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

CONFERENCE PROCEEDINGS

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

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

in collaboration with
The 5th Adab-International Conference on Information
and Cultural Sciences (AICONICS)
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PROCEEDINGS

Adab-International Conference on Information and Cultural Sciences
UIN SUNAN KALIJAGA YOGYAKARTA
"The Practice of Coexistence in Islamic Culture"

Arranged by:
Faculty of Adab and Cultural Sciences
Sunan Kalijaga State Islamic University (UIN)
Yogyakarta, Indonesia

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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Referential Meaning of Deixis in Maher Zain's *One* Album

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In order for listeners or interlocutors to discern between what the speaker says and what is intended, deixis is crucial. It's possible that the listener will misunderstand the allusion in the ambiguous speech. If the recipient is aware of the speaker, the sentence's meaning can be deduced from who, what, and where of the speech. This research uses descriptive qualitative research methods with the use of George Yule's (1996) theory. This study attempts to examine deixis and interpret deixis meaning allusions found in Maher Zain's *On*e album lyrics. Because of the song's widespread appeal, its deictic vocabulary, and its variety of reference meanings, the researcher decided to analyze it. As a result, conducting this research is worthwhile and fascinating. This study focuses on Persona, Spatial, and Temporal deixis, which were developed by George Yule (1996). The study's findings indicate that 103 deixis—57 persona deixis, 20 spatial deixis, and 26 temporal deixis—were identified among the three categories of deixis. The deixis found has a purpose and a reference to its own meaning. Persona deixis depicts the song's participants. The moral implications of religion are also discussed in this deixis, along with the speaker's personal experiences. The location and venue of the participants' events are then displayed using spatial deixis. On the other hand, the temporal deixis indicates when the speech utilized in the song actually happened.

1. INTRODUCTION

Language's role as a tool for communication and its role in creating art are inextricably linked. A stunning piece of arts is made using language. An author who employs language as medium is represented in work of art. This is present in many artistic mediums, including music (Griffiths, 2006, p. 150). Music is the result of combining instrumental or vocal sounds in a way that creates harmony, beauty of form, and emotional expression. Jamalus characterizes music as a work of sound craftsmanship that takes shape of a tune or melodic composition and employments the components of beat, song, agreement, shape, and melody structure and expressions as a unit to communicate the contemplations and sentiments of its maker (Irnanningrat, 2017, p. 1). These days, listening to music is not only considered a pastime but also a popular activity for people of all ages, particularly teens. Andi Naurah makes the case in a psychological education publication that music is extremely popular right now, especially among teenagers. Today's teens are constantly exposed to songs in their daily lives, ranging from upbeat to depressing genres (Najla, 2020). Other than that, a lot of song lyrics can serve as motivation in daily life. According to Hermintoyo, the poetic effect in song lyrics enhances the liveliness, intrigue, and beauty of music. The words of

poetic songs can inspire the listener's imagination and conjure up images (Hermintoyo, 2014, p. 1). Consequently, when someone listens to song lyrics, they occasionally attempt to decipher not just the lyrics' meaning but also the meaning that the writer or speaker intended to convey. Pragmatics is the science that investigates the meanings of speakers.

Yule (1996) claims that, pragmatics is the examination of significance as it is conveyed through the writer or talker/singer and understood by the reader or hearer. It's evident that understanding the definitions of terms in a sentence or statement is not the only requirement for effective communication; understanding the speaker's intention is also essential. Language users occasionally make meaningless mistakes. The reference to the statement or speech is connected to the understanding. The observer or hearer must have ability to identify the statement context in order to comprehend the reference (Yule, 1996, p. 13). Cruse lists deixis, presupposition, reference, entailment, and speech acts as some of the contexts in which pragmatics is applied (Cruse, 2006, p. 301). A pragmatic methodology was used in this study to evaluate deixis in song lyrics. According to Yule (1996), deixis is among the most fundamental technical concepts of speech. The Greek term deixis, which means to point or show, is the source of the English word. A deictic expression is any verbal form that is employed to do "pointing" (Yule, 1996, p. 9). Furthermore, pragmatics is the study of implicature, presupposition, speech acts, and speech characteristics of discourse, according to Levinson (1983:37), at least in the past. Deixis is closely tied to the interaction between language and context, which is mirrored in the discourse structure and the language itself (Teguh, n.d. p. 79). Given that every speech has a relationship to the designation of a person, item, location, or time, Deixis is a useful tool for analyzing language. When a listener or reader is aware of who is saying something, the meaning of the statement becomes evident. Location and timing of the spoken word. Consequently, the problem is solved via deixis. Investigating the many forms of deixis and interpreting the reference will be the main goals of this study. To ascertain the meaning of reference that may be induced by the deixis word, the research will first classify the various types of deixis. The findings will then be analyzed.

There are a few researches who have conducted research about deixis. Those researches have different oject with using different perspective and theory in presenting the topic. First research related to this study is from Khofidah Hidayati (2022) with the journal title *An Analysis of Deixis in One Direction's Best Song Ever lyrics*. In this research, the author has analyzed and found several deictic errors that often appear in each stanza of the song's lyrics, namely persona deixis, temporal deixis. And what type of deixis is dominantly used in the song. Second previous study is research from Baiatun Nisa (2020) with the journal title *The Context Meaning of Deixis in Soundtrack Lyrics of The Greatest Showman Movie*. The aim of this research is to discover the types of deixis and reveal the functions applied in the speaker's speech. The results of the analysis found that there are 5 types of deixis, namely spatial, temporal, discourse and social deixis. Third previous study from the journal article *Deixis Analysis on Halsey's Song Lyrics "Maniac" Album* is the fifth study by Nurmalila Bulqis, Sufil Lailoyah, and Yopi Thahara (2023). The kinds and meanings of deixis that are used in Halsey's song lyrics were investigated in this study. According to the research's findings, there are 130 deixis data total, which are broken down into 103 person, 5 location, 1 time, 17 discourse, and 2 social deixis data. Levinson's theory informs this study.

Based on several previous studies above, researchers have conducted a lot of research on the types of deixis that are often used in song lyrics, and which type of deixis is the most dominant. This finding is different from this research where this research focuses more on the meaning of deictic references in song lyrics of Maher Zain's *One* album. As well as differences in song objects used and theories used in research.

2. METHODS

This research used descriptive qualitative methods. This means that this research is based on the characteristics of the phenomenon and the data is analyzed using descriptive, not numbers. In addition, this research data is presented in the form of sentences taken directly from the song lyrics. Therefore, the aim of this research is to determine the deictic analysis revealed in the lyrics oh Maher Zain's album using George Yule's (1996) deictic theory.

2.1 Data Sorces

The song that is the source of data in this research is the lyrics to the album *One* by Maher Zain's. This album consist of 11 songs. Primary data is data that researcher take directly from the source or main object of the research being conducted. The primary data for this research was taken from analysis of the lyrics for the album which was carried out by researcher using Yule theory (1996). The secondary data is the lyrics transcript taken from spotify.

2.2 Data Collection

The researcher employed descriptive methodologies in the study. Researcher have gathered data from a variety of sources using a variety of methods. Library research is the method used to obtain research data. Lexy J. Moleong claims that quotations from data re used to summarize the reports presentation of the research findings in qualitative research. Interview scripts, fields notes, memos, and other official paperwork are possible sources of the data (Moleong, 2022).

a. Observation

Sutrisno Hadi (1986) in Sugiyono suggests that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory (Sugiyono, 2010, p. 145). Only data actual facts gathered via observation can be used by scientists in their work. The difficulties encountered during observation are directly associated with the function of the researcher, including whether the researcher adopts a participant, non-participant, or neutral stance. Other difficulties with observation mechanics include remembering to take field notes, accurately quoting sources for field notes, figuring out when to switch from non-participant to participant (if that is the desired role change), avoiding information overload, and figuring out when to shift observations from a wide to a more focused picture over time (Creswell, 2007, p. 139).

Therefore, it can be said that observation is a strategy or approach that involves making direct observations of the research object in order to gather primary data essential for the

study. Additionally, observation improves a researcher's ability to perceive phenomena and allows them to perceive things from other perspectives. To learn about the many forms of deixis analysis and reference meaning in the songs, the researcher uses observation, which involves seeing, reading, and analyzing the song scripts.

b. **Documentation**

A compilation of historical narratives is called documentation. Bogdan in Sugiyono (2010) states that the term "personal documents" is commonly used in most qualitative research traditions to refer to first-person narratives created by an individual that describe their own activities, experiences, and opinions (Sugiyono, 2010, p. 329).The challenge in document research is finding resources, which are frequently located in remote areas, and getting authorization to use them (Creswell, 2007, p. 141)

Documents and archive resources are used to get this kind of data, according to Creswell. One of the most prevalent issues with data gathering is material accessibility (Creswell, 2007, p. 121). Moreover, notes were taken while recording the material. To get the findings in this study, the researcher employed document analysis. The researcher employed the following procedures to gather data: (1) locate deixis; (2) classify the type of deixis and its referential meaning; and (3) report or describe the document analysis.

2.3 Data analysis

First is calcification. In this step, researchers classified utterances in song lyrics that contained deixis and references meaning. Second is analysis, meaning that the researcher analyzes the utterance using Yule's (1996) deixis theory. The aim is to answer research problems which include the types of deixis and references to the meaning of deixis in the lyrics of the song album *One.* Third is discussion. In this step the researcher discusses the research findings based on the results of the analysis that the researcher has carried out. The final step is that the researcher formulates conclusions according to the research findings.

3. FINDINGS AND DISCUSSION
3.1 Type of Deixis

Following data collection, the lyrics of Maher Zain's album contain many forms of deixis that are categorized in accordance with George Yule's theory (1996). The following will be the explanation for the detailed explanation:

Table 3.1 Type of Deixis Found in *One* Album

No	Song	Persona			Spatial		Temporal	
		FPD	SPD	TPD	Proximal	Distal	Specific Time	Verb Tense
1	Peace be Upon You	3	1	1	2	2	1	1
2	Good Day	2	2	0	2	1	2	2

3	By My Side	3	2	1	2	1	1	0
4	Jannah	4	2	0	2	1	0	2
5	Rabbe Yebarik	2	2	2	1	0	3	0
6	True Love	5	2	2	0	0	2	1
7	Let it go	0	1	1	0	0	3	1
8	The Way of Love	3	2	0	0	0	2	0
9	Close to You	4	2	2	2	1	0	1
10	One Day	3	1	1	2	1	3	1
		57			**20**		**26**	
	Total	**103**						

Further explanation will be given in the discussion below. Some data are taken as representative for each sub-chapter in discussion.

3.2 Discussion

3.1.1 Persona Deixis

There are 57 persona deixis found in this album. The deixis words consist of first person deixis: I, Me, My, We, Our, Myself, Us, then the second person deixis: You, Your, and the last one is the third person deixis: It, His, Them. The following are examples and explanations of the deixis that have been mentioned.

a. **"Peace be upon you" song example lyric**
Example of deictic expression "I" in line 16: I promise wherever I go

As the first deixis word in this study, "I" indicates first-Persona deixis and is understood to represent the singer of this song. This term describes an artist, orator, or lyricist who believes that he or she has resilience and patience in navigating life as a result of the patience and example of Prophet Muhammad.

b. **"Good Day" song example lyric**
Example deictic expression "My" in line 2: A sky so blue upon my eyes

The phrase "me" functions as a deixis. This phrase is classified as a possessive pronoun for a singular subject. In the second line of the first stanza, the speaker's eyes are clearly referred to by the word "my". From the context above, the singer is the speaker in the speech event. It can be concluded that the index "My" refers to the singer. The listener of the speech can also infer what the speaker means. This means that the reference is successful.

c. **"By My Side" song example lyric**
Example of deictic expression "Me" in line 17: Guiding me through

"Me" is the first Persona of the next deixis. In this case, the first Persona singular has an objective case, especially regarding singers. In the context of this example, the

speaker expresses that he needs direction in dealing with his difficulties. So the referential word "Me" clearly refers to the singer. This referential word can be said to be successful because the meaning is clear and understood by the listener.

d. **"Jannah" song example lyric**
   Example of deictic expression "We" in line 4: As we make our way through this journey

In addition, "we" is understood as the first Persona plural for the definition of first Persona deixis. Listeners or readers are considered as the intended party when the term "we" is used in this context. Based on this context, the speaker states the path he chose to go through the journey of his life. The word reference works because the food is clear.

e. **"Rabbe Yebarik" song example lyric**
   Example of deictic expression "Our" in line 16: We gift all our thanks to both

The term "our", referring to appreciation from both the listener and speaker, and in the ninth line refers to parents, referring to the parents of the listener and speaker. The context of the speech uttered by the speaker above describes the feelings felt by the speaker. Based on this context, the reference deixis "or" successfully describes these things.

f. **"True love" song example lyric**
   Example of deictic expression "Myself" in line 34: Just being true to myself and true to you

As a reflective pronoun that refers to the subject, mine, or the author himself, "myself" is the ultimate first Persona deixis. The reference context of the meaning refers to the speaker describing himself.

