstrate that teachers recognize the essential part the language plays in EFL, and that language has the power to improve students' comprehension, encourage effective communication, and equip them to function in a diverse and linked global environment. Teachers also stress how important it is to integrate critical language parts into the curriculum to make sure students have the chance to critically interact with language use and social circumstances.

Keywords: EFL; critical language awareness; language teaching; language learning

INTRODUCTION

The world of education is currently changing and moving to student-centered, students play an active role in learning and academic preparation is adjusted to students' needs for the future even though such a learning approach is not lost so this is an opportunity for teachers to provide language insights from an early age so that it has a positive impact on them both in terms of emotional, cognitive or cultural (Bland, 2015). Learning English as a foreign language is an enhanced communicative competence that can be applied in various contexts, in addition to increasing the ability to interact with social reality, this is important because as a social member can contribute to social change both influencing and being influenced (Hamdi, 2023). English is not the main language for some countries including Indonesia, but in EFL learning there needs to be critical aspects included in EFL.

Having skills in critical thinking in EFL is important for students in facing the many challenges of life, so this is a concern for teachers to increase their understanding of how

the application of critical thinking in EFL, especially at the basic level, needs to be fundamental (Al-Kindi & Al-Mekhlafi, 2017). According to Hove (2011), students need to be prepared to face the challenges of life and to prepare it needs the development of critical thinking in students, so teachers play an important role in this case. Critical thinking is a perspective found in the language curriculum and can be practiced in the classroom with the aim of advancing freedom and supporting social justice (Crookes, 2012). Critical thinking is also an important and necessary skill for students to face the industrial revolution 4.0. so that current Education also needs attention to the rapid development of technology and how the challenges teachers face in the current era, and to deal with it, it is necessary to improve skills in critical thinking (Wahyuni, Syahputra, & Qamariah, 2020).

Hamdi (2023) in his journal Developing Critical Perspectives among EFL Learners: Insights from Language Educators identified three major themes:Making EFL teaching and learning informed by the social contextApplying critical discourse analysis (CDA) and critical thinking skills as analytical tools to social issues. Empowering EFL educators with the appropriate professional training. The participants emphasized the importance of a socially contextualized learning experience that utilizes CDA and critical thinking skills. They also highlighted the challenges in implementing critical language teaching, such as limited contact hours, availability of appropriate teaching materials, and time constraints. Additionally, the study concluded that critical language teaching is crucial for empowering learners with sustainable learning outcomes.

Teachers' perspectives have an influence on teaching critical thinking in the classroom according to Paul (1995) that teachers' attitudes, behaviors and perceptions sometimes can limit teachers in critical thinking. In this case, various teacher perspectives are conveyed, one of which is research from Pessoa and Tulio (2012) that many teachers are not successful in implementing critical language but they have tried to achieve a political nature in their language teaching. This study will examine how teachers' perspectives on their awareness of critical language, the extent they implement critical language in language teaching, and the role of curriculum in the development of critical language in the classroom.

LITERATURE REVIEW

Critical Pedagogy (CP) is an approach to language teaching and learning which, according to Kincheloe (2005), is concerned with transforming relations of power which are oppressive and which lead to the oppression of people. It tries to humanize and empower learners. It is most associated with the Brazilian educator and activist Paulo Freire using the principles of critical theory of the Frankfurt school as its main source. The prominent members of this critical theory are Adorno, Marcuse, and Habermas. Critical theory is concerned with the idea of a just society in which people have political, economic, and cultural control of their lives.

Thinkers of critical theory believe that these goals are satisfied only through emancipating oppressed people which empowers them and enables them to transform their life conditions. It is actually the starting point for critical pedagogy. The major concern of CP is with criticizing the schooling in capitalist societies. As Gor (2005) puts it, the major

goals of CP are awareness raising and rejection of violation and discrimination against people.

In the late 1970s, a few years after his books gained popularity outside of Brazil, the term "critical pedagogy" was used to cover the work of Paulo Freire (1958, 1967, 2004), a Brazilian literacy educator and curriculum expert.Henry Giroux believes that he and Freire discussed about what term would be most appropriate for this kind of work and suggested "radical pedagogy," but they declined it because it was too difficult. They replaced the word "radical" with the less noticeable but possibly more inclusive adjective "critical." According to Blake and Masschelein (2003), this indicates a relationship to the field of social theory known as "critical theory."

Given the breadth of developments in this area, the very-long standing and unconfined term ‘radical pedagogy’ might have been a better choice (Gore, 1998; cf. Buckingham, 1998; Wright, 1989), but the fact remains that ‘critical pedagogy’ is the most widespread term for social justice oriented tendencies in applied linguistics and in language teaching. (For more explicitly theoretical or disciplinary understandings in applied linguistics, we also have the term ‘critical applied linguistics’; Pennycook, 1990, 2001.)

Initially, Freire’s critical pedagogy was an approach to first and second language literacy based in Catholic, progressive, and radical critiques of society, in which literacy was to be taught in such a way that the poor and the working class could interpret reality so as to be able to act on it to improve their lives. Class was the primary unit of analysis in Freire’s work, along with the idea that the ‘human vocation’ involved one’s ability to care for others and improve oneself (cf. Taylor, 1993).

Critical Pedagogy as a Teaching Approach

Critical pedagogy does not ignore nor replace well-developed teaching methods. Rather, it improves ordinary learning and the current textbooks with important quality. A teaching strategy called critical pedagogy is designed to help students in exploring and questioning dominance, as well as the prevailing thoughts and conventions. In other words, it is a theory and a method for assisting learners in developing critical awareness. Luke and Gore (1992) emphasized that critical pedagogy should be flexible enough to adapt to local needs and settings instead of being a one-size-fits-all approach to empowering and liberating people**.**

Critical teaching is principled and it has a coherent view of society and the role of power in forming relationships in society. The critical language educator combines vocabulary and grammar expertise to understand social issues and how to address them. Through critical pedagogy, learners take an active role in both the classroom and society. Considering the aim of teaching education is to prepare citizens for participation in a democratic society, we concentrate on critical pedagogy

Critical EFL Pedagogy

While many articles and explanations of the actual application of critical pedagogy have been discussed by educators in the fields of literacy education, English for Academic Purposes (EAP), and ESL (e.g., Norton and Toohey, 2004; Benesch, 2001; Auerback, 1995), not much has been reported in the context of EFL since critical pedagogy has been

regarded as culturally inappropriate, especially in East Asian contexts (Crooks 2010). Shin and Crooks (2005) report on one of the few studies conducted in an EFL setting. The study looked into how Korean high school learners responded to non-authoritarian interactions and critical conversations with their teachers. The study's findings showed that students were receptive to the materials' critical approaches and that East Asian learners could handle those topics.

Since the majority of learners in EFL belong to the group of future bilinguals, they differ greatly from ESL students in this regard. Learners in the EFL environment come from a variety of backgrounds in terms of gender, sexual orientation, and social status, and there are always attempts made within the context of micro-relationships of power. Furthermore, critical pedagogy may be crucial in education when the students are in fact the elite members of society who have power because language acquisition may serve as a tool for them to learn how to control social power, transfer that power to others in less position of authority, and responsibly use their influence to improve and level the world.

EFL critical pedagogy might be the “pedagogy of possibility” (Simon, 1992). Crooks (2010) firmly points out that more reports of the actual application of EFL critical pedagogy are required. Increased sensitivity to diversity, to different types of oppression, is likely to make radical pedagogical initiatives more relevant in a variety of classrooms, especially in EFL contexts.

Critiques of Critical Pedagogy

Possibly the first critique to take into consideration is that which comes from within. The very nature of critical pedagogy requires a constant examination of its philosophies, desires and practices. Giroux and McLaren (1995) make their peers remember that many current procedures in critical pedagogy are integrated in the epidemic weaknesses of a theoretical project unduly related to developing a language of critique. Critical pedagogy is immersed in a posture of moral indignation toward the iniquities created in American public schools. Unfortunately, this one-sided emphasis on critique is parallel to the lack of theoretical and pragmatic discourse upon which to ground its own insight of society and schooling and to form the direction of a critical approach. Critical Pedagogy has been subject to similar and identical criticisms. Claims that Critical Pedagogy is "rationalistic" that its denoted reliance on "open dialogue" indeed covers a closed conversation that it excludes issues and voices that other groups bring to educational encounters, have been stated with some force (Ellsworth 1989; Gore 1993).

According to Jennifer Gore's (1993), there are two critical pedagogies, or at least two separate components, within critical pedagogy, and it is possible to diagnose these components by examining specific individuals who have dominated the discourse of each component.According to her definition, this element contributes to the "methods of teaching." In contrast, Gore is more critical of the strategy used by individuals who encourage a "pedagogical project," focusing on Giroux and McLaren in particular. She says their strategy is working.expression of a theoretical political understanding and therefore to be referred to as "critical educational theory. According to Gore, the main problem is lack of specific techniques for use in classrooms.

Gore (1992) is obviously concerned about the fact that educators as well as the tendency of certain critical pedagogues to develop abstract ideas that are not applicable. The same criticism aims to address the idea of empowerment, which is crucial to critical pedagogy. These have also been typified by abstract conceptions that force educators to carry out the task of empowering students, acting as agents of empowerment, without offering many specific guidelines for that effort.

Furthermore, Elizabeth Ellsworth (1992), writing from a feminist perspective, articulates similar concerns. She suggests that the term 'critical' is a "repressive myth that perpetuates relations of domination" and hides "the actual political agendas namely antiracism, antisexism, anti-elitism, anti-heterosexism, anti-ableism, anti classism, and anti-neoconservatism." Ellsworth proceeded to claim that theorists of critical pedagogy have failed to initiate any meaningful analysis of or program for reformulating the institutionalized power imbalances between themselves and their students, or of the necessarily paternalistic project of education itself. Further concerns are addressed to critical pedagogues who she suggests are always implicated in the very structures they are trying to change.

Further criticism of critical pedagogy has been expressed in writing from an ecological perspective by Bowers (1987). From that perspective, he focused his critique on Marxist educational philosophies, which he claims have not appropriately handled the problems of the natural world and the ecological crisis. Bowers thinks that focusing on the specific has obscured the bigger picture.

METHODS

This research was conducted using qualitative research methods which emphasize in-depth investigation of English foreign language (EFL) educator's opinions, views and experiences as an attempt to motivate critical understanding of foreign languages in EFL learning contexts.This approach involves a series of in-depth interviews using questionnaire with a number of language educators, which were conducted with the aim of gaining a broad and in-depth perspective regarding their perspective about Critical language, whether it's important or not, how the curricula contribute in Critical language, and how are their experiences in implementing the CL in EFL classroom. Through this interview, educators are encouraged to share their experiences, thoughts about the role of CLA (Critical Language Awareness), as well as their views on the integration of critical aspects in the language learning process.

The questionnaire was given in accordance with the Declaration of Helsinki and approved by the Scientific Research Ethics Committee of Jazan University, protocol code: REC-43/09/210, on 6/14/2022. which present three topics: The importance of CLA in EFL classes, the readiness of EFL students for CLA, and the role of EFL teachers in supporting CLA. These topics are chosen since they have significance to the practical use of CLA in the context of EFL and because they can help design the interview questions which are going to follow next. Consequently, seven open-ended questions were generated while keeping the focus on all three topics and the main purpose of the study.

The researcher uses a questionnaire by using Google from sending to English foreign language (EFL) educators. The participants were presented with codes ranging from A to F, and their responses to each question were numbered in accordance with the questions in order to protect their privacy. For instance, the answer provided by Participant A to Question 1 will be marked as Participant A1. In order to allow data analysis and identification recurrence ideas or trends, all participant responses were arranged in rows. Additionally, to the answers listed in the spreadsheet file's columns.

By responding to these questions, the participants were asked to express their views and ideas about developing CLA in language classes based on their knowledge and experience with the needs of learners. Consequently, in order to provide valuable insights to take into account for EFL contexts, common themes and patterns from all of the interviews have been identified and interpreted in light of the literature.

For this study, a convenient number of EFL teachers was collected. The participants come from Master Degree English Education Student's who are teaching English as Foreign Language in their institution or schools. Five participants were contacted and sent the link by the researcher to set up a questionnaire. The participants were selected based on their knowledge with curriculum design and their experience teaching EFL. The five participants were men and women of all ages. Each of them had spent more than years instructing students in English at the beginning, intermediate, and advanced levels. Additionally, they had experience in English in a variety of schools as part of academic programs and in settings related to professional development.

FINDING AND DISCUSSION

Critical thinking in language learning is an important role for teachers in the practice of learning in class, According to Ouslimani there are two sides of teachers' sight of themselves; first, teachers see themselves as mediators so that it will allow better teaching with strategies that are quite relevant to students, secondly teachers only see themselves as informants so that it makes learning no feedback and attention to students. In this case, teacher awareness in teaching in the classroom is so important. In relation to the research in this paper regarding teacher awareness as an important agent to develop critical language in students is found in the first question in the questioner, here is the questioner:

"Why do you think critical language teaching and learning are important in an EFL context?"

The results of the questionnaire show that the five teachers as respondents realize that critical language in EFL learning is important that one of the answers is as follows:

"It is important because we know that we are human, the experts themselves are human as well, so that there is always a space or room for improvement from the theory made by them and for what we understand so far. It is just like technology that from time to time get developed, so does language teaching. Take the good, change the bad. Critical Language Teaching gives the teachers and learners a chance to clarify and get better understanding to implement in the classroom."

From the results of the answers above, it can be seen that the respondents have knowledge and awareness in understanding the importance of critical language in EFL contexts, that it provides opportunities for teachers and students to clarify and acquire better knowledge, in addition other respondents also gave almost the same answers where critical language in EFL helps many things to students including helping students express their thoughts effectively, making students understand the context of foreign language learning and can improve students' language skills.

To improve critical thinking skills in EFL, not only the role of the teacher is needed but also the role of the curriculum in learning. Critical thinking is not only obligatory in language lessons but also needs to be applied to all lessons, the curriculum must present critical language aspects in language learning to form critical students who have an impact on the country and are able to build reflexive in questions about critical education, inequality and injustice (Ferreira, 2007). Regarding the respondents' responses in the questionnaire, here are the results of the analysis and questionnaires:

"How do you think EFL curricula contribute to critical language teaching and learning?"

Regarding the contribution of critical language in the curriculum, respondents only provided perceptions regarding the importance of the curriculum's contribution to critical language in EFL but did not provide perceptions regarding how the current role of the curriculum in contributing to critical language, as one of the respondents answered below

"EFL curricula can contribute to critical language teaching and learning by promoting positive social change, developing critical perspectives, integrating critical and literacy education, encouraging critical writing practices, and preparing students for the challenges of the 21st century"

The respondents above know how the benefits and advantages if the curriculum contributes to critical language in EFL, students can be more critical of education, writing practices, preparing to face the challenges of the 21st century, in addition other respondents also answered that students can have cultural awareness and real world applications, but there are respondents who have little knowledge about the relationship between curriculum and critical language in EFL but respondents know how the advantages and benefits if the curriculum can contribute, here are the respondents' answers:

"I don't know much about the curriculum, but I think as long as it involves the cognitive domain that students need it supports the critical language teaching."

According to Zhang-Wua & Tian (2023) to play an important role in critical language in EFL a teacher needs to be understood specifically in pre-service teacher education, teachers need to gain knowledge about assessment and teaching strategies in various contexts. In this case the researcher analyzed several teachers' perceptions regarding the role of the academic institution approach in language teaching, here are the questioners and analysis of respondents' answers

"How do you think academic institutions could adopt a critical language teaching approach?"

All of the respondents said that the institution needs to play a role in helping teachers to develop critical language in EFL and the implementation of strategies in the classroom, here is one of the respondents' answers:

"When the Elements of institutions such as the headmaster, the teacher, etc. Having given proper explanation and understanding related to the critical language teaching approach, the institution can try to adopt it in the right way. It is important to held a seminar/training/meeting to discuss this before implementing it."

The answers above show that there is still need for explanation and understanding from institutions to teachers regarding critical language learning strategies and approaches, training can be seminars or other meetings, other respondents also have the same answer that academic institutions need to create an environment that is able to support critical language teaching and provide understanding through cultural, social and global contexts, in addition to promoting social justice in critical language approaches.

As explained previously, students need to develop their critical language perspective because students play an active role in learning and academic preparation is adjusted to students' needs for the future (Bland, 2015). Having skills in critical thinking in EFL is important for students in facing the many challenges of life (Al-Kindi & Al-Mekhalafi, 2017). This is aligned with the perspectives of respondents who have been given questionnaires, here is the explanation:

"Why do you think EFL learners need to develop a critical language perspective?"

"developing a critical language perspective enriches the learning experience, equipping EFL learners with skills that extend far beyond language acquisition and positioning them to thrive in a diverse and interconnected global landscape."

The answer above is one of the respondents' answer on how critical language perspective can enhance the learning experience and provide skills to thrive in the global landscape, the other responses in this regard are also similar including being able to express learners' thoughts effectively, navigating communication challenges in real life, being able to engage with language and society in an informed and analytical way. In addition, respondents gave their perspectives on how EFL learners can apply their perspectives on critical language in the classroom.

"How do you think EFL learners can apply a critical perspective on language use?"

"The learners can apply it at school: inside the classroom by actively participating in the discussion, talking with their friends, asking questions to the teacher and trying to answer the question given by the teacher. They can also use it outside the school: such as when they have a discussion with their parents, peers and when getting information from social media or before they decide to share it, they have an alarm in their head that the information should be confirmed and clarified first."

The answer from one respondent shows that critical language can be applied in the classroom with the activities described, another respondent said that students need to engage in a content-based approach in the development of their critical language, and then

students need to compare language structures and expressions in various cultural diversity to encourage students to appreciate language variation.

In this case, teachers also contribute in developing critical language. According to Bland (2015) that the world of education is currently changing and moving to student-centered, this is an opportunity for teachers to apply critical language in EFL by making students more active in learning in alignment with various respondents' perspectives on how to apply critical language in EFL, here are the explanations:

"How do you think EFL educators can contribute to developing critical language perspectives among learners"

By facilitating Discussions. Foster an inclusive classroom environment where learners can engage in discussions, express opinions, and challenge ideas, promoting critical thinking in language exploration.

From the answer of one respondent it can be seen that providing discussion facilities to students is important so that they can express their opinions, another respondent's answer that application can be done by empowering students to understand the nuances of their culture, developing effective communication skills in diverse contexts and creating a positive environment for students.

In the classroom application, respondents were asked for their perspectives based on their experiences, here is one of the respondents' answers regarding their experiences.

"Based on your experience, explain the type of training and skills that EFL educators need to develop critical perspectives on language use among learners."

"The educators need to train themselves to face their inner anxiety such as worrying about what other people say, feeling inferior, feeling insecure, etc so that they can help the students to face their inner anxiety in learning as well. The educators also need to have skills such as self-confidence, understanding the materials comprehensively, public speaking, communication skills and empathy in order to help the students in learning to develop the same skills. Because critical perspective is a new concept after a very long time the students are taught to only sit down in the classroom, be silent and keep quiet. Therefore, the first step to get up and try to speak up what's inside their mind can be challenging and to be trained over time."

One respondent's answer required skills and confidence in oneself, another respondent's answer included understanding sociolinguistics to gain insight into how language is shaped by social factors, and to guide students in thinking critically in their environment, teachers can also uncover hidden connections between language use, ideology, and power.

As explained, the teacher's perspective has an influence on the teaching of critical thinking in the classroom (Paul, 1995). Teachers' knowledge and perspective in critical language influence their learning strategies in EFL.Teachers' knowledge and perspectives on critical language can influence the learning strategies they use in EFL.

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Analysis of Slang Types Used by ARMY (BTS Fandom) in a Telegram Chat Group

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This research aims to analyze the slang types of a group community on Telegram titled BTS ARMY INDONESIA. Using a case study methodology and document analysis as data collection techniques, this study employed qualitative research methods. The researchers use the theory of one of the linguistics experts, Allan and Burridge. The data collected was taken from a group community on Telegram titled BTS ARMY INDONESIA and data was taken on April 21, 2024. The types of slang words found in the Telegram chat group are 103 data consisting of Fresh and Creative, Flippant (Compounding), Imitative, Acronym, and Clipping. The Fresh and Creative found in Telegram chat group is 4 data or 4%, the Flippant (Compunding) found in Telegram chat group is 1 data or 1%, Imitative found in Telegram chat group is 19 data or 18%, Acronym found in Telegram Group chat is 20 data or 19%, and Clipping found in Telegram chat group is 59 data or 57%. The most common element found in Telegram chat group is Clipping with 59 data or 57%. This community has words that may only be understood by the members themselves such as "wamil", "fandom", "gc", "pc", "mulfan", “ngereog”, “collab”, “salbrut”, and “fyp”.

Keywords: sociolinguistics; slang; k-pop; telegram.

1. INTRODUCTION

Holmes (2013) expressed that sociolinguistics is the consideration of language and society. It influences individuals in choosing the suitable language to communicate with other individuals within the current setting in an unexpected way. It is the nature of making communication. Individuals right now select the same language to form communication justifiable. Language and society are examined in sociolinguistics. The thinking about language and society is closely associated with a society's culture and behavior.

Central to the whole teaching of sociolinguistics is the concept that language plays in keeping up the social parts in a community. It thinks about language variety utilized in society. It is additionally expressed by Wardhaugh & Fuller (2015) as taken after:

Sociolinguistics is the thinking about our regular lives – how language works in our casual discussions and the media we are exposed to, and the nearness of societal standards, arrangements, and laws that address language. Sociolinguistics examines language and society. Language is the instrument for socializing with society, and the method appears that, without a doubt, human society works as a framework. Precious Stone (1971) cited from the journal Emike, Sanni, Agu & Olusanya (2021) notes that language is "the orderly ordinary utilize of sounds, signs or written symbols in a human society for communication and self-expression."

According to Khaund, Shaik, & Agarwal (2020), Russian businessman Pavel Durov invented Telegram, a cloud-based instant messaging service. Between social networks and instant messengers, Telegram is currently a new paradigm. In nations like Brazil, Russia, Indonesia, Iran, and Uzbekistan, Telegram is extremely well-liked and developing quickly. Rogers (2020) said as opposed to Facebook, Telegram is more of a hybrid system that starts with secure messaging and moves on to social. That is, it's mostly a messaging software where users create accounts, message other users, and join private and public groups by default.

The rise of smartphones and messaging apps has resulted in a significant rise in the use of mobile group chats and messaging apps inside the mobile ecosystem (Ling & Lai, 2016), cited from Treethong, Chatpunyakul, Teppraset, Gulthawatvichai, & Gulthawatvichai (2021). Molina (2022) said that group chat, one of the most widely used instant messaging and chat platforms, is a useful tool for group communication. Not only can users initiate one-on-one chats instantaneously, but they can also form groups for group discussions. Based on Wang, Zhang, Wang, Xu, & Tian (2022), users in group chats can emphasize multiple target audiences in addition to sending messages to everyone. Chat history can be kept forever if the user doesn't remove it. Meanwhile, Iduh (2022) said that the fact that mobile group chat enables users to make international calls without paying international text message fees is also quite important. This makes it easier for group members to follow discussions, reply to particular queries in the group chat, and leave comments on group content.

Pop music from South Korea, known as "K-pop" or "Korean Pop," includes dance, pop, hip-hop, R&B, and other genres (W.H. Kim et al., 2020), cited in the journal Qadri, Sinambella, & Arafah (2024). As the K-pop music industry has grown, several idol groups with distinct conceptions have developed, intensifying competition among entertainment companies. Since the 1930s, Korean music has been popularised. Based on Fibrianto, Asrori, Mahardiansyah, Anggraini, Lailani, Azizah, & Trianjaya (2020), K-pop is growing quickly in Indonesia, and Korean music typically features characteristics that appeal to teens, such as hip-hop choreography and dance themes. The phrase "K-pop fans," which refers to teens' addiction to Korean pop music, has emerged as a result of the rapid growth of Korean music among young people. They engage with this to express their identity in the community and to interact with K-pop idols. (Mohammad & Saifurrahman, 2023)

Based on Maros & Basek (2022), due to the large number of K-pop fans, a fandom—a group, location, or area under fan control—has been formed. The term "fandom" was coined recently to describe the entertainment community that is dominated by fans; in this example, it refers to K-pop fans. Fiesler & Dym (2020) stated that for all

fandoms to demonstrate their enthusiasm to applaud and support their heroes, social networking is necessary. Members of these various online groups can also find safety and support there. These communities' principal objectives are still to give fans a space to archive and distribute fanworks and to encourage conversation and social interaction around them.

Nowadays, people often use words that are only understood by certain people, communities, or groups. These words are called slangs or slang which are unofficial words and sometimes not found in the dictionary in the language. According to Siringoringo & Marpaung (2022), slang is an informal language that isn't used in formal settings. A seasonal nonstandard language variety is used for internal communications by young people or members of a specific social group, and it is not understood by others outside the group. According to Magria, Asridayani, & Sari (2021), slang is a way for group members to convey their values and beliefs. Manurung, Heriansyah, & Achmad (2020) said that slang also becomes a privilege for young people and is generally regarded as uncommon by older people. Teens frequently shorten and simplify their words by using slang. Sometimes slang is more colorful and expressive than formal language.

Ardianta, Rajeg, & Dewi (2022) cites Allan and Burridge (2006) as saying that slang is typically regarded as less formal and casual than formal language. Five categories of slang are identified by Allan and Burridge (2006): fresh and creative, flippant, imitative, acronym, and clipping, and the explanation of slang type can be seen as follows.

1) Fresh and Creative

Slang languages can provide updated terms as well as new vocabulary, ingenuity, casual variation, and inventiveness. Some words have been around since the 18th century, so even though they are familiar, they are not perceived. Based on Ardianta et al. (2022), the term "daddy" is commonly used to refer to men, particularly those who are older. Distinct words have distinct meanings in slang when used in informal contexts, and many words we use daily may not be known to us. For instance, since the 18th century, the term "mom" has been used to denote a lady, particularly an elderly one. (Manurung et al., 2020)

2) Flippant (Compounding)

Slang terms are combinations of two or more words that don't always relate to each other's meanings. As an illustration, the theatrical superstition "break a leg" signifies "good luck" and wishes for good luck to be an alluring fate. The phrase's traditional etymology dates back to the assassination of President Abraham Lincoln by American actor John Wilkes Booth. The word is believed to have originated in England and was first documented in the 1930s. Around 1973, it became widely used in both the United States and the United Kingdom. The colloquial term is thought to have originated in English.

3) Imitative

It indicates that the slang term is derived from a Standard English word and either combines two different terms or uses the Standard English word in a different context. "Wanna" is an example of slang that combines two different words to mimic regular English vocabulary. It derives from the expression "want to." "Gonna" is the example of this colloquial term is derived from the expression "going to."

4) Acronym

The kind of slang where words are constructed from their initial letters to form a group. For instance, LOL is a term that originated in the US in 1991 and is used on the internet to denote "Laughing Out Loud". It is created by taking the initials of several words or syllables and pronouncing them together to produce a new word, or it can be created by taking the result of the word formed by the first letter of each word in a phrase. NATO, which stands for "North Atlantic Treaty Organization," serves as an illustration.

5) Clipping

Slang is a form of slang that involves removing parts of a word to make it shorter with the same meaning. Examples include "cus" meaning "because" and "till" derived from "until". These words are commonly used in short form but are not suitable for formal conversation. Clipping, on the other hand, is not appropriate for formal conversations as it can lead to confusion and misunderstandings.

Several earlier researchers have conducted studies on slang analysis. The first of the studies comes from Hafiza & Rosa (2020) entitled An Analysis of Word Formation of English Slang Used in Straight Outta Compton Movie. The second of the studies comes from Budiasa, Savitri & Dewi (2021) entitled Slang Language in Indonesian Social Media. The third of the studies comes from Siringoringo & Marpaung (2022) entitled Analysis Of Slang Language In Song Lyric " Damn I Love You " By Agnes Monica. The fourth of the studies comes from Pongsapan (2022) entitled An Analysis of Slang Language Used In English Students' Interaction. The fifth of the studies comes from Setyowati & Yanottama (2023) An Analysis of Slang on Twitter in Indonesia. The last of the studies comes from Wedananta, Padmadewi, Artini & Budasi (2023) Slang Words Used by Balinese Generation Z in Instagram Communication.

The studies above are previous studies of slang analysis. In addition, many other researchers have analyzed this topic. There are differences between the above research and this research. The difference is that this research uses the group community from Telegram titled *BTS ARMY INDONESIA* as the object to be studied. Therefore, researchers will research the slang analysis used by the members of the group.

2. METHODOLOGY

Using a case study methodology, this study employed qualitative research methods. Creswell & Creswell (2018) stated that examining and comprehending the meaning that individuals or groups assign to a social or human situation is possible through the use of qualitative research techniques. This research is focused on the analysis of slang used by members of the group in Telegram. The slang analysis in the group focused on the types of slang through the use of document analysis as a means of collecting data. This research uses the theory of one of the linguistics experts, Allan and Burridge. Data collection starts from searching the group of a community, reading the chat, researchers writing notes to facilitate analysis, and analyzing the types of slang using the theory of slang.

The source of this research is from a group community on Telegram titled *BTS ARMY INDONESIA* and data taken on April 21, 2024. BTS ARMY INDONESIA is a K-pop community group created by one ARMY and its members consist of BTS fans. BTS is

a boy group from South Korea that has fans or fandom called ARMY. In this telegram group, there are many members or ARMY the community of K-Pop whom researchers analyzed the aspect of slang.

3. FINDINGS & DISCUSSIONS

The researchers examined the slang types such as fresh and creative, flippant, imitative, acronym, and clipping of the members in the Telegram group. The types of slang that found in a Telegram as members of the group is 103 data consisting of fresh and creative, flippant, imitative, acronym, and clipping. The fresh and creative found in the Telegram chat group is 4 data or 4%. The flippant found in the Telegram chat group is 1 data or 1%. The imitative found in the Telegram chat group is 19 data or 18%. The acronym found in the Telegram chat group is 20 data or 19%. Meanwhile, the clipping found in the Telegram chat group is 59 data or 57%. The most common slang type found in the Telegram chat group is Clipping. In this case, clipping is mostly found because group members in the ARMY (K-Popers) community always combine words and form a word or term to make it shorter.

Table 1 Total of Slang Words Used by ARMY in the Telegram Chat Group

Types of Slang	Token	Percentage
Fresh and Creative	4	4%
Compounding	1	1%
Imitative	19	18%
Acronym	20	19%
Clipping	59	57%
Total	**103**	**100%**

3.1 Fresh and Creative

Slang languages can provide updated terms as well as new vocabulary, ingenuity, casual variation, and inventiveness. Some words have been around since the 18th century, so even though they are familiar, they are not perceived.

Table 2 Fresh and Creative

Sentences	Slang	Meaning
“Gass aja gasihh, mari dirikan jinhit”	Gass	A word that expresses an invitation and a desire for something.
“Ngefrezz dulu baru ngereog, kangen banget”	Ngereog	A word that expresses the state of someone who is misbehaving with something.

“Yuk bisa yuk nonton semua Drakor sampai titik darah penghabisan”	Yuk	A word that expresses an invitation to people to do something.
“Aku baru ngeh apa gimanany, setiap ad masalh kek ny namu sllu update deh trus posting ap aj, kek mau ngasih tau klo semua bakln baik" aja”	Ngeh	A word that expresses one's awareness of something.

3.2 Flippant (Compounding)

These slang terms are combinations of two or more words that don't always relate to each other's meanings.As an illustration, the theatrical superstition "break a leg" signifies "good luck" and wishes for good luck to be an alluring fate.

Table 3 Flippant (Compounding)

Sentences	Slang	Meaning
“Ihh buruan nonton itu seru banget, ter plot twist“pokoknya, setiap eps di suruh mikir terus, tpi seruuu”	Ter plot twist	Phrases that express an unexpected event with the addition of "ter" meaning “very”.

3.3 Imitative

It indicates that the slang term is derived from a Standard English word and either combines two different terms or uses the Standard English word in a different context.