   Example of deictic expression "His" in line 16: Everything I do I start in his name

The term "His" is used as a possessive pronoun that refers to Allah SWT. The context of this reference is based on the speaker stating that whatever activity he does will start with praying to Allah SWT. Based on the context above, the meaning of "His" which refers to Allah SWT is conveyed to the listener. So it can be said that the reference was successful.

g. **"Let it go" song example lyric**
   Example of deictic expression "It" in line 20: Cause in your heart is the strength to survive it

Additionally, the "it" in this song's third Persona deixis may refer to anything or other inanimate objects. The context in this song, the speaker's life—namely the life to come—is referred to by the word "it". Based on the context above, the reference to the meaning conveyed by the speaker to represent his life in the word "it" was successfully understood by the listener.

h. **"The Way of Love" song example lyric**
   Example of deictic expression "Us" in line 2: Chosen to teach us the word of Allah

Additionally, the first Persona plural objective case is given to "Us". It usually comes after the verb-preposition that precedes it. This word reference refers to the speaker and listener. The speaker represents the word with the word "Us" so that the listener understands the reference meaning.

i. **"Close to You" song example lyric**
    Example of deictic expression "Them" in line 7: I see the sun, the stars, the moon

The deixis "them" in the third Persona refers to someone or something and is understood as the objective case for the third Persona plural. The term "them" in the second stanza indicates the sun, moon, and stars as God's creation. The context of this example is that the speaker describes the beauty of Allah SWT's creation in the universe occupied by all mankind. The reference to the meaning of the word "them" was successfully illustrated by the speaker to describe the place in question and the listener understood the speaker's meaning.

j. **"One Day" song example lyric**
    Example of deictic expression "You" in line 6: O god I turn to yo to make me stronger again

The deixis word "you" is used in this song to encode second Persona deixis. This word refers to the first singular Persona or someone directly related to them. The context of this example is that the speaker shows that God is the source of life. The reference to the meaning of the word "you" was successfully illustrated by the speaker to decipher the meaning of the reference and understand the speaker's meaning.

3.1.2 Spatial Deixis

There are 20 spatial deixis found in 6 out of 10 songs in this album. The deixis words consist of proximal and distal deixis. Distal deixis is represented by the words "There, That" and proximal is represented by the words "This, go, The Darkest Place, The Finest Place, here. The following are examples and explanations of the deixis that have been mentioned.

a. **"Peace be upon you" song example lyric**
    Example of deictic expression "There" in line 1: There's faith in my world

"There" is the next deictic word that shows distal temporal deixis. The word "there" in the example refers to the place where the speaker practices his religious beliefs or belief system. Based on the context, it can be concluded that the word "there" has a referential meaning of the place where the speaker is so that the referential meaning is successful and can be understood by the speaker and the listener.

Example of deictic word "That": With the words that I say

First, the word "that" is used, which indicates that the place is a distal temporal deixis and is far from the speaker. Every choice the speaker makes in life is referred to by the

word "that" in the third stanza of the fifth line. The term "that" then alludes to the place where the speaker prays for Prophet Muhammad in the eighth verse. Based on the context, it can be concluded that the word "that" has a referential meaning of the place where the speaker is so that the referential meaning is successful and can be understood by the speaker and the listener.

b. **"Good Day" song example lyric**
Example of deictic expression "This" in line 7: And show this world I'm living in.

The context in the first stanza of this song is the place where the speaker lives or lives. The world in question is referred to as "this" in the seventh line. Next is spatial deixis, this type of deixis is known as proximal spatial deixis, the word "this" shows that the spatial deixis is close to the speaker. Based on the context, the word "this" refers to the world. The speaker uses a referential expression because the place exists and is known by the listener. It can be said that the act of reference is successful.

c. **"By My Side" song example lyric**
Example of deictic expression "Go" in line 2: Where I am supposed to go

The context of the example above is the speaker saying he is confused about where he wants to go. The verb "go" refers to the singer's destination, indicating that they are heading somewhere else. Based on this context, it can be concluded that the reference meaning was successfully conveyed.

Example of deictic expression "The Darkest Place" in line 11: When I'm out there in the darkest place

The context of the example above is to show the place where the speaker has been. The speaker says that he has left the place. The speaker is referring to a gloomy area when he uses the term "darkest place." Based on this context, the reference is successful because the listener understands what the speaker is referring to.

d. **"Jannah" song example lyric**
Example of deictic expression "The Finest Place" in line 5: To the finest place for infinity

The finest place" is the next term. This deictic word indicates the exact place the author is going to—heaven, which is the ultimate goal of the speaker's life. Based on this context, the speaker refers to heaven with the words "The finest place". This context can be said to be successful because the listener is able to understand the speaker's reference.

e. **"Rabbe Yebarik" song example lyric**
Example of deictic expression "Up above" in line 10: Send peace from up above

Words like "Above" in the second stanza allude to the highest degree. The context of what is meant by the highest degree here refers to Allah SWT as the creator of the universe and the owner of the highest degree above everything and also the blessings that Allah SWT bestowed on the Prophet Muhammad SAW. Based on this context, "up above" successfully references the speaker's intentions and is understood by the listener.

f. **"Close to You" song example lyric**

Example of deictic expression "here" in line 1: I'm sitting here on this mountain

The term "here" suggests that it is spatially close to the singer in proximal spatial deixis. This mountain is referred to as "this" in the first stanza. The context of this example is that the speaker describes the place where the speaker sits. The reference to the meaning of the word "here" was successfully illustrated by the speaker to describe the place in question and the listener understood the speaker's meaning.

3.1.3 Temporal Deixis

There were 26 numbers of temporal deixis found in this album. The deixis words consist of specific location and verb tense. Specific location is represented by the words "Everyday, Today, Sometimes, One Day, The End, New Start" and verb tense is represented by the words "Know, Will last forever, Forever, I'm Sitting". The following are examples and explanations of the deixis that have been mentioned.

a. **"Peace be upon you" song example lyric**
   Example deictic expression "Know" in line 40: I know the only thing I want from this life

The context of the example above occurs when the speaker knows what she wants in life. The speaker uses the word "now" which functions as a relative adverb of time. The way of speaking can be seen as a symbolic classification. The word "now" is included in the deixis of time. It can be concluded that the reference is to that time. The use of the word "now" is referential so that the act of reference is successful because the speaker and the listener both understand what it means.

b. **"Good Day" song example lyric**
   Example of deictic expression "Today" in line 4: Today is another brand new start

That the context occurs on the day the speaker gives his speech can be inferred from the first deictic word, "today". The phrase "today" in the fourth line of the first stanza alludes to the day when the speaker starts his activity. Based on the context of the example above, the speaker uses the word "Today" which refers to the time when the speaker reveals the words, which is in the morning. The referential expression used by the speaker is referential. So, the reference is successful because the listener concludes what the speaker means.

c. **"By My Side" song example lyric**
   Example of deictic expression "Sometimes" in line 1: Sometimes I speed up

In this song, the first and third lyrics of the first verse contain the phrase "Sometimes". When the speaker feels lost, as in the first line, or when he has lost control of his life, this is indicated by the word "sometimes" in the third line. Based on the context above, the reference is said to be successful because the listener understands the speaker's meaning.

d. **"Jannah" song example lyric**
Example of deictic expression "Will Last Forever" in line 11: But the next will last forever

Next is temporal deixis. "Will last forever" is the first word on this list, which is used as a verb to indicate time in the future. The context of the example above refers to the time when the speaker's life will continue into the future. Based on the context above, the word reference was successfully understood by the listener and can be said to be successful.

e. **"Rabbe Yebarik" song example lyric**
Example of deictic expression "The end" in line 8: Between you until the end of time

Then, like the expression "end" from the first line of the previous line the word reference refers to a time that will occur in the future. The context of the reference example above is based on the speaker hoping for a good life in the future.

f. **"True love" song example lyric**
Example of deictic expression "Everyday" in line 10: Every day in my heart I feel It grow

The term "everyday" alludes to the speaker's days full of love in the second stanza, line four. The reference context for the meaning is based on the time when the speaker's feelings always develop every day. Based on this context, the reference meaning "everyday" refers to the time when the speaker can be understood by the listener

g. **"Let it go" song example lyric**
Example of deictic expression "New Start" in line 7: Eveyday is a brand new start

The phrase "new beginning" refers to the beginning of life. The reference context of the example above is the time when the speaker starts his day. So that the reference meaning "New start" can be understood by the listener as a reference to the time of the speech spoken by the speaker.

h. **"The way of Love" song example lyric**
Example of deictic expression "Forever" in line 7: Forever you'd be the source of truth

This song uses temporal deixis. The initial deictic term, "Forever", the context of this word refers to the period of time in which the Prophet Muhammad SAW will continue to be an inspiration forever. The speaker represents "forever" time as time is present or what is currently happening.

i. **"Close to You" song example lyric**
Example of deictic expression "I'm sitting" in line 1: I'm sitting here on this mountain

Next is temporal deixis. "I'm sitting" is the first word in this list, which is used as a verb to indicate the time that is happening. The context of the example above refers to the time when the speaker was in that place. Based on the context above, the word reference was successfully understood by the listener and can be said to be successful.

j. "One day" song example lyric
   Example of deictic expression "One day" in line 7: One day I can reach the rainbow

The term "one day" in this song refers to the future. An example of the context is referring to the future. The speaker states that one day he will find happiness. Reference to the meaning of the word "one day" was successfully explained by the speaker to explain the meaning of the reference and understand the speaker's meaning.

4. CONCLUSION

The researcher comes to the conclusion that all three categories of deixis—Persona, spatial, and temporal—that George Yule (1996) postulated can be used to identify the song lyrics in the album *One* based on the discussion above. Persona deixis is used in the song lyrics of the album *One* in three different ways: first-Persona, second-Persona, and third-Persona. The spatial deixis type found in this album is then identified by utilizing both proximal and distal spatial deixis. The temporal deixis included in this album is verb tense and pure or particular time deixis.

The first singular form of Persona deixis, "I, Me, My," refers to the speaker/singer, and indicates that Persona deixis in the lyrics of this album primarily relates to the speaker's self. In terms of first-Persona plural deixis, the speaker and the reader are referred to as "We." Additionally, second Persona deixis is distinguished by pronouns like "you, your," which in the song lyrics of the album *One* refer to the reader or listener as the intended party. Third-Persona deixis is distinguished by the use of third-Persona pronouns, like "it," to refer to the previously named items.

Additionally, spatial deixis refers to the ability to determine the location and distance of the speaker's voice. The record employs spatial deixis to effectively depict the speaker's place within the song. The phrase "this, here, and around" is used to refer to a specific area that is close to the speaker using proximal deixis. Next, the phrase "that, there" is used as a distal deixis to indicate a location that is distant from the speaker.

In this song, temporal deixis is employed to describe details on the exact instant that occurred. Pure and particular time deixis terms, like "sometimes, now, never end, the end, one day, everyday, and forever," are used to symbolize temporal deixis in the lyrics of the album *One*. The verb tense in this song, "know, sitting, learnt," represents temporal deixis, which indicates the present. Additionally employed are verb tenses that indicate that they are future tense, such as "will never, will be, will last forever."

According to this study, first-Persona deixis predominates over other forms of deixis in this song. This is because the singer shares with the creator and his religious role model his moral principles, life experiences, and emotions. For example, the word "You" in this album is interpreted by the author as referring to the Prophet Muhammad SAW as a role model for the author. Therefore, the meaning of "You" here has a special reference other than the actual meaning. Based on this, the author also mentions many other types of deixis which also have special meaning

references other than the actual meaning of the deixis. To connect the utterance with the relationship between space and time, the researcher notes that using deixis will make it easier to describe Personal functions, pronouns, location or distance, past, present, or future time. It is also useful for capturing the intention, meaning reference that includes who, where, and when the speaker's utterance is spoken.

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Exploring Gender Disparities In English Language Proficiency

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This research focused on gender differences in English language learning proficiency tests. Data was collected from twenty-two students of 4th grade at SD Laboratorium UPI Cibiru. School programs test them to meet school assessments. This is determined by their four language learning skills: reading, writing, listening, and speaking scores. The results appeared after testing, and the researchers ordered the students' scores from highest to lowest. The data results show scores obtained by a female and a male score. However, students have slightly different values, which are seen from different aspects of the four language skills. Both male and female students can learn a wide variety of English skills. Female students scored better in speaking and writing than male students, who excelled in listening and reading in English. This research uses qualitative description. The data collected was obtained by observing implementation and the results of English language proficiency tests.

Keywords: English language learning, English proficiency test, gender differences.

INTRODUCTION

Boys and girls often interact with their English language lessons differently (Oga-Baldwin & Fryer, 2020). Students may be interested in learning English at school for a reason. They may feel motivated to learn because of external factors, such as a desire to follow the rules or please the teacher, primarily driven by the people and events in their environment. They may also have internal motives for their actions, choosing to learn because it is interesting or personally rewarding (Oga-Baldwin & Fryer, 2020).

According to Dashela and Mustika (2022), the potential effects of gender disparities in language and communication on the English language acquisition processes of male and female students were examined in their research. It is made clear that men and women communicate differently. The strong tendency of female students to use words associated with women—such as embarrassment, anxiety, and uncertainty—may impact their performance in the English language arts. The relationship differs from the research by Muhammad et al. (2020), who researched the motivation between male and female students. The result shows no statistically significant variations between males and females regarding

their attitudes and motivation to learn the English language, according to the gender disparities in their drive to do so. (Oga-Baldwin & Fryer 2020a) and Fryer (2020) state that the results of their study support earlier research demonstrating the significance of gender in elementary school language acquisition. Furthermore, these results support findings from Western Asian contexts by suggesting that motivational profiles may provide insight into gender-based disparities in students. Consequently, it appears that male students in primary foreign language classrooms in Japanese environments function at a motivational disadvantage, which may have long-term consequences. More support is required to raise the level of boys' motivation in order to raise the standard of foreign language achievement among students in Japan and throughout East Asia.

Gender

Gender seems very important in language learning regarding students' motivation, achievement, and attitudes, but cognitive, social, and educational factors are also important (Coskun, 2014). With the help of these factors, researchers want to identify the role and influence of these factors in better mastery of language learning by ranking the English language proficiency test scores of boys and girls.

Four English Language Skills (Reading, Writing, Listening, Speaking)

In learning a language, four essential skills are necessary for effective communication. Learning our mother tongue develops our listening, speaking, reading, and writing skills. Two classifications of skills in learning English are productive and receptive skills. Productive skills refer to speaking and writing skills, while receptive skills refer to listening and reading skills. English students must master four language skills (Ampa & Akib, 2019).

Reading skills are the ability to read, understand, interpret, and decode written language and texts, referred to as reading skills. The ability to comprehend and react to written communications, such as emails, messages, letters, and other written communications, can be significantly aided by exceptional reading skills.

Writing is expressing ideas or sentiments using words, phrases, clauses, sentences, paragraphs, and discourses. Communicating ideas to others requires language that accurately supports the meaning and aligns with the message. To make their meaning clear, sentences and phrases should have the words ordered consistently. Moreover, the sentences are combined to form a discourse conveying the whole meaning.

Listening skills help you accurately understand information and communicate with others. These abilities play a crucial role in facilitating effective workplace communication. Creating positive listening habits can assist in ensuring that you comprehend information accurately, interpret messages correctly, and enhance the efficiency of your conversations and communications.

In speaking skills, students must structure a proper sentence in their speech. Emphasis should be paid to speaking mechanics, which include vocabulary, grammar, and pronunciation.

METHODOLOGY

In this inquiry, qualitative descriptive methodologies were employed. Qualitative descriptive research is particularly useful when first-hand reports are required from people who saw the subject under study (Creswell & Creswell, 2018). Accordingly, this study aims to explore the gender-best score of 4th-grade students at SD Laboratorium UPI Cibiru. The data collected was obtained by observing the implementation and the results of English language proficiency tests.

This research involved twenty-two 4th-grade students at SD Laboratorium UPI Cibiru. Participants take the English proficiency test required for students in grades 4, 5, and 6 at SD Laboratorium UPI Cibiru. This mandatory program is routinely held to get reading, writing, listening, and speaking scores. Using mandatory books created by the SD Laboratorium UPI Cibiru teacher team, students take the test according to the teacher's directions.

Researchers observed how tests were administered in schools. The first test carried out is a reading test. Students work on the questions provided in the module book. The second test is a listening test. The student handbook contains picture questions, and the teacher provides sound listening questions that students must complete. Next is about writing. Students are given different papers. Students must describe three consecutive pictures on the paper by writing an essay about the pictures. The final test is speaking orally and face-to-face between the teacher and students. Students are called one by one to enter the room. The teacher asks students to introduce themselves, shows several pictures, and asks about the pictures. The pictures are inappropriate or out of place in other pictures, so students must think critically because the picture is not as it should be.

FINDING & DISCUSSION

Researchers show the research findings and discussion in this section, the results of data analysis of gender differences in test-taking by 4th-grade students of SD Laboratorium UPI Cibibru are shown in a diagram and a table.

Research Findings

The results of data analysis of gender differences in test-taking by 4th-grade students of SD Laboratorium UPI Cibiru provide insight into the research questions of this study. The data is taken from students' English language skills test results in four basic skills. The findings are presented in the table below.
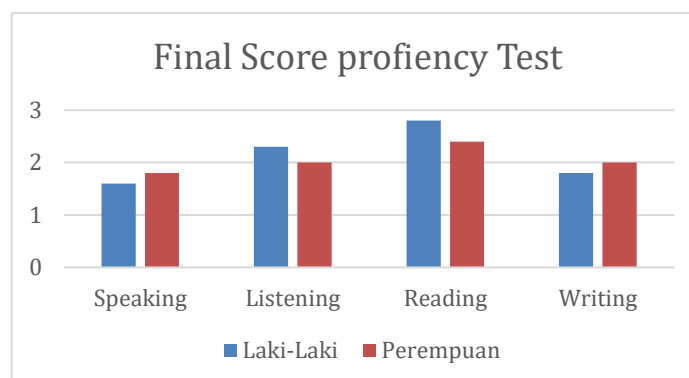
The results of this study show that male and female students have diverse abilities in the four basic skills tested: speaking, listening, writing, and reading. This result answers the problem in this journal. The section above shows how many average scores were obtained by male and female students.

Using a test format in the form of four language skills from twenty-one students. The graph shows that in the speaking test, the average value obtained by male students is 1.6, while the average value obtained by females is 1.8. In the next Reading test, the average value obtained by male students was 2.3, while the average value obtained by female students was 2. In the Listening test, the average value obtained by male students is 2.3, while the average value obtained by female students is 2. The next is the reading test; the average value obtained by male students is 2.8, while the average value obtained by female students is 2.4. In the last writing test, the average value obtained by male students was 1.8, while the average value obtained by female students was 2.8.

From the data above, the analysis results are a recap of the scores made with the format of the highest assessment of the value of 4 and the lowest assessment of the value of 1. This data consists of the object of research of male students totaling 9 students and female students totalling 12 students and the results of their exam work consisting of four basic skills, namely speaking, listening, reading, and writing. Then, the data can be outlined in the form of a table below.

Score Recapitulation 4th-grade Bilingual program
SD Laboratorium UPI Cibiru

No	Research Object	Speaking	Listening	Reading	Writing
1	P1	2	2	2	3
2	L1	2	3	3	3
3	P2	2	2	4	2
4	L2	3	3	3	2
5	P3	2	3	3	2
6	L3	2	2	3	1
7	P4	2	2	3	3
8	P5	2	1	2	1
9	P6	2	2	3	2
10	P7	1	2	2	1
11	L4	1	2	3	1
12	L5	1	2	2	2
13	P8	2	2	2	2
14	P9	2	3	3	2
15	P10	1	4	4	3
16	L6	1	4	4	3
17	L7	1	1	2	1
18	L8	2	2	3	2
19	P11	2	2	2	2
20	L9	1	2	2	2
21	P12	2	2	2	2

From the recap of the grade 4 bilingual program above, in the speaking test, 5 male students get a score of 1, namely L4, L5, L6, L7, and L9, while the female students who get a score of 1 are 2 students, namely P7 and p10. Male students who scored 2 were 3 students namely L1, L2 and L8 while female students who scored 2 were 10 students namely P1, P2, P3, P4, P5, P6, P8, P9, P11 and p12. The highest score on the speaking test is score 3, obtained by one student from male students, namely L2.

In the next listening test, male students who scored 1 were 1 student, namely L7, while female students who scored 1 were 1 student, namely P5. Male students who scored 2 were 5 students, namely L3, L4, L5, L8, and L9, while female students who scored 2 were 8 students, namely P1, P2, P4, P6, P7, P8, P11, and P12. Male students who scored 3 were 2 students, namely L1 and L2, while female students who scored 3 were 2 students, namely P3 and P10. Male students who got the highest score of 4 were 1 student, namely L6, while female students who got the highest score were 1 student, namely P10.

In the next test, namely the Reading test, no male and female students scored 1. Male students who scored 2 were 3 students namely L5, L7 and L9 while female students who scored 2 were 6 students namely P1, P5, P7, P8, P11, and P12. Male students who scored 3 were 5 students namely L1, L2, L3, L4 and L8 while female students who scored 3 were 4 students namely P3, P4, P6 and P9. Male students who got the highest score of 4 was 1 student, namely L6, while female students who got the highest score were 2 students, namely P2 and P10.

In the next test, namely the Writing test, male students who scored 1 were 3 students, namely L3, L4, and L7, while female students who scored 1 were 2 students, namely P5 and P7. Male students who scored 2 were 4 students namely L2, L5, L8 and L9 while female students who scored 2 were 7 students namely P2, P3, P6, P8, P9, P11, and P12. Male students who scored 3 were 2 students, namely L1 and L6, while female students who scored 3 were 3 students, namely P1, P4, and P10. Meanwhile, neither male nor female students achieved the highest score.

Discussion

There are many variations in the results that have been presented above from the four basic English skills tested. Male students and female students have the ability to master various English skills. Male students have more mastery of English skills on listening and reading tests, while female students have more mastery of English skills in speaking and writing. This is evident in the results that have been analyzed by looking at the average value of the four basic skills tested. At this stage, the results of the above findings will be presented in the form of a description sentence that describes these results.

Based on the findings above, in the speaking test, female students are better able to master the material tested than male students. In this test, there are two categories of speaking test, namely conversation and expression. The conversation test gives students various questions tailored to their initial abilities. Next, students must be able to answer questions given by the examiner in the form of image analysis. There are several pictures prepared. For the second category, Expression, students are given an image from three themes: animals, technology, and sports. Students must be able to convey what they like along with the reasons. At this stage, female students speak more and express their opinions better than male students, who only answer a little. This test consists of 4 points: point 1 is

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the beginning category (barely understanding the question, speaking little, less vocabulary), point 2 is the developing category (understanding the question well with basic vocabulary), point 3 is proficient (comprehend the questions well, speak with no pauses) and point 4 is advanced (comprehend the questions well, speak no pauses with advanced vocabularies).