Table 4 Imitative

Sentences	Slang	Meaning
“Iya banget plis lah sadar yuk”	Plis	A word that expresses a request. It is derived from the English word "please".
“Berasa kek manfaatin keadaan gak sih??	Kek	A word whose origin is "kayak". This word expresses the similarity between one another.
“Njirr sumpah gw sakit hati bacanya cuy.bangtan pet balikk”	Njirr/anjir	A word whose origin is "anjing" and it means "dog" in English. It expresses annoyance and swearing at something.
“Bnr bngttt kalau inget masa² itu pengen nangis liat bangtan berjuang dari 0 bukan 0 lagi sih tpi dri minus tapi sekarang nggk dianggap bangettt sakit beuttt litany”	Beut	A word whose origin is "banget" or "really" in English. This word expresses something excessive.

“Tukang spam ngapain pc”	Spam	This word expresses a message that is sent repeatedly and annoyingly.
“masalahnya aku ga ada Ig wkwk”	Wkwk	A word that expresses a funny situation by laughing. Indonesians like to use the word "wkwkwk" instead of "hahaha".

3.4 Acronym

The kind of slang where words are constructed from their initial letters to form a group. It is created by taking the initials of several words or syllables and pronouncing them together to produce a new word, or it can be created by taking the result of the word formed by the first letter of each word in a phrase.

Table 5 Acronym

Sentences	Slang	Meaning
“Btw lagi bahas apa”	BTW	A word that comes from the abbreviation of the English word, namely “By The Way”.
“Udah aku pc ga bs kak”	PC	A word that comes from the abbreviation of the English word, namely “Personal Chat”
“Kalau dekat udah otw pasti”	OTW	A word that comes from the abbreviation of the English word, namely “On The Way”
“awl" cumn kepo sama yoongi, ehh mlh kebablasan sukak ama all member, tapi tetap yoongi tahta tertinggi”	KEPO	A word that comes from the abbreviation of the English word, namely “Knowing Every Particular Object”.
“Aku udah ada GC ini min cuma wa ku ke restart akhirnya semua grup aku keluar”	GC	A word that comes from the abbreviation of the English word, namely “Group Chat”.
“Berawal dr fyp berlanjut ke kepo.. Akhirnya ku temukan lah ayank qu”	FYP	A word that comes from the abbreviation of the English word, namely “For Your Page”.
“klo ntr gbisa dteng aja my diluar gbk nya psti bnyk jualan jajannan kpop murahhh”	GBK	A word that comes from the abbreviation of the name of a sports field located in Indonesia, namely “Gelora Bung Karno”.

3.5 Clipping

This type of slang is a form of slang that involves removing parts of a word to make it shorter with the same meaning. Clipping, on the other hand, is not appropriate for formal conversations as it can lead to confusion and misunderstandings.

Table 6 Clipping

Sentences	Slang	Meaning
“Thanks yaa info nyaa”	Info	A word derived from the word “informasi” in Indonesian and "information" in English. This word expresses the notification of something to someone.
“Sama aku gak tau dari twitt lagi rame”	Twitt	A shortening of the word "Twitter" which is a social media application.
“Sukses slalu buat big ocean, smga collab kim NamJoon”	Collab	A word that comes from the English word “collaboration".
“Aku mulfan tapi yg awal bawa aku tau kpop ya bts”	Mulfan	A word that comes from a combination of two words, "multiple" and "fandom”.
“Ikutan grup wa dong”	WA	A shortening of the word "WhatsApp" which is a chat application.
“Sama aku juga cuman lebih suka kemusik mereka ketimbang member nya. Takutnya ada yang kesinggung di tele ini”	Tele	A shortening of the word "Telegram" which is a chat application.
“Iya emg awal biasanya di X semua gk sih bru dup di ig or tt dll nya.”	TT	A shortening of the word "TikTok" which is a social media application.
“Di ig aku jarang liat yang rame”	Ig	shortening of the word “Instagram” which is a social media application.
“Kuat2 ya army biasalaaa cri kesempatan mentang2 uri Bangtan lgi pda wamil”	Wamil	A word derived from the combination of the 2 words "wajib" and "militer" which is an obligation for male citizens of South Korea. This term arose because the idol, BTS, of the fans in this group is doing the mandatory military activity.
“Kalau bisa ikut demo di agensi nya”	Demo	A shortened word derived from the word "demonstration" which is an

		activity to demand justice or truth.
“kalo gabut kelen ngapain”	Gabut	A term that expresses the state of a person when bored and not knowing what to do.
“Maaf ya army jarang ikut nimbrung soalnya sibuk nonton drakor”	Drakor	A word that comes from a combination of 2 words, namely "Drama" and "Korea".
“Usnnya bisa konfirmasi”	Usn	A word that has the origin of the word "username" and is shortened to "usn". This term is used to identify the account names used by members in the group.
“tadi bantu ortu jadi gak bisa”	Ortu	A word that comes from a combination of two words, "orang" and "tua". In English, this word means "parent".
“Nunggu diacc sama adminnya”	Acc	A shortening of the word that has the origin of the word "accept" and is shortened to "acc".
“Aku 09l bocil banget”	Bocil	A word that comes from a combination of two words, "bocah" and "kecil".
“Iya kyknya dia cek sosmed deh”	Sosmed	A word that comes from a combination of two words, "sosial" and "media".
“Rumahku di jatim pstinya jga butuh biaya banyak buat kesana”	Jatim	A word that comes from a combination of two words, "Jawa" and "timur" atau “Java” and “east), which is a region located on the island of Java, Indonesia.
“Woylahhh happy bangettt lho rasanya salbrut aku liat dia”	Salbrut	A word that comes from the combination of a phrase and a word, namely "salah tingkah" and "brutal". This term is used in a state of excitement and feeling very embarrassed about something that one enjoys.
“Salken ya my, aq radini bisa di panggil dini”	Salken	A word that comes from a combination of two words, "salam" and "kenal".
“Tadi ada absen Kan ya? Aku hadir”	Absen	A shortened word that has the origin of the word

		"absensi" and is shortened to "absen". In English, it means attendance.
“pacar mba iu lgi yg main fav aktor gw wkkw ntr klo ada wktu nnton”	Fav	A shortening of the word that has the origin of the word "favorite" and is abbreviated to "fav".
“Main hp”	Hp	A shortened word that has the origin of the word "handphone" and is abbreviated to "hp".
“Samaa my. Aku dulu wktu sklh smk sering bgt ngecengin tms sebangku "ih apaan sih dikit" K-Pop" apalagi bias tmn gw min yoongi. Ehh wktu gwe galau"nya lihat ig muncul video JK terus gw kepoin dri fandom mana. Malah lanjut kepo sama Kim Taehyung”	Fandom	A word that comes from a combination of two words, "fans" and "kingdom". This word refers to the fan club of an idol, idol group or soloist.

4. CONCLUSION

Based on the results of the findings and discussions above, researchers found 103 data. The types of slang that are found in the members of the Telegram group are 103 data consisting of fresh and creative, flippant, imitative, acronym, and clipping. The fresh and creative found in the Telegram chat group is 4 data or 4%. The flippant found in the Telegram chat group is 1 data or 1%. The imitative found in the Telegram chat group is 19 data or 18%. The acronym found in the Telegram chat group is 20 data or 19%. Meanwhile, the clipping found in the Telegram chat group is 59 data or 57%. The most common slang type found in the Telegram chat group is Clipping. In this case, clipping is mostly found because group members in the ARMY (K-Popers) community always combine words and become a word or term to make it shorter. Slang is mostly found in this group community because the group members consist of children of today's generation who are familiar with social media or any online platforms. On the other hand, slang is used to make group chat conversations seem shorter. This community has words that may only be understood by the members themselves such as "wamil", "fandom", "gc", "pc", "mulfan", “ngereog”, “collab”, “salbrut”, and “fyp”.

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Exploring Needs of Islamic Education Study Program Students on English Learning: A Comparative Study

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This study aimed at finding out students' needs in learning English applied at Islamic Education study program at the Islamic University in Banten and in Cirebon. Considering the general English taught in the program prompted the writers to conduct a study to reveal students' needs in English for Specific Purposes (ESP). This study involved 121 students from Islamic University in Banten and 56 students from Islamic University in Cirebon as participants. The instruments utilized in this study included a need analysis assessed through questionnaire. The questionnaire is used to gather the target needs (necessity, wants, and lacks) and learning process (activities and setting). The findings revealed that the Islamic Education students of the two universities required ESP in a varied range of Islamic topics. The desired topics are Islamic belief, Islamic moral, Islamic law and Islamic history. The students expressed a desire to integrate four English skills—listening, speaking, reading, and writing into their learning acitivities. Therefore, it can be concluded that putting ESP at the Islamic Education Study Program is necessary.

Keywords: Need Analysis, English for Specific Purpose (ESP), and Islamic Education.

1. INTRODUCTION

In today's increasingly interconnected global landscape, proficiency in English has emerged as a foundational skill essential for effective communication, collaboration, and success across various domains. As the *lingua franca* of international business, diplomacy, science, and academia, English facilitates the exchange of ideas, fosters cultural understanding, and enhances socio-economic mobility. Anthony (2018) stated that mastery of English enables individuals to access a wealth of information, participate in cross-cultural dialogue, and navigate the complexities of a rapidly evolving digital age. Moreover, Bambang (2020) argued that proficiency in English empowers individuals to engage with diverse perspectives, broaden their intellectual horizons, and seize opportunities for personal and professional growth in an

interconnected world. Thus, investing in the acquisition of English language skills not only enriches individual lives but also fosters global citizenship and promotes inclusive societal progress.

Regarding the various fields explained above, individuals need a specific English to targeted their goal of a field. English for Specific Purposes (ESP) represents a specialized branch of English language teaching adapted to find the communicative needs of learners within specific professional or academic contexts (Woodrow, 2018). Grounded in principles of needs analysis and learner-centered instruction, Pranoto (2020) explained that ESP attempts to equip individuals with the linguistic proficiency and communicative strategies necessary for success in their respective fields. By prioritizing relevance and practicality, ESP courses target language skills and discourse conventions pertinent to particular domains such as business, medicine, engineering, or aviation. Through targeted instruction and authentic materials, ESP programs aim to enhance learners' communicative competence, facilitate effective communication within professional settings, and foster the attainment of specific language goals aligned with professional objectives. Muliyah (2020) pointed understanding the unique language learning needs of these students is crucial for designing effective language programs tailored to their academic and professional goals. Recognizing the diverse linguistic demands encountered in specialized domains, ESP embraces a flexible and adaptive approach, catering to the unique communicative requirements of learners within their specific spheres of expertise.

In line with the explanation elaborated above, Syahrir (2021) explained that in recent years, there has been a growing demand for a more innovative approach to teaching ESP among university students in Indonesia. Regarding with the demand, ESP offers more advanced, specialized, and academic content that aligns with the students' chosen study programs. The demand is particularly noticeable in higher education settings, where students are being trained for specific job roles. This includes students enrolled in Islamic Education Study Programs, where proficiency in English is essential for academic success and professional development.

Within the curriculum of Islamic Education Study Programs, English language instruction often serves multiple purposes. It is not only facilitating access to English-language resources and academic literature but also enhancing students' ability to communicate effectively in multicultural and multilingual contexts (Hudriati, 2021). English proficiency enables students to engage with diverse perspectives, participate in academic discussions, and articulate their ideas and research findings to broader audiences beyond their linguistic and cultural boundaries.

ESP programs are developed through careful and systematic needs analysis, which aims to uncover the specific language learning needs of the students (Fitriyah, 2018). This analysis guides the selection of goals, objectives, materials, content, and teaching methods, all of which are based on the identified needs of the learners. Therefore, the primary focus of teaching ESP is to determine the English language skills and components that are relevant to the students' academic and professional pursuits.

Regarded as a crucial tool for gathering data, the utilization of Need Analysis is essential for gaining deeper insights into language skills, specifically English in this context. Hajar (2021) conveyed that Need Analysis is a systematic process used in language education to identify the language needs of learners within a specific context or discipline. Ashrifam (2020) argued need analysis research involves gathering data on learners' language proficiency levels, communicative tasks, and learning goals to inform the development of targeted language programs and materials. By conducting a thorough needs analysis, educators are able to customized language instruction to meet

the specific linguistic requirements of learners in diverse academic and professional settings.

Many studies have examined in pertaining to the needs analysis of ESP across various academic disciplines. Parnawati & Ulinuha (2019) explored the English language needs within higher education settings, Wiranegara & Wahyudi (2018) focused on the specific needs of accounting students, while Diana and Mansur (2018) investigated the needs of students in the field of information and communication technology (ICT). These studies endeavored to delineate the optimal objectives, topics, and learning methodologies tailored to each respective academic program, with the ultimate aim of equipping students with the requisite English proficiency for their future endeavors. However, there remains a notable gap in the literature concerning ESP within the realm of the Islamic Education Study Program, particularly on comparing the students' needs from two Islamic universities. Thus, this study aimed at exploring and comparing the students' needs in learning English at the Islamic Education Study Programs of the two universities in Banten and in Cirebon.

2. METHOD

This study employed a descriptive quantitative design to comprehensively investigate the English learning needs of students enrolled in the Islamic Education study programs of Islamic universities in Banten and Cirebon. To gather data on students perceived English learning needs, proficiency levels, preferred learning strategies, and challenges encountered, the questionnaire was distributed through google form (g-form) to the students from the two universities. There were 121 students from the Islamic university in Banten and 56 students from the Islamic university in Cirebon who filled the questionnaire. The data, then, were analyzed using descriptive statistics to quantify the prevalence and extent of various English learning needs among students and were displayed based on the categories in accordance with the students' need analysis instrument covering the target need (needs, lacks, and wants) as well as the learning needs (activities, setting, and additional information).

3. RESULT AND DISCUSSION

Result

The students' need was gathered from questionnaire that has been filled by 121 students from the Islamic university in Banten and 56 students from the Islamic university in Cirebon as participants. The questionnaire consists of 24 questions. It is classified into target need (needs, lacks, and wants) and learning needs (activities, settings, and additional information about learning needs).

a. Target Need

1) Needs

The first requirements analysis focused on the goals of the English language instruction for the Islamic education students of Islamic university in Banten. It was found that 57% of the students learnt English in order to help them understand Islamic educational references, 13% studied English for their missionary work, 15% did so in order to support their further studies, and 15% will work as Islamic education teachers. The similar result was shown from the Islamic university in Cirebon. There were 59% of students learning English to help them understand Islamic educational references,

14% of students learning English for further education, 11% of students learning it for missionary work, and 16% of students learning English for additional skill in being Islamic education teachers.

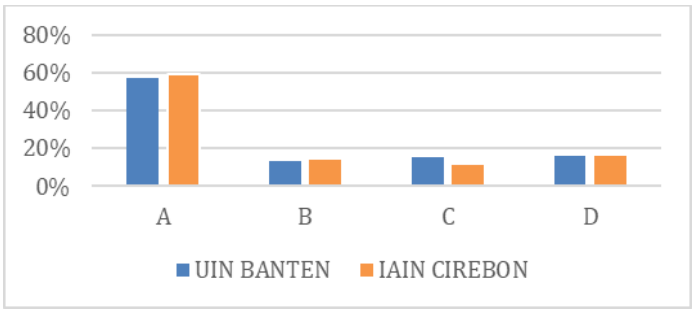

Diagram 3.1. The Islamic students' goal in learning English

The second question related to the language skills that the Islamic education students need most. Most of the students both from the Islamic university in Banten and in Cirebon considered speaking as the most needed language skill with 53% and 57%, respectively, then, it was followed by reading skill with 21% and 18%.

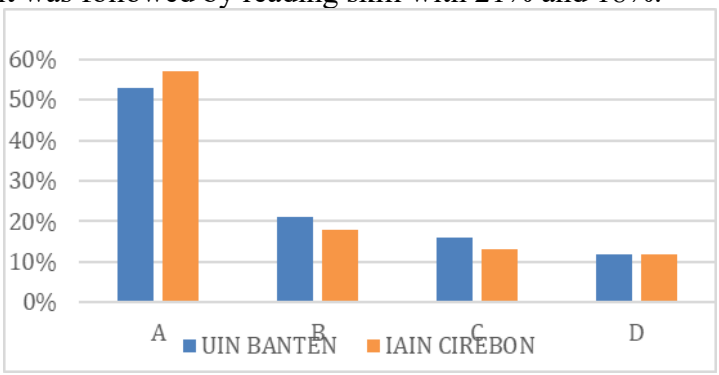

Diagram 3.2. English language skill that is the most needed for Islamic-education students

2) Lack

The students' lack in English was seen from their English proficiency level and their specific difficulties for the four English language skills. The students' English proficiency was shown based on their TOEFL score. Based on the data obtained from the students of Islamic university in Banten, 37% of the students never take the TOEFL test, 33% of students received the score below 424, 16% got between 425 and 450, 8% received between 451-499, and 6% was higher than 500.

Meanwhile, the data gathered from the Islamic university in Cirebon were that 40% of the students never take the TOEFL test, 35% received the score below 424, 13% got between 425 and 450, 10% received between 451-499, and 6% was higher than 500.

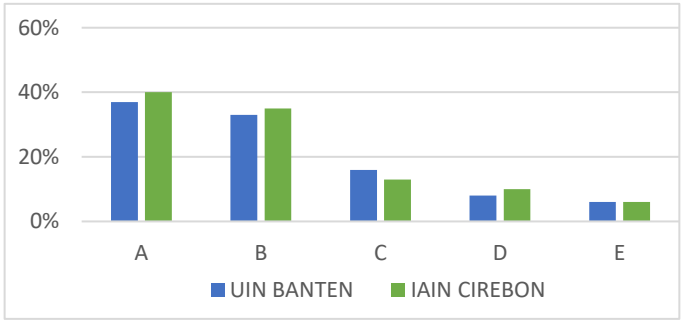

Diagram 3.3. Islamic-education students' TOEFL score

The other question concerned on the current level of the students' English proficiency. The levels are classified into basic (lower and upper), intermediate (lower and upper), and advance. Based on the data, it was found that 57% (Banten) and 59% (Cirebon) of the students were in the basic lower level, 24% (Banten) and 21% (Cirebon) were in the basic upper level, 7% (Banten) and 10% (Cirebon) were in the intermediate lower level, while 2% (Banten) and 7% (Cirebon) were in the advanced level.

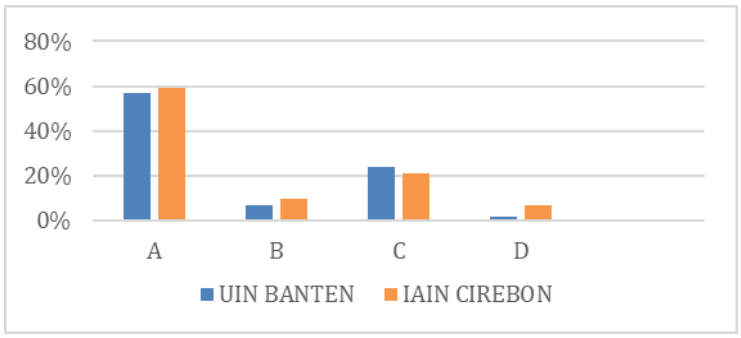

Diagram 3.4. Islamic students' English proficiency levels

The following query focused on students' difficulties on listening skill. The data showed that 29% (Banten) and 30% (Cirebon) of students had limited vocabulary, 45% (Banten) and 47% (Cirebon) got difficulty on pronunciation, 15% (Banten) and 13% (Cirebon) struggled with grammar, 6% felt lack of understanding on the topic, whereas the same percentage (5%) obtained for each university got problem on audio speed.

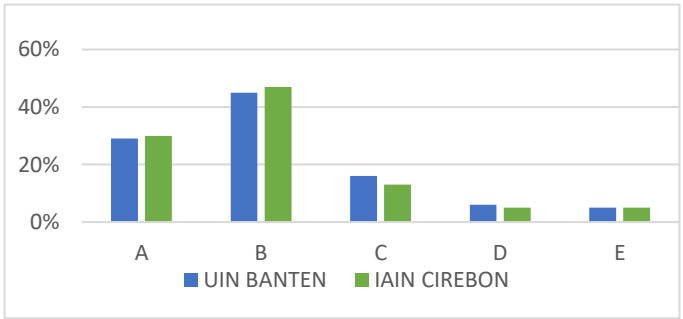

Diagram 3.5. Students' lack of listening

Regarding the students' difficulty on speaking skill, it was found that most of the students felt difficult when they wanted to speak English due to lack of vocabulary

with 30% (Banten) and 37% (Cirebon), pronunciation with 31% (Banten) and 33% (Cirebon), grammar with 28% (Banten) and 28% (Cirebon), unfamiliar topic with 5% (Banten) and 7% (Cirebon), confidence with 6% (Banten) and 5% (Cirebon).

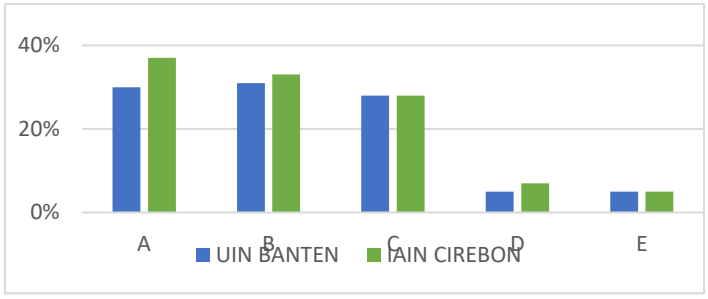

Diagram 3.6. Students' lack of speaking

The following query discussed the students' difficulty in reading skill. The data revealed that limited vocabulary mastery with 33% (Banten) and 35% (Cirebon), grammar with 37% (Banten) and 40% (Cirebon), and reading interest with 16% (Banten) and 25% (Cirebon) became the problems faced by the students of both universities in reading comprehension.

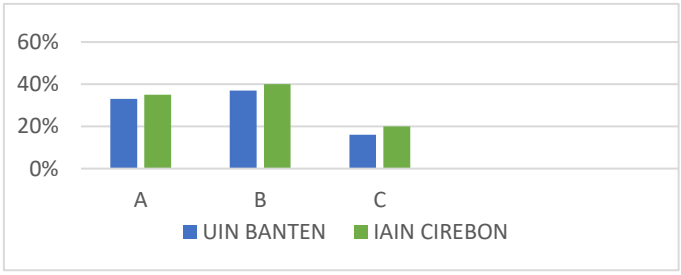

Diagram 3.7. Students' lack of reading

The last questions related to lack category focused on the students' problem in writing skill. The data revealed that 30% for each university appeared on lack of vocabulary, 47% (Banten) and 50% (Cirebon) dealt with grammar, 18% (Banten) and 15% (Cirebon) appeared on difficulty in understanding the writing topics, while the proble related to writing interest got the same percentage with 5%.

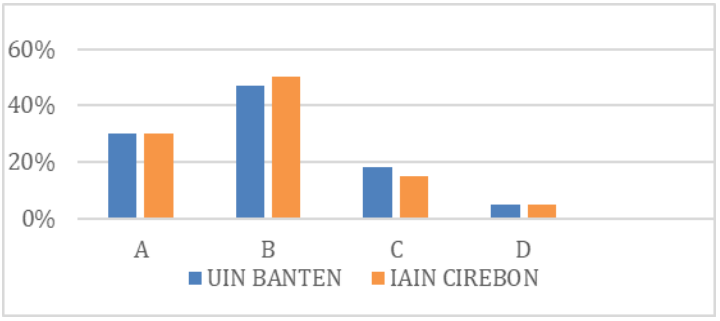

Diagram 3.8. Students' lack of writing

3) Wants

The students' wants in English learning focused on gathering the data related to materials in accordance with the students' educational background. There are six questions related to this issue.

The first question is related to the materials focusing on *Aqidah*, or Islamic belief. Based on the data gathered from the students of Islamic university in Banten, 44% of students selected *Ilahiah*, which is the discussion of issues related to Illah (God), including His attributes, nature, names, and other things; 31% of students chose *Nubuwah*, which is a discussion of everything related to prophets and messengers, including miracles and other topics; 15% of students chose *Ruhaniah*, which is the discussion of everything related to the metaphysical world, such as angels, jinn, devils, and spirits; 10% of students selected *Sam'iyah* related to everything that can only be learned through *sam'i*, including the realms of *barzakh*, the afterlife, grave doom, and other issues, as well as the proof of *naqli* in the form of the holy *Qur'an* and as-Sunnah.

Similarly, the outcomes obtained from the students of Islamic university in Cirebon did not change significantly. *Ilahiah* reached 50%, *Nubuwah* got 28%, *Ruhaniah* received 13%, *Sam'iyah* reached 12%.

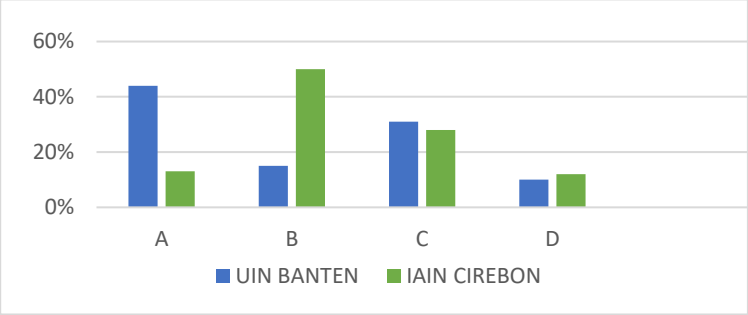

Diagram 3.9. Students' preferred Islamic topic of *Aqidah*

The next question addresses the topic related to Islamic Law (sharia). *Muamalah*, which encompasses trade, savings and loans, leases, inventions, inheritance, wills, living, and other things reached 7% (Banten) and 13%. The material of worship including pilgrimidge, praying, fasting reached 66% (Banten) and 57% (Cirebon). *Munakahat* including family-related issues like as child care, divorce, marriage, dowry, and other things got 9% (Banten) and 10% (Cirebon). *Jinayat* including laws on crimes like murder, adultery, drug usage, apostasy, treason during war, testifying, and others achieved 13% (Banten) and 11% (Cirebon). Then, *Siyasah*, which covers fraternity (*ukhuwah*), leadership (*dzi'amah*), equality (deliberation), help-help (*ta'awun*), tolerance (*tasamuh*), and others received 5% (Banten) and 9% (Cirebon).

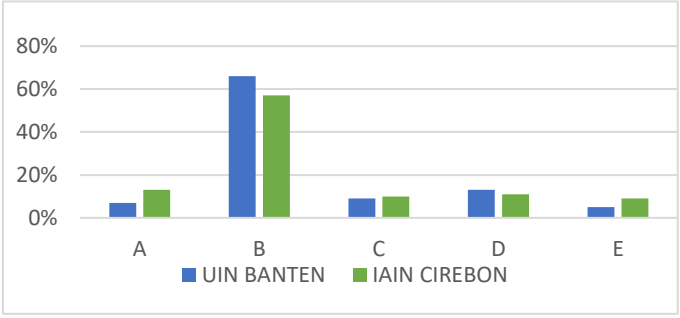

Diagram 3.10. Students' preferred Islamic topic of Islamic Law

The following question covers the preferred topic related to Islamic morals (*akhlak*). Islamic morals to family reached 51% (Banten) and 60% (Cirebon), Islamic morals to society got 39% (Banten) and 27% (Cirebon), while Islamic morals to environment achieved 10% (Banten) and 13% (Cirebon).

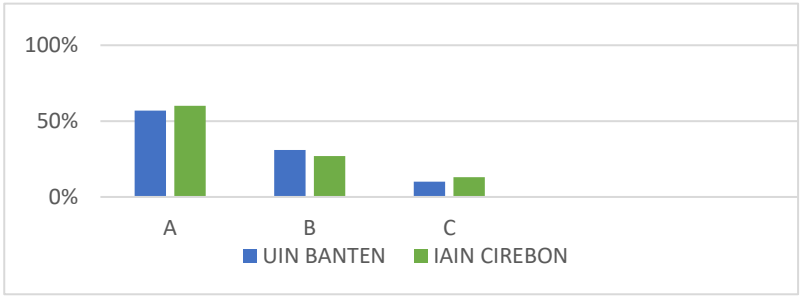

Diagram 3.11. Students' preferred Islamic topic of Islamic Morals

The following preferred material is related to history. The history of Prophethood reached 29% (Banten) and 23% (Cirebon), the history of *Khulafaurrasyidin* including Umayyah, and Abbasid dynasties made up 26% (Banten) and 27% (Cirebon), whereas the history of Islamic history in Indonesia got 45% (Banten) and 50% (Cirebon).

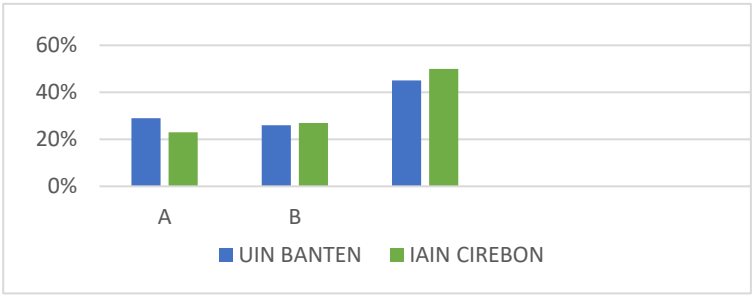

Diagram 3.12. Students' preferred Islamic topic of Islamic history

Furthermore, the students were also asked about the English materials that they have mastered. The data from the Islamic university in Banten showed that 17% of the students were proficient in classroom expression; 10% on mastering the use of to be; 14% on numbers; 11% on time; 27% on self-introduction; 8% on describing someone; 7% on modals; and 6% on active voice and passive voices.

Meanwhile the data gathered from the Islamic university in Cirebon revealed that 20% of students were proficient in classroom expression, 8% on the use of to be, 12% on time, 23% on self-introduction, 14% on describing someone, 7% on modals, and 6% on active voice and passive voice. 20% of students were proficient in classroom expression.

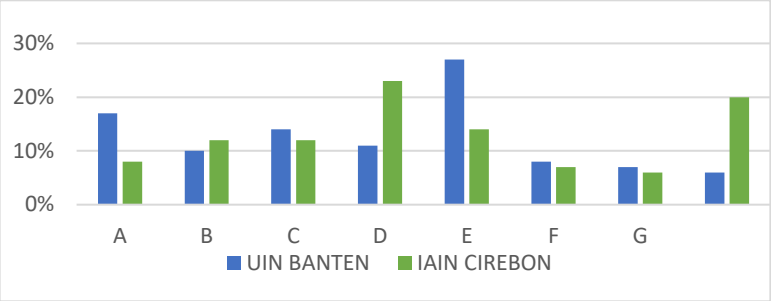

Diagram 3.13. English material mastery

b. Learning Needs

1) Activities

The activities covered the ideal sequence for learning English, preferred activities of learning four language skills, media the students used while learning English. Based on the data gathered from the Islamic university in Banten, the ideal sequence in learning English language skills were that reading, writing, listening, and speaking; 28% selected speaking, listening, and writing; 14% selected speaking, listening, and writing; and 11% selected reading, listening, writing, and speaking. Meanwhile, the data obtained from the Islamic university in Cirebon showed that 20% selected reading, speaking, listening, and writing; 13% selected speaking, listening, reading, and writing; 12% selected reading, listening, writing, and speaking, and 55% selected reading, speaking, listening, and writing.

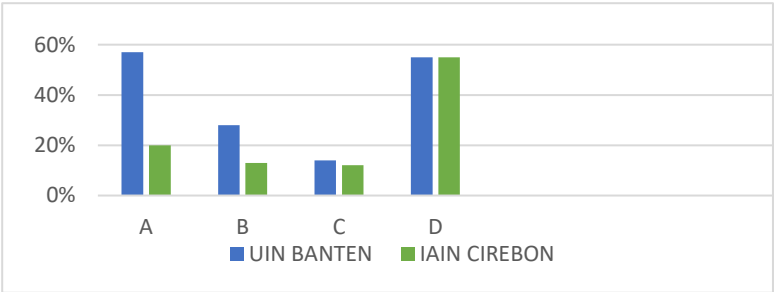

Diagram 3.14. Sequence in English learning

The following question is related to the listening activities the students like. It was found that the students of Islamic university in Banten tended to listen to the presentation or explanation with 10%, 25% chose to read the story, 12% chose to match or arrange the pictures, 13% chose to guess the object, 7% chose to follow the order, 8% chose true or false, 3% chose to fill in the blanks, and 4% chose to answer the questions.