The listening test of male students is better able to master the material tested than female students. In this test 41 questions must be done with 3 test sections. In the first part of the test, students listen to the sound as a conversation in an activity. Students must be able to answer in the form of a picture object in the test book. In the second test section, by listening to the story played on the audio sound, students must be able to answer according to the story told. In the third test, students must listen to a voice in the form of a description of an object and must answer according to what is meant. This test consists of 4 points: point 1 is the beginning category (if you can answer up to 10 questions), point 2 is the Developing category (if you can answer up to 20 questions), point 3 is Proficient (if you can answer 30 questions) and point 4 is advanced (if you can answer up to 40 questions).

Male students are better able to master the reading material tested than female students. This test has 39 questions. This test consists of 4 reading categories, with increasing levels in each category. In the first category, students must be able to answer questions whose answers are in the text they must read. In the second category, they must be able to read a conversation well and answer the questions correctly. In the third category, they must be able to answer questions from the pictures presented. In the fourth category, they must be able to analyze texts that are more complex than before. This test consists of 4 points: point 1 is the beginning category (if you can answer up to 10 questions), point 2 is the developing category (if you can answer up to 20 questions), point 3 is proficient (if you can answer 30 questions) and point 4 is advanced (if you can answer up to 40 questions).

In the writing test, female students are better able to master the material tested than male students. In this test, students must be able to write an event or activity that matches the series of pictures given, this test is in the form of three consecutive pictures. Students must be able to string words and write as many sentences as possible. This test consists of 4 points: point 1 is the beginning category (if students are only able to write one paragraph), point 2 is the developing category (if students can write two paragraphs only), point 3 is Proficient (if students can write three paragraphs only) and point 4 is advanced (if students can write four paragraphs or more).

CONCLUSION

This research was conducted to determine the mastery of English learning skills among male and female students at SD Laboratorium UPI Cibiru. Based on the findings and data analysis in the findings and discussion section, it can be concluded that the results of the four basic English skills tests that were shown above show a wide range of variances. Both male and female students are capable of learning a variety of English language abilities. Regarding speaking and writing in English, female students outperform male students on speaking and reading comprehension assessments. This is clear from the analysis of the findings, which looked at the average of the four fundamental skills that were examined. Therefore, it can be stated that males and females have advantages in distinct areas regarding their respective English learning skills in the age range of 9–10 years acquired from the ages of 22 4th grade SD Laboratorium UPI Cibiru.

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Lexical and Contextual Meaning Analysis on Troye Sivan's Song "Angel Baby" and Misinterpretation by Muslim and Non-Muslim audience listeners

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Due to the fact that the songs often contain implied meanings that can cause misinterpretations for listeners, because each individual must have a different interpretation. Therefore, the researcher will use Muslims and non-Muslims as audiences to obtain the lexical and contextual meaning contained in the song "Angel Baby" by Troye Sivan. Apart from that, it indirectly teaches readers about several parts of semantic sciences by Miles and Huberman (1994) theory. This research is qualitative study with researcher as key instrument and multiple sources of data methods. The data collection technique identifies the words to be analyze for lexical and contextual meaning, researcher analyze the data through a survey procedure using Google form. Information surveys are carried out by collecting data from respondents using questionnaires, the conducting and analyzing the collected data and making conclusions. The results of the contextual meaning data were obtained from several references regarding the singer's situation at that time the song was released, and then further developed into a semantic content of contextual meaning. In that case, the findings of this study indicate that 18 words which had both of lexical and contextual meaning. The words that have found are: *sane, hell, classics, romantic, solemn face, feeling, holiday, blue, died, giving up, heaven, falling in love, tattoos, play house, sick, twistes night, forever, angel baby and baby.*

Keywords: song, lexical meaning, contextual meaning, misinterpretation

1. INTRODUCTION

Songs play an important role in human life. Just as song can influence mood, cheerful music can influence a person's happiness, while sad song can influence feelings of sadness and melancholy. According to Levitin (2008, p. 2-3) song increasing creativity and productivity, listening to music while working can increase a person's concentration and productivity. Song can also increase a person's creative imagination. Not only that, Hatten Robbert S. and Jenefer Robinson (2012, p. 71) stated that the song is also a means of expressing feelings. Many people join song events or song festivals to have fun and enjoy music together. Therefore, song can indirectly strengthen social relationships, as well as serve as a forum for education and self-development.

Song not only plays an important role but also can be used to convey messages. Work song created through new ideas aimed at the audience. Levitin (2008, p.4) stated that non-attachment song and ideology is a concept that implies that song as a medium for artistic expression can stand alone and is not always tied to ideology. There are types of music that are explicitly related to certain ideologies or messages. For example, in the context of romance, song can be used as a tool to convey those messages, inspire social change, or promote certain ideas.

Song does not necessarily have to be linked to a particular ideology, and should be free from restrictions on the artist's freedom of expression. According to F. Fahey (2011, p. 147) Some musical works may not contain or be influenced by certain ideologies. However, it should be recognized that in some cases, artists or musicians may choose to reflect certain views or endorsements through their works. Such issues related to musicians like Troye Sivan, in Irawan (2023, p. 385) journal it is explained that Troye Sivan is known for his support for the LGBT community and often promotes it, are part of the dynamics in the world of arts and entertainment. In this context, music can be a means to voice and support certain issues, such as LGBT. However, it is important to remember that views on this matter may vary among listeners and society as a whole. Tekman (2011, p. 372) stated that some people may support artists who use their music to speak out on social or other issues, while others may have different views. In this case, song can be a platform for expression and advocacy, but the response to it will always depend on each individual's point of view and values.

However, the language of a song is not always explicit. As we can find in a song, there must be lexical and contextual meaning in it. According to Asrifan (2021, p. 8) lexical meaning is meaning that can be interpreted according to the reference or according to the results of sensory observations or real meaning in everyday life. According to F. Fahey (2011, p. 147) contextual meaning is the meaning that is appropriate to the context of the word that appears as an additional meaning besides the meaning of the impression that is actually caused by a particular situation. From the lexical meaning and contextual meaning it can be concluded that the lexical meaning is a word that has an incorrect meaning. Then, contextual meaning is meaning that is appropriate to the context of the actual situation.

Due to the fact that the songs often contain implied meanings that can cause misinterpretations for listeners, because each individual must have a different interpretation. Therefore, the researcher will use Muslims and non-Muslims as audiences to obtain the lexical and contextual meaning contained in the song "Angel Baby" by Troye Sivan. As also seeing the impact Overby (2011, p.11) said that misinterpretation can give rise to something that can change a reality that is considered to be no longer in accordance with proper norms and values. According to Amalia Yunia Rahmawati (2020, p.5) the meaning of songs used as media to convey an ideology is usually aimed at changing the consciousness of the listener, in this case the wider community can then change things that are considered inappropriate.

Therefore, because the song is important and can give rise to interpretation. Then, this researcher will conduct analytical research on the lexical meaning and contextual meaning of the song "Angel Baby" by Troye Sivan with Muslim and non-Muslim audiences as listeners. Afterwards, from the results of this analysis, music listeners will easily understand the beauty, emotions and situations that match the original meaning of this song Atang Setiawan (2012, p. 72) Apart from that, it indirectly teaches readers about several parts of semantic science, namely specifically about lexical and contextual meaning.

2. LITERATURE REVIEW

To support this research, the researcher has found some previous research as references to this research. The previous research does not have the same topic as this research, but the description and explanation are similar to this research and can support the finding results on this. The first research related to this study was written by Chotimah & As Sabiq (2021) with the title "An Analysis on Contextual Meaning of Selected Songs in Rex Orange County's Album "Pony" and Its Pedagogical Implication". The result of this research is that Pony album contains many contexts and contextual meanings, and there are 40 contexts and 7 types of contexts and contextual meanings in the selected songs of Pony album. The second paper written by Junita Guring (2020) with the title "Lexical and Contextual Meanings Contained in ED Sheeran song Lyric". The result of the research is there are 20 data of lexical and contextual meaning from the five of Ed Sheeran song lyrics. The third journal written by Nurfithri (2022) entitled "Analysis of Lexical and Contextual Meaning in Elevation Worship's Song Lyrics". The research aims to analyze the kinds of meanings used in Elevation Worship songs. The results of this study are, 25 lexical words or 29.64% of the five data containing contextual meaning.

3. METHODS

This research is qualitative with "Researcher as key instrument and Multiple sources of data" methods. According to Creswell, Researcher as key instrument: Qualitative researchers collect data themselves through examining documents, observing behavior or interviewing participants. They may use a protocol—an instrument for recording data— but the researchers are the ones who actually gather the information and interpret it. They do not tend to use or rely on questionnaires or instruments developed by other researchers. Multiple sources of data: Qualitative researchers typically gather multiple forms of data, these are all open-ended forms of data in which the participants share their ideas freely, not constrained by predetermined scales or instruments. Then the researchers review all of the data, make sense of it, and organize it into codes and themes that cut across all of the data sources (Creswell, 2018).

3.1 Data Sources

The researcher used the lyrics of Troye Sivan's song "Angel Baby" as the data source. This data includes primary data and secondary data. First, primary data in the form of researchers assisted by audience listeners of the lyrics and music video of Troye Sivan's song "Angel Baby" to find lyrics that contain lexical and contextual meanings. Secondly, the secondary data is looking for misinterpretation that comes from audience responses through Google Forms to the lyrics and music video of Troye Sivan's song "Angel Baby". To research this study, the researcher used Muslim respondents from the English Literature study program at Sunan Kalijaga State Islamic University. Meanwhile, the researcher selected non-Muslim respondents for the English teaching program at Mercu Buana University Yogyakarta.

The researcher chose five Muslim and five non-Muslim respondents because considered whether both respondents listened to the song and understood the lyric content when they heard it. Therefore, why the researcher only took five people from each group is because qualitative research does not recognize a minimum sample size. Generally, qualitative research uses a small sample size. Even in certain cases only using 1 informant. There are at least two conditions that must be met in determining the number of informants, namely adequacy and suitability (Heryana, A., & Unggul, 2018, p. 7). The selection of

informants in qualitative research is fully determined by the researcher, so according to Patton M.Q, calls it purposeful sampling, which selects informative cases (information rich cases) based on strategies and objectives set by the researcher, the number of which depends on the objectives and resources of the research (2002). Therefore, from the above conclusion, the number of 10 informants is sufficient because in qualitative research supporting respondents are people who can provide additional information to complete the analysis and discussion in qualitative research. Additional informants sometimes provide information that is not provided by the main informant or key informant.

The next researcher used Googleform to find out their perceptions of the lyrics and music content of the video song "Angel Baby" by Troye Sivan. The next reason is that both respondents are qualified as respondents, they both study, communicate well, and listen to a lot of English songs. Furthermore, the researcher chose Muslim respondents from Sunan Kalijaga State Islamic University. Because the researcher also comes from this university and is one of the Islamic universities in Yogyakarta that offers an excellent English literature program. For non-Muslim respondents, the researcher chose Mercu Buana University Yogyakarta because it is a private campus with non-Muslim minority students. why not sanata dharma because there dharma is a majority of non-Muslims so the probability level of the data is too major / large, so the author chose Mercu Buana Yogyakarta to balance the data scale between Muslim and non-Muslim minority students.

3.2 Data Collection Technique

To analyze the data, researcher use demographic questions. The meaning of this survey research method is that it is used to obtain or collect information about a large population using a relatively smaller sample. According to Andhini (2017) where information is collected from part of the population (sample) to represent the entire population in the study. Information surveys can be carried out by collecting from respondents using questionnaires. In this research, Researcher use Muslim and Non-Muslim as audience listeners to find the answers from misinterpretations from the interpretation of Troye Sivan's song "Angel Baby".

The following are the research instruments for conducting this research, namely, by creating questions that will be entered into the Google form. Researcher used several questions which was divided into several categories. The first category is to ask about lexical meaning and contextual meaning which will be found in the analysis and explanation of the knowledge background of the singer and song, namely Troye Sivan's song "Angel Baby". Then, the second category contains four questions. The contents of the second category of questions are entirely aimed at analyzing the perceptions of the audiences. The results of the answers from the audiences were then analyse by researchers using lexical and contextual meaning theories.

3.3 Data Analysis Technique

To analyze the data, researchers used a questionnaire as a medium to obtain answers from the analysis data. In this questionnaire, researchers used the demographic question method. Demographic questions are used to ask respondents for personal information and gather valuable information, knowing more about survey informants will provide researchers with valid data. In this research, researchers used Muslims and non-Muslims as audience listeners to support the research.

In this research, the researcher uses some techniques to analyze the data refer to Miles and Huberman theory cited in Suprihatin (2021, p. 38-40) journal, the techniques as follows:

1. Data Reduction

   Data reduction is all of the data have collected are processed to know between the relevant and irrelevant. Therefore, data reduction is the data have gotten from the study and have explained, so the invalid data are omitted. It is done in order the data provided is appropriate to the problems of the research. In this research, data reduction as the first step refers to the process of selecting lexical and contextual meaning in Troye Sivan's song "Angel Baby". There is no reduction of the words that have selected by the researcher, it means all the words that contain lexical and contextual meanings found in songs are included in the discussion.

2. Data Display

   The data display is relevant data discovered by researcher. Data obtained from research, answers to questionnaires explained scientifically by researchers clearly. In this research, data display is the organized information that makes it possible describe and take action. After analyzing it as a whole data discovered from Troye Sivan's song "Angel Baby", later the researcher displays the results of the analysis with make descriptions of the lexical and contextual meaning of the words found in lyrics to Troye Sivan's song "Angel Baby". After the researcher read the lyrics of the songs, the researcher has selected the words that have lexical and contextual meaning.

3. Draw conclusions from the research by describing the results in accordance with the lexical and contextual meaning of Miles and Huberman's theory.

4. FINDINGS AND DISCUSSION

4.1 Findings of Lexical and Contextual Meaning in the Lyrics of Troye Sivan's Song "Angel Baby"

   After collecting data from the analysis through Google forms, the researcher analyzed the lyrics to match them with the research subject. These results provide direction to describe the word that the researcher wants to analyze. For example, the researcher gives a clue as S1 in the first stanza and a clue as L1 in the first line of the next stanza, so that readers are not confused about reading the results and discussion of this study.

   Then it is put into a points to make the researcher's explanation easily understood by the reader. The following is an explanation of the lyrics of Troye Sivan's song "Angel Baby".

   The data is taken from the lyrics of Troye Sivan's song "Angel Baby" in the mini album "In a Dream" (2021). There are 13 stanzas followed by a repeated chorus or refrain, each stanza contains several words that have lexical and contextual meanings. This can be seen in explanation below:

No.	Lyric	Stanza & Line	Words	Lexical Meaning	Contextual Meaning
1.	*I need a lover to keep me sane*	S1 & L1	I	✓	✓
			Sane	✓	✓
2.	*Pull me from hell, bring me back again*	S1 & L2	Hell	✓	✓
3.	*Play me the classics, something romantic*	S1 & L3	Classics	✓	✓
			Romantic	✓	✓
4.	*Give him my all when I don't even have it*	S1 & L4	Him	✓	✓

5.	*Someone who feels like holiday*	S2 & L12	Holiday	✓	✓
6.	*Starting to think that I've lost all feeling*	S2 & L5	Feeling	✓	✓
7.	*You come out the blue on rainy night, no lie*	S3 & L1	Blue	✓	✓
8.	*I tell you how I almost died*	S3 & L3	Died	✓	✓
9.	*Starting giving up on the word "forever"*	S4 & L3	Giving up	✓	✓
10.	*Until you gave up heaven so we could be together*	S4 & L4	Heaven	✓	✓
11.	*Angel baby, angel*	S5 & L2	Angel baby	✓	✓
12.	*I'm fall in love with a little things*	S6 & L1	Fall inlove	✓	✓
13.	*Counting the tattoos on your skin*	S6 & L2	Tattoos	✓	✓
14.	*And maybe we could play house for the weekend*	S6 & L5	Play house	✓	✓
15.	*All the sick and twistes night that I've been waiting for ya*	S10 & L1	Sick	✓	✓
			Twistes night	✓	✓
16.	*Starting giving up on the word "forever"*	S11 & L3	Forever	✓	✓
17.	*Angel baby, angel*	S12 & L2	Angel baby	✓	✓
18.	*"Baby", you're my angel*	S13 & L4	Baby	✓	✓

4.2 The relevancy in the interpretation of the lyrics Troye Sivan's song "Angel Baby" by Muslim and Non-Muslim Audience listeners

Respondens	1	2	3	4	5	6	7	8	9	10
Muslim	✓	✓	✓	✓	✓					
Non-Muslim						✓	✓	✓	✓	✓
UIN Sunan-Kalijaga	✓	✓	✓	✓	✓					
UMB Yogyakarta						✓	✓	✓	✓	✓
Presepsion about lyric before watching music video	seeing the lyrics of that song, i think it's only about the singer tell his feeling about his lover	about a man who loves his girlfriend very much. When they broke up, it was a very deep pain, but he found someone who was there for him	A song about a guy who's find someone as his lover, and referred him as his angel.	Yes, like the lyrics in one of the examples 'Him' it's unusual, it could be that he's talking about gay people	A song about her lover, 'Him' was referring to her boyfriend	Like music videos in general with his "girlfriend"	I think it's just a song for his love	The song is about A guys that feel happier when found A lover	The lyrics, in my opinion, give a meaning of how deep the love someone has for their lover. But, the lover referred to here if the lover of the singer then in my opinion is quite a question mark.	The song only tells the story of his love
Presepsion about lyric after	After I've watched it, I start to	The music video is very strage	just troye try to seducing	It turns out that the lyrics really	The co-stars in the music	A little shocked	I didn't	His gesture	I don't know how to perceive it because some	I've watched it and

watching music video	think that it's not a "normal" MV that said it's from boy friend to girlfriend, but it is shown that it's about gay relationship cause in that MV shown when the singer with in other man, and the way the singer wear a clothes is not normal as a boy		people in his music video	explain how his life is, and I admit that after I watched the music video, yeah he is gay	video are a boy not a girl	after his girlfriend appeared, I thought he was really a gay person	imagine that when I heard the song, but after seeing the music video, I was shocked and it was true that he was gay	so feminime	parts made me quite disturbed, such as showing the lower abdomen of Troye Sivan's body. I was also confused about the meaning of the movement of covering his chest with both hands. But the simplicity and expression shown in the video in my opinion is enough to illustrate the meaning of the lyrics of the song Angel Baby.	yes I think this song is about her boyfriend but he is gay
Is there anything in the lyrics that you find a little ambiguous?	"You came out "the blue" on a rainy night", and from the lyrics " But now "I'm in pieces" "	the person who wrote the song is a man, and the first verse of the song has the lyrics, "give him my all when i don't even have it".	the mv we can see that a shirtless hug troye from the back, same with troye, he also shirtless	Yeah for real, watch the music video please!	it turns out that the intention of using the word 'Him' in the lyrics	Him" it's unusual, it could be that he's talking about gay	The co-stars in the music video are boy not a girl	Yes, like the lyrics in one of the examples "Him" it's unusual, it could be that he's talking about gay people	I didn't imagine that when I heard the song, but after seeing the music video, I was shocked and it was true that he was gay	I didn't imagine that when I heard the song, but after seeing the music video, I was shocked and it was true that he was gay
Word	Solemn face	Him, blue	"until you give up heaven so we could be together" is a lil bit strange to me.	Blue	Him, sane	Died, holiday	Angel baby	Holiday	Him	Angel baby

4.3 Discussion

The researcher then found some words in the song lyrics that have lexical meaning and contextual meaning. These words are included in the table mentioned above. The song has thirteen stanzas. In the song "Angel Baby", the researcher explains each stanza of the words found in the table. The song also has some lexical and contextual meanings. This song uses many figurative words, so it has many contextual meanings. Here are 18 words in the lyrics that have lexical and contextual meanings: *sane, hell, classics, romantic, solemn face, feeling, holiday, blue, died, giving up, heaven, falling in love, tattoos, play house, sick, twistes night, forever, angel baby and baby.*

The next looking at the answers in the table second appendix, respondents 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 also had similar answers. Most of them believe that the song "Angel Baby" is about love, and the words in each verse express love. Or the story of a man who loves his "girlfriend" very much. When they broke up, it was a deep pain, but he found someone who was there for him.

However, when asked about their perception of the lyrics and after watching the music video of "Angel Baby", respondents 1, 4, 6, 7 and 10 had the same perception. They were very surprised to learn that the song is about the "gay" life of the singer "Toye Sivan". As they said, it was only after watching the music video that they started to think that this was not a "normal" music video. Some say that it is from boy friend to boyfriend, but it seems that it is about a "gay" relationship because in the music video it is shown when the singer is with another man, and the way the singer wears clothes is not normal as a man.

Furthermore, the answers from respondents 2, 3, 5, 8 and 9 have the same intention as respondents 1, 4, 6, 7 and 10. However, the way they convey it is not directly. As they said that after watching the music video, they thought that the music video was very strage, seen from the main actors in the music video who were men not women. There are several parts in the music video that make researcher conclude that this song does indeed lead to "gay", for example, such as showing Troye Sivan's lower abdomen, with the intention of covering his chest with both hands. From the scenes shown in the video, researcher have been able to describe the meaning of the lyrics of the song Angel Baby.

Then on the question of whether there is anything in the lyrics that you think is a little ambiguous. The answers from respondents 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 have the same perception. They apparently interpreted that the meaning of the use of the word "Him" in the lyrics, even though the one who wrote this song is a man.

Reseacher will further explain the clear meaning of the song. Judging from the lyrics, this song is meant to be sung by someone to their partner (opposite sex). However, from the point of view of the original singer of the song Angel Baby liking the same sex (male/gay), the song questions its reasonableness. Loving and even marrying the same sex (LGBT) is certainly not allowed by humanitarian norms, even religious norms. This is because LGBT is considered to violate the fitrah or nature of God Almighty. How is it justified for an LGBT person to love the same sex. Although this is legal in some countries, it is still not permitted by humanitarian law or divine law.

The original singer of the song (Troy Sivan) admitted that the song was inspired by his mother, not his partner, but he still accepted that the song was intended for same-sex couples. For Troye Sivan, the (negative) view arises because he loves the same sex (LGBT) and the lyrics he sings tend to be addressed to his lover (partner). When it comes to gender, men are supposed to choose women as their lovers (partners). Of course, LGBT and homosexuality themselves violate gender laws. When it comes to gender issues, it is not natural for a man to love another man (to be a lover). Therefore, based on the author's analysis supported by the data above, the song titled "Angel Baby" contains LGBT elements. This is evidenced by the lyrics of the song sung to his lover. In addition, Troye Sivan is gay, so this song is sung to his lover (male/gay).

5. CONCLUSION

In this chapter, the researcher provides an overview of the research findings based on the information discussed above. Finally, the researcher concludes the following:
1. The researcher found that some words in the lyrics of Troye Sivan's song "Angel Baby" have lexical and contextual meanings. Almost every stanza contains words with lexical

and contextual meanings. This shows the fact that song lyrics are usually interpreted lexically. Therefore, in order for the meaning of the song to be conveyed to the listener, the meaning must be interpreted according to the context. Lexical and contextual meanings are essential for enhancing the listeners' ability to pay attention to the meaning of the song. Audiences can expand their vocabulary and improve vocabulary meaning acquisition by frequent listening. Listeners can also increase their language sensitivity and understand the contextual meaning of certain words. Here are 18 words in the lyrics that have lexical and contextual meanings: *sane, hell, classics, romantic, solemn face, feeling, holiday, blue, died, giving up, heaven, falling in love, tattoos, play house, sick, twistes night, forever, angel baby and baby.*

2. Based on the analysis conducted by researcher, it can be concluded that Troye Sivan's song "Angel Baby", although romantic, tells explicitly about LGBT behavior and homosexuality. Of course, Troye Sivan is openly gay in 2022, so Troye Sivan is not allowed to sing this song for his (gay) partner. Because the implied meaning of this song implies that it is addressed to a partner (lover), not mothers or parents.