Regarding the data gathered from the Islamic university in Cirebon, the preferred listening activities were 20% on listening to the presentation or explanation, 30% on reading the story, 10% on matching or arranging the pictures, 11% on guessing the object, 5% on following the order, 12% on selecting true or false, 2% on filling in the blanks, and 4% on answering the questions.

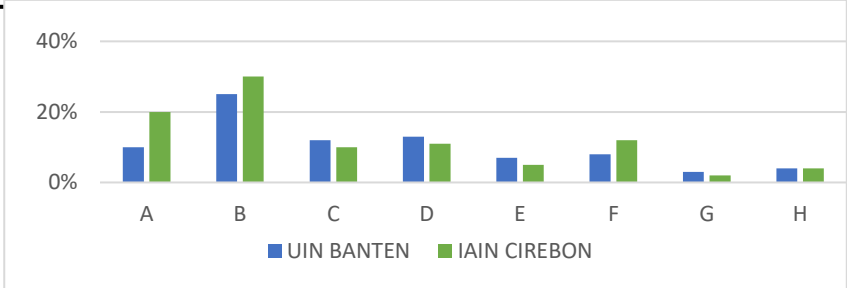

Diagram 3.15. Students' preferred listening activities

The next question focused on the speaking activities that the students like most. Based on the data obtained from the Islamic university in Banten, 12% of the students chose teaching practice; 20% chose discussion; 8% chose brainstorming; 30% chose storytelling; 7% chose interview; 5% chose presentation; 5% chose speeches or lectures; 11% chose role-playing; and 2% chose giving commands.

The similar number of percentage was shown by the data gathered from the Islamic university in Cirebon. 13% of the students chose teaching practice, 21% chose discussion, 7% chose brainstorming (sharing thoughts or opinions to solve a problem), 29% chose storytelling, 6% chose interview, 5% chose presentation, 5% chose speeches or lectures, 12% chose role-playing, and 2% chose giving commands.

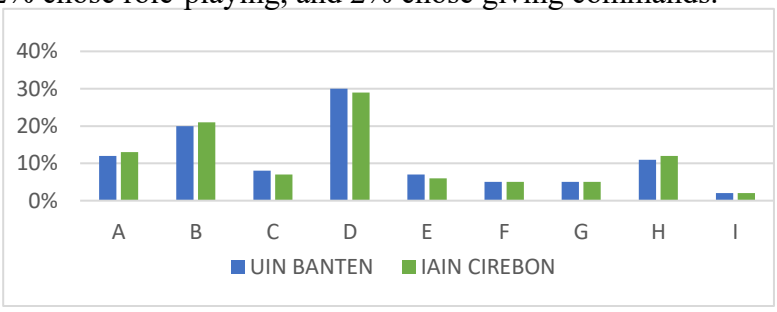

Diagram 3.16. Students' preferred speaking activities

The preferred activities on reading skill were to determine the main ideas of the text with 15% (Banten) and 17% (Cirebon), to read for specific information with 7% (Banten) and 8% (Cirebon), to respond to the question with 8% (Banten) and 6% (Cirebon), to arrange sentences or paragraphs with 11% (Banten) and 10%, to match pictures with 23% (Banten) and 25% (Cirebon), to comprehend pictures with 17% (Banten) and 15% (Cirebon), to select true or false with 19% for both universities.

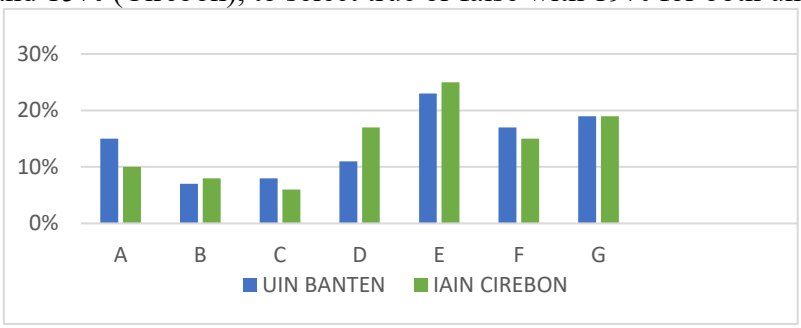

Diagram 3.17. Students' preferred reading activities

The preferred writing activities were to write a story with the same percentage for both universities which reached 10%. Another activity that reached the same amount was to organize random words or sentences with 10%, to fill in the blanks with information with 13%, and to respond to the question with 6%. Additionally, to rewrite

information from reading with 28% (Banten) and 30% (Cirebon), to write specific information from reading or listening with 6% (Banten) and 4% (Cirebon), and to write based on reading results with 25% (Banten) and 24% (Cirebon).

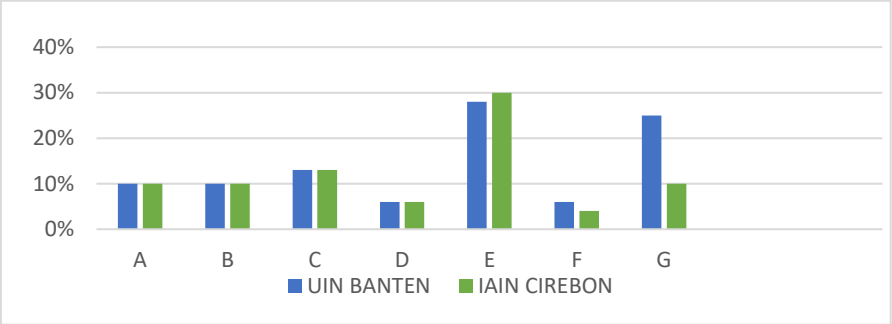

Diagram 3.18. Students' preferred writing activities

Furthermore, the students' need related to the activities covered how the students memorize vocabulary. It was found that 55% (Banten) and 59% (Cirebon) of the students tended to hear the words and then repeat them. Just 8% (Banten) and 10% (Cirebon) selected to visualize the words. 17% (Banten) and 13% (Cirebon) chose to hear the words while seeing pictures of them. Meanwhile, the same percentage for both universities appeared on choosing to use the words in a sentence with 10% and to write the word on a card with 10%.

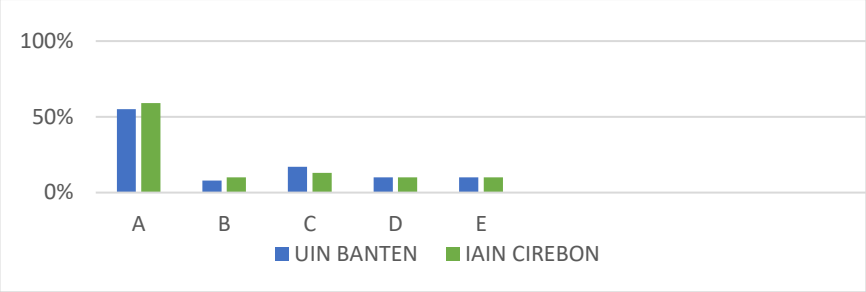

Diagram 3.19. Students' preferred memorizing vocabulary activities

In terms of media supporting the English learning, 13% (Banten) and 11% (Cirebon) chose images, 26% (Banten) and 27% (Cirebon) chose music, 13% chose videos, 24% chose movies, 9% chose books, 8% chose real or at least fictitious items, and 7% chose social media (facebook, instagram, etc.).

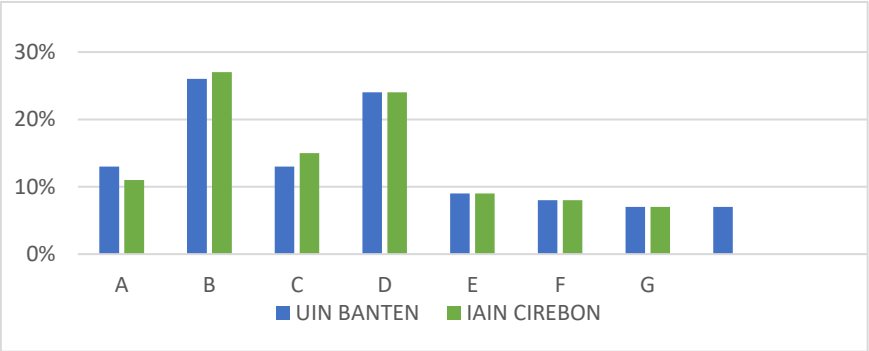

Diagram 3.20. Students' preferred learning media

2) Setting

The first question about setting focused on the preferred English assignment activities. It was found that 51% (Banten) and 55% (Cirebon) chose to work alone, 26% (Banten) and 24% (Cirebon) chose to work in pairs, and 23% (Banten) and 21% (Cirebon) chose to work in groups of three to five.

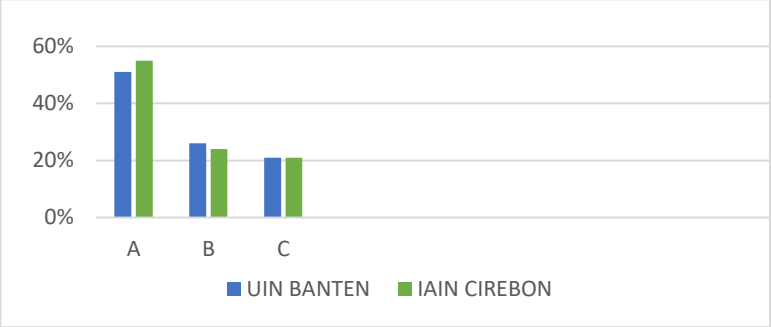

Diagram 3.21. Students' preferred task activities

The second question concerned on the preferred place to study English. The data revealed that 38% (Banten) and 45% (Cirebon) selected classrooms, 11% (Banten) and 10% (Cirebon) selected libraries, 32% (Banten) and 22% (Cirebon) selected outdoor spaces, and 19% (Banten) and 18% (Cirebon) selected language laboratories.

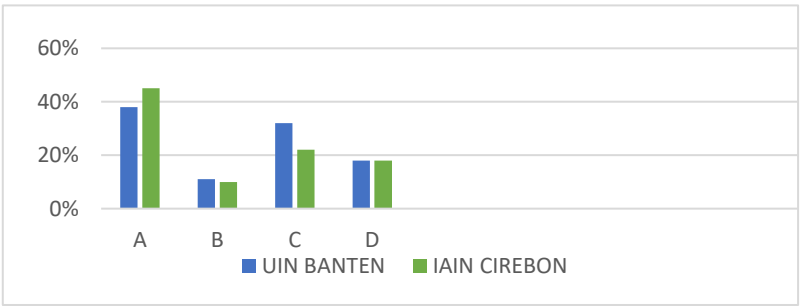

Diagram 3.22. Students' preferred learning place

3) Additional Information

There was no multiple-choice option for the last question. It addressed the conditions that Islamic-education students needed to fulfill in order to improve their English language skills. Most students conveyed they needed to learn how to pronounce words correctly, increase the range of their vocabulary, and use more formal language when speaking.

Discussion

This discussion focuses on understanding the specific English learning needs of students enrolled in Islamic education study programs at Islamic universities in Banten and Cirebon. By examining and comparing the needs of these students, it is expected to provide the English learning which is appropriate for the students to enhance their English

proficiency in the context of their academic and future professional lives. Additionally, in conducting the need analysis, the researchers utilized theory by Hutchinson and Waters as cited by Jaya and Agus (2017) who stated that need analysis consists of target need analysis (necessities, lacks, and wants) and learning need analysis. This theory also utilized by Afif (2019) in his research about Developing Islamic Integrated Materials for Teaching ESP at Higher Education.

The following are several main points of students' needs, referring to the results of the needs analysis.

a. Learning Goal

The aim of learning English for Islamic Education, as depicted in figure 3.1 based on the question about needs or goals, indicates that both of students from the Islamic universities in Banten and Cirebon require proficiency in English for both oral and written communication relevant to their field of study. This includes their roles as Islamic students and future Islamic education teachers. This objective aligns with the findings of Amalia, Kaharuddin and Asmawati (2019), which revealed that English is essential for Islamic Education students to prepare for future careers specifically related to their area of study.

b. Learning Material

1) English Material

As the data presented in figures 3.2 regarding the most crucial English skill required, students emphasized that mastering speaking is very important. The finding is in line with Harmer, as cited by Crisianita and Mandasari (2022), he argued that Mastering speaking skills is crucial for effective communication in various aspects of life. Meanwhile, among the four language skills, as shown by figures 3.5, 3.6, 3.7, and 3.8, it can be concluded that speaking is the most difficult skill to master. In accordance with students' lack, figure 3.4 shows that more than 50% of students are at a basic lower level. Therefore, figure 3.3 regarding students' TOEFL scores reveals that most of the students of the major have never taken the TOEFL test, and less than 10% of students achieved a score of up to 500. As a result, students need appropriate English materials to learn. Based on the figure 3.13, which presents the results of questions about lacks and wants, Basic English is the most suitable material for the students. This selection considers the students' proficiency levels and learning goals. The materials include parts of speech, gerunds, imperative sentences, simple present tense, simple past tense, past continuous tense, modals, passive voice, and comparative and superlative degrees. Furthermore, the curriculum includes Basic English vocabulary tailored to the students' learning needs, all of which are relevant to the English materials that will be covered subsequently.

2) Islamic Material

According to figures 3.9, 3.10, 3.11, and 3.12, which present the results of questions about the students' wants, the appropriate Islamic materials for the students are Islamic basic materials. Figure 3.9 reveals that around 40% of students choose *Ilahiyah* as their preferred Islamic topic of Aqidah compared to three other topics. Figure 3.10 shows that more than 50% of students prefer topics about pilgrimage, praying, and fasting instead of other preferred Islamic topics such as Islamic Law. Figure 3.11 shows that more than 55% of students choose the topic of family for their preferred Islamic topic of Islamic Morals.

Then, figure 3.12 presents that more than 40% of students prefer the Islamic history of Indonesia as their preferred Islamic history topic.

c. Learning Methodology

Figures 3.14, 3.15, 3.16, 3.17, 3.18, and 3.19 present the results regarding students' needs in learning activities. According to figure 3.14, the preferred sequence of learning activities is reading-listening-writing-speaking, which aligns with Huda's (2016) study. Figure 3.15, regarding students' preferred listening activities, shows that students prefer listening to stories as their desired activity. Figure 3.16 presents that around thirty percent of students choose storytelling as their preferred speaking activity. Figure 3.17 shows that approximately 30% of students prefer matching pictures for reading activities. Figure 3.18 shows that more than 20% of students prefer to write based on reading results as their writing activity preference among six activity options. Then, figure 3.19 presents that more than 50% of students choose repeating words as their vocabulary learning activity.

d. Learning Media

Referring to figure 3.20, which addresses students' learning needs regarding media, the appropriate learning media for the students include pictures, videos, articles, and social media. Consequently, resources such as PowerPoint slides, an internet connection, laptops, and projectors are required. Apart from learning media, figure 3.21 shows that more than 50% of students prefer working alone as their preferred task activity compared to working in pairs and working in groups. Lastly, figure 3.22 presents students' preferred learning place, with around 40% choosing the classroom instead of the library, outdoor space, and language laboratory.

4. CONCLUSION

Based on the result above, it can be said that Islamic education students from both universities tended to have Islamic materials in learning English. The preferred topics are Islamic belief, Islamic moral, Islamic law and Islamic history. Regarding the four language skills, the students expressed that they are necessary to be integrated in teaching and learning process. However, among the four language skills they considered speaking skill as the most important skill to master in English learning for their future. In other words, it can be concluded that English learning implemented in Islamic education study program should cover the students' educational background since it is going to be beneficial for them in understanding the article written in English while they are studying, as well as for equipping their skills in being future Islamic teachers. Nevertheless, involving more universities will make the data more varied, and this can be an insight for the future reserachers.

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An Analysis of English Word Formation in the Album Song Divide by Ed Sheeran

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This paper examines the morphological analysis of word formation in Ed Sheeran's album. Morphology is a branch of linguistics that focuses on the structure and formation of words. By analyzing the words used in the lyrics of Ed Sheeran's songs, we aim to understand how words are formed, including the morphemes and processes involved in creating new words. This study provides insights into the creative language use and word formation strategies employed by Ed Sheeran in his music. Descriptive qualitative research was applied in this research and successfully identified some word formations such as affixes emerged as the most prevalent type of word formation with 74% data, followed by compound with 13% data, conversion with 7,2%, borrowing 5,4% data, and acronyms 0,4% data. In conclusion, affixation word is the most dominant word formation used in this album and it confirms that by manipulating the structure of words, Sheeran effectively captures the nuances of human emotions and experiences, resonating with audiences on a profound level.

Keywords: Morphology, Word formation, Type and Structure, Production process

1. INTRODUCTION

The English language, one of the world's major languages, is characterized by its dynamism. As with all living languages, the English vocabulary is in a state of constant evolution, shaped by the needs and changes of modern society (Al-Kadi, A. M. T., & Ahmed, R. A., 2018; Beckner, C. , et. al., (2009). One can witness this evolution at work in the transition from everyday to technical vocabulary. The formation of words is a crucial area of study in the field of linguistics, which encompasses the full spectrum of human communication and expression. An awareness of language's intrinsic characteristics permits the complete expression of human experience, facilitating the formation of personal and meaningful relationships through language use.

Investigating the internal workings of word formation in English represents an indispensable preliminary step for comprehending the nuances of communication. It is akin to embarking on a voyage of discovery, a journey that not only expands our understanding of language but also offers insights into the human condition. This prompts us to examine the ever-changing nature of language and the vast array of linguistic forms, and to recognise the ingenuity of human creativity in utilizing the transformative power of communication.

In the context of music, vocalists create lyrics that function as a vehicle for artistic expression, encapsulating a diverse array of emotions, experiences and narratives within the constraints and creative potential of language. One artist who has mastered this ability is Ed Sheeran, whose album ÷ (Divide) represents a testament to his lyrical dexterity and storytelling abilities. Released in 2017, ÷ features a variety of songs exploring a range of themes, including love, loss, longing and self-reflection. The album's melodic tapestry provides a rich linguistic landscape that invites exploration, particularly in the area of word formation in English.

The Significance of Word Formation

An understanding of the intricacies of word formation in English is essential for two reasons. Firstly, it enables us to comprehend the nuances of meaning inherent in words (Plag, I., 2018), which in turn facilitates more effective communication (Akmajian, A., et. al., 2017), such as in teaching (Mirhassani, A., & Toosi, A., 2000). Secondly, it allows us to expand our vocabulary (Peukert, 2015) and knowledge (Nation, 2001) by enabling us to decipher the meaning of unfamiliar words (Klingner, et. al., 2015) by breaking them down into their constituent parts and even adding affixes to create new word roots (Steinmetz, S., & Kipfer, B. A., 2012). It is evident that an understanding of the rules of word formation will have an impact on language acquisition. This is because language learners who understand the rules of word formation will be able to speed up the process of vocabulary acquisition and fluency (Rasinski, et. al., 2008). It has been proved by a research conducted by Tarigan, K. E., & Stevani, M., (2020) entitled "Teaching Vocabulary Acquisition through Derivational Suffixes of SMP Santo Petrus Medan in the Academic Year 2017/2018" that learning word formation through affixation strategy is effective to improve the students' vocabulary mastery. In addition to that, Enesi, M. (2017) conducted a research entitled "The effect of teaching word formation theory to English students also revealed that learning word formation is the key to enhancing new vocabulary. The result shows that there is a significant and successful effect of teaching Word formation theory. In conclusion, an understanding of word formation supports creativity in language use by enabling the manipulation of prefixes, suffixes and roots, which allows for the creation of new words or the modification of existing words to convey precise meanings or evoke specific emotions.

Types of word formation

Word formation is a process of developing existing words or even getting new words. It addresses the various morphological processes and strategies through which existing words are modified, combined, or adapted to produce new lexical items. There are at least 10 modes of word formation, namely coinage, borrowing, compounding, blending, conversion, backformation, clipping, acronym, derivation, and multiple processes (Yule,

2010). Each of these mechanisms represents a different pathway through which words are generated, adapted, or changed, thereby contributing to the complexity and dynamism of the lexicon. By illustrating these multiple pathways, Yule provides valuable insight into the multifaceted nature of word formation and its critical role in shaping linguistic innovation and communication.

1. Affixation is the most common process in word formation, including prefixes, suffixes, or infixes (Yule, G., 2022). This is the process of adding certain elements to existing words so that they can produce new words (Plag, I., 2018). Prefixes, such as "un-" (undo), "re-" (redo), and "dis-" (dislike), precede a root word to change its meaning or create a new word altogether. In contrast, suffixes, such as "-tion" (formation), "-ment" (enjoyment), and "-er" (teacher), are added to the end of a root word, often indicating a grammatical function or semantic category. Meanwhile, infixes are additional elements that are inserted into the base word. Through affixation, speakers have a versatile tool to expand vocabulary and express different meanings in language.
2. Compounding
   One of the processes of word formation is compounding. This is a well-known morphological process whereby two components are combined to form a new word (Plag, 2003). Examples include "blackboard," "sunflower," and "rainbow."

3. Conversion
   Functional shift, also known as zero derivation, is a linguistic phenomenon whereby a word undergoes a shift in its grammatical function (Yule, G., 2022) without undergoing any alteration to its form (Mattiello, 2008). An illustrative example is the transition of "text" from a noun into a verb, as evidenced by the transformation from "text" (noun) to "to text" (verb). Functional shift enables words to undergo semantic adaptation, thereby facilitating greater versatility in expression within the language.

4. Clipping
   The creation of new words through the shortening or truncation of existing vocabulary is known as "clipping." The result is a word that exhibits a reduction in its constituent elements (Yule, G., 2022). Examples include "phone" from "telephone" and "doc" from "document."

5. Blending
   Blending is defined as a technique employed in the formation of new words. It involves the process of combining segments of two or more different words to create a new lexical item (Yule, G., 2022; Lieber, R., 2021). This process typically entails the combination of parts of words, such as initial sounds or syllables, in order to form new terms with distinct meanings. A case in point would be the term "brunch", which has been created by combining "breakfast" and "lunch" to signify a meal consumed between breakfast and lunch. Blending enables speakers to create new words that encapsulate complex concepts or emerging trends, reflecting the dynamic nature of language evolution.

6. Back-formation
   Back-formation is a process whereby an existing word, typically a noun, is reduced to form a word of a different type (Yule, G., 2022). For instance, "edit" from "editor" or "televise" from "television."

7. Acronyms and Initialisms
   This process allows for the creation of new vocabulary by combining initial letters or parts of other words (Yule, G., 2022). Examples of this include the formation of "NASA" (National Aeronautics and Space Administration) and "radar" (Radio Detection and Ranging).

8. Borrowing
   Adopting words from other languages (Yule, G., 2022). English has borrowed extensively from languages like Latin, French, and German. For instance, "entrepreneur" (French), "algebra" (Arabic via Latin), and "kindergarten" (German).

These mechanisms frequently interact, resulting in a complex and multifaceted linguistic landscape. They exemplify the dynamic nature of language, which is constantly evolving to meet the needs of its speakers and reflects the cultural, social, and historical contexts in which it exists.

Research Objectives

This research was created with the intention of addressing several problems. The first problem is to examine the way Ed Sheeran uses English word formation techniques, including compounding, conversion, and affixation, in the lyrics of his album "Divide." The second objective is to identify patterns and trends in the word formation strategies employed by Ed Sheeran across his album, "Divide."

2. RESEARCH METHODOLOGY

The data utilized for this study was collected via documentation. The researcher transcribed the data for 16 songs on the album "Divide" by Ed Sheeran, a process which involved an in-depth examination of the formation of English words in the aforementioned album. This study employed a descriptive qualitative approach to investigate the linguistic aspects of Ed Sheeran's "Divide" album. This methodology entailed a thorough analysis of the data, which was obtained through comprehensive research techniques. The linguistic aspect under investigation was the formation of words. This research begins by first collecting lyrics from albums and then compiling them for further analysis. The collected lyrics then undergo linguistic analysis, focusing on various word formation processes, including derivation, merging, blending, and inflection. Qualitative analysis involves identifying patterns and themes in word formation across songs. Subsequent analysis entails calculating the frequencies of certain word-formation processes and their distribution across the album. This provides insight into the main techniques employed by Ed Sheeran in his songwriting. In conclusion, this research will result in a series of conclusions regarding trends in the album's choice of words.

3. FINDING AND DISCUSSION

The album "Divide" by Ed Sheeran comprises 16 tracks. The opening song is titled "Happier," while the second is "What Do I Know?" The third track is "New Man," the fourth is "Galway Girl," the fifth is "Shape of Me," the sixth is "Supermarket Flower," the seventh is "Perfect," the eighth is "Dive," the ninth is "Shape of You," the tenth is "Save

Myself," the eleventh is "Bilbi a Be Yeye," the twelfth is "Hearts Don't Break Around Here," the thirteenth is "How Would You Feel," the fourteenth is "Barcelona," the fifteenth is "Castle on the Hill," and the last is "Nancy Mulligan."

A comprehensive analysis of the 16 songs on the album Divide by Ed Sheeran enabled researchers to identify at least some of the word formation processes applied in this album. The following is a review.

1. Affixation
   The first word formation observed in this album is the process of affixes. Affixes are divided into two categories: prefixes and suffixes. Affixation is defined as the process of forming new terms from existing terms by incorporating affixes, either in the form of prefixes or suffixes (Delahunty and Garvey, 2010; Plag, 2017).

   a. Suffix
      The most prevalent word formation in sentences is the suffix process. In English grammar, suffixes are letters or groups of letters added to the end of core words. This process typically results in the formation of a new word, either in terms of function or meaning, which is referred to as a derivational or inflectional suffix. These suffixes alter the grammatical function of the original word.

      In English morphology, suffixes can be broadly classified into two main types: derivational suffixes and inflectional suffixes. Derivational suffixes are used to create new words or to change the grammatical category or meaning of existing words. They often alter the core meaning of the base word to create a new word with a different lexical category or semantic field.

      The first suffix is a derivational suffix, categorised into four forms: nominal suffix, verbal suffix, adjective suffix, and adverbial suffix. Plag (2017) defines the nominal suffixes as affixes that can change the base word into a noun or even leave the category of the noun unchanged. Plag provides detailed information on the affixes that form nominal suffixes, including -age, -al, -ance, -ant, -cy, -dom, -ee, -eer, -er, -(e)ry, -ess, -ful, -hood, -an, -ing, -ion, -ism, -ist, -ity, -ment, -ness and -ship. However, it should be noted that not all forms of derivational suffixes are present in the data source.

      Derivational nominal suffixes are used in song lyrics to add depth and nuance to their lyrical content, allowing artists to convey complex emotions and themes. An example of this can be found in the song "Save Myself," where the line "I drown it with a drink and out of date prescription pills" employs the suffix "-ion" to transform the base word "prescript" into "prescription." The transformation serves to accentuate the tangible nature of the medication, underscoring the narrator's struggle with self-medication and mental health issues. Similarly, in the song "Dive," the lyric "Do you have a tendency to lead some people on?" utilizes the suffix "-cy" to transform the adjective "tendent" into "tendency." This linguistic shift serves to highlight the habitual nature of the behavior being questioned, prompting reflection on interpersonal dynamics and emotional complexities. Moreover, in the song "What Do I Know?," both "Just love and understanding, positivity" employ both the "ing" and "ity"

nominal suffixes. The phrase "understanding," in particular, emerges from the verb "understand," thereby emphasizing the importance of comprehension and empathy in relationships and personal growth. The adjective "positive," on the other hand, emerges from the verb "positive," thereby signaling an overarching theme of optimism and resilience. In conclusion, these examples demonstrate how derivational nominal suffixes enhance lyrical expression, inviting listeners to explore profound themes of self-awareness, relationships, and emotional well-being through the power of language and music.

Verbal suffixes also play a significant role in morphological processes, particularly in transforming words from one lexical category to another, with four primary suffixes utilized to derive verbs from other categories, predominantly adjectives or nouns. These suffixes include "-ate," "-en," "-ify," and "-ize." Each suffix contributes distinct nuances to the resulting verb, often altering its meaning or function in context. However, this research found only one verbal suffix. As an example found in the album, the “ize” suffix is employed to convey a sense of action or process, as evidenced in words such as ‘apologize’ in the context of ‘Baby I apologize for it’ in the song ‘Dive’. Through the application of these suffixes, speakers and writers can convey a wide range of actions, processes and transformations, enriching the expressive capabilities of the language.

This study describes the various adjective suffixes that can be used to derive adjectives from different word categories. These include "-able/-ible", "-al", "-ary", "-ed", "-esque", "-ful", "-ic/-ical", "-ing", " - ish,” “-ive,” “-less,” “-ly,” and “-ous”. Each suffix imparts a different semantic nuance to the resulting adjective, thereby contributing to the richness and versatility of the language. This research identified several words that use adjectival suffixes, including the ending "-ful" exemplified in the transformation of the noun "beauty" into the adjective "beautiful" in the lyrics of the song "Perfect". This transformation evokes images of charm and sweetness. Similarly, the suffix "-al" is exemplified in the adjective "exponential", derived from the noun "exponent". This is evident in the song "What Do I Know?", where the idea of growth and progress is conveyed. Additionally, the suffix "-ed" transforms verbs into adjectives, as demonstrated by the word "scared" in the song "Hearts Don't Break Here", which evokes fear or worry. The strategic application of these adjective suffixes enables language users to convey different meanings and evoke clear images in their communications.

This study analyzes adverbial suffixes, with a particular focus on the two primary suffixes used to derive adjectives from various word categories: "-ly" and "-wise". Through a detailed examination of the data, it became evident that the suffix "-ly" was used in five instances across a larger set of data. The identified adverbs include 'honestly', derived from the adjective 'honest'; 'mostly', originating from the adjective 'most'; 'lately', transformed from the adjective 'late'; 'safely', derived from the adjective 'safe'; 'barely', originating from the adjective 'bare'. The results of this study indicate the significant impact

of the '-ly' suffix in the creation of adverbs, emphasizing the flexibility and prevalence of this element in the English language. Through its application, speakers and writers can modify verbs, adjectives, and other adverbs in order to convey manner, degree, or frequency, thus enriching the expressiveness and precision of their communication.

The distinction between inflectional and derivational morphemes primarily lies in the type of information they convey within a word. Inflectional morphemes are fundamental units of grammar that serve to modify or specify grammatical categories without fundamentally altering the meaning or lexical category of the word. As previously noted, inflectional morphemes encode essential grammatical features such as plurality (as evidenced by "Friends"), person (as exemplified by "works"), tense (evident in "Offered") or case (as exemplified by the possessive form "Mother's").

The examination of the album under scrutiny yielded a limited number of instances featuring prefixes. However, within this sparse selection, two notable examples were identified: "return" and "replace." The word "return" emerges within the lyrics of the song "Save Myself," encapsulated in the line "They gave me heartache and in return I gave them a song." Here, the prefix "re-" signifies repetition or reversal, suggesting a reciprocal action in response to the preceding event. A further example can be seen in the term "replace," which appears in the song "How Could You Feel." This is expressed in the phrase "Watching the sun rise in place of the moon." In this context, the prefix "re-" indicates substitution or exchange, thereby emphasizing a shift in the usual sequence or occurrence. Despite the limited number of instances, these examples demonstrate the subtle yet significant influence of prefixes on the formation of meaning and narrative within the album's lyrical content.

Summing up all the suffix and prefix counts from each song, we find that the total number of suffixes in the album "Divide" by Ed Sheeran is 331 words and the prefix is 2 words. This data allows for a deeper understanding of the linguistic structures and word formations within the album's lyrics.

Upon analysis of the provided data, it becomes evident that each song comprises a series of words, and the objective is to identify the suffixes and prefixes present within each set of words. The total number of suffixes for each song is as follows:

Title of the song	Total word
Happier	15
What do I know?	29
New man	24
Galway Girl	21

Shape on me	12
Supermarket Flower	22
Perfect	21
Dive	15
Shape of You	14
Save Myself	19
Bilbi a Be Yeye	37
Hearts Don't Break Around Here	29
How Would You Feel	17
Barcelona	13
Castle on the Hill	26
Nancy Mulligan	17

2. Compound

This study additionally succeeded in identifying word formation processes other than affixes, specifically compounding. The term 'compounding' is used to describe the process of combining two words to create a new term. Lexical categories permit the classification of compounds into three categories: compound nouns, adjectives and verbs (Carstairs-McCarthy, 2002).

A compound noun is a noun that is formed by combining two or more words. These compounds can be classified according to the structure of the compound noun construction. The most common types of compound noun constructions are verb-noun (VN), noun-noun (NN), adjective-noun (AN), and preposition-noun (PN). Examples of these constructions can be found in the finding, including “shotgun (VN)”; "Soapbox (NN)”; "Backfields (AN)"; and “Inside (PN).”

The next category of compounds is compound verbs, used to show action. The construction patterns underlying compound verbs include verb-verb (VV), noun-verb (NV), adjective-verb (AV), and preposition-verb (PV). This research can only find two examples of compound verbs with a preposition-verb (PV) pattern. Examples of these patterns can be found in this research such as “Overdosed” and “Outstayed.”

Finally, compound adjectives are used to modify or describe nouns. The formation of compound adjectives is characterized by a number of distinct patterns, including structures such as adjective-noun (NA), adjective-adjective (AA), and adjective-preposition (PA). In this research, compound adjectives were identified in the form of exocentric compounds. This means that the meaning of the compound word as a whole

cannot be deduced from the meaning of its constituent parts. In other words, these compound words lack a clear head element that determines their semantic category. The research successfully identified some compound adjectives, they are “Barefoot”, “Handmade” and “One-man”.

This research has identified at least 58 compound words. The data is as follows: In the first song, four compound words were identified, namely "Something, Nobody, Someone, Inside." In the second song, four additional words were found, namely "Soapbox, Positivity, One-man, Everybody." However, the third song was not found. The fourth song comprises five words: "outside," "shotgun," "Nobody," "jukebox," and "outstayed." The fifth song contains four words: "Jukebox, Handmade, Somebody, Something." The sixth song has two words: "Supermarket, Windowsill.” The seventh song has five words: "Someone, Barefoot, Underneath, Anyone, Someday." The eighth song has one word: "Aeroplane." The ninth song has five words. The following words are found in the song: "Jukebox, Handmade, Somebody, Bedsheets, Something"; The tenth song has three words, namely "Farewell, Someone, Afternoon". In the eleventh song, there are four words: Myself, Farewell, Someone, Afternoon.” The twelfth song has seven words, namely "Pothole, Forehead, Nowhere, Doorbell, Summertime, Lighthouse". The thirteenth song has two elements, namely "Something" and "Sunrise". The fourteenth song has seven elements, namely "Dancefloor", "Bassline", "Waistline", "Somewhere", "Moonlight", "Something" and "Aeroplane". The fifteenth song has four elements, namely "Sunset", "Backfields", "Weekend" and "Overdosed". The sixteenth song has two elements, namely "Grandkids" and "Armchairs".

3. Conversion

Another word formation process identified in this research is conversion. This is the process of forming words by changing their syntactic categories without clear affixation. This process results in a word undergoing conversion when it transitions from one grammatical category to another.

The distribution of converted words across the songs under scrutiny varies. The initial song presents a total of five converted words, namely "Park," "Smile," "Love," "Bottle," and "Promise." In contrast, the second song offers a more concise contribution, featuring only two converted words, "Quotes" and "Paint." The third song introduces a solitary conversion, "Double," while the fourth song offers another solitary instance with "Repeat." It is regrettable that the fifth and sixth songs yield no instances of conversion. However, the seventh song presents four converted words: "Love," "Lead," "Slow," and "Dark." Similarly, the eighth song contributes four conversions with "Strong," "Long," "Wrong," and "Like." The ninth song offers a more diverse array, with eight converted words: The following words were converted: "Shot," "Fast," "Slow," "Love," "Like," "Lead," "Sweet," and "Sour." The tenth song followed suit, presenting five conversions: "Same," "Return," "Numb," "Dream," and "Like." Additionally, the eleventh song featured two instances of conversion, "Return" and "Numb." The remaining tracks, spanning from the twelfth to the sixteenth, did not exhibit instances of conversion. In conclusion, the compilation comprises a total of 32

converted words, which exemplify the linguistic versatility and creativity inherent in the process of word formation through conversion.

The data presented above illustrates several conversion trends. One aspect of conversion is the transformation from verb to noun. This is exemplified by words such as "park," "bottle," "quotes," "repeat," "love," "lead," "shot," "same," and "return." The song "Galway Girl" provides an illustrative example of this phenomenon. The lyric "Oh, I could have that voice playing on repeat for a week" illustrates the transition of the word "repeat" from a verb denoting an action to a noun representing an event done again.

Conversely, the conversion from noun to verb is demonstrated by words such as "smile," "love," "promise," "paint," and "dream." For example, in the song "Happier," the line "And until then I'll smile to hide the truth" illustrates the evolution of "smile" from a noun describing a facial expression to a verb signifying an action. Furthermore, adjectives can undergo conversion into verbs. This is exemplified by the transformation of "double" and "numb" into verbs. In the song "New Man," the phrase "I'll be tryin' not to double tap from way back" demonstrates the shift of "double" from an adjective describing quantity to a verb indicating an action. Furthermore, the transformation from verb to adverb is evidenced by the word "like," as in the lyric "We push and pull like a magnet do" from the song "Shape of You." In this instance, "like" undergoes a shift from a verb indicating similarity to a modifier of the act of pushing and pulling. Similarly, adjectives can also be converted into adverbs, as exemplified by "slow," "long," "wrong," and "fast." The phrase "Drinking fast, and then we talk slow (mm-mm)" in "Shape of Me" exemplifies the evolution of "fast" from an adjective describing how the action is done "drinking."

Lastly, the conversion from adjective to noun is exemplified by words like "dark," "strong," "sweet," "sour," and "same." In "Dive," the phrase "We talk for hours and hours about the sweet and the sour," exemplifies the transformation of "sweet" from an adjective denoting a taste to a noun representing a quality or characteristic.

4. Borrowing

The formation of words is not solely the result of combining or modifying existing categories; it can also occur through the adoption of words from other languages. This process, which is commonly referred to as "borrowing," occurs when a language incorporates words from another language due to cultural contact, trade, conquest, or technological progress. In some cases, the borrowed words retain their original form and meaning, while in others, they undergo minimal or no modification. This research identified numerous instances of words borrowed from other languages.

A diverse array of borrowed words from other languages contributes to the lexical tapestry of the collection of songs examined. The initial song features five such words, including "Down, from old English ‘Dune'" "Park, from Old French’Parc’" "Bar, from Old French ‘Barre’" "Promise, from Old French ‘Promesse’" and "Nursing, from the

Latin word ‘nutrire’" In contrast, the second song presents a more modest selection, incorporating only two borrowed words, "Guitar, from Persis ‘Sihtar’" and "University, from Latin ‘Universus’." It is noteworthy that the third song presents a unique occurrence with two instances of borrowed words, namely "Champagne, from Late Latin ‘Campania’" and "Ministry, from Latin ‘Ministrum’." In contrast, the fourth song contributes three borrowed words: "Cigarette, from France ‘Cigare’", "Gaelic, from Scotland ‘ Gael’", and "Wine, from Latin ‘Vinum." Additionally, the fifth song introduces two borrowed words, "Taxi, from France ‘Taximeter’", and "Magnet, from Greek ‘Magnitis lithos’." Furthermore, the sixth song enriches the repertoire with "Ginger, from Sanskrit ‘Srngaveram’", "Hallelujah, from Hebrew ‘Hallelu and Yah’", and "Angel, from Greek ‘Angelos/angelo’." It is regrettable that songs seven and eight do not feature any borrowed words. However, the ninth song stands as a singular instance with the word "Discovering, Middle French ‘Descovrir’." Meanwhile, the tenth and eleventh songs remain elusive in this regard. The twelfth song contributes another borrowing with "Daisies, From Hindi ‘Daisies’." While the subsequent songs from the thirteenth to the sixteenth are absent in terms of borrowing.The compilation comprises 24 borrowed words, the majority of which originate from Latin and French. These words serve to illustrate the linguistic diversity and cross-cultural influences evident in the songs' lexical makeup.

5. Acronym

The final word formation identified in this research is acronym. This is the process of forming words that are derived from the initial letters or parts of a series of words. Each letter in the acronym represents a word or part of a larger phrase. Acronyms are often pronounced as words rather than as a series of individual letters.

The data collected in this research is limited. Only two words were identified in the album by the songwriter: CDs and DJs. The CD is a Compact Disc, which is referenced in the third song, entitled "New Man," in the context of the album's ownership of every single Ministry CD. Meanwhile, DJ is referenced in the fourteenth song, entitled "Barcelona," in the context of the artist's indifference to the DJ's selection, which stands for "Disk Jockey."

4. CONCLUSION

Finally, this research has led to the identification of several key conclusions. One of the most crucial areas of study for language users and students alike is word formation. By grasping the intricacies of this process, we can enrich our vocabulary and gain deeper insights into the various patterns of word formation. In this study, affixes emerged as the most prevalent type of word formation with 74% data, followed by compound with 13% data, conversion with 7,2%, borrowing 5,4% data, and acronyms 0,4% data. In essence, an understanding of word formation will enhance our capacity to comprehend the subtle nuances of word meaning, thereby facilitating more effective communication, particularly in educational settings. Furthermore, it will facilitate vocabulary expansion and knowledge

acquisition, enabling us to decipher unfamiliar words and construct new words through affixation strategies.

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EXPRESSION OF HATE AS SOCIAL INTERACTION ON INSTAGRAM

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This study aims at describing the use of hate speech by social media users toward artists' posts in Instagram. This situation commonly occurs today since social media become place to express feeling, attitude and opinion toward something. Politeness strategies is commonly used by speakers to build social harmony in effective communication. While in other side, impoliteness is used in communicative behaviours in which the speakers intentionally to cause the target's "face loss" or by using verbal abuses, threats, bullying, and others (Culpeper in Bousfield and Locher, 2008:36). Utilizing a qualitative descriptive approach, the researcher analysed hate speech comments directed towards the musician Doja Cat's in her Instagram account. Culpeper's (1996, 2011) framework for impoliteness serves as the theoretical foundation for identifying and classifying these deceptive politeness strategies (e.g., bald-on-record positive impoliteness). The findings reveal that users strategically manipulate politeness norms to express negativity and target Doja Cat's image. The netizen usually used *positive impoliteness* to express their anger by using very rude and insulting words. Besides loosing other's face, they also uttered *negative impoliteness* and *sarcasm* to criticize the artist. This study sheds light on how online hate speech tactics are changing over time and how language is cleverly manipulated in social media conversations.

Keywords: expression, hate, social interaction, Instagram.

A. Introduction

Society uses language to interact with others for daily communication. The rise of technology and information has led to a more intensive use of language. This development has also massively impacted social media use across all demographics worldwide. Currently, people use social media to post about their personal and group activities based on their interests. Additionally, some use social media to support their careers. For example, teachers and lecturers use it to find information and expand their knowledge, while managers and employers use it to promote their companies and connect with colleagues. Effective communication requires well-developed communication skills to ensure clear understanding between people. Social media, due to its diverse user base with varying cultural backgrounds, presents a challenge in achieving consistent interpretation between speakers and listeners. Misunderstandings often arise during interactions when the speaker's intended message differs from the listener's perception.

Social media platforms were originally designed to foster connection and positive expression and communication, but they have increasingly become breeding grounds for negative social interaction. This surprising shift is evident in the rise of hate speech as a common form of social interaction. Gone are the days of adherence to politeness; today, some users feel emboldened to express hatred towards others with reckless abandon. This phenomenon is particularly visible in comment sections on artists' and celebrities' posts, where disagreements often devolve into personal attacks, a stark contrast to the social etiquette of respectful speech. For example; response internet user toward the artist "*she thinks she is a witch with super powers but she Atilla can't fly lol."* and "*Late night scrolling in the dark and this is the first thing I see when I click IG. Almost dropped my phone." (posted on Instagram, October 2023.*

Pragmatics is the field of linguistics that focuses on how language is used in context to achieve communication goals. As Yule (2017) noted, people use language to convey messages to others, both spoken and written. Levinson (1983) further highlights that pragmatics examines how language use is shaped by the context in which it occurs. Key components of pragmatics include context, deixis, presupposition, implicature, maxims, and speech acts. These elements all play a role in shaping communication, and understanding them is crucial for analysing how politeness strategies are employed in different societies. Understanding these strategies can facilitate effective communication and help people avoid misunderstandings that could damage relationships. Therefore, understanding communication strategies, particularly politeness strategies, is crucial for effective social media use. Unfortunately, not everyone is familiar with the appropriate ways to express themselves, especially when using social media responsibly. Consequently, some internet users resort to hateful language towards those they disagree with.

The data for this study was collected from Doja Cat's Instagram account, focusing on the hate speech directed towards her by some users. Doja Cat, whose real name is Amala Zandile Dlamini, is an American rapper, singer, songwriter, and record producer born in Los Angeles on October 21, 1995. Her unconventional and energetic performances have sparked controversy, particularly on social media platforms. Analysing the responses to her posts reveals a predominance of negativity, often expressed through impolite language by some fans. This data provides valuable insight into the types of impolite strategies employed by internet users on social media. The various types of strategies were analysed based on Culpeper's theory (1996) and (2011) to reveal how users employ them differently based on their intentions.

B. Review of Literatures

As people need to interact with each other, they use language to convey messages. Communication is the interaction between a speaker and a listener who intend to share a common understanding. Therefore, it's important for them to utilize effective communication strategies. For successful communication to occur, speakers need to clearly convey their message so that their listeners can understand their intended meaning. The success of communication also depends on the context of the interaction, including the situation, the relationship between the speaker and listener, and the understanding of the message's content. Pragmatics, a branch of linguistics, explores how people use language to build communication and perform speech acts in specific situations.

According to Yule (2014), pragmatics focuses on how language users convey and interpret meaning beyond the literal words. This "invisible meaning" can be shaped by experience and perception, leading to misunderstandings. In communication, shared assumptions and expectations are crucial, but these can differ between people. Communication breakdowns are common. Misinterpretations can lead to impolite reactions, or frustration that goes unexpressed to avoid conflict. Generally, impoliteness damages communication and can be hurtful. It can occur intentionally or unintentionally, leading someone to say harsh words considered impolite or inappropriate.

Many fields explore it, including social psychology (looking at verbal attacks), sociology (focusing on verbal mistreatment), and conflict resolution (dealing with spoken arguments). Even fields like media studies (considering manipulative shows), business (exploring workplace interactions), and history (focusing on social interactions through time) contribute to this understanding. It is important to note that researchers might use different terms like "aggression" or "abuse" depending on their field. Work in social psychology, aggressive behaviour highly assumed as impoliteness. Right from the beginning, studies on aggression have considered both physical and verbal actions, like the work of Buss in 1961. This approach affects how we define aggression itself. An interesting definition comes from Baron and Richardson (1994) who say aggression is any behaviour that aims to hurt another living thing who wants to avoid that harm. They focus on the idea of causing harm, not just physical injury (Culpeper, 2011).

Today, many people exhibit inappropriate behaviour and don't hesitate to be rude to others when expressing anger. This trend is reflected in the numerous societal responses to issues publicized in the media. Readers are free to voice their opinions on various issues, especially those related to celebrities and trending topics. Unfortunately, social media seems to have become a platform for expressing negativity, such as hatred and disappointment. This is especially true when the media gets involved. For example, in the UK, there were many reports of aggressive behaviour towards healthcare workers. This sparked public outrage, showing strong support for these workers. This suggests that people generally expect a baseline level of politeness and cooperation. When this is broken, impolite behaviour is seen as abnormal and wrong.

In fact, there some reasons in which social media users employ impolite strategies. However, most impoliteness voiced by them are simply to express dislike, although some reason can be considered plausible. They usually speak negative comment to grab the artist's attention or spark a reaction from other users. They will be happy when their comment appears many pro-contra reactions. Besides, giving bad comment may also intend to express disagreement toward issue or celebrity's posts. Users may resort to impolite language if they strongly dislike a song, performance, or the artist's image. Although, they comments do not responded by the artist they intended, they may feel satisfied of bullying them. Social media negativity can also be contagious. Seeing others use harsh language can embolden some users to join the fray, even if they don't have strong feelings about the topic at hand. Finally, there are trolls who deliberately post inflammatory comments to disrupt online discussions and provoke reactions.

Thus Bradac et.al (2001) perceives that impoliteness consist of a mental attitude held by a participant, which includes negative evaluative beliefs about specific behaviours in particular social contexts. This attitude is activated by those specific behaviours within the given context. The concept of an attitude is well-established in social psychology and language attitude research. It encompasses cognitive, affective, and behavioural elements. Impoliteness comes about when: (1) the speaker communicates face-attack intentionally, or (2) the hearer perceives and/or constructs behaviour as intentionally face-attacking, or a combination of (1) and (2). (Culpeper 2005a: 38)

Impoliteness refers to negative attitude directed toward specific behaviour that occur in particular context. This negative view is shaped by expectation, desires, and beliefs related to social organization. Specifically, it involves how an individual's or a group's identities are influenced by other's during interaction. When behaviour deviated from expected norms, they are labelled as "impolite". These behaviours often carry emotional consequences, potentially causing offense to at lest one participant. Factors such as intentionally also play a role in determining how offensive an impolite behaviour is perceived (Culpeper, 2011:25)

Brown and Levinson theory (1987) mentioned four strategies of politeness such:

1. Bald on record politeness, where speaker utterances not aiming to detract the FTA even though, people can use this strategy to minimize the FTA circumstantially
2. Positive politeness, where the strategy aims to support the hearer's positive face;
3. Negative politeness, which is a strategy to minimize the threat on negative face of the hearer;
4. Off record politeness, which is a strategy that happens when the speaker indirectly minimizes the threat of the face by expressing the utterances that has implicit meaning in its performance.

Based on the strategies, Culpeper's (1996.2011) developed model of impoliteness as follows:

1. Bald on-record impoliteness: thus, strategy involves direct and explicit impoliteness. Speakers use straightforward language to convey their intention without any attempt to mitigate or soften their message.
2. Positive impoliteness: The speakers intentionally use language that emphasizes social distance or superiority. They may employ teasing, sarcasm, or mock politeness to create an impolite effect.
3. Negative impoliteness: It aims to distance the speaker from the listener by violating social norms or expectation. It includes behaviours such as rudeness, criticism, and direct refusals.
4. Sarcasm or Mock Politeness: Sarcasm involves saying one thing but meaning the opposite. It often serves as a form of impoliteness by undermining the listener's expectation.
5. Withold Politeness: This strategy involves avoiding politeness altogether. Speakers refrain from using polite language or engaging in social niceties.

Based on the description of the politeness strategies defined by Brown and Levinson (1987), it focuses on positive politeness, emphasizing strategies that maintain social harmony and show respect to the listener's "face" (positive face - desire to be liked/approved of, negative face - desire for freedom of action). They focus on maintaining "face," which refers to the public self-image of a speaker and listener. He proposes that we perform a "face-threatening act" (FTA) whenever we make a request, offer advice, or disagree with someone. Therefore, in order to minimize the threat and be polite, we can use various strategies as they are mentioned in their theory. While Culpeper (1996) focuses on both politeness and impoliteness. He views impoliteness as the opposite of politeness strategies and offers a framework for analysing how communication can be intentionally or unintentionally rude. He builds on Levinson's work but explores how communication

can be used to deliberately damage someone's face. So, he divides impoliteness strategies in different ways as it mentioned previously.

The Function of Impoliteness Strategies

Culpeper (2011) suggests that impoliteness is more than just being rude; it has specific purposes in communication. He identified three main functions of impoliteness: expressing emotions (affective), influencing others (coercive), and entertaining (entertaining) as below:

Affective Function: This function is primarily concerned with expressing and conveying emotions like anger, frustration, or disapproval. It allows the speaker to vent their feelings and let the target know how their actions or words have made them feel. For instance, saying "Ugh, seriously?" to a friend who keeps making the same mistake. Here, the speaker uses impolite language to express their annoyance.

Coercive Function: This function aims to influence or manipulate the listener's behaviour in some way. It can be used to get someone to do something, stop doing something, or change their mind. Often, the impolite language is a tool to pressure the listener into compliance. An example of this would be saying "If you don't clean up this mess right now, you're grounded!" The parent uses the threat (impolite language) to coerce the child into cleaning their room.

Entertaining Function: This function uses impoliteness for amusement or humor, often seen in banter or playful teasing among friends or family. It's important to note that this function relies on shared understanding and context to avoid causing genuine offense. A sarcastic remark between close friends could be considered entertaining, but the same remark to a stranger might be rude. The key here is that the impoliteness is delivered in a way that both parties recognize as playful and not a serious attack.

C. Methods

The research was conducted using descriptive qualitative research design, aiming to describe the use of impoliteness strategies by social media user expressing their hatreds toward the artist “Doja Cat”. The data source was taken from the social media user’s comments that contained hate speech in responding Doja Cat's Instagram account, namely @Doja Cat. The Doja’s posts were only selected from her posts from July to August 2023. Note taking was used as the instrument in collecting data. Firstly, identifying the data which was involved as impolite statements, secondly classifying the type of impoliteness strategy by using Culpeper’s theory. The last phase was analysing the data to describe and explain the use of impoliteness strategies in expressing animosity toward the artis, Doja cat.

D. Findings and Discussions

There are more than twelve thousand netizens commenting on Doja Cat's Instagram post, which was posted on her Instagram. The picture shows Doja Cat with her new appearance and strange expression, which has sparked various hate speech in the comments column. This research focuses on 15-haters comment as a sample, it is found 4 types of impoliteness strategy and 3 functions on impoliteness strategy.

The Impoliteness Strategy Used by Doja Cat' Haters in Her Instagram Comments

These are the four types of impoliteness strategies that haters use after analyzing comments on Doja Cat's Instagram. They are bald on record impoliteness, positive politeness, negative impoliteness, sarcasm or mocking politeness and withhold politeness. The following points will provide an analysis of the types of impoliteness strategies found in the data contained in the Index.

Bald On-Record Impoliteness

Bald on-record impoliteness indicates the speaker's intention to attack the listener's face. This type of impoliteness is characterized by a direct, clear, and unambiguous communication style, even when face-threatening acts (FTAs) are involved.

> @euthymiu: I used to support you through everything but you keep getting weirder and **I can't support you anymore**, you are ignoring you boyfriend's wrong doings, disrespecting your fans, what next?

Based on this statement, it can be analysed that the speaker directly addresses Doja Cat as the recipient without any attempt to minimize the threat to her face. It could be caused by the speaker's disappointment in Doja Cat's pose and attitude which is not appropriate in performing her IG. The speaker expresses their need and opinion without sugarcoating or softening the message, he directly showed his hate to her. By understanding the phrases like "*you keep getting weirder*," "*I can't support you anymore*," and "*ignoring your boyfriend's wrong doings*" demonstrates this straightforward approach. It can be seen also that there is no speaker's concern about maintaining a positive relationship with the recipient. The statement clarifies that the comment was made to highlight the haters' opinion about Doja Cat and indicates their disapproval of her perceived harmful actions

> @capp.degalleford : **I can't open Instagram in public anymore** because **of what you post**

In the given sentence, the pronoun 'I' represents a hater who is unable to open her Instagram due to a photo posted by Doja Cat. The photo captures an expression that is particularly frightening for haters. This statement also clarified that individuals who dislike Doja Cat (referred to as 'haters') experience strong negative emotions and discomfort due to a photo posted by Doja on her Instagram account. The pronoun 'You' specifically addresses Doja Cat, emphasizing that the photo captures her unsettling expression. It is perceived that the speaker directly expresses their concern without any attempt to soften the message. As the characteristics of this type of impoliteness, the face-threatening act (FTA) the speakers intent to threaten or challenge someone's face, so it becomes the criticism of Doha cat's Instagram posts. Additionally, he does not mince words and just state discomfort directly. In fact, he prioritizes their own feelings over maintaining a positive relationship with the recipient. The data is supported by Siahaan's study (2019) who found similar type of bald on-record impoliteness in his finding.

Positive Impoliteness

"Positive Impoliteness " which is a communication strategy or behaviour that is deliberately designed to damage the positive image or good face of a party who wants to be recognized or accepted as a member of society or a certain group. Positive face refers to a person's desire to be liked, appreciated, and valued(Culpeper,2011).

Here is the datum of positive impoliteness:

@ningming7 : "**Wow Doja! You're always serving looks!** Maybe this outfit would look even better with a stylist next time? " (This backhanded compliment praises her looks but implies she needs professional help to achieve them.)

This statement explains that the speech described falls into the category of positive impoliteness. It includes language that could be seen that this statement conveying impoliteness through seemingly polite or complimentary language and express admiration for her style by stating ""*Wow Doja! You're always serving looks!* However, However, the second sentence, "Maybe this outfit would look even better with a stylist next time?," undermines the initial compliment. It suggests the outfit isn't her best and implies she needs professional help to achieve good style. This finding was in line with Widiantho' study (2021) and Pasaribu (2019)who also found the type of hate speech most often directed at President Jokowi was a form of positive impoliteness.

So, the true intention is to mock, belittle, or patronize the listener. Sarcasm is a prime example of positive impoliteness. So, it can be interpreted that although the speaker convey that polite language but his intention actually to damage to the individual's positive face.

Negative Impoliteness

Negative impoliteness refers to behaviours or strategies that disregard an individual's wish to avoid disturbance or to act freely. This can encompass actions that invade personal space or interfere with someone's comfort and autonomy, without considering their preferences (Culpeper, 2011).

These are some of the outputs of negative impoliteness strategies, including: a) Scaring, b) Degrading, ridiculing, insulting c) Invading other people's space, d) Explicitly associating other things with negative aspects, e) Putting other people's debts on the record.

@I.ff : you're such an **edge lord** that it's **embarrassing.**

This statement showed that the speaker criticize Doja cat's behaviour by saying the slang "*edge lord"* which means someone who intentionally expresses opinions that are likely to shock or offend people, especially online, as a way of making others notice or admire them. He also says "it's embarrassing" to express his dislike toward her. However, negative politeness is the strategies that is designed to minimize the threat to the recipient's negative face. So, the speaker use the Face-Threatening Act (FTA) to criticize the artist by calling her "edge lord". The use of "you're such…." Soften the criticism by avoiding direct accusation. He does not also explicitly state his disapproval but implies it. By uttering the

phrase "it's embarrassing" acknowledge the recipient's feeling without directly attacking her.

@yttikolleh : **she looks like every lady that been on drugs for 25 years** straight lol.

Based on the statement, it can be analysed that the speakers mocking Doja by saying *She 's been on drugs for 25 years" and he intentionally want to* insult Doja Cat's physical appearance because her body looks very thin. This negative impoliteness involves strategies that is designed to damage the addressee' negative face wants. The face threatening act (FTA) certainly is a criticism directed to Doja. By stating the statement, the speaker implies that she looks like someone who has been on drugs for a long time, which is a negative judgement. Making comments that insult someone based on their physical appearance constitutes incivility and can harm the recipient. Such behaviour is commonly regarded as unethical in communication.

Mock politeness or Sarcasm

Sarcasm, unlike banter or humour, serves as a form of communication that challenges social harmony. In this context, sarcasm undermines an individual's image or 'face' by employing insincere politeness strategies. Additionally, sarcasm relies on words or expressions that convey meanings opposite to their literal interpretation. Often, it is used to convey feelings or messages beyond the surface level of spoken words. The datum below shows the type of sarcasm:

"Oh wow Doja, that outfit is certainly...unique". *It's so brave of you to express yourself like this! #trendsetter"*

The speaker used overly positive language by writing his/her comment starts with "Oh wow Doja," grabbing attention in a seemingly friendly way. "Unique" can be interpreted as positive, but in this context with the trailing ellipsis (...) it creates a pause that suggests the uniqueness might not be entirely positive. This uses excessive praise for a strange outfit, with "#trendsetter" being sarcastic as it implies the outfit is unlikely to be widely followed. He also Praise her bravery for self-expression sounds complimentary, but it's excessive considering outfit choices don't typically require bravery. This exaggeration exposes the insincerity.

The use of term "#trendsetter" is the final layer of mock politeness. A true trendsetter would inspire others to follow their style, but here it's used sarcastically, implying the outfit is unlikely to be a trend. The sarcastic praise might be intended to make Doja Cat feel embarrassed about her outfit choice. Sarcasm heavily relies on context and tone. In some situations, it may be perceived as humorous banter rather than genuine impoliteness. However, in this case, the speaker's intention seems to be negative, emphasizing the unexpected nature of the content seen on Instagram. This finding is in line with what Siahaan's study (2019), Widiantho' study (2021) and Pasaribu (2019) found in their studies.

The Functions of Impoliteness Strategy

After analysing the type of impoliteness strategies, the data were then analysed based on their functions. The data analysis employed Culpeper's theory (2011) to uncover the speaker's intentions behind commenting on Doja's posts. As mentioned earlier, impoliteness strategies serve three main functions: affective, coercive, and entertaining." The following explanation provide an analysis of functions of impoliteness strategies.

Datum 1 below shows affective and coercive function as well.

@euthymiu: *I used to support you through everything but you keep getting weirder and* ***I can't support you anymore****, you are ignoring you boyfriend's wrong doings, disrespecting your fans, what next?*

As Culpeper (2011) said that affection function primarily concerned with expressing and conveying emotions like anger, frustration, or disapproval, the statement can be perceived that the writer clearly express frustration and disapproval through name-calling "*weider"* and highlighting negative actions, such as "*ignoring "disrespecting"*. By saying "you keep getting weirder" and "I can't support you anymore" also expressed his disappointment. By mentioning past support and contrasting it with the current situation ("I used to support you through everything"), the speaker highlights their disapproval of the Doja's recent actions.

This statement also has *coercive function* which intends to influence the person's behaviour by withdrawing support. Saying "I can't support you anymore" is a threat that could potentially motivate the person to change. The main thrust of the statement seems to be to pressure the person to change their behaviour. Withdrawing support ("can't support you anymore") and critiquing their actions ("ignoring," "disrespecting") all function to try and influence them. Overall, the primary functions of this impoliteness statement seem to be affective (expressing frustration) and coercive (trying to change the person's behavior). The speaker is clearly upset with the person's choices and actions, and the statement is designed to convey that disapproval and pressure them to change.

The next function is entertaining function as follows:

Datum 2 : "**Wow Doja! You're always serving looks!** Maybe this outfit would look even better with a stylist next time? " (This backhanded compliment praises her looks but implies she needs professional help to achieve them.)

This statement utilizes **entertaining function** in which it starts with an attention-grabbing compliment, "Wow Doja! You're always serving looks!" This cushions the impoliteness and creates a seemingly positive tone. However he criticize Doja by saying "Maybe this outfit would look even better with a stylist next time?" undermines the compliment by implying the outfit is not at its best. It casts doubt on Doja's ability to style herself effectively. It is said as entertaining function because the impoliteness is delivered in a way that might be seen as playful or sarcastic, depending on the context and relationship between the speaker and Doja (Culpeper, 2011).

This type of backhanded compliment falls under entertaining functions because it criticizes Doja's fashion sense in a disguised manner, but it might be delivered with the

intention of being humorous or light-hearted. However, it's important to consider that entertaining impoliteness can be risky. If the sarcasm is not well-received, it could come across as mean-spirited or hurtful.

Thus, here is the analysis of datum 5:

@yttikolleh : **she looks like every lady that been on drugs for 25 years** straight lol.