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Planning and Syllabus

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This study explores effective strategies for learning planning and syllabus development within the contemporary educational context. Utilizing a literature review methodology, we examined a range of relevant sources, including scholarly journals, textbooks, and related research reports. The findings emphasize the significance of considering various elements in learning planning, from identifying learning objectives to implementing innovative teaching strategies. Additionally, we discuss the concepts of competency-based curriculum and student-centered learning approaches in designing relevant and adaptable syllabi. Our results indicate that effective syllabus development requires a thorough understanding of student needs, learning contexts, and suitable teaching approaches. The implications of this research highlight the importance of integrating multiple learning theories and practices into the planning and development of robust syllabi. This study contributes to a deeper understanding of planning and syllabus development, providing practical guidance for educators in creating meaningful and effective learning experiences.

Keywords: Planning, Syllabus.

INTRODUCTION

A lesson plan is a detailed guide that outlines the content to be covered during a single class period or lesson, incorporating specific teaching strategies, learning activities, and assessment methods. In contrast, a syllabus is a broader document that provides a comprehensive overview of an entire course, including topics, assignments, reading materials, and grading criteria. While a lesson plan serves as a teacher's daily guide for instruction, focusing on short-term objectives, a syllabus lays out the framework for an entire course, indicating what students should expect throughout the term (Musingafi et al., 2015).

Typically, a lesson plan contains the learning objectives for a specific lesson, the instructional methods to be used, and the assessment techniques to measure student understanding. It is often detailed and serves as a day-to-day teaching guide, ensuring that the teacher covers the required content and meets the lesson's goals. Additionally, it can include reflective components for evaluating the effectiveness of the lesson.

A syllabus, on the other hand, establishes the broader structure of the course. It lists the topics to be covered, the reading materials required, the schedule of assignments, and the grading policy. It also outlines classroom expectations, behavioral guidelines, and other course-related policies. Beyond serving as a course map, the syllabus acts as a contract between the instructor and the student, clearly setting out the responsibilities and expectations for both parties. It can also provide valuable information for course evaluation, instructor assessment, and program accreditation.

While lesson plans are more tactical in nature, focusing on the execution of individual classes, syllabi play a strategic role in setting the tone for the entire course. They help students understand the course's structure, guide their planning and time management, and give them a sense of what is expected throughout the term. Thus, a well-designed syllabus can greatly enhance the learning experience by providing clarity, structure, and accountability (Cachia et al., 2010).

REVIEW OF LITERATURE
2.1   Planning Paradox

The planning paradox in education refers to the inherent contradiction between the necessity for structured planning in teaching and the inherent unpredictability of classroom dynamics. While planning involves strategizing about activities needed to achieve educational goals, the paradox occurs when meticulous plans meet the fluid and dynamic nature of classroom environments. Despite the need for detailed lesson planning, educators must remain flexible and adaptable, responding to unexpected situations, student needs, and unforeseen events (Akkermans et al., 2018).

This paradox reflects the duality educators face: on one hand, comprehensive planning is essential for establishing a structured framework for teaching and learning; on the other hand, rigid adherence to plans can limit a teacher's ability to respond to emerging classroom situations. This dichotomy underlines the importance of balancing thorough preparation with adaptability, allowing for a more fluid and responsive teaching approach.

Practical manifestations of the planning paradox in education include the illusion of control that detailed planning creates and the subsequent need to adapt when plans inevitably meet classroom reality. While planning is invaluable for setting objectives, outlining content, and organizing resources, plans are subject to change due to diverse classroom dynamics, individual student needs, and other unforeseen variables. This reality prompts teachers to strike a balance between following a structured plan and being able to pivot in response to the unexpected.

The concept of the planning continuum in education encompasses a range of approaches, from highly detailed and comprehensive planning to more flexible and adaptive strategies. This continuum acknowledges that while detailed plans provide a solid framework, they must be accompanied by the capacity to adjust and adapt as circumstances change. Educators often find themselves on different points of this continuum, depending on the subject matter, student needs, and overall teaching philosophy. For example, an Agile approach to lesson planning emphasizes adaptability and responsiveness, whereas a more traditional approach may prioritize structure and consistency (Morgan, 1971).

Effective lesson planning is crucial for successful teaching, serving as a roadmap for instructors to guide learning outcomes and class activities. It clarifies instructional objectives, provides a basis for assessment, and allows for reflection on teaching practices. Additionally, well-crafted lesson plans support teachers in preparing materials, managing classroom time, and assessing student progress. Despite the need for adaptability, planning remains a fundamental component of effective teaching, providing a framework for educators to deliver structured yet flexible learning experiences.

Overall, the planning paradox underscores the challenges educators face in balancing the benefits of careful planning with the need to remain agile in the classroom. Navigating this paradox requires teachers to embrace both structure and flexibility, using lesson plans as a guide while remaining open to improvisation and student-centered adaptation.

2.2   Pre-Planning and Planning

Pre-planning and planning are crucial components in the process of effective teaching. Pre-planning involves the activities that set the groundwork for more formal planning sessions. It encompasses preparatory tasks such as reviewing curriculum standards, gathering necessary resources, and brainstorming teaching strategies. Teachers often engage in independent research during this phase, utilizing technology to collect information and creating shared documents to organize their ideas. Collaborative pre-planning sessions with colleagues can lead to more comprehensive and meaningful lesson plans, allowing teachers to exchange ideas and refine their strategies before implementing them in the classroom (Holloway & Doxsee, 2021).

Effective planning, on the other hand, involves creating detailed lesson plans that outline the learning objectives, instructional activities, and assessment methods for a specific class or course. It serves as a roadmap for educators, providing them with a structured guide to achieve their teaching goals. A well-crafted lesson plan typically addresses three key components: the objectives for student learning, the teaching and learning activities designed to achieve those objectives, and the strategies used to assess and measure student understanding. This structured approach helps teachers maintain focus and clarity in their instruction, while also enabling them to track student progress over time.

The planning continuum, which describes a range of planning approaches from flexible and adaptive to comprehensive and detailed, is an important concept in teaching. It allows educators to select a planning strategy that suits the unique characteristics of their classroom or school year. A flexible approach might be suitable for dynamic and unpredictable classroom environments, while a more detailed approach could be beneficial for structured learning contexts. This flexibility empowers teachers to adjust their plans according to the specific needs of their students, ensuring that their instruction remains relevant and effective.

In a school setting, pre-planning provides teachers with a valuable opportunity to collaborate, organize their classrooms, and prepare for the upcoming academic term. School administrators should prioritize giving teachers adequate time for pre-planning activities, as this contributes to a smooth start to the school year. Effective pre-planning allows teachers to set clear objectives, establish classroom routines, and develop a coherent plan for the semester. This preparation not only reduces stress for educators but also enhances their confidence and ability to manage the classroom effectively (Abdurahimova, 2022).

An effective learning environment requires a thorough understanding of student needs. Teachers can support their students' development by focusing on several key elements. These include promoting self-knowledge, where students understand their strengths, weaknesses, and learning preferences, and providing inspiring models, which give students positive role models to emulate. Encouraging play and exploration fosters creativity, while offering students a sense of agency and choice increases their engagement and ownership of their learning. Additionally, having a champion—someone who believes in them and supports their growth—can significantly impact a student's academic journey. Providing opportunities to practice and reinforcing learning in various contexts helps students solidify their understanding, while promoting skills such as problem-solving and adaptability prepares them for future challenges.

Overall, the integration of effective pre-planning and planning creates a structured yet flexible framework for teaching. This approach allows teachers to design meaningful and adaptive lesson plans that meet the needs of their students while remaining responsive to the evolving dynamics of the classroom. By incorporating these elements into their planning process, educators can cultivate an inclusive and engaging learning environment that supports student success.

METHOD

The literature review method entails a systematic approach to gathering, analyzing, and synthesizing bibliographic data from various sources such as books, journals, and other academic materials. This research method involves several key activities, including collecting relevant sources, reading and critically evaluating them, taking comprehensive notes, and managing the research materials to ensure proper organization and easy retrieval.

The primary purpose of a literature review is to uncover existing theories, frameworks, and research findings that are relevant to the topic being studied. This method serves as a foundational step in the research process, providing a broad context for the issues at hand and helping to identify gaps in current knowledge. Researchers use literature reviews to build a theoretical foundation for their work, develop research hypotheses, and inform the design of subsequent empirical studies.

When conducting a literature review, researchers must approach the process with a comprehensive and critical perspective, ensuring that they consider a wide range of sources and viewpoints. This method is particularly valuable in educational research, as it allows for a deeper understanding of topics such as learning planning, syllabus development, and teaching methodologies. By reviewing existing literature, researchers can identify best practices, discern emerging trends, and evaluate the strengths and limitations of prior studies.

In summary, the literature review method provides a structured approach to gathering and analyzing existing research relevant to a specific topic or question. It serves as a critical step in establishing a solid knowledge base, supporting the development of research frameworks, and informing empirical studies. This method is indispensable for researchers aiming to build upon current knowledge and make meaningful contributions to their field.

RESULT AND DISCUSSION

Research into the development and use of lesson plans and syllabi reveals that teachers frequently use the syllabus as a primary reference point when crafting their lesson plans. A study investigating the practices of educators found that many of them derive their lesson plans from the 2013 curriculum syllabus, a widely used framework in educational settings (Mardiana et al., 2020). This finding suggests that the syllabus provides a structured and standardized guide for teachers, facilitating consistency and coherence across various classrooms and schools. By relying on the syllabus, teachers ensure that their lesson plans align with national or regional educational standards.

Furthermore, additional analysis has shown that teachers often adhere to the guidelines provided by educational authorities when designing their lesson plans. These guidelines typically outline a step-by-step process for creating lesson plans, including the identification of learning objectives, the selection of teaching methodologies, and the development of assessment strategies (Larasati, 2021). This adherence to established guidelines indicates that educators are aware of the importance of following official recommendations to ensure their lesson plans meet required educational standards. It also suggests a certain level of accountability and quality control in the lesson planning process.

However, despite the benefits of using syllabi and educational guidelines, research has also identified several challenges that teachers face when developing lesson plans. One notable challenge is the incomplete allocation of time for various classroom activities. This issue arises when lesson plans do not account for the time required for each component of the lesson, leading to rushed sessions or incomplete coverage of the curriculum. As a result, teachers may struggle to deliver comprehensive instruction within the given timeframe, impacting the effectiveness of the learning experience.

Another challenge identified in the research is the difficulty in balancing syllabus requirements with the unique needs and dynamics of individual classrooms. While the syllabus provides a structured framework, it may not always accommodate the diverse learning styles and paces of students. This lack of flexibility can hinder teachers' ability to adjust their lesson plans to meet the specific needs of their students, leading to a mismatch between planned content and classroom reality. Consequently, teachers might need to employ additional strategies to adapt their lesson plans while maintaining alignment with the syllabus.

Despite these challenges, the research underscores the importance of effectively integrating syllabi into the lesson planning process. Teachers who successfully align their lesson plans with the prescribed syllabus are better positioned to meet educational standards and provide consistent instruction. However, the findings also highlight the need for greater flexibility and support in the planning process. Addressing the challenges faced by teachers may require additional training, resources, and guidance to ensure that lesson plans are both comprehensive and adaptable to changing classroom conditions (Mardiana et al., 2020).