This statement has *affection function* as the writer says "*she looks like every lady that have been on drugs for 25 years."* express strong negative emotion like anger. By understanding the words like "drugs" and "25 years straight" create an image of someone very unhealthy and possibly unattractive, implying disgust or dislike. As Culpeper (2011) that affective function concerned with expressing emotion like anger, frustration and disapproval. By stating that, it inferred the writer show his anger and disapproval toward Doja's performance. Although the "lol" at the end might be an attempt to soften the blow, but it most likely fails to do so due to the severity of the insult. Besides, the statement also has *entertaining function* by considering the use of "lol" " suggests the speaker might be trying to pass the insult off as a joke. The datum is also similar with Widiantho' study (2021) and Pasaribu (2019) found in their studies.

However, the target of the insult (the woman's appearance) is so harsh that the humour likely fails and reinforces the affective impoliteness. In conclusion, the primary function of this statement is affective impoliteness. It aims to express negativity and potentially insult the woman's appearance**.** The attempt at entertaining impoliteness is weak and likely fails.

E. Conclusions

This study concluded that strategy impoliteness is one of the expressions used by a person to express discomfort, anger, dissatisfaction of many other factors. People who comment with elements of strategic impoliteness can avoid responsibility for the words they have said because they think commenting is a form of expressing their opinion. The aims to find out the types of impoliteness strategies and determine the function of using impoliteness strategies used by haters in Doja Cat's Instagram comments. After analysing the data, the following conclusions can be drawn: There are 4 impoliteness strategies conveyed by Doja Cat's Instagram comment. They are Bald on record impoliteness, positive impoliteness, negative impoliteness, and sarcasm. The highest occurrence is the bald on- record impoliteness strategy. Moreover, the research found 3 functions of impoliteness such as affective impoliteness, coercive impoliteness, and entertaining impoliteness. Affective impoliteness is the mot frequent function used in the comment of Doja cat's Instagram post. So, the sentence describes the differences in the types and strategies of impoliteness that appear in various studies, with emphasis on the results

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Gender Differences and Language Ability: A Library Research

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It is widely spoken and believed among people that women are better at learning language than men. However, this public belief is not necessarily true and worth to be questioned. Whether female is really superior to men, or it is vice versa, or even equal. Thus, this research aims to analyze the language learning ability between female and male students in Indonesia. This topic is interesting that gender differences attract a lot of researchers to study about it. Therefore, in this research, the researchers used a qualitative approach with library research and literature review as the method. The researchers utilize secondary data in the form of articles which are related to Gender Differences and Language Ability. The source is based on web of science database that taken from Google Scholars and Mendeley. The collected data will be analyzed by utilizing descriptive qualitative analysis. Based on the analyzation, there are various differences between female and male in learning second language and abilities. The result showed that both female and male use different linguistics features and metacognitive writing strategies. The research also conclude that female and male revealed that female have better ability in writing, speaking and reading. On the other hands, some research also revealed that there are only slight differences result or even has no differences in them like in grammatical aspect.

Keywords: Keywords: gender, men, women, language ability

INTRODUCTION

Gender is a sociocultural differentiation between men and women based on qualities and behaviours that are traditionally considered indicative of and suitable to the two groups of individuals (Caplan et al., 1997). Participants are classified based on their outer look and behaviour, rather than their biological traits. Gender is a sociocultural differentiation between men and women based on characteristics and habits that are customary considered typical and suitable for both groups of society. Participants were categorized based on their

external appearance and behavior, not based on their biological characteristics. Based on the previous statement, gender is seen from a person's external appearance and behavior, such as a man's or woman's ability to learn words. But if you look at their biological characteristics, anatomical, physiological or chromosomal characteristics, it can be said that they are sex.

There are no persistent gender differences in assessments of verbal ability, with the exception that women do better than males on speech production exams. Men outperform women on various measures of spatial ability, although the degree of the gender gap varies greatly depending on the demands of each given test.

On the specific language learning, there is widely believed and spoken that female have better ability in learning second language than male. Be that as it may, this public conviction isn't be guaranteed to valid and worth to be addressed. Whether female is truly better than men, or it is the other way around, or even equivalent. Hence, this study means to dissect the language learning ability between female and male students in Indonesia.

There are researches conducted based on gender differences. The first is related to gender perspective towards critical thinking among fourth grade elementary school students. The study found that the scores between both genders are statistically different. It shows that score of the male student is relatively higher than females (Kawuryan, Sayuti & Aman: 2022).

The second research is about language and gender in a class for English Microsholarship Program (Access) at Unipdu University. The study found that the scores between both genders are statistically different. In the result, they do utilise language differently. Women and men have different talking times. (Ukhrowi & Qani'ah: 2022).

Another related topic is on the individual differences of learners. Males and females do not have innately different attitudes towards foreign language acquisition. Females are often more motivated than males and have a more positive attitude towards foreign language acquisition. Females have a stronger self-concept of language, indicating a deeper enthusiasm for the target language and culture. Boys are not prone to doing anything that appears uninteresting, and the majority of them grumble about learning a foreign language (Huang, 2023).

THEORITICAL FRAMEWORKS

This study mainly talked about the gender differences and language ability specifically on writing, speaking, reading and what to support these language skill – grammar.

2.1 Definition of Human Cognition

Human cognition exists at the intersection of biology and culture (Caplan et al., 1997). Human cognition's contents and methods, on the other hand, are learnt via Expertise with human interactions and psychological environments, and structured by a huge system of generic knowledge structures created and transmitted by sociocultural activities. Human cognition processes are learned by experience in the social and physical environments, and

they are structured with huge network of general understanding frames generated and passed through sociocultural practices.

2.2 Gender Differences in Cognitive Abilities

Maccoby and Jacklin's (1974: in Caplan., 1997) concludes that there were reliable gender differences in verbal, mathematical, and spatial abilities were refined considerably by subsequent meta-analytic research.

Ankney (1992: in Caplan et al., 1997) confirmed that, for every given physical size, males had a bigger average brain size than females. Furthermore, Ankney recognised that differences in brain size may be explained by characteristics unrelated to cognitive ability, such as muscularity or metabolic rate.

2.3 Causes of Gender Differences in Cognitive Abilities

There are some causes of gender differences in cognitive abilities:

2.3.1 Genetics

Gender inequalities in cognitive skills may also be influenced by genetic variances. Cognitive inequalities have been related to a few genes involved in brain growth and function.

2.3.2. Education Possibilities

Inequalities in access to high quality education can impact cognitive development. Even though access to education has increased today, some areas still have gender-based educational gaps. Designing educational curricula and teaching strategies can amplify or lessen gender inequalities in cognitive skills. Different play and social activities can impact how boys and girls develop cognitive skills. For instance, cooperative play may improve linguistic skills, but spatial games may develop spatial ability.

2.3.3. Family Environment

Interactions with siblings, mainly elder siblings might influence cognitive growth. Siblings may function as mentors or take part in activities that have an impact on cognitive capacity. Societal and cultural influences, cultural standards, gender roles and expectations can be impacted by cultural norms and beliefs, which affect cognitive development. The emphasis that various cultures place on particular cognitive abilities may differ. Socioeconomic status impacts who has access to resources, disparities may worsen or lessen these issues—cognitive disparities between genders.

2.3.4. Technology and Media

The media as television, motion pictures, and video games, frequently perpetuate gender preconceptions. Children's perspectives and aspirations may be impacted when particular cognitive talents are portrayed as being gender-specific (Gautam, 2023).

Such as biology, socialization, and environmental settings, affect gender disparities in cognitive skills. By doin this, may create a more equitable society where people of all sexes can realize their full intellectual potential. Understanding the relationships between gender and other aspects of identity, such as race, ethnicity, and socioeconomic status, is critical.

2.4 Woman, Man and Language

It is believed there are differences in the way woman and man use language. These differences issues are interesting that these are widely spoken and questionable in many perspectives. Coates (2015) Gender differences captivate people. So, it is reasonable if this issue about woman and men language whether there are linguistic gender differences invite curiosity among people. In this part we will talk the differences based on sociolinguistic account.

2.4.1 Sociolinguistics and gender

The study of gender by sociolinguists has only lately gained traction because it related to dialectology, linguistics and to shifts in women's roles in modern society.

Traditional dialectic differentiates group of people in taking them as informant. Traditional dialectology usually took male, nonmobile, older, and rural informants (Chambers and Trudgill: 1980, in Coates: 2015). Their way in taking informant were bias and rejected by sociolinguists. But the rejection not look at the gender, it is just a matter of selecting urban instead than rural informants and younger vs older sources. While many research included informants of both sexes, investigations exclusive to male speakers continued to be carried out, such as study of black adolescents in Harlem (Labov's: 1972, in Coates: 2015).

In time sociolinguistics started to become a specific discipline itself, early sociolinguists focused on language variance that was related to socioeconomic status, race, or age. This response appears to be directed at mainstream linguistics, resulting in a shift in focus from standard to non-standard varieties. All minority groups have been scrutinised, including working-class groups, ethnic minority groups, and teenagers. Women were not viewed as a minority group. (Coates: 2015).

The reason why woman not perceived as a minority group was baffled. It because at that time, Men were naturally perceived as being at the centre of society, while women were viewed as peripheral or even invisible. This is tough to understand in today's world, when gender inequalities are huge business. During the 1940s and 1950s, men were seen as individuals first, followed by men. Women now have the legal right to be regarded as equals to men, thanks in large part to the political action of the Women's Movement (both the Equal Pay Act and the Sex Discrimination Act went into force in Britain in 1975, according to Coates (2015). This has resulted in changes in both the workplace and at home, including changes in practice as well as attitudes.

2.4.2 Differing approaches to language and gender

Linguists began to research and approach language related to gender after Lakoff's classic work on Language and Woman's Place was published in 1975 (Coates: 2015). They

began to research the language and gender differences in many perspectives with some approaches. These approach namely the deficit approach, the dominance approach, the difference approach, and the dynamic or social constructionist approach.

The early research in the topic was characterized by the deficit approach. The early research in the topic was characterized by the deficit method. The most well-known is Lakoff's Language and Woman's Place, which makes the assertion that certain linguistic structures, such hedges, "empty" adjectives like charming, wonderful, and nice, and "talking in italics" (exaggerated intonation contours), are characteristics of "women's language" (WL). The second approach, known as the dominance approach, regards women as members of an oppressed group and explains linguistic distinctions between the speech patterns of men and women as indicators of male dominance and female subordination.

The notion that men and women belong to distinct subcultures is emphasized by the third strategy, known as the difference approach. The emphasis on dynamic features of interaction is what has led to the fourth and most current method being referred to as the "dynamic approach." Researchers today see the deficit approach as outdated, but the general public does not; their approval of assertiveness training for women, for instance, implies that women should adopt a more masculine worldview (Coates: 2015).

2.5 The Language Abilities and Grammar

2.5.1 Writing Ability

Writing is thought to be the hardest ability for learners of second languages to acquire. In actuality, the majority of teachers continue to use the tedious teacher-centered learning paradigm, which could impede the learning process and make it harder for pupils to comprehend the material. Consequently, educators ought to think about utilizing efficient methods and resources. (In Shaumiwati, 2020, Nosratinia & Adibifar, 2014). It is also stated that one of the hardest skills for pupils to master is writing. Writing at an advanced level tests our memory and cognitive abilities in addition to requiring us to use a language system (Kellogg, 2008).

2.5.2 Speaking Ability

Speaking was thought to be crucial to learning a language since it is a habit for everyday communication and needs to be acquired. A bilingual resource available in English, it can facilitate students' interpersonal communication (Mardhiyah, Jaya & Uzer, 2023). Speaking abilities are those that enable us to interact with others successfully. This ability enables speakers to express ideas and perspectives with conviction, knowledge, and zeal (Habibah 2018: 3). Speaking was a difficult skill that needed stimulation to employ a variety of skills that frequently develop at various rates (Harris in Labiran, 2017:3)

2.5.3 Reading Ability

One crucial ability for learning a foreign language is reading. (Yu, 2015). Reading is a complicated process that integrates several cognitive processes, abilities, text knowledge, strategic knowledge, and settings to generate meaning from reading material and interpret

the information, according to Kasımi (2012), Pearson and Cervetti (2013), and Alyousef (2005).

2.5.4 Grammar

At all educational levels, grammar instruction is one area of the English language that needs to be given high priority in the teaching and learning process. Grammar is one of the fascinating topics that students find interesting to research in relation to using English well. Grammar is the set of rules or system that controls a language's structure and meaning. Not only does English have grammar, but every language needs to have a grammar with established standards for formal usage. The study of grammar focuses on the laws that regulate language. Since a language cannot be learned without a solid comprehension of grammar, it provides a necessary framework for comprehending language structure (Madina, Gulo, Gurning, Simanungkalit & Gea, 2024). Mabaroh and Pusparini (2018) in Madina et al (2024) state that some academics contend that grammar is the essential part of language. The likelihood of errors in language comprehension increases when it is absent. Therefore, grammar acts as a standard or guideline to improve understanding between parties in communication.

METHODOLOGY

This study was conducted by using library research. Zed (2004) states the that library research uses library sources to obtain data". Moreover, the research method of this study is literature review articles. Review articles are a kind of literature unto themselves; in them, the writer makes an effort to read every pertinent work on a topic in a methodical manner, occasionally conducting interviews with subject-matter specialists as well. The writer then organizes, synthesizes, and critically assesses the variety of information (Mann: 2015).

The researchers utilize secondary data in the form of articles which are related to Gender Differences and Language Ability. The source is based on web of science database (Mann: 2015). The researchers analyzed a number of articles taken from Google Scholars and Mendeley. To arrive at a logical conclusion, the researcher integrates and pulls the researcher's ideas to produce a coherent conclusion. Moreover, data can be collected, and will be analyzed by utilizing descriptive qualitative analysis.

FINDINGS AND DISCUSSION

4.1 Findings

This research analyzed 13 papers taken from Google Scholars and Mendeley in the year range of 2019 until 2023. The following table provides the findings and the result of analyzation.

Table 1 Gender Differences Findings on Writing

Tittle	Results
Gender Differences in Writing Complex Sentences	This study mainly to describe the gender differences in wtiting complex sentences. The findings show that female students have more words, have longer sentences and more sentence types in writing than male students (Sirait, Wenas & Kurniawan: 2023).
Gender Differences in the Length of Writing	This research shows that there was significant difference between male and female students in the number of words used when writing sentences. This can be seen from the complexity of the sentences they write that the female students had a longer size of writing. The differences can also be seen from the presentation of feelings and the use of five features called intensifying, hedging, tag questions, empty adjectives, and adverbs (Pratama, Dwiyanti & Manik: 2020).
Gender Differences of Students' Writing Ability in Descriptive Text	This study investigates the gender differences reflected on the students writing. It is conducted based on Mulac's theory to find the linguistics features male and female students tend to use. The study found that males often used locative feature and females often used a reference to quantity feature and "I" reference feature. (Wiyanto & Asmorobangun: 2020).
Metacognitive Writing Strategies Model Used by ESL Writers in The Writing Process: a Study Across Gender	This goal of this study is to investigate how both male and female writers employ the three stages of metacognitive writing strategies - planning, monitoring, and evaluating. It was discovered that, in comparison to the male writer, the female writer applied more method during the planning phase. This further suggests that, in comparison to male writers, female writers plan more effectively before or during the planning stage. (Aripin & Rahmat: 2021).
Gender Differences in Students' Argumentative Essay Writing, Peer Review Performance and Uptake in Online Learning Environments	This study investigates gender disparities in argumentative essay writing and peer review performance and uptake in a higher education setting. According to this study, female students outperform male students in argumentative essay writing when it comes to taking a position on the issue. Furthermore, females supplied higher-quality peer review than males, and female peer review outcomes increase their arguments against the stance in the rewritten essay (Noroozi, et., al.: 2023).
A Study on Writing Ability Differences Between Male and Female Students in Describing People	This study seeks to compare male and female students' ability to produce descriptive writing about persons in terms of general organisation, linguistic elements, vocabulary, and mechanics. The results demonstrate that both male and female students' writing abilities in describing persons fell into the "good" category. However, the mean score from all of the components tested resulted in female students getting significantly higher scores than male students - male students scored 2,92 and female students scored 3,09 (Wulandari & Trisno: 2020).

Table 2 Gender Differences Findings on Speaking

Tittle	Results
Male Vs. Female EFL Students: Who Is Better in Speaking Skill?	This research investigates whether female EFL students' ability in speaking is better than male. And it can be concluded that although it is not trivial, female students have better performance in the aspects of speaking than male students (Erdiana & Akhmal 2019).
Gender Differences of Students' Speaking Ability	This study examined the disparities in male and female students' speaking skills in five areas: pronunciation, grammar, fluency, understanding, and vocabulary. The results suggest that female pupils outperformed male students on the speaking test. Male students are more confident, energetic, and passionate than female pupils (Trisnawati: 2022)
Extrovert Students by Male and Female on the Students' Speaking Ability	This research compares extrovert male and female students' speaking abilities. It was discovered that female students have a little higher mean score than males. However, the researcher stated that extrovert female students could not outperform male students in terms of speaking skills because the significant value was only.974 > 0.05 (Hijazi, 2020).
The Different Language Use Between Male and Female University Students	This study investigates the language use differences between male and female by using The Discourse Completion Test (DCT). The finding is that most ladies were conversational and expressive in their responses. On the other hand, most guys provided modest answers (Simon, 2021).

Table 3 Gender Differences Findings on Reading and Grammar

Tittle	Results
Do Gender and Regional Differences Affect Students' Reading Literacy? A Case Study in Indonesia	The purpose of this study is to describe the reading literacy variations among Indonesian students based on gender and area. The study's findings show that there are statistically significant variations in reading literacy scores between male and female pupils. The study's quantitative findings show that male pupils have a reading literacy score of 46.16 and female students have a score of 49.70. Furthermore, the geographic region (urban and rural) has a moderate influence on pupils' reading literacy levels (Syamsuri & Bancong: 2022).

Gender and Grammatical Cohesion in Indonesian Preschoolers' Narrative	This research shows that there is no difference in the ability of grammatical cohesive devices between males and females. This study also proves other studies that gender does not affect language ability (Ferhadija & Kushartanti: 2023).

4.2 Discussions

Based on the findings above, there are many differences found towards gender on writing skills. As female nature to talk more that male, in writing, female also creates more words. They also arrange longer and more complex sentences than male. Moreover, female present their feelings by using five features called intensifying, hedging, tag questions, empty adjectives, and adverbs.

On the argumentative text, female is better in taking a position on the topic and their peer review can improve their arguments which show their consistent in which place they stand in specific topic. In describing people, female students got slightly higher score rather than male. However, both female and male are categorized good.

Based on linguistics features (using Mulac's theory), it found Males frequently utilised locative features, whilst females frequently employed a reference to quantity feature and "I" reference features. On metacognitive writing strategies, the female writer applied more method during the planning phase which is concluded that female writers plan more effectively before or during the planning stage.

Beside writing ability, gender differences is also found in speaking ability. From the findings above, we can conclude that female have better speaking ability than male. However, the findings also showed that the extrovert male students are more confident, active, and enthusiastic than extrovert female. On the other hand, in other research, most females were talkative and expressive in giving their response while most males gave minimal responses.

In reading skills, it is found that female has significantly better reading literacy scores than male. Moreover, in grammar aspect, the findings reveals that there is no difference ability between female and students on grammatical cohesive devices.

CONCLUSION

From the research analysis of 13 articles, gender differences clearly seen. Both female and male use different linguistics features and metacognitive writing strategies. Some articles which examine the ability between female and male revealed that female have better ability in writing, speaking and reading. It supports the claim in many western cultures that females have a tendency to learn better than male in second language (Troike: 2006). On the other hands, some research also revealed that there are only slight differences result or even has no differences in them like in grammatical aspect. It is also supported by Troike (2006) that "There really do give off an impression of being a few gender differences in language procurement and handling, however the exploration proof is blended".

There are various aspects which can support the effectiveness and successfulness in learning second language, such as the accuracy in choosing a way of learning, the suitability of the teacher in teaching the language, to the involvement of the curriculum and the school in determining language learning strategies for students.

In addition, for the future study, the researchers expect that there are other ways to find what aspects which affect the different result for both female and male in leaning second language and what strategies we can use to create balance result.

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INVESTIGATING THE STRATEGIES OF SENIOR HIGH SCHOOL STUDENTS IN ELIMINATING THE ANXIETY OF SPEAKING ENGLISH AS A FOREIGN LANGUAGE

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English speaking anxiety is one of the most crucial student problems in the current era. This is because, English is an international communication that students must master. We need a way to get rid of anxiety in speaking English. This study investigates the strategies of SMA An–Nur students in eliminating anxiety in speaking English as a foreign language. In this study, it was found that there were many strategies used by students to eliminate anxiety in speaking English: (1) Trying to calm or relax before Speaking in front of the class, (2) Making small notes before speaking in front of the class, (3) Trying to assume no one Sees himself speaking in front of the class, (4) Practicing in front of the Mirror, (5) Practicing Talking with Classmates. In addition, many factors make students anxious about speaking English as a foreign language: (1) fear of being wrong in speaking English, (2) lack of confidence in students, (3) losing ideas when speaking English, (4) afraid of speaking spontaneously in class. This research contributes to providing teachers with insight into dealing with problems during the foreign language learning process, especially speaking

Keywords: speaking anxiety; students' problem, relieving anxiety.

INTRODUCTION

English is a very unique international language. This is because the use of English as a foreign language in the sphere of world society has developed very rapidly and has various word order patterns. This has had a major influence on teaching in the world of education, especially in upper secondary schools. In Indonesia, teaching English to a foreigner is a trend and a learning obligation for students (Rumiyati & Seftika, 2018). In the opinion of Suryadi (2021), English teachers began to apply various appropriate learning techniques, including determining the teaching process according to the conditions of the students. The general pattern applied is to provide the four basic language skills, namely: listening, speaking, reading, and writing. The use of teaching techniques in language learning as well as the widespread use of English as a foreign language, has led to the need to learn it, as evidenced by the widespread use of English in various school activities such as developing bilingual classes, English debates, English essays, English speeches and so

on. The main goal is to improve students' abilities. However, learning English speaking skills is not inferior to what is seen, because there are related problems: (1) the lack of students' ability to speak English, (2) the reduced ability of students who are complex in exploring vocabulary and (3) the negative correlation of students' anxiety on speaking ability.

Anxiety is fundamentally defined as worry or confusion of the mind caused by fear of danger or misfortune (Putri, 2020). On the other hand, Al-Hakim & Syam (2019) explains that anxiety is excessive worry about everyday things. Meanwhile, Ningsih (2017) interpret anxiety as one of a person's top emotional encounters in dealing with the circumstances that exist in them, which can affect speaking ability. This is in accordance with the opinion of Utami & Nurjati (2017) that foreign language anxiety is recognized as a major factor in students learning a language, so it makes communication using English difficult to apply in everyday life.

The process of emergence of language anxiety begins with students' concerns about their verbal potential. In particular, this anxiety arises from a lack of verbal, practice, and evaluation skills. So that these problems become a single unit that causes anxiety in speaking to arise. Besides that, English anxiety consists of "self-perceptions, beliefs, feelings, and behaviors related to classroom learning that arise from the uniqueness of the language learning process. The process of learning English is a unique process because students are required to communicate using a language they have not mastered perfectly (Fitriani et al., 2022). Three components of foreign language anxiety are defined by Horwitz, and Cope, (1986): a) communication apprehension, b) negative judgment, and c) testability. According to Brown (2000), Students who show communication apprehension will feel uncomfortable when speaking in a foreign language in front of other people, due to limited language skills, especially in speaking and listening skills. Students who experience a fear of negative judgment do not perceive language errors as part of the learning process but as a threat to themselves (Utami & Nurjati, 2017).

To find out and measure English anxiety as a foreign language Horwitz (1986) states that self-measurements that have a high level of anxiety can be seen from negative job expectations and social comparisons, symptoms psychophysiology and avoidance behavior. Meanwhile, Asrida (2017) states that there is a relationship between anxiety and learning motivation, showing that students who are interactively motivated have a lower level of anxiety than students who have instrumental motivation. Meanwhile, anxiety and motivation are two different dimensions with overlapping behavioral consequences. In more detail, there are six types of sources of anxiety in language classes, namely personal and interpersonal anxiety, student uncertainty about language lessons, instructional uncertainty about language learning, instructor-student interaction, class procedures, and testing.

While, language anxiety is a problem in learning a foreign language. Because learning a language in an affective state that is not quite right can hinder them mentally from acquiring further language knowledge, thus, the anxiety of speaking English as a foreign language is caused by three factors, namely: psychological factors (emotions, self-esteem, anxiety, attitude, fear, and motivation). Namely applied classroom procedures and teacher-student relationships, and situational factors, such as speaking in front of the class.

Fitriani et al. (2022) explain that foreign language anxiety is a problem in language learning and has a negative effect on speaking English for some students. This is because when high school students experience pressure in speaking from the start, turning this pressure into motivation in a positive direction to get rid of anxiety takes a long time, so the role of the teacher in overcoming student anxiety is very important because the teacher is able to provide a stimulus in the form of the right strategy and motivation for them.

In senior high school, speaking is seen as a self-characteristic, and anxiety and errors in speaking English are seen as a common phenomenon in teaching English. However, most students often express feelings of stress, anxiety, or anxiety when learning English and admit to having low language skills towards learning English as a foreign language. Their reasoning is based on the thought and argument that speaking anxiety causes a loss of confidence. There are many studies on speech anxiety that have been reported by researchers. The results of previous research by Cheng, Horwitz, and Schallert (1999) about anxiety can interfere with the production and expression of foreign languages indicate that anxiety has an impact on specific stages of language learning related to self-confidence, self-esteem, and abilities. Taking risks proficiency in the language can ultimately provoke a foreign language learning situation. Research conducted by Florack, Rohmann, Palcu, and Mazziotta (2014) regarding anxiety that inhibits speaking skills shows that students' difficulties in speaking are not due to a lack of knowledge but rather feelings of excessive anxiety, so they don't know what to say, no idea comes to mind at all. In addition, regarding the feeling of being offended that occurs when students have to speak without prior preparation, this indicates that students will experience anxiety when speaking with a group of people in a formal situation. Recent research from Su (2021) found that there is a relationship between anxiety, the number of rules to learn, and speaking English. These results indicate that the focus of learning activities is more on content than overall meaning. This results in many students experiencing input because they do not understand and know what the teacher is conveying.

From several studies that have been conducted, the factor of self-anxiety is one of the factors that most influence the activity of speaking English as a foreign language. Self-anxiety is assessed, which can hinder students' speaking ability so, the purpose of hiding the strategies of SMA An-Nur students in eliminating anxiety in speaking English as a foreign language with the research focus is to analyze students' strategies in speaking activities in English class.

Literature Review

1. Foreign Language Anxiety

Many researchers have found that someone from the affective domain has a negative correlation factor that affects students' English-speaking ability. As found by Howirz (1986) that there is a negative correlation between foreign language anxiety and English-speaking ability. They interpreted foreign language anxiety as a feeling of worry and anxiety experienced by non-native speakers when learning or using a second or foreign language. Moreover, they stated it is generally believed to be the affective factor with the greatest potential to negatively affect the learning process. Foreign language anxiety is a

multidimensional reaction including an emotional component (worry), a cognitive component (failure of thoughts), and a psychological component (e.g., increased heart rate). Thus, foreign language anxiety is a negative multidimensional reaction integrated with emotional components, cognitive components, and psychological components when learning or using a second or foreign language. With regard to the statement above, the ability to speak English is influenced by foreign language anxiety. This fact is an affective domain that must be considered by the teacher in the learning process, especially in speaking English, theories and facts have opposite phenomena, such as how they want to be able to speak English, but they are afraid when they speak English. In other words, goal orientation is based on needs, the need to achieve success but foreign language anxiety is difficult to think negatively and think badly about mastering a foreign language.

2. Theory about the ability to speak English

The ability to speak English is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. According to Rumiyati & Seftika (2018), the ability to speak English is an element of communication. Then, they also state that communication is the output modality and learning is the input modality of language acquisition. In addition, they stated that as human beings, we always need communication to express our ideas to do everything. Moreover, as students, they have to speak English with their teacher during the learning process to express their ideas. In addition, they also state that "communication" in the classroom is embedded in Meaning-cantered activities. Another, speaking English is a two-way process between speaker and listener and involves productive and receptive comprehension skills. There are two basic functions of speaking English. They are a transactional function, which is connected with the transfer of information, and an interactional function, which has the main goal of maintaining social relations. This requires teachers to guide instruction to students carefully, to the needs of learners, and teach them how to listen to other people, how to speak English with other people, and how to negotiate meaning in a shared context. Therefore, exchanging messages that have been given and taken will allow them to create discourses that convey their intentions in real-life.

3. Relationship between anxiety and students' English-speaking ability

A large number of studies in the field of language acquisition have demonstrated an adverse relationship between anxiety and speaking English. Putri (2020) recommends that foreign language class anxiety tends to have a stronger emphasis on anxiety related to speaking English skills. As pointed out by Horwitz et al. (1986), Foreign Language Class Anxiety tends to be more apprehensive about speaking English in a foreign language than using other language skills such as writing or reading. Foreign language anxiety aims to explain the possibility of fear felt by students when speaking English during foreign language classes. Many researchers have supported the idea that communicating in a foreign language class may be a traumatic experience that causes feelings of fear. According to Ningsih (2017), speaking English in the language appears to be the most threatening aspect of learning a foreign language, and the lack of oral skills is a serious problem for language learners. In addition, students show the greatest interest in learning to communicate orally in a foreign language. Their anxiety may play a role in that. This statement is also supported by Al-Hakim & Syam (2019), who state that speaking English

in class is an experience of student anxiety. Based on the statement above, foreign language anxiety has a related relationship with students' English-speaking ability.

Method

This study uses a case study design. In the educational environment this type of research serves to provide a broad description of the objects or phenomena that occur in the educational environment. Besides that, the researcher also uses a qualitative approach which functions to gather information from students related to speaking anxiety for the main phenomena that require understanding (Creswell, 2012). Meanwhile, the qualitative approach also functions in obtaining detailed information regarding problems faced by students, such as thought processes and emotions that are difficult to express and learn. This approach also serves to answer questions about "what" and "how" for phenomena that occur in a comprehensive manner. This study tries to explore SMA An–Nur's strategy for eliminating students' anxiety in speaking activities in English class. The data in this study were collected through an individual interview process with ten students as informants. This interview was given in the form of a structured interview guide to AN-NUR SMA students who used an interview guide that could explore student strategies for eliminating anxiety in speaking English. The researcher chose SMA AN – NUR Malang Regency, East Java as the object of research, and the institution have created an ideal class that requires students to speak English so that it attracts the attention of researchers to conduct detailed research on student problems.

Results and Discussion

After conducting data analysis, the researcher then grouped the research results based on the data obtained in the field. To maintain the confidentiality of research informants, the researcher coded or coded the informants as follows: informants A1, A2, A3, A4, A5, and A6 to informant 010. Based on the results of data analysis, seven strategies were found that were applied by students to eliminate anxiety in speaking English in class and four contributing factors.

A. Strategies Used by Students to Eliminate Anxiety in Speaking English in Class.

Relax Before Speaking in Front of the Class

Based on the interview data obtained, it is known that some students apply this strategy to be able to reduce anxiety in speaking English in class. This can be seen from the data obtained from informants A1, A2, A3, A4, A5, A6, A7, A8, A9, A10.

A2: *The steps I take to reduce anxiety and panic when speaking English are. Usually, I try to breathe slowly until I feel calmer and more comfortable, and then move my fingers.*

Then the same response was also conveyed by informants A3, A2, A5, A6, A7, A8, A9, A10.

A1: an example of a solution that I use to get rid of anxiety is usually done by moving the hands in a structured way so that it is more relaxed between anxiety and calm.

A3, A4: *The main solution that I do to overcome anxiety when speaking English is to try to understand the condition of the audience that is there then by moving my fingers comfortably and as relaxed as possible so as not to cause mistakes in pronunciation.*

A6, A7: *I will take a deep breath before speaking English in class.*

A8: The way I do to deal with anxiety in speaking is by moving my body, like my legs and arms, because these two parts of the body are easy to see when experiencing anxiety.

Make Small Notes Before Speaking in front of the class

Based on the interview data obtained, the information obtained was that from several research informants actually in eliminating anxiety in speaking English in class they used the strategy of making small notes before they were asked to appear in front of the class. This can be seen from what was conveyed by informants A1, A2, A3, A4, A5, A6, A7, A8, A9, A10.

A3: *The way that I feel is the most effective in getting rid of anxiety is by making notes or highlighting the information that I convey so that it is easy for me to convey information to the audience clearly.*

A5: *Before speaking in class, what I do is prepare the topic of discussion in a notebook. Then, I will review the pronunciation, and when I get in front of the class, I can master it all.*

Then the next informant also said the same thing about the strategy they used, namely preparing notes about what they would convey, as shown below.

A1, A2, A4, A5, A7, A8, A9, A10: *I make small notes and also record difficult words before I speak in front of the class.*

Trying to pretend that no one saw him speaking in front of the class

From the data obtained, it is known that An-Nur students also apply this strategy in speaking English in class. This can also be seen from the data obtained from research informants as follows:

A2, A4, A6, A8, A10: *One of the emphases in the mindset when speaking is to assume there is no audience in the class when I appear to speak. This is done to*

prevent anxiety and mistakes in pronouncing long and complicated vocabulary. So that what is said becomes clearer and easier to understand.

Practice in Front of a Mirror

The next strategy used by students is trying to practice in front of the student's mirrors before they perform. By practicing in front of a mirror, they will feel confident and can get rid of anxiety about speaking English in class. Informants A7, A9, A10 said that:

> A7: *one of the ways that I increased my confidence in speaking was to prepare reading texts in detail, and then I continued to practice in front of the mirror at the cottage before appearing in class.*
>
> A9, A10: *to get rid of anxiety and worry about my speaking ability, I usually practice in the cottage in front of a mirror and usually while being watched by my roommates.*

Practice Talking with Classmates

From the data obtained, it was found that An-Nur students in the English bilingual program also did this in eliminating anxiety, fear, or nervousness in speaking English in class. Researchers conducted interviews on June 10, 2023, in the classroom. The results of the interview are shown in the excerpt below:

> A1, A3, A4: *what I do is practice a lot with my classmates and schoolmates. The goal is to find out the location of the word pronunciation error.*
>
> A7, A9: *To get rid of this anxiety in class, I usually practice English with my classmates. Then followed by an evaluation of each presentation of the word, whether it is appropriate or not.*

From the data obtained, it is clear that the students of an–nur with the English bilingual program apply these methods or strategies to get rid of anxiety, nervousness, anxiety, and fear of speaking English in class. This method may not fully help them to get rid of these feelings of anxiety, but at least it can help them and other students to get rid of this anxiety in speaking English in class.

B. Factors Causing Anxiety in Speaking English in Class
Fear of being wrong in English

From the data obtained, it appears that bilingual English program students feel anxious about speaking English in class because they are afraid of making mistakes in speaking English in class. This can be seen from the interview excerpts from informants A1, A2, A3, A4, A5, A6, A7, A8, A9, A10.

A1 and A3: *Among the factors that make me feel anxious about speaking in front of the class is that I am afraid of making mistakes in speaking English in class in terms of grammar, pronunciation, and clarity.*

A2, A4, A5, A6: *I feel that in speaking English, I am afraid of being wrong in conveying it and whether it can be easily understood by the other person or the audience.*

A7, A8, A9, A,10: *I am worried about speaking in class because I am afraid of making mistakes in terms of speaking, including pronouns, punctuation, and intonation.*

Lack of confidence in speaking English in class.

Another factor that causes anxiety in speaking English in class is that students lack confidence in speaking English in class. This was stated by informants A1, A2, A3, A4

A1, A2: *I feel less confident speaking English in class because I'm afraid the grammar is wrong, and my vocabulary mastery is also lacking.*

A3 and A4: *One of my obstacles in speaking is a lack of confidence when dealing directly with the other person. Because of a lack of clarity about what I'm talking about.*

Lost ideas while speaking English

Based on interviews conducted on June 10, 2023, which took place in the classroom on the 2nd floor of the ideal class building, answers were found from respondents A6, A7, A8, and A9. The following is an excerpt from the interview:

A6, A7, A8, A9: *What causes me to be nervous about speaking English in class is when I lose ideas while speaking English.*

Fear of speaking spontaneously in class

From the results of the interviews conducted, it was found that students were afraid to speak spontaneously in class. This may be because they have no or lack of preparation to appear in front of the class.

A1, A2, A5, A6, A7: *I feel anxious, afraid, or anxious about speaking English in class when I am spontaneously appointed to speak in front of the class. The reason is my lack of mastery of a broad vocabulary, so it still requires improvisation to always learn vocabulary.*

From these data, it is known that informants A1, A2, A5, A6, and A7 said that one of the factors that caused them to feel anxious, nervous, and afraid of speaking English in class was that they suddenly had to appear spontaneously in class.

Conclusion

Based on the results of research that has been conducted regarding the investigation of An-NUR SMA students' strategies to relieve anxiety in speaking English as a foreign language, it can be interpreted that students apply several strategies to relieve anxiety in speaking English in class, namely (1) trying to calm themselves when speaking English in class (2) taking small notes when speaking English in class (3) trying to pretend that no one is watching when he is speaking in front of the class. (4) trying to practice in front of a mirror before speaking English in class (5) practicing speaking with classmates. Furthermore, factors that cause anxiety in speaking English in class were also found, namely (1) students were afraid of speaking English incorrectly in class, (2) students lacked the confidence to speak English in class, (3) students lost the idea of speaking English in class (4) students were afraid to speak spontaneously in class. So that from these results it can help students to continue to improvise on the English skills they are practicing.

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Exploring the Symbiosis of Teachers as Media and AI Integration in ELT

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The growing presence of AI in education is redefining the traditional roles and responsibilities of teachers. With AI capable of tasks such as grading, personalized tutoring, and content delivery, educators are faced with the challenge of reshaping their professional identity. One of a teacher's multiple roles in ELT is to act as the media. However, the advancement of AI (Artificial Intelligence) has raised questions about whether it can replace teachers' roles or work alongside teachers for better student learning. Thus, this conceptual paper aims to investigate the symbiosis of teachers' role as media in English Language Teaching (ELT) and the concurrent presence of AI in affecting teacher's roles. It employs a systematic approach to gathering and analyzing relevant research, studies, and scholarly literature. The data were collected through a qualitative analysis of articles, journals, books, websites or proceedings we read. The findings showed that between teachers and AI has positive symbiosis. AI assists teachers in their role as media in ELT. However, AI doesn't fully accommodate teachers do their role through gesturing and miming. Continuous professional development program, mentorship and coaching, and accessible resourceful for teachers are some programs that can be conducted by the government with MGMP so that teachers can stay up-to-date with the latest advancements in AI and use this knowledge to enrich their teaching practices and better prepare students for the future.

Keywords: Teacher as Media, ELT, Artificial Intelligence (AI)

INTRODUCTION

Artificial intelligence or AI can be defined as machines that can execute human activities by thinking. (Dörfler, 2022). The term Artificial Intelligence was first mentioned in 1956 by John McCarthy (Russel & Norvig, 2010). The goals of artificial intelligence include mimicking human cognitive activity. It is designed holistically to perform specific tasks that can make human life easier. In addition, AI is expected to have the ability much like humans. It is in line with the statement from Xue and Wang (2022, p.2) that said, "The main purpose of developing Artificial Intelligence is to make computer combined with mechanical equipment competent for some complex work which usually needs human intelligence and greatly reduce the burden of human beings".

Artificial Intelligence (AI) and Learning Analytics (LA) have been successfully incorporated into education in recent years (Salas-Pilco et.al, 2022). In the field of education, AI can be used in different ways. For instance, AI is integrated into several

instructional technologies such as chatbots (Clark, 2020), intelligent tutoring, and automated grading systems (Heffernan & Heffernan, 2014). These AI-based systems offer several opportunities to all stakeholders throughout the learning and instructional process (Chen et al., 2020). One of those stakeholders that take advantage of AI is teacher.

Several studies had been conducted regarding the use of AI in assisting teachers in education. For instance, Roll and Wylie (2016) stated that AI can reduce teachers' workload in collaborative knowledge construction. In addition, AI can help teachers in monitoring student progress (Gaudioso et al., 2012; Swiecki et al., 2019). Summative assessment such as automated essay scoring will be easier by using AI (Okada et al., 2019; Vij et al., 2020; Yuan et al., 2020).

Even though, an AI offers many advantages for teachers, it doesn't mean that AI can replace their position in educational field. It aligns with the statement from Dillenbourg. He said that the evolution of education towards digital education does not imply that people will need less teachers in the future (Dillenbourg, p.2, 2016). Instead of speculating if AI will replace teachers, understanding the advantages that AI offers teachers and how these advantages can change teachers' roles in the classroom is more reasonable (Hrastinski et al., 2019).

According to Harmer (2007), teachers' roles in the classroom are as the controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Besides, based on the law of Republic of Indonesia number 14 of 2005, teacher has several roles as educator, teacher, guider, director, trainer, assessor and evaluator. Apart from the roles of teachers which they perform in the classroom, teachers are also a kind of teaching aid or media for themselves. (Harmer, 2007). He emphasized that teachers' roles as the media in ELT are especially useful performed through gesture and mime, giving language modelling and being providers of comprehensible input for the students. The invention is questionable would assist teachers in doing those roles or not. Thus, the writer is willing to conduct this study.

This research embarks on a systematic review to comprehensively explore the symbiosis between teachers' roles as media in ELT and the evolving influence of Artificial Intelligence (AI). Additionally, incorporating AI in educational contexts adds a new dimension to the discussion. Therefore, the research question is elaborated as follows

1. To what extent AI replaces or assists the teacher's role as media in ELT?
2. What kind of symbiosis does teacher have with the use of AI in ELT?

Regarding to the research questions above, the objectives of this systematic review are threefold:

1. To assess the current landscape of AI applications in ELT and their impact on pedagogical practices.
2. To critically analyse the symbiosis between teachers as media and AI in the language learning process.

Through an extensive review of the current literature, this study aims to offer essential insights into the ongoing discussion surrounding the link between educators, technology, and the dynamic area of ELT. By combining data from many sources, we hope to inform scholars, policymakers, and educational practitioners about how these

technological advancements affect teachers' roles and duties in the language learning ecosystem.

2. LITERATURE REVIEW

In this part, the article provides a related literature review to the issue in this paper that explores teachers' role as media in ELT and the impact of AI in assisting teachers' roles. The following paragraph will more likely discuss the notion of teachers as media, the theoretical foundation regarding teachers as media in ELT, the notion of AI, and related research about AI in ELT.

2.1 Teacher as media in English Language Teaching

Harmer (2007) mentioned that teacher plays multiple roles. They have roles as the controller, organizer, assessor, prompter, participant, resource, tutor, and observer. According to the UU No.14 tahun 2005 He also emphasized that the teacher is a media in the teaching and learning process. Regarding to the addressing issue mentioned above that teacher as media in the teaching process, Harmer has his perception towards this issue. In his book, he mentioned that there are three positions of a teacher as media in teaching and learning process. Those are miming and gesturing, model language for the students, and the last providing input to the students.

Further explanation of each will be discussed as it follows. Teachers are media for themselves by doing mime and gesture. By means, a teacher acting out some expressions, gestures or mimes to deliver meaning and atmosphere. It is easy for teachers to pretend to be eating or to show a happy face. Therefore, they can employ their gestures to demonstrate something. For instance, in teaching some daily activities verbs, teachers can do some movements to help the students think critically what words they are demanded to mention. Research has shown that when teachers used gesture, their students remember more and gesturing isn't just helpful for communicating from teacher to student. The previous study conducted by Goldin-Meadow et al. (2018) showed that gestures can boost learning in all children and reduce inequalities in performance in language and mathematics. In line with these findings, several studies of gesture in instructional communication have shown that lessons with gestures promote deeper learning on the part of students than lessons without gestures (Cook, Dufy, & Fenn, 2013; Ping & Goldin-Meadow, 2008).

Moreover, Harmer (2007) also argued that teachers can also be model language for their students. Actually, students have access as well to exposure of getting models of language from textbooks, reading materials and from audio or videotapes. However, a teacher also holds an important role to be language model for the students, for example, a teacher can draw two faces on the board and say their lines in front of each of them. In conducting that kind of activity, teachers have to make sure that their voice can be heard by the students. Besides, we should pay attention to the reading speed and we should animate our performance enthusiastically so that the students are drawn to the dialogue we read.

At last, as teachers, we are also uniquely positioned to provide understandable input to our students. For instance, we know how to speak English at just the right level so that even if our pupils do not comprehend every word we say, they understand the meaning of what is spoken. At such times the language gains, for the student, are significant.

Regarding to the position or roles of teachers as media in ELT, Jalil (2000) also proposed that a teacher can be the teaching media and involve students in classroom activities through the following steps:

a. Movement
A teacher and their students are separated by "distance" while they are seated behind a desk or standing on a dais. To make it easier to reach people at the back, try to establish a path and enough space between the rows. In this manner, you can have one-on-one conversations with each student, check their work and offer assistance, and let the more reserved kids ask discreet questions without feeling embarrassed.

b. Use Body Language.
In line with Harmer's statement, Jalil added the use of body language as a step that teacher can do as the teaching aid for the class. Teachers should control their body language. Hold it in such a way that you appear mindful and aware. Avoid slumped or sagging. Too little movement is boring for the students, while too much movement can be distracting.

When the teachers maintain an upright position, they gain control of the situation, which the students notice. It unconsciously helps students to become more vigilant. Thus, teachers may also observe the lethargic ones sitting up and paying more attention to their surroundings.

c. Eye contact
Teachers can play themselves as the teaching media through having eye contact with our students. An effective teacher can control class behavior to a great extent by the expression of his or her eyes. Make sure that teachers make eye contact with each student, so that it seems we are talking to him or her individually.

d. Gestures
Besides body language, a teacher can do gestures during their classes. Arms and hands are a very expressive visual aid for teachers. They can be used to describe shapes, actions, movements etc. but, remember to keep still while listening to a student. Otherwise, the message sent to the student is that he is being longwinded or boring.

e. Speech
Speech is an important that teachers have. Teachers should make sure that their voices and speeches are clear and understandable by the students. Moreover, teachers also have to consider to their volume, tone, and speed of their speaking. Thus, the lesson will be conducted effectively for the students.

f. Student talk

Another step that the teachers can do to be teaching aid is by having student talk. He emphasizes that teachers can break the monotony by having plenty of time to talk with the students. It will keep them alert. Besides, make small jokes can create friendly figure in front of the students.

In conclusion, both the theory of teacher as media from Harmer and Jalil have similarity. Furthermore, the writer conclude that teacher is actually the best teaching media in ELT. Thus, teachers should be sure that they are using themselves to the full effect.

2.2 Theoretical foundation regarding teacher as media in ELT

The theoretical foundation of the teacher as media in English Language Teaching (ELT) draws upon various educational and communication theories. Here are some key theoretical perspectives that contribute to understanding the role of the teacher as media in the context of language instruction. Here are some theoretical foundations and the elaboration on the topic about teacher as media in ELT.

1. Constructivism

   This theory was firstly proposed by Jean Piaget. Constructivism emphasizes a significant value on how students actively develop their knowledge via interactions with their surroundings. In terms of education, the constructivism is seen as an educational framework that appears very often in the studies of educational literature (Kinnucan-Welsch and Jenlink, 1998). In English Language Teaching (ELT), teachers act as media who facilitate meaningful connection, collaboration, and the development of language skills. In constructivism, the learner is at the centre of the learning system. Thus, teachers play a crucial role in a lesson. Teachers do not directly convey information to students using this approach; rather, they advise and assist students in locating and constructing information (Bryant et al., 2013). Teachers, as a mediator between students and educational programs, assist them in learning and developing themselves (Holt-Reynolds, 2000).
2. Communicative Language Teaching (CLT):

   As one of the most widely known theoretical, Communicative Language Teaching was firstly initiated by Noam Chomsky. CLT focuses on the communicative aspects of language learning, emphasizing real-life communication over rote memorization of grammar rules. In this context, the teacher is seen as the facilitator or media who creates opportunities for authentic communication, mirroring the role of media in providing real-world context for their students.
3. Social Constructivism:

   Social constructivism is an educational method that emphasizes social interaction and sees the teacher as a facilitator of learning rather than a distributor of knowledge. People derive meaning from their interactions with their surroundings and other people, and that meaningful learning occurs when people engage in social activities. This theory was initially proposed by Lev Vygotsky. In ELT, the teacher as media plays a role in creating a language-rich social environment where students engage in meaningful interactions, share ideas, and negotiate meaning.

4. Vygotsky's Zone of Proximal Development (ZPD):

   Vygotsky's theory suggests that learning is most effective when it occurs within a learner's ZPD, the gap between what a learner can do independently and what they can

achieve with guidance (Vygotsky, 1978). Teacher, acting as media, provides the necessary support and scaffolding to help students progress in their language development.

5. Technological Pedagogical Content Knowledge (TPACK):

TPACK integrates technological knowledge, pedagogical knowledge, and content knowledge. This theory was first initiated in 2003 by P. Mishra and M. Koehler. In ELT, the teacher as media may incorporate technology to enhance language instruction, blending digital tools with effective teaching strategies and a deep understanding of language content.

These theoretical foundations underline the teacher's complicated and multidimensional role as a media in English language teaching. To support effective language acquisition, they emphasize the need to develop learner-centred, interactive, and socially engaging environments.

2.3 Artificial Intelligence in English Language Teaching

In the following paragraphs, this article provides related prior research that investigates AI's use in English Language Teaching. By looking into the previous studies, the researcher tried to elaborate on the use of AI in ELT and its correlation in affecting teachers' role as media in ELT.

The discussion is started by looking into a short history of AI. Before the emergence of AI, we were familiar with computer-assisted language learning in the 1970s and 1980s. At that time, the computer was first used to support language instruction. Along with the development and growth of natural language processing (NLP) in the 1990s and 2000s, improvements in AI led to the creation of more sophisticated language learning software that could interact with students more human-likely. AI-powered tutors, for example, were designed to evaluate student progress and provide individualized feedback and practice tasks (Davies et al., 2013).

The effectiveness of the use of AI in training and improving English skills has been studied in several studies. Li et al. (2020) examined the effectiveness of an AI-powered speech recognition system in improving learners' pronunciation. The result showed that learners who got feedback from the system had significant improvements than those who did not. Chen et al. (2018) also found a similar result, which mentioned that using AI-based virtual tutors improved learners' speaking fluency and accuracy. Additionally, Zhang et al. (2019) explored the role of AI-based chatbots in language learning and highlighted their ability to provide immediate and interactive language practice opportunities. Learners reported increased motivation and engagement when interacting with chatbots, facilitating natural language conversations and offering personalized feedback. These findings underscore the pedagogical value of AI technologies in promoting learner autonomy and creating tailored learning experiences.

Besides being an effective medium in fostering students' speaking skills, AI is also helpful in language learning. According to Su et al. (2019), using AI was shown to improve writing skills and lower the fear of writing. Besides writing, Huang et al. (2023) claimed that one of the most essential features of AI- platforms and applications is automating grading and providing feedback on reading comprehension activities. AI can

provide an accurate simulation dialogue platform for English language teaching and learning in English language teaching and learning.

3. METHODOLOGY

The specific aim of this article is to examine conceptual or empirical studies on Teacher as media in ELT and the emergence of AI in affecting teachers' role. This conceptual paper employs a systematic approach to gather and analyse relevant research, studies, and scholarly literature. The data were collected through a qualitative analysis of articles and books that we read. When choosing the sources for evaluation, we took a number of steps to reduce subjectivity as well as arbitrariness. Initially, we selected the books, articles, journals, proceedings that has similar and supportive argument to this paper. Then, we read the titles and abstracts. Third, we closely looked over each study's methodological and discussion descriptions before we finally synthesize and elaborate them into a finding.

4. DISCUSSION AND CONCLUSION

As was said in the previous section, there are several roles of teachers as the media in ELT, including providing input, modelling language for students, and miming and gesturing. (Harmer, 2007). We have also read about how AI has a big impact on language learning together. But this part goes into more detail on how teachers might use AI to help them in their roles as media.

4.1 Gesturing, Miming and AI in ELT

According to Harmer, teachers as media can do this through 3 things: gesturing and miming, modelling and providing input. From the concept of the teacher's role, the researcher seeks to provide an elaboration on the role of AI in supporting teachers in carrying out their role as media in ELT. The following paragraphs provides related research about gesturing and miming in ELT.

Supporting the theory of Harmer (2007), which mentioned that mime and gesture are of the action teacher as media in the learning process, Paivio and Csapo (1973) suggest that learning is more effective when presented through at least two modalities, such as through visual and verbal modes. Teachers use facial expressions and body language, such as gesturing and miming, to help pupils better understand what is being taught. Here, the teacher uses gestures and mimes to depict visuals. Teachers try to assist pupils in grasping what they say using gestures and mime.

Previous studies have shown that teachers commonly use gestures to avoid using the first language (L1) and that students in second-language classes regularly rely on these gestures to understand what their teachers said the target language (Calbris, 1990). Studies have indicated that students who viewed gestures performed better on L2 comprehension examinations (Ludvigsen, 2008). Additionally, observing gestures were found to support L2 listening comprehension, especially for students with the lowest proficiency levels (Sueyoshi & Hardison, 2005).

Related research conducted in Indonesia shows that gesturing and miming make it easier for students to understand what is being studied. Based on CEFR (2001), clapping, clicking, tapping, gestures, mirrors, visual aids, etc. can be used for teaching pronunciation. It is advised to combine different teaching techniques. In Indonesia, teachers have already employed non-verbal communication skills such as gesturing or miming in class. This was proven through research conducted by Aulia (2021), who discovered that educators employed many forms of nonverbal communication in their instruction. Moreover, Simpuruh and Indrayani (2021) claimed that using gestures in teaching English vocabulary achievement has been proven to be more effective in improving the students' vocabulary achievement and interest in learning English vocabulary. From the explanation above, there were no doubt that teachers' role as media by showing mime and gesture in learning process is undeniable important to do.

In relation to the existence of AI today. No AI can be supplementary media for teachers to present gesturing or miming. Besides, AI provides instant feedback, targeted exercises, and authentic practice scenarios; AI technology supports students in developing their oral communication abilities (Wu, 2022). It is expected that in the future, there will be an innovation of new AI that will assist the teacher in playing their role as media through gesture and miming.

Regarding the discussion above, the writer highlights that the use of gestures and mime by teachers during the lesson is essential for the students. We proposed it has several advantages. First, it can add an element of fun and novelty to language lessons, making the learning experience more engaging. This can enhance student motivation and participation. Secondly, it can aid students' comprehension, especially for those visual or hands-on learners. This multisensory approach helps reinforce understanding. Thirdly, gestures and mime associated with language concepts can improve memory retention. Students may recall vocabulary and grammar rules more effectively when connected to physical gestures. Lastly, Gestures and mime help situate language in real-life contexts, making abstract concepts more concrete. This is particularly useful for vocabulary acquisition and understanding grammar in context.

In conclusion, the critical analysis suggests that using gestures and mime in ELT has significant advantages in enhancing comprehension, cultural sensitivity, engagement, and memory retention. In the correlation with AI, the writer sees positive symbiosis with teachers' role in ELT. However, the current innovation and enhancement have yet to invent a specific name for the website or AI mobile apps that assist teachers in doing mimes and gestures. The writer expects that someday, there will be an AI that promotes students' autonomous learning. For enhancement, by typing an English word into that AI, students can also see the gesture. So, it prompts them to be more independent since AI can be accessed everywhere.

4.2 Modelling of language and AI

Pronunciation can be especially difficult for non-native English speakers because spelling and pronunciation differ. Moreover, the speech sounds of the learners' mother tongue and English will likely be different. Variations may occur in the location of word emphasis, syllable length and intensity, speech rhythm, intonation, and other aspects. Thus,

the teacher plays an essential role as media in ELT to give the proper modelling of language to the students. This was mentioned in Harmer's book, which stated that teachers could also be the model language for their students. As the model language for the students, the teacher plays a role as the figure for them in pronouncing the words or speaking.

The writer believes that the language model is essential for the students. This statement is strengthened by Coleman (2020), who states that all students will benefit from modelling, but modelling is even more advantageous for English language learners. English language learners (ELL) have several barriers to overcome in the classroom. Teachers must help ELLs find success just like their native English-speaking classmates. Academic language is often the last language that ELLs master, so that modelling can benefit them.

Regarding AI's existence in language modelling, several AI-powered platforms and applications can particularly help develop speaking skills. AI can assist teachers in modelling language since AI has features such as speech recognition and assessment, interactive conversation practice, accent reduction and pronunciation improvement, and natural language understanding and response generation. Based on Zhou (2020), AI-based platforms and applications could develop and offer individualized listening activities based on students' competence levels and interests.

Many AI-based applications can help students improve their speaking skills. For instance, Duolingo, HelloTalk, ELSA speak, Babbel, Speechling, etc. Furthermore, these platforms and applications can improve learning and assist students in developing their speaking and listening skills by providing features like speech recognition, interactive exercises, personalized instruction, and virtual assistants (Ali, 2020; Hapsari & Wu, 2022; Huang et al., 2023; Kholis, 2021; Zhou, 2020).

Duolingo is one of the most popular ones in Indonesia. It provides interactive exercises, practice with pronunciation, and speaking exercises with quick feedback (Handini et al., 2022). Duolingo provides regular exercises for the user to practice the language by imitating and repeating the words given. This AI can assist the teacher's role as media in ELT by providing daily variative exercises. Here are some pictures of the exercises in Duolingo to improve students' speaking ability through language modelling.

Figure 1: example of exercise in Duolingo

Figure 2: example of exercise in Duolingo

In Figure 4.1, as we can see, Duolingo provides a regular exercise for the user to enrich their vocabulary through translating the sentence. Besides, we are allowed to learn how to pronounce the sentence correctly. Furthermore, from Figure 4.2, Duolingo also gives an exercise for the user to practice saying the sentence by repeating it directly after the given example from the application. Thus, Duolingo is considered a good AI in ELT that can assist the teacher's role as media in teaching and speaking to the students through modelling of the language. This application can be a supplementary resource for the students to improve their speaking outside of the class because.

However, according to the CEFR (2001), pronunciation should be developed via contact with authentic spoken language. The one who can give authentic spoken language is from modelling language from the teacher. Teachers can use recommended techniques: listening and repeating, drilling, minimal pair drills, ear training, phonetic training, reading aloud, imitation, tongue twisters, sound-colour charts, phonics, songs/rhymes, recording learners' pronunciation, etc.

Moreover, AI-based application only can assist teacher to provide the correct modelling language but they cannot imitate the nuances of real-life conversation or provide the same level of interaction and feedback as speaking with another person. Thus, AI in modelling language plays a role as supportive media for teachers to teach speaking to the students.

4.3 Teacher as comprehensible input for the students and the integration with the use of AI

The concept of "comprehensible input" is central to language acquisition theories, particularly those proposed by linguist Stephen Krashen. According to Krashen (1987), He stated that Input Hypothesis is language learners learn best when they are exposed to

understandable input but slightly above their current skill level. When studying English, the teacher is a valuable resource for clear input. This is how the teacher performs this duty:

At last, teacher as media is also uniquely positioned to provide understandable input to our students. For instance, we know how to speak English at the right level so that even if our pupils do not comprehend every word we say, they understand what is spoken. In explaining about daily activities, instead of providing complicated text to them, teacher shows a video that use simple and understandable words. Since the given video related to real life situation for the students, thus, at such times, language gains are significant for the student.

Remember that creating comprehensible input is not only about simplifying language but also about making learning engaging, relevant, and meaningful. By tailoring instruction to the needs of the students and creating a supportive learning environment, teachers can play a crucial role in facilitating language acquisition and overall comprehension.

The synergy between human educators and AI technologies is observed as a potential enhancement to language instruction. It is found to complement the role of teachers as media by providing additional resources, personalized learning experiences, and adaptive assessments. When integrating AI into teaching as a source of comprehensible input, there are several ways in which technology can be leveraged to enhance the learning experience. One of them is AI language learning platform. Utilize AI-powered language learning platforms that adapt to individual student needs. These platforms can analyze students' performance and provide targeted exercises and content that match their proficiency level.

Fun easy learn is an example of AI language learning platform that can assist teacher to provide comprehensible input for the students. Before we use this application, there is such an initially form that can assess our ability so that the material that we learn will be suited for us. Thus, we can get comprehensible input when we learn English through this apps.

Figure 3: preliminary question

Figure 4: preliminary question

These two pictures show preliminary questions that help the AI identify and assess our ability. Thus, we can get comprehensible materials for us. In summary, integrating AI into language teaching as a source of comprehensible input can significantly enhance the learning experience by providing students with personalized, adaptive, and interactive content. However, it is important to strike a balance and recognize the value of human interaction and guidance in language education. The role of the teacher remains crucial for creating a supportive and motivating learning environment.

4.4 Gaps and Future Directions

Even though existing research gives valuable insights regarding the roles of teachers as media and AI in enhancing English language learners' communication skills, there are various gaps and topics for further research. For example, while many studies have looked at the short-term effects of AI in language learning, longitudinal research is needed to look at the long-term influence on learners' language proficiency. Additionally, more research is needed to identify best practices for integrating AI technologies into ELT.

Zhang et al. (2020) emphasize the importance of considering pedagogical strategies that combine AI with effective teaching methodologies to maximize the benefits of AI technologies in language learning contexts. Furthermore, comprehensive ethical frameworks and guidelines are necessary to address privacy, security, bias, and transparency concerns in AI-driven language learning. As AI technologies continue to evolve, it is essential to ensure responsible and ethical implementation in order to safeguard learners' rights and promote equal access to quality language learning opportunities.

Furthermore, there are limited studies investigating teachers' perspectives about their roles as media in ELT and what challenges they face during the lesson. It is suggested for the future researchers to investigate it more so that teachers and the government know how to maximize teachers' potency.

4.5 CONCLUSIONS

To sum up, this conceptual paper has explored the various facets of teachers' functions as essential media in English language teaching (ELT), illuminating their dynamic impact on the development of language learning experiences. Technology advancement, particularly Artificial Intelligence (AI), presents a transformative opportunity for education as it may work in tandem with traditional teaching roles. As previously said, the teacher as media in ELT serves as a linguistic model, gesturing, miming, and providing comprehensible input. These jobs are not static but rather adapt to the changing requirements and difficulties of the educational world. Technology in the age of AI is not meant to replace instructors, but rather to supplement and boost their skills.

The relationship between teachers and AI is symbiotic, where AI's analytical prowess and computational efficiency enhance the teacher's capacity for individualized instruction and continuous improvement. Moreover, AI contributes to creating adaptive learning environments, catering to diverse learning styles and paces, and promoting inclusivity in education. While AI can assist in various facets of ELT, it is essential to maintain a delicate balance. AI is naturally incapable of the human touch, empathy, and capacity to comprehend the unique qualities of every individual learner. Therefore, teachers remain indispensable as mentors, motivators, and cultural guides.

In essence, the collaborative efforts of teachers and AI have the potential to revolutionize ELT, offering a harmonious blend of tradition and innovation. This partnership allows for optimizing instructional practices, enhancing student outcomes, and preparing learners for the challenges of a rapidly evolving linguistic landscape.

As we navigate this intersection of human expertise and technological advancement, it becomes clear that the roles of teachers in ELT are not diminished but are elevated through the symbiotic relationship with AI. Embracing this synergy ensures that the educational landscape continues to evolve, providing students with a comprehensive and future-ready language learning experience. The value added is where AI and people are not competitors, where humans are freed up to execute more highly dimensional tasks. Furthermore, by leveraging AI technologies effectively and ethically, educators and policymakers can enhance language learning outcomes and empower learners to acquire the necessary communication skills for success in an interconnected world.