Overall, the research on lesson plans and syllabi suggests a complex interplay between structure and flexibility in the teaching process. While syllabi and educational guidelines offer a valuable framework for lesson planning, teachers must navigate various challenges to implement them effectively. The results of this research call for a more nuanced approach to lesson planning, one that acknowledges the importance of aligning with curricular standards while allowing for adaptation to individual classroom needs. This balanced approach can lead to more effective and engaging learning experiences for students.

CONCLUSION

Based on the research findings, it can be concluded that teachers frequently use the syllabus as a fundamental reference when creating their lesson plans. The studies indicate that many educators follow the step-by-step process for lesson plan design as outlined in the educational ministry's guidelines. This alignment with official frameworks suggests a general adherence to standardized planning practices. However, some studies have identified challenges that teachers face during the lesson planning process, including inadequate time allocation for various classroom activities. This inconsistency can lead to difficulties in delivering a well-balanced curriculum. To improve the quality of teaching and learning, it is essential to effectively integrate syllabi into the development of lesson plans while addressing the identified challenges. This may involve providing additional support and flexibility in the planning process to accommodate the unique dynamics of each classroom. By resolving these issues, educators can create more adaptable and effective lesson plans, ultimately enhancing the overall educational experience for students.

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The Abilities of Semarang State Polytechnic Accounting Department Students in Writing a Text of Daily Activities

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Education experts recommend link and match the world of education with students' direct experiences in various areas of life, society and the surrounding natural environment. This research aims to determine "The Ability of Semarang State Polytechnic Accounting Department Students in Writing a Text of Daily Activities". The data collection method was carried out by giving a writing test about daily activities. The population of this study consisted of students majoring in Accounting at the Semarang State Polytechnic. Sampling was carried out by "purposive sampling"; namely Semarang State Polytechnic Accounting Department students who have joined English Course 1. This research is qualitative and descriptive, i.e. the study will mostly be in the form of descriptions of a research population related to the characteristics of student text writing and not much related to numerical data. Data analysis was carried out by examining the completeness of student text writing which includes: (1) the existence of "Simple Present Tense" in student texts, (2) the existence of S-P or S-P-O sentence structures, (3) the existence of "Adverb of Frequency", and (4) the existence of "Adverb of Time". The results of this research show that the number of respondents who wrote text in Simple Present Tense was 27 people (100%), who wrote text with S-P or S-P-O sentence structure was 27 people (100%), who wrote text with Adverb of Frequency was 24 people (88.89%), and wrote text with the Adverb of Time by 25 people (92.59%). This research should be followed up with further research with a larger number of respondents from all existing study programs.

Keywords: link and match, purposive sampling, and daily activities.

INTRODUCTION

God Almighty created the earth and sky and their contents as facilities for humans to manage a happy and prosperous life. Humans live on earth and also actualize themselves on earth too. All kinds of human needs can be fulfilled by the earth and sky and their contents through the touch of science and technology. The proliferation of humans is in line with the rapid development of the world of science and technology. In this way, the earth and sky also function as learning media for all humans and also as supporters of the world of education in general.

Teaching and learning process activities both in the classroom and in the laboratory are also inseparable from the existence of the era of globalization and the conditions of wider society that are occurring and ongoing at this time. Teaching material cannot be separated from problems, incidents and happenings in social life. The teaching material and the values of social life must be in synergy and work together. It is necessary to realize the principle that educational institutions are a medium or means to create dialogue, an interactive

approach, and avoid authoritarian behavior or attitudes. Educational institutions also function as a place or medium for students (students) to train themselves to live a democratic and organizational life. In practice; teaching and learning activities must involve societal phenomena with all kinds of problems; and an arena of criticism of cultural domination and social control emerged (Freire in Emilia, 2010: 5-9), and Maligkoudi (2023).

The students are part of Indonesian people who cannot be separated from life in the era of globalization. They are also an elected member of society and part of the wider society that must be part of preserving the nation's noble values, developing a democratic, critical, virtuous, responsible attitude, and also participating in social control that is always occurring and sustainable. What is even more important is the aspect of faith and devotion to God Almighty. As a manifestation of democratic life and an arena of social control; Students have the right to express their opinions. Scientific work is written work carried out by scholars (students or academics) to be read by other scholars or students. It can take various forms: journal articles, textbooks, dissertations, group project reports, and so on. Even though students are often required to write various types of academic texts, essays are still the most popular type of assignment (Geyte, 2013: 9). On the other hand, writing activities are very beneficial for students in particular and society in general. One of the benefits of writing is that it expresses one's personality, fosters communication, develops thinking skills, makes logical and persuasive arguments, gives one the opportunity to then reflect on one's ideas and re-evaluate them, give and receive feedback, and prepare for school and work (Klimova, 2013). Writing skills are also very important for someone who works as a student or employee (employee) who works in any organization, and writing skills help someone in every field or aspect of life (Wilson, 2018), Laurinavicius (2017), Bradford (2020), and (Orla, 2018).

All universities must realize the existence of the Tri Darma of Higher Education, which includes education, research and community service. This is in accordance with Education Acts No. 20/2003 concerning the National Education System article 20 paragraph 2. Furthermore, the Tri Dharma of Higher Education activities must and must be carried out by the academic community consisting of lecturers and students. In implementing the Tri Dharma of Higher Education, especially in the field of research, students must be involved in all kinds of teaching and learning activities, both curricular and extra-curricular. Research and Community Service activities carried out by lecturers can certainly be used as a means of training for students to forge themselves in improving the areas of knowledge, values, norms, responsible, critical and democratic spirit (attitude), and various skills, both hard skills and soft skills.

The current research activity with the title "The Ability of Semarang State Polytechnic Accounting Department Students in Writing a Text of Daily Life Activities" involves students directly to express their ideas about all their activities in daily life whether on campus, at home, or the wider community in general. Activities on campus can include teaching and learning processes in classes, laboratories, HMJ (Department Student Association) activities, UKM (Student Activity Unit) activities; such as KSR (Voluntary Corps), Scouts (Racana Pandawa), Cooperatives (Bahtera Manunggal), Military Students (Menwa), PECC (Polytechnic English Conversation Club), PCC (Polytechnic Computerizing Club), Journalism (Dimensi), Islamic Religion Activities (Rokhis), Christian Religion Activities (Rohkris), MAPALA (Nature Lover Students) - Wapalhi, as well as PKM (Student Creativity Program), such as research, entrepreneurship (KWU), and Community Service; also participate in various competitions, such as KRI (Indonesian Robot Contest), Accounting Olympiad, IYSA (Indonesian Young Scientist Association),

The 12th International Conference

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

THE 3RD INTERNATIONAL SYMPOSIUM

and ICYS (International Conference Young Scientists), plus also social service activities (Social Service) which are a form of student concern or empathy to society. Activities in the home environment can also vary; such as gardening, creating and preserving live dispensaries and live stalls, TOGA (Family Medicinal Plants), raising poultry (chickens, ducks and geese), fish farming (catfish, gourami, tilapia, eels, and others). Students can also take part in activities in the wider community; such as environment security system (siskamling), youth organizations, and others.

The stages and ideas of this research can be illustrated as follows:

THE STUDENTS OF SEMARANG STATE POLYTECHNIC ACCOUNTING DEPARTMENT → **WRITING ABILITY**, **DAILY ACTIVITIES**, **THE EXISTENCE OF SIMPLE PRESENT TENSE / SENTENCE STRUCTURE OF S-P OR S-P-O / ADVERB OF FREQUENCY / ADVERB OF TIME**
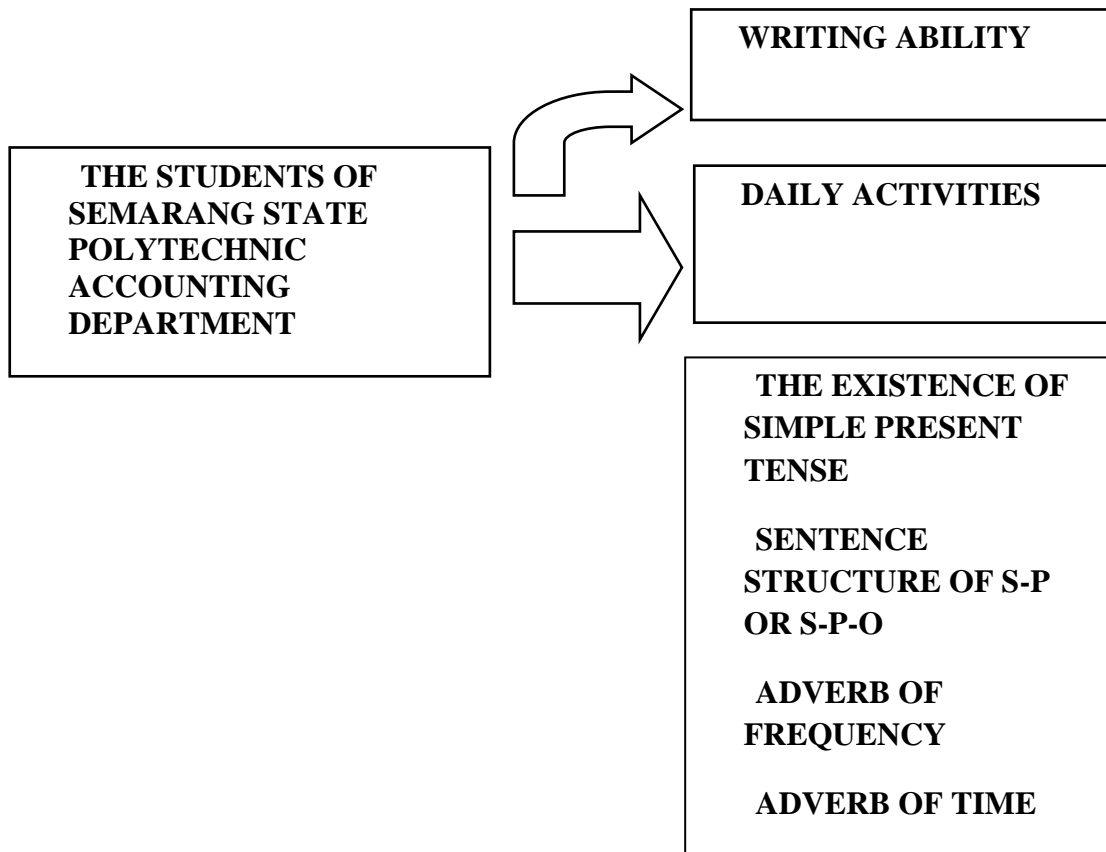
RESEARCH METHODS

This research aims to determine the extent of "the Ability of Semarang State Polytechnic Accounting Department Students in Writing a Text of Daily Life Activities". The sampling technique was carried out by "purposive sampling"; namely students majoring in Accounting who have taken the English Course 1. The data collection technique was carried out by giving written tests about daily life activities to selected respondents. Data analysis was carried out by examining the completeness of the contents of student texts which includes 4 things: (1) The existence of "Simple Present Tense" in student text writing, (2) The existence of S-P or S-P-O sentence structures, (3) The existence of "Adverbs of Frequency", such as always , usually, sometimes, often, rarely, frequently, generally, and hardly ever, and (4) The existence of "Adverbs of Time", such as every morning, every day, every afternoon, every evening, every night, once a day, twice a day , three times a day, once a week, twice a week, three times a week, etc.