4.6 RECOMMENDATION

Based on the discussion above, the researcher believes that AI would greatly help the teacher provide joyful and meaningful learning activities for the students. However, we need to strengthen the teachers' professionalism and skills in employing AI so that it would be more effective. These are several recommendations that the writer proposed regarding the ways to improve teacher's development:

1. Continuous Professional Development Program

We know that our government has already conducted several workshops or training to enhance teachers' professional development. However, those programs are not implemented regularly. Thus, we need to transform that program by collaborating with MGMP (*Musyawarah Guru Mata Pelajaran)* in every city. Based on my previous teaching experience, MGMP has monthly meetings to discuss current educational issues. Nevertheless, the discussion is mostly in the form of lecturing and focuses on the theory but is less practical.

Thus, the writer suggests that the training should be conducted more comprehensively and include the practical as well. There are many benefits that teachers can get from AI, but they need to learn how to use it effectively. Hopefully, this periodic program will teach the teachers how to optimize the best use of AI and broaden their understanding of teaching theories so that they can cope with varied student characteristics more effectively. The objective is that this program produces more qualified teachers. The objective is that this will result in qualified teachers who will effectively care for the students they teach.

2. Mentorship and Coaching

Besides continuous professional development program, the writer recommends to create mentorship and coaching among the teachers. Mentoring and coaching programs can significantly benefit teachers by providing them with guidance, support, and opportunities for professional growth. For the success of this project, collaboration between the government and professionals is required to provide mentoring for teachers. It can be conducted through MGMP again or education department in every sub-district.

The mentoring and coaching are different with the previous program that is continuous professional development in a way of the execution. If continuous professional development gives comprehensive workshop or seminar in a big forum in a district, while mentoring and coaching assign experienced mentors or coaches to work one-on-one with teachers. The mentor is also responsible to provide guidance, feedback, and support tailored to individual needs. By having a mentor or coach, teacher can will get more detailed supervision about AI or any other topics to improve their professionality.

3. Providing accessible and resourceful sources for teachers

The writer appreciates the government innovation through the invention of PMM (Platform Merdeka Mengajar). This platform is really useful for teachers, especially for those who want to know more about Emancipated Curriculum and the newest teaching materials, such as the new version of the lesson plans and many more. Besides, the teachers also get a chance to join a community and get an online workshop available on the platform.

However, based on the observation, there is limited information and workshops that are intended to widen teachers' understanding of AI in education. So, the writer has high expectations for the developer of that platform and also for the

government to provide many resources and workshops for the teachers through that platform.

We realize that the enhancement of technology makes everything easier. Consequently, teachers can provide the students with a comprehensive and future-ready language learning experience. A well-designed and thoughtfully executed professional development programs above can help teachers enhance their skills, stay motivated, and ultimately improve student outcomes. Regularly evaluate the program's impact and adapt it to meet changing needs and priorities in education.

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Intersections of Identity and Ecological Justice in the Skin and Its Girl by Sarah Cypher

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The intersection of Queer Theory and ecological justice in The Skin and Its Girl highlights the complex negotiation of identity and environmental responsibility inside marginalised groups. While current studies often examine either queer identity or environmental justice one by one, there is constrained scholarship addressing the interaction among these two areas in literature, in particular inside narratives of exile and displacement. Through an exploration of protagonist Betty's adventure to uncover her wonderful aunt Nuha's hidden sexuality amidst topics of lineage and exile, this study investigates how the unconventional intertwines queer identities with ecological worries, shedding mild on the ways societal norms and environmental degradation intersect to form character reports. By revealing the problematic connections between queer identification, familial dynamics, and ecological responsibility in The Skin and Its Girl, this evaluation contributes to a more profound expertise of how marginalised groups navigate complex structures of oppression and resistance. This research offers insights into the capability of literature to bridge the gap between Queer Theory and ecological justice, fostering discussions on intersectional activism and the position of storytelling in advocating for social and environmental trade.

Keywords: *Ecological Justice, Queer Theory, Resistance, The Skin and Its Girl*

1. INTRODUCTION

Sarah Cypher holds a BA from Carnegie Mellon University and an MFA from Warren Wilson College's Program for Writers, where she became a Rona Jaffe Fellow in fiction. Her work has been published in some of journals, consisting of the Crab Orchard Review, North American Review, and New Ohio Review. She was raised in Pittsburgh, Pennsylvania, in a Lebanese Christian household and currently resides in Washington, D.C. with her spouse. After over twenty years in the field of editing, Sarah Cypher is the author of The Skin and Its Girl, which will be published by Ballantine in April 2023 (Resch, 1980). She received her MFA from Warren Wilson College's Program for Authors where she was a Rona Jaffe Graduate Creative Writing Fellow in fiction. Her work has been featured in various publications such as the Washington Post, New Ohio Review, Majuscule, North American Review, LEON Literary Review, Crab Orchard Review, and others. Currently, she is a residency artist at the Headlands Center for the Arts in Marin, California, where she is working on her subsequent a book

(Davidson, 2009).

About The Skin and Its Girl, my novel that won the Barbara Gittings Literature Award in 2024. "Cypher's story of exile, inheritance, and the mending power of love will shatter you with its boldness, imagination, and vivid drawing." In this expansive debut, a young, queer Palestinian American woman delves into her great aunt's secrets, exploring issues of sexual identity, exile, and ancestry in a familial drama (Kingsolver, 2008). Far from the Rummani family's ancestral home in Palestine, in a hospital in the Pacific Northwest, an unborn baby's skin turns a vivid, everlasting cobalt blue, and her heart starts to beat. The age-old Rummanis soap factory in Nablus was destroyed by an air strike on the same day. Aunt Nuha, the oldest member of the family and custodian of all Rummani folklore, feels that the blue girl represents their sacred past, evoking a period when the Rummanis were the richest soap manufacturers and their blue soap was a representation of a fabled love. Many years later, when Betty visits her aunt Nuha's gravestone, she must make a difficult choice: Should she adhere her heart and remain in the sole nation she has ever lived in, or might she leave and continue her family's cycle of a state of ex The answer Betty finds in partially translated notebooks that disclose her aunt's complicated life and struggles with her own sexuality struggles that Nuha concealed in order to support the family's immigration to the United States but Betty soon learns that her aunt hid plenty more versus that. A thought-provoking investigation of how we allow stories to separate, unite, and define us and even have the capacity to mend a damaged family The Skin and Its Girl is a searing, beautiful story about yearning and identity. Sarah Cypher is one of those exceptional first-time novelists who writes with the skill and style of an experienced narrative (Yaeger, 2009).

Thanks to Sarah Cypher's contribution to Skin and Its Girl , queer theory offers fertile ground for exploring the intersection of environmental justice and environmental Being, weaving a tapestry object faced by individual environmental struggles. Queer theory's emphasis on deconstructing binaries and complex normative frameworks is evident in Betty's adventure of self-discovery and identity in the novel. Just as queer people confront dramatic ecological restrictions, environmental activists support human-centred spaces that prioritize human desires over ecosystems. Women's efficient Aunt Nuha character is a compelling example of the relationship between privacy and environmental freedom. Nuha's desire to hide her sexuality from her relatives reflects the sacrifices often required by environmental activists. Like Nuha, environmentalists can also suppress their figuring out factors or compromise their values to achieve grand desires, which underscores the inherent anxiety among personal goals and shared responsibility. Furthermore, they take a look at of uncommon origins and exile extends beyond the public area to include broader ecological worries (Wilkinson, 2014). Betty's attention on whether or not to stay in her acquainted surroundings or observe her coronary heart resonates with environmental problems along with migration, displacement and the impact of human pastime on ecosystems. Homage to the issues of identification, migration and environmental pollution and The Skin and its girl state invites readers to consider the parallels between queer liberation and the environmental justice motion. All in all, a useful resource for reading the Queer principle and ecological justice technique and Skin and its girl, and students can discover a strangely nuanced account of the interrelated struggles to liberate the private and the environment. Through character journeys and thematic explorations, the textual content offers treasured insights into the intersections of queer identification, social norms, and environmental activism, contributing to a deeper identity of the complexities inherent in every government. Of. (Horner, 2024).

1.2 Problem statement

This assessment seeks to explore how the unconventional portrays the interrelated struggles of private liberation and environmental safety, particularly via the characters of Betty and her first-rate Aunt Nuha. Of. By analyzing the ways wherein societal norms, familial expectancies, and environmental issues intersect inside the narrative, this research ambitions to light up the parallels among queer liberation actions and environmental justice responsibilities.

1.3 Research Questions

1. How does The Skin and Its Girl depict the intersection of queer identity and environmental worries?
2. In what approaches does the man or woman of Betty navigate her queer identification amidst environmental demanding situations and familial expectancies?
3. How does the portrayal of Aunt Nuha's hidden sexuality resonate with broader subject matters of societal norms and environmental justice?

1.4 Research Objectives

1. To analyze particular passages and narrative arcs within the novel that painting the connections between queer identification exploration and environmental activism.
2. To behavior a character analysis focusing on Betty's inner conflicts, interactions together with her own family, and engagement with environmental issues.
3. To observe Nuha's man or woman improvement in terms of the unconventional exploration of societal pressures, migration, and environmental degradation.

2. LITERATURE REVIEW

Queer Theory emerged as a field of examine within the overdue twentieth century, building upon in advance actions and theories that challenged conventional understandings of sexuality, gender, and identification. While the roots of queer idea can be traced lower back to the work of scholars and activists in numerous disciplines, its formalization as an educational discipline is often associated with the 1990 e-book of Judith Butler's groundbreaking e book Gender Trouble: Feminism and the Subversion of Identity. Prior to the appearance of queer principle, LGBTQ studies usually centered on issues of representation, identity politics, and activism inside particular communities. However, queer principle sought to deconstruct binary notions of gender and sexuality, destabilize normative categories, and explore the fluidity and complexity of human revel in. One of the important thing insights of queer concept is its rejection of constant categories which include gay or immediately, rather emphasizing the multiplicity of sexual goals and identities. Scholars like Eve Kosofsky Sedgwick furthered this angle with works along with Epistemology of the Closet, which tested the ways wherein cultural norms form our know-how of sexual identity (Seidman, 1995).

The importance of the queer in the literature of the period lies in its ability to provide a new framework for deconstructing texts and understanding gender and sexual expression Explore the theories behind literary fiction and explore the dynamics of literary production and reception, queer perspectives opening new avenues for advocacy and complaint. Queer Law in Literature enables texts to cross disparate boundaries, revealing hidden or marginalized voices and perspectives Besides the social and political implications of these representations, it encourages readers to accept how they question

the construction and representation of gender and sexuality in literary texts (Angelides, 2006). Moreover, a sophisticated perspective is needed to examine texts that have traditionally been marginalized or excluded in order to amplify the voices of LGBTQ writers in the mainstream. It is a lens through which you can explore the challenges of literary choice, selection and power dynamics, enriching knowledge of both classical and contemporary texts Overall, queer theory has become an important tool for students of literature, bringing new perspectives on gender, sexuality and identity in literature and social (Jagose, 1996).

Its emphasis on intersectionality, fluidity, and resistance to normative lessons continues to form the have a look at literature and tell broader conversations about social justice and equality. Queer Theory in literature was advanced by means of more than a few students, however, one of the foundational figures frequently credited with its emergence is Judith Butler, in particular thru her influential paintings Gender Trouble: Feminism and the Subversion of Identity, posted in 1990. In Gender Trouble, Butler demands traditional understandings of gender and identification, arguing that they're not fixed or innate but substitute for performative and socially built (Marcus, 2005). One of Butler's key ideas is that of gender performativity, which shows that gender isn't something inherent or herbal but instead something that individuals constantly perform and enact through their actions, gestures, and behaviours. This overall performance isn't always freely selected but is as an alternative regulated and constrained via societal norms and expectations. Butler contends that these norms create the illusion of a solid and coherent gender identity; however, in reality, gender is fluid and contingent (Lloyd, 2007).

Moreover, Butler views the binary understanding of gender as strictly male or woman, arguing that it fails to account for the diversity and complexity of human studies. She indicates that gender is a spectrum in preference to a dichotomy, with people occupying several positions alongside this continuum. By destabilizing the binary framework of gender, Butler opens up opportunities for knowledge and expressing gender in more expansive and inclusive approaches. In addition to her insights on gender, Butler's work in. Her emphasis on performativity, fluidity, and resistance to normative categories keeps telling crucial discussions in literary studies and past, hard traditional understandings of representation and identity in literature and way of life (Penney, 2013).

In Gender Trouble: Feminism and the Subversion of Identity, Judith Butler introduces numerous key concepts that have become critical to queer ideas and feminist discourse. Here are some of the primary thoughts from the book: Butler argues that gender isn't an inherent or constant element of identification but, alternatively, an overall performance that individuals constantly enact. Gender performances are formed with social norms and expectancies, producing the phantasm of a stable and coherent gender identity. By emphasizing the performative nature of gender, Butler challenges the idea that there are herbal or vital variations between ladies and men. Building on the idea of gender performativity, Butler explores how people can subvert or disrupt dominant gender norms via acts of resistance (Judith, 1999).

She shows that by exposing the artificiality and arbitrariness of gender categories, individuals can mission oppressive systems of power and open up area for opportunity modes of expression. Butler reviews the binary framework that divides gender into strict categories of male and girl. She argues that this binary system fails to account for the variety and complexity of human experiences and reinforces hierarchies of electricity and privilege. Instead, Butler advocates for an extra fluid and inclusive understanding of gender that recognizes the multiplicity of identities and expressions. While no longer

explicitly evolved in Gender Trouble, Butler's paintings are often read along with intersectional feminist idea, which examines how structures of oppression intersect and compound to form individuals' reports (Kaplan, 1992).

Butler's emphasis at the performative nature of identification and the approaches in which its miles formed with the aid of social norms aligns with intersectional procedures to understanding strength dynamics and inequality. Butler's ideas have been foundational to the development of queer principle, which challenges normative understandings of sexuality and identification. By destabilizing conventional categories of gender and sexuality, Butler's paintings open up opportunities for queer resistance and subversion. Overall, Gender Trouble has had a profound impact on feminist and queer idea, reshaping the methods wherein pupils and activists understand and critique structures of electricity and oppression. Butler's emphasis on the performative factors of identification and her call for subverting dominant norms continue to inform critical discussions in gender research and the past (Bekkaye, 2022).

In his e-book No Future: Queer Theory and the Death Drive, Lee Edelman presents a provocative critique of the political and cultural investments in the idea of futurity, particularly because it relates to reproductive futurism and heteronormative narratives of development. Here are some key thoughts from No Future: Edelman introduces the idea of reproductive futurism to explain the winning cultural and political emphasis on the future as depending on the duplicate of straight norms and the production of children (Edelman, 2020). He argues that this obsession with destiny, frequently framed in terms of maintaining and perpetuating the baby-centric own family unit, serves as a mechanism of social control and exclusion, marginalizing queer individuals and different non-normative topics. Drawing on the psychoanalytic theories of Sigmund Freud and Jacques Lacan, Edelman explores the idea of the dying power as a counterpoint to the power of reproductive futurism. He shows that the demise pressure represents a refusal of the vital to breed and make investments in the future, instead embracing a radical negativity and anti-sociality that demanding situations normative notions of development and continuity (Coble, 2015).

Edelman argues that queer subjects, through virtue of their exclusion from reproductive futurism, occupy a completely unique position from which to critique and subvert dominant narratives of progress and normalization. Rather than searching for inclusion within present systems, Edelman advocates for an extra radical form of queer resistance that embraces the anti-social impulses of the demise of power and disrupts the good judgment of reproductive futurism. Central to Edelman's argument is the rejection of hope as a political strategy, in particular when hope is tied to the promise of a better destiny predicated on the reproduction of normative social systems (Hook, 2020). Instead, he calls for a politics of hopelessness that embraces the inevitability of social fall apart and embraces the ability for radical transformation that incorporates letting go of futurity. Overall, No Future offers a provocative and tough intervention into discussions of sexuality, politics, and social exchange. Edelman's critique of reproductive futurism and his advocacy for queer politics of radical negativity have had a good-sized effect on queer ideas and important ideas extra widely, prompting pupils to rethink the relationship between desire, temporality, and resistance (Bhattacharjee, 2021).

In her article Beauty Is Skin Deep; The Self-Perception of Adolescents and Young Women in Construction of Body Image in the Ankole Society, Ruth Kaziga examines the impact of social structures on the body photograph perceptions of adolescent girls and younger girls inside the Ankole area of Uganda. Published in the International Journal of Environmental Research and Public Health (IJERPH) in 2021, the look explores how

societal splendour requirements and cultural expectancies impact the self-belief and behaviours of young ladies. Kaziga's research shows that teens and young girls in Ankole emerge as increasingly aware of our bodies via pictures supplied to them by means of social structures for the duration of their developmental ranges. These photographs frequently result in the internalization of beauty ideals, which can pressure individuals in the direction of unhealthy behaviours, together with overeating, starving, and skin bleaching, as they try to conform to societal norms (Kaziga. et al., 2021).

The examination employed narrative interviews with 30 adolescent and younger adult girls aged 16 to 24, drawn from numerous educational establishments and the Ankole network in southwestern Uganda. Through these interviews, Kaziga identified several elements influencing the ladies' perceptions of beauty, societal expectancies, comparisons with peers, relationships, and dietary conduct. These elements create dynamic anxiety among traditional and present-day splendour beliefs, causing younger women to oscillate between special requirements of beauty. The findings propose that young women could gain from a shift in societal attention from physical appearance to other treasured developmental assets. Kaziga recommends government-subsidized programs that provide education and sell nice media messages to help construct young women's self-esteem. By encouraging broader expertise of splendour and self-esteem, these initiatives ought to mitigate the dangerous consequences of unrealistic splendour standards and promote healthier attitudes in the direction of body photography. In precis, Ruth Kaziga's article sheds light on the complex interaction among societal expectations, cultural norms, and character perceptions of beauty among adolescent women and young ladies in Ankole, Uganda. Through her studies, she advocates for interventions that empower younger ladies to include diverse definitions of beauty and develop healthier self-perceptions (Valle, 2020).

3. RESEARCH METHODOLOGY

This study adopts a multi-faceted approach to investigate the intersection of Queer Theory, ecological justice, and environmentalism inside The Skin and Its Girl by way of Sarah Cypher. The technique comprises several interconnected components to provide a complete understanding of the way the radical represents queer identities, goals, and environmental issues: A near reading of the novel might be performed to perceive passages and issues relevant to Queer Theory, ecological justice, and environmentalism. This evaluation will focus on character improvement, plot dynamics, and the narrative's illustration of landscapes and natural environments. Drawing on standards of Queer Theory, this examination will study how the radical demanding situations normative assumptions approximately sexuality, gender, and identity. By studying characters' reports of coming to terms with their queer desires and identities, as well as their negotiation of societal expectations, this studies goals to elucidate the approaches wherein the unconventional engages with Queer Theory's imperative tenets. Employing an ecocritical lens, this examination will examine the novel's portrayal of environmental subject matters and the interconnectedness of human and non-human worlds. The analysis will explore how characters' relationships with their herbal environment reflect broader ecological worries and make a contribution to the discourse on environmental justice.

Qualitative interviews may be performed with readers of The Skin and Its Girl to acquire insights into their interpretations of the novel's representation of queer identities and environmental issues. Through open-ended questions and thematic analysis, this element of the study’s goal is to seize numerous views and enhance the knowledge of

reader responses to the text. This research draws on insights from interdisciplinary fields, which includes sociology, anthropology, and environmental studies, to contextualize and enhance the evaluation of Queer Theory and ecological justice inside the novel. By synthesizing views from more than one discipline, this takes a look at objectives to offer a holistic understanding of the complicated interconnections among identification, environment, and social justice.

4. ANALYSIS

In Skin and Its Girl With Sarah Cypher, the intersection of Queer theory and environmental justice, and environmentalism affords a comprehensive lens via which to discover the complexities of identification, desire, and social expectations in the narrative. Through the framework of Queer Theory, the novel delves into the intricacies of sexuality, gender, and identification introduction, in particular via the reviews of the protagonist, Betty, and her exquisite aunt Nuha. Rather, the narratives of Betty's self-discovery and Nuha'S hidden sexuality are in line with the roots of Queer Theory; they illustrate the fluidity and contested nature of identification while one is caught between social expectations and actual humans. Furthermore, the unconventional exploration of lineage and exile intersects with Queer Theory's examination of strength dynamics and social structures.

"Betty's navigation of her non-public unusual identity amidst familial pressures and the decision to follow her heart no matter societal expectancies mirror the strategies in which people negotiate their identities inner bigger social settings." (Cypher, 2023)

Additionally, the novel's portrayal of environmental topics, including landscapes and herbal surroundings, invites a deeper exploration of ecological justice and environmentalism in the narrative. By applying Queer Theory to The Skin and Its Girl, this research seeks to find the approaches wherein the radical demanding situations normative understandings of gender, sexuality, and identity while also attracting broader issues of environmental justice. Through a near analysis of individual development, narrative arcs, and thematic motifs, this has a look at targets to illuminate the intersections between queer identities, goals, and environmental concerns inside the text, in the end contributing to a deeper expertise of the complexities of identification formation and social justice in literature.

"In my lifestyle, after I changed into the age my mom changed into whilst she'd skipped fourth-period trigonometry and swallowed a whole bottle of Tylenol within the dorm toilet, ideas of suicide never tempted me due to the fact demise would put and give up to my dreams for romance, for sex, for the pleasure of curiosities." (Cypher, 2023)

This quote from The Skin and Its Girl encapsulates the protagonist Betty's perspective on lifestyles and choice, offering insights into the themes of choice, identification, and queer studies explored inside the novel thru the lens of Queer Theory. Betty's mirrored image of her mother's past suicide attempt highlights the complexities of preference and the methods wherein societal norms and expectancies intersect with non-public reports of sexuality and identity. In the context of Queer Theory, Betty's rejection of the concept of suicide as a reaction to unfulfilled desires underscores the importance of preference in shaping individual identities and experiences. Queer Theory posits that dreams of romance, intercourse, and self-expression are crucial to understanding queer identity because they mirror normative expectancies and disrupt conventional understandings of gender and sexuality. Betty's acknowledgement that her

goals are vital to her experience of self introduces Queer Theory's understanding of primacy within the formation of identification. Furthermore, Betty's recognition of her dreams as a provider of vitality and fulfilment highlights the resilience and organization of queer human beings in the face of social pressures and norms. Queer Theory emphasizes the significance of business enterprise and self-willpower in the face of social constraints, and Betty's refusal to succumb to despair highlights her determination to stay authentically and pursue her goals in her very own phrases. Overall, this quote and The Skin and Its Girl gives take a look at Betty's idiosyncratic pleasure and the strategies by which desire shapes her know-how of herself and the arena around her.

"Betty's reflection of preference offers a wealthy opportunity to investigate the novel's complexities of identity, desire, and employer. Betty's journey to find her super-aunt Nuha's hidden sexuality introduces the idea of harsh normative expectations and explores the complexities of identity. Betty's journey to discover the hidden sexuality of her high-quality aunt Nuha consists of the centre, especially the complicated normative expectancies and delving into the complexities of identity." (Cypher, 2023)

Throughout the story, Betty faces societal pressures and norms around sexuality and gender, each inside her own family and wider network. Nuha's choice to hide her sexual orientation as a viable way for her husband and children to travel to the United States demonstrates the complex impact of social expectations on foreigners and builds on oppression through society, an affirmation of identity that is not brought about by the responsibilities of society and his own family. Betty's attempts to discover Nuha's hidden truths suggest that queer theory understands rigid normative expectations. By diving deeper than Nuha and revealing her hidden dreams, Betty subverts the powerful narrative of sexuality and identity and opens up the realm of self-defining true self-expression for Nuha that this process of revealing hidden truths and complicated normative expectations is crucial to queer theory's goal of breaking apart formal categories. Furthermore, Betty's private exploration of her own queerness and dreams parallels Nuha's struggle and emphasizes the connection between the individual or girl's exploration and the broader social context. As Betty struggles and dreams of her private identity under the pressures of family and society, he guides her through difficult issues of identity formation and self-discovery, questioning assumptions about value for a long time, and in acknowledging his true identity the work reflects an emphasis on challenging normative expectations of queer theory and exploring the complexities of identity This intertwining of testimonials and quotes: The Skin and its girl; It offers a nuanced portrait of queer identity, preferences, and the ways people navigate their identity in a broader social context, ultimately carefully juxtaposing key queer concepts and notions. The Skin and its Girl are a compelling example of the complicated dynamics of professional identification, belonging, and social strain the use of queer people. Through the lens of queer theory, this tale offers a compelling exploration of the way social norms and expectations form judgments of queer people, highlighting the ongoing warfare between authenticity and reputation in a broader social context.

"The babel myth became your invention, aunt, and I have to reckon you had been clever sufficient to surprise those questions that very day. Maybe you simply didn't have the center to mention them out loud, that you were even greater terrified of your sexuality than anybody another knew you even wrote about it, out of shame. Although the footage is an incredible quantity of facts that are close to our bodies, the documents are nearly immortal." (Cypher, 2023)

In this quote and Skin and its Girl, Betty displays the conflict between her queer Aunt Nuha and her personal sexuality, acknowledging the societal pressures and internal disgrace that frequently accompany queer choices. Through the lens of Queer Theory,

this phase presents a perception of the complexities of identification formation and the strategies by using which social norms and expectations affect human beings' expertise and expression of their sexuality and identity. Nuha's invention of Babel fantasy, a metaphorical exploration of identity and communication, reflects her inner struggles with sexuality. Betty's mythical reputation as Noha's invention indicates a deep-rooted cognizance of Noha's unstated questions and dreams, emphasizing the difference among internal thoughts and outer expressions. In addition, Betty's claim that Nuha slightly wrote approximately her shame-based sexuality highlights the pervasive effect of social stigma and heteronormative beliefs on the judgments of strangers. The belief that documents are almost immortal and refers back to the continuing impact of social norms and expectancies on a person's identity even after demise. Through this passage and Ledo and its virgin land explores the anxieties of visibility and invisibility of queer narratives, in addition to the lasting effects of social stigma and disgrace. Queer Theory creates a framework for exploring the processes thru which social norms form people's knowledge and expression of their sexuality and identity, leaving little to no view of the complexity of identity formation and the troubling situations that queer individuals stumble upon within society's expectancies. In general, this quote from the e-book and The Skin and Its Girl invites readers to not forget the techniques through which social pressures and internalized shame affect people's memories of identification and belonging, highlighting the ongoing war for self-attractiveness and authenticity within a bigger social context. Through the lens of Queer Theory, the unconventional gives a nuanced exploration of the complexities of queer identity and the long-lasting pressure of social norms and expectations. These accusations are hypothetical and framed to mirror the challenges of Queer principle, environmental justice and environmentalism. They illustrate how the radical's exploration of queer identities and critique intersect with broader social and environmental issues.

5. CONCLUSSION

Finally, and Skin and its Girl, With the assistance of Sarah Cypher, queer identities, dreams, and the impact of social norms and expectancies are explored via the lens of queer ideas. Through the adventures of the protagonist Betty and the hidden sexuality of her excessive-magnificence aunt Nuha, Unconventional dives into the complexities of identification formation, own family expectations, and the negotiation of queer desires in large social contexts. Nuha's choice to embrace her sexuality on the road to facilitate her family's emigration highlights the sizable impact of social pressures and norms on queer research of identity and belonging. This narrative highlights the strategies with the aid of which internalized shame and fear of social exclusion can form humans' expression of sexuality and identification, reflecting Queer Theory's emphasis on tough normative expectations and exploring the complexities of identification creation.

In addition, Betty's non-public exploration of her own queer identity and dreams serves as a lens through which to explore the intersections between personal truth and her family's expectations and her decision to pursue neuromuscular disease or will not pursue social norms queer identity in the context of larger lives As a continuous negotiation of values suggests, focusing on anxiety emphasized by private development and external expectations, a strong start her exploration of exile provides insight into how social norms and expectations shape her knowledge and membership Betty's choice not to realize or pursue her dreams live in the United States represents a complex intersection of identity, desire, and of social status, and refers to the ongoing struggle for identity and

loyalty in larger social structures Nevertheless, ne skin and her girl. It offers a rich and nuanced portrait of the consequences of queer identities, desires, social norms and expectations. Offering a challenging examination of the challenges of identity formation and of thinking about queer desire in a larger social context Fiction in Queer Theory offers valuable insights into the ways in which literature can speak challenge, interrogate, and change the dominant narrative of sex, gender and divisions.

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THE ANALYSIS OF SLANG WORDS USED BY GENERATION Z IN SOSIAL MEDIA

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Slang is informal language that's often used in conversation but not considered appropriate for formal writing. It can help create a sense of identity or belonging within a particular group, and it's constantly evolving. New slang terms emerge all the time, while older ones might fade away. Slang can be fun and add flavor to language, but it's important to be aware of the context in which it's used. Slang has received a lot of attention in analysis research in recent years. Many studies have found that the media, films and novels that dominate slang. Likewise, the study of slang English receives higher interest than other languages. This research, in contrast, analyzes the slang used by the Indonesian Generation Z in the WhatsApp group. The research is a qualitative study, with the main focus of researcher in data collection into content analysis. Based on the theory of Allan and Burridge's (2006), researcher found 50 slang language classified into seven functions: starting a relaxed conversation (27 events), expressing and impression (12 events), creating an intimate atmosphere (5 events), addressing (3 events), abusing others (3 events), humiliating (0 events), and expressing intimacy (0 events). In addition, it is divided into five types: fresh and creative (7 events), flippant (9 events), Imitative (12 events), acronym (14 events), and Clipping (14 events) (8 events). In conclusion, Generation Z has used this slang to increase their daily WhatsApp conversations.

Keywords: slang; sociolinguistics; generation z; whatsapp; social media.

1. INTRODUCTION

1.1 Background of the Study

There is a group of words in a language known as slang. Hutabarat et al. (2020) explain the slang is a non-standard language used in non-formal situation. Development from Technology and information that spread quickly is one of the factors that influence (Muliawati & Murfi, 2017). They too Mention that the slang usually does not agree With the right grammar rules and Pronunciation. Therefore, positive or negative Information is easy to obtain.

Slang is a common type of language since then Greeting style is marked with language Personal code for generations or groups. This is a The language used by a particular group

of people Communicate with each other and deliver Their minds in casual arrangements (putrawan et Al., 2020; Saputra & Marlina, 2019). According to Trimasturi (2017), Slang is a term Indonesian teenagers are usually used for Interact. It requires more than complete Grammar with clear articulation. However, this is five types; Fresh and creative, careless, Imitative, acronym, and clipping. Speaker Intentionally violating the use of standards inside Groups using slang words without control (Kulkarni & Wang, 2018). Based on researchers Observation, slang mainly used by young people Generation of age groups, and that is very large Possible types and functions Slang will be found in young people in Conversation.

There is a term for a young age group Born after 1996 it is called generation Z (Gen Z). Parker (2020) states that this generation is Native digital. They were born during the era With a solid and many economic situations Development of technological tools. Generation Z. Currently easy to use social media to spread The message, causing rapid development Slang (Rezeki et al., 2019). One phenomenon is Globalization and technology Construction has been given to Generation. This generation uses a lot Technology in the field of information and Communication. Email, sms, instant message, And social media, such as Facebook, Twitter, And Instagram, often used to communicate (Afifi et al., 2018; Mutalib et al., 2020; Muslem Et al., 2022). This generation makes them Language beyond standard and only Known by them. This phenomenon occurs as Manifestation of Internet Boom (Ardi, 2019). As an Indonesian generation, they use Various languages that are familiar with Communicate directly or online on social Media. Various intimate languages are Used to make communication more comfortable. They use gadgets and make basic internet Need. One platform currently used by most Generation Z is WhatsApp. Therefore, this research analyzes data collected from The application.

Moreover, the facts have made Researchers are interested in conducting this research Because, in the social context, he usually uses Slang to talk to friends. In addition, young people usually use slang. Therefore, Wahib (2020) found various types of slang from The most common video, but the research Not focused on certain generations. That The renewal of the current research lies in Special use of slang by generation Z (Gen Z). Because researchers are also part of Generation Z, it's easier to collect data. That The age grouping of slang users in this study and sufficient to pronounce the abbreviations or Vocabulary acronym because there is Understanding of meaning in groups. Factors that cause the acquisition of slang Including the development of current science and Technology. In addition, language skills are frequent Put pressure on linguistic knowledge Affect mastery of vocabulary. Because of that, vocabulary is an important element in language Fun activities for shipping Ideas. In addition, it is considered that slang Is the language of the younger generation Because all children in 2000s understood What is the meaning of the speaker and the other person.

Specific slang phrases, such as Unpleasant or rough, considered right To be used in the actual world (Supri & Tajudin, 2021; Irma et al., 2018). According to Allan and Burridge (2006), Slang has seven functions; Talk, embarrass, start relax Conversation, creating an intimate atmosphere, Express impressions, abusing people, and Express intimacy. He also divides slang into the closeness of researchers with social data Source is a consideration of research results Can be the right reference for use Slang among generation Z.

1.2 Sociolinguistics

The meaning of sociolinguistic According to (Holmes, 2000) is that term Refer to the study of the relationship between Language and society, and how that language Used in multilingual speaking communities. Slang and sociolinguistic relationships In the use of informal words and not Considered standard in language but possible Considered more acceptable when used socially. Focus of sociolinguistics like that As an investigation of language relationship And society, focus on the use of language, social Context such as topics, people interact, and Social background.

Sociolinger experts approach language as Open systems interact with various Factors in groups or communities. Wardhaaugh (2006) states that 'sociolinguistic goals'To move towards theory that provides Motivational account about the way of language used in community, and options People make when they use language. Therefore, people's language is influenced by Social norms and cultural patterns in Community or group. Community or group Consider factors like social Observer's background and Recipient; age, gender, social class, ethnic Background and context and ways

Clark & Yallop (2006) Sociolinguistics is an effort to find a correlation between social structures and Linguistic structure and to observe anything Changes that occur. There is clearly Correlation between language and society. In addition, according to Chambers (2002) Sociolinguistics is a study of social use The most productive language, and study In four decades of sociolinguistic Research has emerged from determining social evaluation of linguistic variants. He Means that the use of language that involves The community has been around for a long time. The use of this language is still developing until Now. The language used in Informal environment there will be changes Form from standard to non - standard and If not, there will be no change in shape When people are in a formal environment.

1.3 Slang

Slang is only the informal language used in everyday interaction. It is considered as "a series of daily languages that are constantly changing Words and phrases used by speakers to build or strengthen social identity or cohesiveness in a group or with trends or Fashion in society in general "(Eble, 1996).

Martin, Weber, and Burant (1997) claim that aggressive messages are different from slang when slang is not used with the intention To offend people (quoted in Mazer & Hunt, 2008). Using slang cannot be considered an aggressive action even though it exists Some slang words that may be considered offensive. It can only be considered offending if someone deliberately says slang Words to offend others.

Crystal (2003) Determine ifteen "varied functions" from slang. He indicates that the number 13 is the "main function of slang" Is "to show that someone belongs to a particular school, trade, or a certain profession, an artistic or intellectual set, or social class". In the other Words, slang are used to interact or "make contacts". Likewise, Mary Bucholtz (2007) shows that slang is used Build identity, especially youth identity. Bucholtz

investigates the use of California teenage hlang and finds that slang is used as an interpersonal source to achieve certain interaction goals.

As shown before, slang can be positive and negative. Mazer and Hunt (2008) determine that positive slang is informal Guage that "a speaker uses to give an identification signal with the listener". For example, using words like "cool," "sweet," or "amazing" is considered a positive slang. on the other hand, negative slang is an informal language that "can be considered as Offensive by listeners "(Mazer and Hunt, 2008). For example, using words like "jerk," "waste," or "shit" as a negative slang and therefore offended.

2. METHOD

This research adopts content analysis to analyze the material collected from data sources, such as textbooks, songs, and the public note (Ary et al., 2006). The subject of this research is 72 generation Z from English Department, university, elected At random. Data collected through them Whatsapp private and group chat. He check the slang that is commonly used for private chat or group on WhatsApp.

This is a qualitative study by documentation. Data collected at the following steps:

1. Determining the data sources;

2. Asking permission from the WhatsApp account holder to access data;

3. Transferring/transcribing the data from mobile phone to laptop/PC.

After the data is collected, they are tabulated in a table to facilitate analyze. The analysis begins by identifying Slang in WhatsApp chat, put it in tables based on the category of Allan and Burridge's, and analyze it for a brief description and conclusion.

3. RESULTS AND DISCUSSIONS

The Research is currently presenting analysis of the results of the type and function of the slang by generation Z (Gen Z). There found 50 slang used by participants, as listed in table 1.

Table 1. Types of slang words among Generation Z in social media

No	Type of slang	Occurrences	Percentage
1	Fresh and Creative	7	14 %
2	Flippant	9	18 %
3	Imitative	12	24 %
4	Acronym	14	28 %
5	Clipping	8	16 %
	Total	50	100 %

1.1 Types of Slang Words

Acronym

The acronym Stands for the phrases made by taking The first letter of each word in sentence and pronounced as the word itself. This type Slang has become very familiar in communication between generation Z. This is some examples of this type of slang.

(1) Eh **btw** vaksin kan ada 2 kali [Eh, by the way, there are two times vaccines]
(2) Tunggu aku cerna **SS** nya si siren dlu (wait for me to conceive Siren's screenshots first)

In example (1), typist uses '**btw**,' Which stands for 'talking. In another way, on example (2), "**ss**" is an abbreviation of "screenshot." In these cases, the words can be understood by using the abbreviations that their colleagues are very Generally understand because of the desire to Facilitate the communication process in WhatsApp and shorten the time spent give a message on WhatsApp

Imitative

According to Allan and Burridge (2006), Slang imitates or comes from the standard English words (SE), using standard English (SE) Words in different contexts, or combine two Different words. Who created their language in daily interactions, Especially when chatting on WhatsApp. Here Are some examples of this type of slang.

(3) Okay, **lemme** know asap [okay, let me know asap]
(4) **Dunno** what should I do ja :(I do not know what should I do, ja)

In examples (3) and (4), typed beats '**lemme**' make it easier to say 'let me' and '**dunno**' to say 'do not know. "The use of slang the words are also familiar to the Z generation today. In the this example, a typist asks to be told as immediately maybe about certain information.

Flippant

According to Allan and Burridge (2006), The robber is a slang consisting of two or more words that are not in accordance with denotative meaning. That who are not native English speakers No doubt is less likely to use it than others Common type. Some examples can be seen under.

(5) Cepat **spill the tea** lah dluu [Quick, spill the tea first]
(6) Just **chill out,** ntar bias aku antar (Just chill out, I can deliver later)

In Example (5), typical message using '**spill the tea**,' referring to something Distributed or poured with other people. In this case, typical wants to refer to news or secrets Still warm, like tea that has just been brewed. But, from Of course, the use of slang is complicated Find in non-native because of its meaning Rather difficult to digest briefly people, especially by people who need help understand the context of conversation.

In example (6), the use of the typist message The word '**chill out**,' which means 'relax,' 'easy,' or 'take it easy." There is no language link between two words and their meanings, but other people can understand the slang During the chat process on WhatsApp. This Slang adds extraordinary, innovative, and A friendly impression to its users during the chat Process on WhatsApp.

Clipping

Clipping is one method for making new ones words in English. It requires longer shortening Words, often to one syllable. Generation Z wants simplify expression like this type of slang. Some examples the clipping type slang is explained below.

(7) Wowww, **Congrats** kakaaa [wow, Congratulations, sister.]
(8) Itu tulisannya **typo** (There is a typo in writing)

In example (7), slang clippings '**congrats**' comes from the word ''congratulations' The purpose of forming slang Like this to convey the original This means it's easier and shorter Version: When. Usually, by saying a short shape like this For example, other people will soon be Understand the importance of that word Without typist adding additional Information related to congratulations.

Furthermore, in example (8), typing Use the word '**typo**' slang to modify 'Typographical error.' Short for typographical error, typical error is a mistake made in the typed or Print textbooks containing several Typographic error. However, this can happen when a conversation occurs social media, like WhatsApp.

Fresh and Creative

This type of slang is the type found At least during the analysis process from the slang expressions belonging to new and creative slang. This is an example.

(9) **Nope**

(10) Oww **shoot**

In example (9), the meaning of '**nope**' inside Indonesia is 'no,' or a word for rejection. That The word 'nope' is trendy among generation Z and Is a trend. This new and creative word can too Used in daily conversations or when Chat with a friend.

In example (10), the meaning of '**shoot**' Comes from the word 'damn.' This phrase is used Responding to something surprising, extraordinary, or extraordinary. It can also be used when Individuals are excited or surprised at something.

Table 2. Functions of slang words among Generation Z in social media

No	Function of slang	Occurrences
1	To start a casual conversation	27
2	To express impression	12

3	To create an intimate atmosphere	5
4	To address	3
5	Abusing people	3
6	To humiliate	0
7	To express intimacy	0
	Total	50

Based on the table, the most widely used slang The function is 'to start a relaxed conversation.' contrast, the most uncommon slang function is ‘ to abuse people. 'every type and function of slang found in a chat from the analysis presented in the following sub-section with examples of conversations and explanation.

Based on table 2, the most common slang the function found is' to start casual conversation, 'and small standard parts is' to abuse others. 'Meanwhile,' to humiliate' and 'to express intimacy' function were not found.

1.2 Functions of Slang

To Start A Casual Conversation

The most WhatsApp users, especially generation Z, use to chat casually With their peers. Here are some examples.

(5) Happy Birthday Uul, **WYATB** [Happy Birthday Uull, wish you all the best]

In example (5), typist uses abbreviation ‘**wyatb**’ as a form of a shorter than ‘wish you the best.’ This slang expression only used in casual conversations and usually with peers. Typical want to say prayers the interlocutor on their birthday.

To Express Impression

The most significant amount of data The cause is it seems like many young people Excessive or stale when using WhatsApp with Their colleagues, especially when responding Statement by their close friends. This is Example.

(6) Oww **shoot** [Oh shit]

In example (6), typist uses ‘**shoot**,’ which means ‘**shit**’. myastion wants to respond relax for other people’s statements, who, In this example, are their close friends. This Impolite expressions, but become Effective carrier from the impression when using WhatsApp application among generations z Because words like this are used according to fill.

To create an intimate atmosphere

Only a few examples of this function Found during the analysis process, this function only has five Events of total data. This is Example.

(7) **Gotchuu** okelah [I have got you, okay]

In example (7), typist uses '**gotchuu**' in closing at the end of the conversation. The word slang means "I have you," Can be interpreted as trust between two parties In friendship. It can also be interpreted as Sympathy and empathy for someone who has has gone through difficult times. finally, this slang The word can also be interpreted as "I understand You."

To Address Information

The researcher only found a few slang With this function during data analysis. Most WhatsApp users Already know most of the people they call Through the chat feature, so there is a little Possibly to use. This is an example.

(8) Thx **sis**, nnti di kabarinn [thank sister, I will let you know later]

In example (8), typist refers to A woman who may have long known for a long time Using the phrase '**sis**,' which means 'sister' or 'my sister.' This expression is generally Used in monologue conversations by the narrator In advertisements for women's products. Still, It is rarely found in a conversation between Two people who know each other for a long.

To Abuse Others

This type of slang rarely found because it has a dangerous effect In rough words. So the requirements must follow Context, as in the following quote.

(9) Call him **fuckin** s

In example (9), the typist wants to be displayed Emotions during the chat process with the word '**fuckin**. In this case, he can be very upset, But that can also be a joke between close friends.

4. CONCLUSION

This study aims to identify the type and slang function in WhatsApp conversation among the generation Z (Gen Z). learning found five of the seven functions Words slang based on allan and burridge Theory, namely: (1) Creating a Casual conversation with 27 events; (2) creating an intimate atmosphere with 12 events; (3) expressing an impression with five event; (4) abusing other with three Events, and (5) addresing, with three event. This study did not identify two The function is used to embarrass and express Intimacy. Slang is usually used to express Intimacy between two people who are very Close, like a

partner, friend, and family. Meanwhile, there are five types of slang: fresh and creative, flippant, imitative, acronym, and clipping. Because of respondents Students from generation Z Active on social media, slang is easy to find Their conversation.

This research will benefit ELT (English Language teaching) and linguistics development. It contributes to the mapping of the mind The language used by the younger generation daily. The teacher must build language awareness while teaching English in classroom.

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Correlation between Students' Writing Ability and Debate Skill

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This study is intended to investigate the correlation between students' writing ability and their debate skill. This research used quantitative research with the correlational research design. The sample of this research was 15 students from the debater club. The data was collected using documents test and debate test and analyzed by using product moment test. The finding of this research showed that there was a high correlation between students' writing ability and debate skill. Therefore, the test of t-test showed that alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. It can be concluded that there was a significant correlation between students' writing ability and debate skill of the debater club of English department UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan.

Keywords: writing ability, debate skill, debaters

1. INTRODUCTION

Language is a multifaceted system of communication characterized by the use of symbols, sounds, gestures, and rules to convey meaning within a community or culture. It serves as a medium for expressing thoughts, emotions, ideas, and intentions, as well as for facilitating social interaction, transmitting knowledge, and preserving cultural heritage (Crystal :2006). English is a language that used to communicate with people.

There are four main skills in English stated by Richards & Schmidt (2002). They are: The four main English language skills are: listening is the ability to accurately receive and interpret spoken language, including understanding various accents, speech rates, and intonations. Speaking is the ability to articulate words and sentences fluently and coherently, as well as to engage in conversations, discussions, and presentations effectively. Reading is the ability to comprehend written texts, ranging from simple sentences to complex passages, and to extract information, infer meaning, and evaluate content. Writing is the ability to produce written texts with clarity, coherence, and accuracy, demonstrating proficiency in grammar, vocabulary, organization, and style.

Written and spoken languages are two forms that have a different way in communication. In the realm of education, the development of language and communication skills is paramount. Among these skills, writing ability and debate skill stand out as crucial components. Both are essential for academic success, professional advancement, and

effective participation in civic life. Debate is the formal discussion that formed in formal situation, where the participant discussed in academic ways. Further than it, there is two similarities between writing and debate, it is both of them are mostly used and formulated in formal and academic situation.

2. THEORETICAL DESCRIPTION

Writing Ability

Writing is one of the four primary skills, alongside listening, speaking, and reading. Writing serves a diverse range of purposes and takes various forms, which is evident in how individuals employ writing in their everyday lives, including tasks like composing memos, letters, messages, notes, articles, application letters, and more (Harmer: 2021). Writing is the core of another skill. Writing is a term with many interpretations, and Gordon's perspective likens it to being the essence, the culmination, and even the intricate details that enrich our understanding.

Writing is the process of encoding language into a textual form. It involves the use of symbols, characters, or alphabets to represent spoken language, thoughts, ideas, and information. Writing encompasses a wide range of activities, from composing essays, stories, and poems to drafting emails, reports, and academic papers. It serves various purposes, including communication, documentation, expression, and persuasion. Effective writing requires proficiency in grammar, vocabulary, syntax, and rhetorical strategies, as well as the ability to organize thoughts coherently, convey meaning accurately, and engage readers' attention."

George and Julia (1980) there are four types of writing forms, including:

1) Narration

Narration is a type of writing that is used to tell the tale of an act or occurrenc. In chronol ogical sequence, narration sets events in time and describes what happened. Short stories, novels, and new stories are examples of narrative, as is a substantial component of our everyday social contact in the form of letters and conversation.

2) Description

Description imitates the way we think, see, smell, taste, feel, or sound; it may also elicit emotions such as happiness, loneliness, or fear. It was once utilized to generate a visual depiction of people, locations, and even units of time-day, times of day, or reason. It may discuss their character or personality features.

3) Exposition

Exposition is used to convey information, explain concepts, and convey meaning. It contains editorials, articles, and valuable educational material. It comprises editorial, essay, and educational instructional content. It may stand alone as an essay when combined with a story. Exposition may be built in a variety of methods, whether used alone or in conjunction with storytelling.

4) Argumentation

Arguementation is used to persuade and persuade others. It is closely connected to exposition and is frequently used in conjunction with it. Argumentation is used to make a point or to establish or disprove a claim.

According to Kapka & Obarman (2001) the process of writing as bellow:

1) Pre-writing, which involves students planning their writing by using a graphic organizer. During this phase, it's crucial for students to have a clear idea of what they intend to write about before actually beginning the writing process.

2) Drafting, during which students put their ideas into writing, effectively expressing their thoughts and concepts on paper.

3) Revising. In this phase, the student's paper is reviewed by the teacher or a peer, and suggestions are made to enhance the paper's language and expression. This process is valuable because it introduces different perspectives to improve the writing.

4) Editing, where the student has a teacher or peer proofread their paper, and any necessary changes are made to enhance the overall quality of the writing.

5) Publishing. In this phase, students create their final polished copy and make it available for others to read

Moreover, there are some elements of good writing (Sughes:2022) as below

1) Unity: Good writing maintains a clear focus and coherence throughout the piece. It stays on topic and avoids irrelevant or extraneous information, ensuring that all parts of the writing contribute to the central message or argument.

2) Development: Good writing provides thorough and detailed support for its main ideas. It presents evidence, examples, explanations, and analysis to deepen the reader's understanding and strengthen the overall argument or narrative.

3) Clarity: Good writing is easy to understand and free from ambiguity. It communicates its ideas clearly and directly, using straightforward language, logical organization, and precise wording to convey meaning effectively.

4) Correctness: Good writing adheres to the rules of grammar, spelling, punctuation, and usage. It is free from errors that could distract or confuse the reader, maintaining professionalism and credibility.

5) Coherence: Good writing flows smoothly from one idea to the next, with clear transitions and connections between sentences, paragraphs, and sections. It maintains a logical progression of thought, guiding the reader through the text in a cohesive and understandable manner.

According to Brown (2000), writing skills are divided into micro skills and macro skills.

Micro skills consist of:

1. Generate English graphemes and orthographic patterns.

2. Produce writing with an efficient speed according to the purpose.

3. Generate acceptable core words and use appropriate word order patterns.

4. Using an acceptable system of grammar, patterns, and rules.

5. Expressing a certain meaning in different grammatical forms.

While macro skills include:

1. Using coherent tools in written discourse.

2. Use forms of language skills effectively and agreed upon in written discourse.

3. Perform the communicative function of written text appropriately in accordance with its form and purpose.

4. Convey sequences and connections between events and communicate relationships such as main ideas, supporting ideas, new information, given information, generalizations, and examples.

5. Distinguish between explicit and implied meanings when writing.

6. Correctly convey certain cultural references in the context of written texts.

7. Develop and use a range of writing strategies, such as accurately assessing audience interpretation, using prewriting tools, writing fluently on first drafts, using paraphrasing and synonyms, soliciting peer and instructor feedback, and using feedback to revise and edit.

Debate Skill

Debate is a technique for conveying ideas or arguments and defending them against the opposition team. Krieger (2022), emphasized that debate serves as an excellent activity for language learning due to its ability to involve students in a range of cognitive and linguistic processes. Moreover, Maisa (2023) in her book explain that academic debate will engage in discussion and known as educational activity. Academic debate differs from debate in the actual world, such as the discussion in the town meeting mentioned above. The goal of debates in real life is frequently to determine the participants' future plans. The main goal of academic debate is educational preparation.

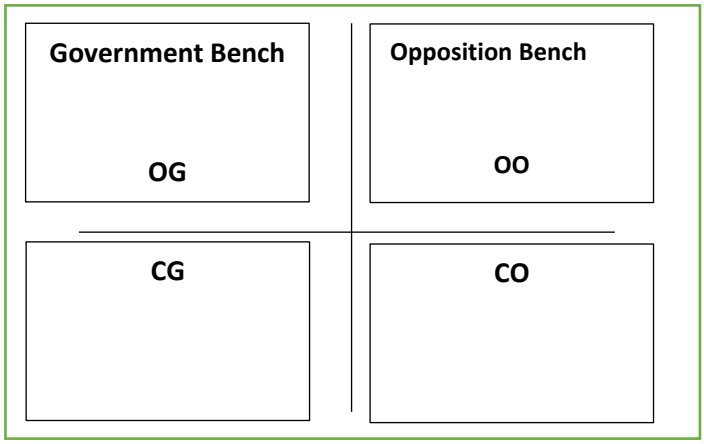
There are some debate systems that can be used. In this research will be focus on explaining **British Parliamentary System** because British parliamentary system is the official format used in the World Universities Debating Championship (WUDC). British Parliamentary (BP) debating features teams that argue for or against a given motion in front of a panel of expert adjudicators. Unlike binary debating formats, BP involves four independent teams in each round: two teams that support the motion (referred to as the Government teams) and two teams that oppose the motion (known as the Opposition teams) rather than simply

striving for a win or lost, each of these teams competes against one another to attain a ranking by the end of the round.

Based on The World Universities debating Championship: Debating and Judging Manual. Meany & Kate (2003) There are many aspects to understand British Parliamentary System.

1) The Basic Format

There are two teams on each side of the debate. On one side are Opening Government (OG) and Closing Government (CG), on the other side are Opening Opposition (OO) and Closing Opposition (CO). The two sides of the debate are sometimes called 'benches' – as in, 'the Government bench' and 'the Opposition bench'. The first two teams in the debate (OG and OO) are sometimes collectively called the 'opening half', whilst the third and fourth teams in the debate (CG and CO) are sometimes collectively called the 'closing half'.



In the order specified below, speakers from the four teams give their speeches, with each speaker giving one speech:

1. First speaker (the 'Prime Minister') from the OG team.
2. First speaker (the 'Opposition Leader') from the OO team.
3. Second speaker (the 'Deputy Prime Minister') from the OG team.
4. Second speaker (the 'Deputy Opposition Leader') from the OO team.
5. First speaker (the 'Government Member') from the CG team.
6. First speaker (the 'Opposition Member') from the CO team.
7. Second speaker (the 'Government Whip') from the CG.
8. Second speaker (the 'Opposition Whip') of the CO Team.

Length of Speeches: Speeches should last for 7 minutes. Time signals (usually a bang on the table, ring of a bell, or clap of the hands) will be given by the timekeeper to indicate when 1 minute, 6 minutes and 7 minutes (often indicated by a double clap/bang) have elapsed. Though speakers should ideally finish their speech by 7 minutes, they may legitimately continue to speak in order to finish their sentence or wrap up a conclusion.

Each team has a role to play in the debate, and the speakers from that team should attempt to fulfil that role effectively:

1) OG should define the motion, advance arguments in favor of their side, and rebut arguments made by teams on the Opposition side of the table.

2) OO should rebut OG's case (i.e. the general set of arguments they have offered) and advance constructive arguments as to why their side of the table should win the debate.

3) CG must provide further arguments and analysis in favor of the motion, which are consistent with, but distinct from, the substantive material advanced by OG, as well as refuting the analysis of the Opposition teams. The Government Whip must summarize the debate as a whole on behalf of the Government bench, and should not add new arguments.

4) CO must provide further arguments against the motion, which are consistent with, but different from, the arguments advanced by OO, as well as rebutting arguments made by the Government teams. The Opposition Whip must summarize the debate as a whole on behalf of the Opposition bench, and must not add new arguments.

2) Points of Information

The first and last minute of each speech is known as ‘protected time’, during which no Points of Information (POIs) may be offered to the speaker who is making their speech. During the intervening 5 minutes (i.e. between 01:00 and 06:00) points of information may be offered. A POI is a formalized interjection from any speaker on the opposite side of the table to the speaker who has the floor.

A POI may last up to 15 seconds. It can take the form of a comment or a question to the speaker who has the floor. It is up to the speaker who has the floor to decide which POIs to accept (i.e. allow to be made) or reject (i.e. not allowed to be made). Each speaker should accept at least one POI, and ideally accept two (they may accept more if they wish, though this is not generally advisable). To offer a POI a speaker should stand and say “point of information”, “on that point”, “sir” or “madam”. They should not offer a POI by uttering anything which reveals the content of the POI before it has been accepted (by saying, for example “on the law” or “not at all!”). If the POI offered is refused, the speaker who offered it should sit down immediately.

POIs may not be offered after the 6 minutes mark in a speaker’s speech, and at 6 minutes all speakers currently standing (to indicate that they have offered a POI) should sit down. It is acceptable for a POI which was offered and accepted before the 6 minutes mark to continue to be made past the 6 minutes mark – it should continue until the debater offering it has been cut off or concluded their POI. It is also acceptable for a POI offered before 6 minutes to be accepted by a speaker dead on the 6 minutes mark and then be made – the speaker getting their acceptance of the POI in just as the debater offering the POI is sitting down, in other words. Once all speakers are sitting, though, there are no POIs currently being offered and no more may be offered or accepted since the clock has passed 6 minutes.

3) The Motion

The Motion: Each round has a specific topic, known as the 'motion'. The motions are set by a team of senior judges at the tournament known as the 'Adjudication Core' (or sometimes 'Adj Core' for short). The Adjudication Core will announce the motion for each round of debates, along with the 'draw' (showing all the rooms in the tournament and the positions in which each team in the competition will be debating in each room) to all participants 15 minutes before the debates begin. If debaters are uncertain about the literal meaning of a word in the motion, they may ask a member of the Adjudication Core to define it for them. They may not ask anyone other than a member of the Adjudication Core to explain any words in the motion. They may also not ask for any further assistance from the Adjudication Core beyond a simple definition of the word they are unfamiliar with.

Preparation Time: Judges should call debaters into the debate room 15 minutes after the motion is announced. During these 15 minutes teams should prepare their speeches. Teams may only prepare in their teams – i.e. the two speakers in a team must confer solely with each other while preparing. Receiving assistance from anyone else during prep time, such as coaches, other members from their institutions, or anyone else, is strictly prohibited – teams spotted doing this should be reported, and may be penalized by disqualification from the tournament. Teams may not use any electronic devices to aid them in their preparation, with the exception of stopwatches (the use of mobile phones is allowed only insofar as the phone is used as a stopwatch) and electronic (off-line) dictionaries – unless they receive authorization in advance from the Adjudication Core due to special circumstances.

Result of Study

Several studies that took the similar variable with this topic. Restiana

(2014) revealed that there was a very low correlation between students' debate achievement and their writing in argumentative essay. As well a study by Kholil (2023) found that there was a positive and significant correlation between debate mastery and students' skill in writing argumentative text. Furthermore, a study of Abid El Majidi (2018) aimed to investigate the impact of debates on students' speaking skill (Oral Communication), a study of Matheus Ferry Renaldo aimed to demonstrate the effectiveness of using debate as a teaching method for improving speaking skills, a study of Tianame, Usman, & Muslem (2019) was to enhance the quality of teaching and learning of speaking by implementing the debate technique, and a study of Lutfi (2018) aimed to determine whether the implementation of the critical debate technique had a positive impact on the speaking skills.

In the related findings, some students might be very good at their writing in argumentative essay and debating skill but not optimal relationship. However, some students were similarly good at their writing in argumentative essay and debating skill. In addition, it was also founded some differences with this study in the variables studied and the research design employed. The variable of interest was speaking skill whereas this study focuses on writing ability and the related findings used Classroom Action Research (CAR) design meanwhile this study utilized a quantitative design, however, a common thread among these studies is their utilization of debate as a variable of interest. based on the phenomena,

this study tried to map the correlation between one skill and another, namely writing ability and debate skill.

3. METHODOLOGY OF THE RESEARCH

This study was conducted at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.The population was students of English Debating Club at State Islamic University Syekh Ali Hasan Ahmad Addary in academic year 2024-2025. The sample was 15 students of English debating club taken by total sampling.

The approach used in this study was Quantitative with a descriptive correlation design to know the relationship of students' writing ability and debate skill. The data was collected using documents test and debate test. And then the data obtained was processed by regression and correlation analysis of product moment test.

The instruments were document test of the students' writing ability and debating score collected from the coach of English debating club. The score is taken from the result of debating trial competition.

The data analysis technique was described as follows:

a). Descriptive analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
X	15	75	85	1200	80.00	1.091	4.226	17.857
Y	15	80	95	1355	90.33	1.579	6.114	37.381
Valid N (listwise)	15							

The table above displays the descriptive statistics. It used was used to describe the students' writing ability and debate skill.

b). Correlation analysis

This study has two variables so the analysis used the product moment statistical analysis technique to answer the hypothesis, namely to determine the relationship between students' writing ability and debate skill. furthermore, correlation analysis was used to explain the strength and the direction of the relationship between two variables. The correlation was unidirectional which meant that no one was placed as a predictor and response. The correlation number ranges from -1 to +1. The closer to 1, the closer to perfect correlation.

While the negative and the positive values indicated that the relationship pattern was unidirectional or the higher X causes an increase in Y. (Lazaraton, A: 2005).

In the bivariate model, the correlations used Pearson. Pearson's correlation is usually used to determine the relationship between two variables. This correlation with Pearson requires the data to be normally distributed.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		15
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	3.41565026
Most Extreme Differences	Absolute	.206
	Positive	.206
	Negative	-.181
Kolmogorov-Smirnov Z		.796
Asymp. Sig. (2-tailed)		.551

a. Test distribution is Normal.

b. Calculated from data.

The table above displays the normality of the data in this study. Based on the normality test, it was proved that the value of the significant was higher (0.551) than sig. 2 tailed (0.05). therefore, it stated that the distribution of the data used in this study was normal.

4. RESULT AND DISCUSSION

The score of the students' writing ability was described based on the standard

of the assessment of UIN Syekh Ali Hasan Ahmad Addary Padangsimpuan.

Score of the Students' Writing Ability

The data of the students' writing ability can be seen in the table below:

Table 1. The Score of the Students' Writing Ability

Score	Category	Frequency	Percentage
0-20	Very poor	0	0
21-40	Poor	0	0

41-60	Medium	0	0
61-80	Good	10	66.66
81-100	Very good	5	33.36
Sum		15	100

The data above displayed that the students who got scores at a very good category were 5 students (33.33%) and the students who got scores at a good category were 10 students (66.66 %). Meanwhile, none of the students were at medium, poor, and very poor categories.

Score of the Students' Debating Skill

Table 2. The Score of the Students' Debating Skill

Score	Category	Frequency	Percentage
0-20	Very poor	0	0
21-40	Poor	0	0
41-60	Medium	0	0
61-80	Good	3	20
81-100	Very good	12	80
Sum		15	100

The data in table 2 above showed that the students who got scores at a very good category were 12 students (80%) and the students who got scores at a good category were 3 students (20%). Meanwhile, none of the students were at medium, poor, and very poor categories.

Correlation between Students' Writing Ability and Debating Skill

The value of the correlation between students' writing ability and the value of the students' debating was presented in following table.

Table 3. Correlation between Students' Writing Ability and Debating Skill

		X	Y
X	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.000
	N	15	15
Y	Pearson Correlation	.829**	1
	Sig. (2-tailed)	.000	
	N	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

The table above displays the correlation between the students' writing ability and debate skill. The value of significant of the students' writing ability (variable X) was lower (0.000) than the value of sig. tailed (0.05) and the students' debate skill (variable Y) was also lower (0.000) than the value of sig. tailed (0.05). It was obtained that there was a correlation between the students' writing ability and debate skill.

In addition, the table above displays the form of the correlation between the students' writing ability and debate skill. The value of the Pearson correlation of the students' writing ability (variable X) and the students' debate skill (variable Y) was 0.829 which indicated positive correlation.

From the result of the description, it stated that the students' writing ability and the students' debate skill have a strong positive correlation. In other words, it revealed that the higher of the students' writing ability score, the higher the students' debate skill score with a strong positive correlation. So that it can be concluded that H_1 is accepted .There is a significant correlation between the students' writing ability and the students' debate skill.

5. CONCLUSION

Based on the result of this study, it can be concluded that the students' writing ability have a strong positive correlation with the students' debate skill. In the other words, it can be concluded that if the higher of the students' writing ability score, the higher the students' debate skill score.

Moreover, the result of this study has theoretical and practical contributions on learning and teaching English, specifically writing ability and debate skill. Theoretically, the findings of this study state that the students' writing ability can predict the students' debating skills and vise versa. If a student has a good writing ability, the student certainly

has a good debate skill. Otherwise, if a student has a low writing ability, the student definitely has a poor debating skill.

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