The flow chart of this research can be seen in Figure 1.1 as follows:

The Students of Semarang State
Polytechnic Accounting Department

↓

Writing ability

↓

Daily activities
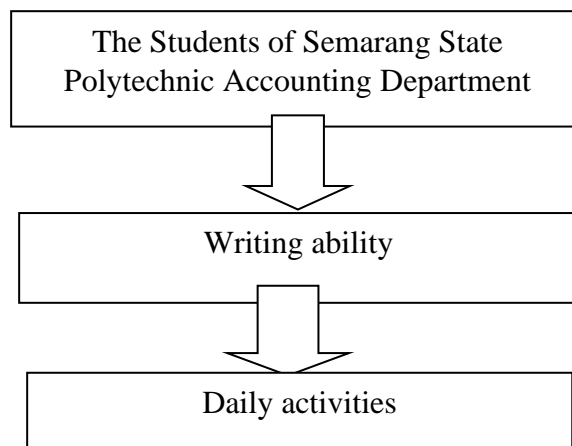
Figure 1.1 Research Flow Chart

RESULTS AND DISCUSSION

The results of research data analysis showed that there were 27 selected respondents from the Semarang State Polytechnic Accounting Department. The number of respondents who wrote text equipped with "Simple Present Tense" was 27 people or 100%, the number of respondents who wrote text equipped with S-P or S-P-O sentence structures was 27 people or 100%, the number of respondents who wrote text equipped with "Averb of Frequency" amounting to 24 people or 88.89%, and lastly; the number of respondents who wrote text equipped with the Adverb of Time was 25 people or 92.59%. Furthermore, the complete data analysis results are presented in table 1 as follows:

Table 1. Results of the Whole Data Analysis

No	Description	Total of Respondents	Percentage
1	The Existence of Simple Present Tense	27	100%
2	Sentence Structure of S-P or S-P-O	27	100%
3	Adverb of Frequency	24	88.89%
4	Adverb of Time	25	92.59%

Primary Data (Pandiya, et. al. , 2024).

As for the existence of the Adverb of Frequency; the first place is occupied by "usually" with a frequency of appearance of 50 times, the second place is occupied by "sometimes" with a frequency of appearance of 14 times, the third place is occupied by "always" with a frequency of appearance of 10 times; and fourth place is occupied by "often" with a total value of 3 times, while the words "seldom," "frequently", "generally", and "hardly ever" are in zero position or have no frequency value. The complete data is presented in table 2 as follows:

Table 2. The Existence of Adverb of Frequency

No	Description	Frequency of Appearance (Times)

1	Usually	50
2	Sometimes	14
3	Always	10
4	Often	3
5	Seldom	--
6	Frequently	--
7	Generally	--
8	Hardly ever	--

Primary Data (Pandiya, et. al. , 2024).

For the existence of the Adverb of Time; the first place is occupied by "in the morning" with a total value of 17 appearances, the second place is occupied by "in the afternoon" with a total value of 8 times, the third place is occupied by "at night" with a total value of 7 times, while fourth place is occupied by "in the evening", "on Tuesdays", and "every morning", with the number of occurrences of 2 times each, and the last; occupied by "Every Monday and Tuesday", "every time", "during the day", "on Monday", "everyday", and "on Tuesdays and Thursdays", with the total value of each appearing 1 time. The complete data is presented in table 3 as follows:

Table 3. The Existence of Adverb of Time

No	Description	Frequency of Appearance (Times)
1	In the morning	17
2	In the afternoon	8
3	At night	7
4	In the evening	2
5	On Tuesdays	2
6	Every morning	2
7	Every Monday and Tuesday	1
8	Every time	1
9	During the day	1
10	On Monday	1
11	Everyday	1
12	On Tuesdyas and Thursdays	1

Primary Data (Pandiya, et. al. , 2024).

The results of this research indicate that the level of ability of Semarang State Polytechnic Accounting Department Students in writing a text about daily life activities is rated as "Good" because it meets the existing criteria, namely the presence of a) Simple Present Tense b) S-P or S-P-O sentence structure c) Adverb of Frequency and d) Adverb of Time; although not up to 100%. This is also in accordance with the criteria stated by grammar experts (Azar, 2002: 1-11).

CONCLUSION

The results of the research showed that the number of respondents who wrote a text about daily life activities with Simple Present Tense was 27 people (100%), who wrote text with S-P or S-P-O sentence structures as many as 27 people (100%), who wrote text with Adverb of Frequency were 24 people (88.89%), and 25 people (92.59%) wrote text with the Adverb of Time. Thus, the level of ability of Semarang State Polytechnic Accounting

Department Students in writing a text about daily life activities is assessed as "Good" because it meets the required criteria. This is also in accordance with the criteria stated by Grammar experts. This research should be followed up with further research with a larger number of respondents from all existing study programs.

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The ADDIE Model on the Development of English Learning Materials for Mathematics Education Students

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This research aims to develop the English learning materials for the Mathematics Education Study Program at IAIN Palopo. The writers applied the Research and Development (R&D) by adapting the ADDIE Model. There were 29 sixth-semester students in the mathematics education study program who filled the need analysis questionnaire, three experts assessed the product, and 23 students filled the perception questionnaire. The research instruments were four questionnaires applied to collect the data: 1) Questionnaire of Need Analysis, 2) Questionnaire of Expert Judgment, and 3) Questionnaire of Students' Perception. The data were analyzed using a qualitative quantitative approach. The writers found that all students were at the primary level. The experts' validation score for the developed product was excellent. The result of the perception questionnaire was the students answered agree to agree strongly with 4.30 and 4.13 average scores.

Keywords: the ADDIE model; learning materials; mathematics students.

INTRODUCTION

English for specific purposes (ESP) teaching is undertaken to provide learners with a certain degree of English competence in preparation for a circumstance in which the language will be used, referred to as target needs. Since the early 1960s, ESP has become one of the most prominent areas of the English foreign language, providing instructional objectives, resources, and procedures based on learners' needs and future interests (Agustina, 2014).

The distinction between English as a Second Language and English Specific Purposes lies in the students' goals for learning English. ESP students are usually adults who have already known English and have learned the language to communicate competent skills and do specific job-related functions (Asfihana, 2013). ESP covers various subjects such as business management, health, engineering, management, banking and finance, medicine, Islamic studies, mathematics, etc. (Asfihana, 2013; Richard & Rodger, 2001). It is not taught as a subject detached from the students' tangible world; instead, it is amalgamated with a subject matter area important to the students.

Mathematics has long been considered a discipline that requires little or no language skills. Mathematics and language are, in fact, intricately intertwined; language facilitates mathematical reasoning. Students must be able to use at least the fundamental mathematics language because today's emphasis on problem-solving and communication in mathematics is more vital than ever. Mathematical language has specific vocabulary and discourse traits (Kang & Pham, 1995). Equal, rational, irrational, column, and table are "everyday terminology that takes on a distinct meaning in mathematics" (Jarrett, 1999).

When the writer observed mathematics education learners of IAIN Palopo, some challenges were experienced by the learners in understanding English for mathematics; namely, they

need help finding the appropriate vocabulary to share their ideas. Anyone whose first language is English will notice if we use vocabulary incorrectly; while it only sometimes impacts the sense of our text, it does diminish it. Nurpahmi et al. (2019) revealed that lecturers just taught how to arrange simple sentences and sometimes just gave them exercises. In line with Indrasari (2016), lecturers used general English textbooks. They do not use specific and special books that become mathematics learning materials, so the students are still confused and the materials need to be maximally conveyed (Zulyadaini, 2019). Therefore, an English educator should prefer English teaching/learning materials close to the learner's future profession.

Teaching and learning materials broadly refer to a range of instructional materials teachers utilize in the classroom to meet specific learning objectives as outlined in lesson plans (Lewis, 2019). Teaching/learning materials promote teacher efficiency and student learning achievement (Nesari and Heidari, 2014; Olayinka, 2016). It is a departure from the traditional 'chalk and talk' method of instruction, in which the teacher lectures the students. Teaching and learning materials are crucial because they can help students achieve higher levels of success by facilitating their learning. For example, a handbook may give an important opportunity for a student to practice a new skill learned in class. This method facilitates learning by allowing students to explore facts on their while also giving repetition (Right, 2018). Therefore, such resources must be carefully prepared, selected, organized, enhanced, and used in a course for maximum effect. Developers should prepare and pick instructional content with breadth and depth of knowledge to optimize student learning. (Wainwright, 2015).

Teachers now have many commercial and noncommercial educational materials at their disposal. They could adopt, alter, or develop them to fit their classroom's needs. Some teachers say that they cannot rely solely on commercial or readily available materials by adopting or adapting them because materials in some of their components only sometimes meet their class's needs, and they do not have their personal touch on them. As a result, some teachers opt to build their materials (Elvi, 2017). Therefore, the writer is interested in developing English for mathematics materials suitable for the learners' necessities.

Some scholars have researched English materials for mathematics students, Ningsih (2021); Zulyadaini (2019); Hamid et al. (2018) only analyzed students' needs in English learning materials for the International Class Program (ICP) of the mathematics department at Universitas Negeri Makassar; however, the writer analyzes the learners' needs then develops the materials for them. Istiandaru et al. (2018) have developed a syllabus, mathematics dictionary, and test. Ali (2013) designed English for mathematics material for the fourth-graders of Bantul Manunggal elementary school. Ma'arah (2016) developed reading materials for international mathematics students, Istiandaru et al.'s research developed various English materials, while this research only focused on developing a students' handbook. Ali researched in elementary school while the writer involved university students. Ma'arah only produced reading materials, while the writer integrated four skills in her textbook.

The current research develops a students' textbook for English for mathematics based on English for Specific Purposes (ESP) principles. This research was conducted online (distributing need analysis questionnaire via Google form) and offline (holding field try-out). Regarding the statements above, the writer formulates the research question as follows:

"How to develop appropriate and valid English learning materials for the learners of the mathematics education study program IAIN Palopo?"

1.1 English for Specific Purposes

Hutchinson and Waters (1987) in Indrasari (2016) defined ESP as an approach to language teaching in which all content and method decisions are based on the learners' motivation to learn. Because they focus on analyzing learners' needs. Basturkmen (2010) stated that ESP courses are more focused than ELT courses. He further claims that ESP perceives learners in terms of their job or study duties and that ESP classes are focused on work or study-related demands rather than personal or interest in general. Dudley-Evans (1998) significantly modified Strevens' definition of ESP by deleting the absolute qualities that ESP is "in opposition to "General English," as well as revising and expanding the number of variable features. As a result, Dudley- Evans' definition of ESP in terms of absolute and variable qualities are ESP is defined as meeting the specific needs of learners; ESP contains the underlying methodology and practices of the discipline it serves; and ESP is centered on the grammar, lexis, register, study skills, discourse, and genre relevant to these activities.

For variable characteristics ESP could be linked to or tailored to a given subject. ESP may utilize a different methodology than General English in various educational scenarios. Adult learners, whether at a tertiary level institution or in the workplace, are likely to benefit from ESP. It could, however, be for secondary school students. ESP is mostly intended for intermediate or advanced students. Most ESP courses require a basic understanding of language systems.

1.2 Need Analysis

Regarding language instruction, Hutchinson and Water define (1984) need as "the ability to grasp and generate the linguistic characteristics of the target scenario" (1987: 54). Basturkmen (2010: 17) argued that need analysis identifies the precise language and abilities that a group of language learners will require. Besides, Hyland in Paltridge and Starfield (2013) defines need analysis as follows:

The term "needs analysis" refers to a set of approaches for gathering and analyzing data important to course design: it is a way of determining the "how" and "what" of a course. It is a constant process because we change our teaching as we learn more about our students, and in this way, it morphs into evaluation - the process of determining a course's effectiveness. Learning goals and backgrounds, linguistic proficiencies, motivations for attending the course, teaching learning preferences, and scenarios in which they will need to communicate are all included under the umbrella word "needs." Learners' needs can include what they know and do not know and can be gathered and evaluated differently.

In need analysis, there are two essential distinctions: target need (what the learner needs to perform in the target circumstance) and learning need (what the learners need to do in their study).

1.2.1 Target Need Analysis

A target needs analysis is performed to decide what the learner should do in the target setting. The study of target needs examines necessities (the type of condition determined by the demands of the target situation to determine what the learner must learn to function effectively in the target situation), lacks (the analysis of what the learners already know),

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and wants (the analysis of what the learners want to learn to function effectively in the target situation) (the analysis of what the learner wants to learn).

The three parts of the target requirement closely associated with Nunan's (2004), namely the student's necessities, setting, and lack of analysis, are related to constructing learning material for students in the mathematical education study program.

Another view, as stated by Chambers in Basturkmen (2010: 17), is that needs analysis should be concerned with establishing communicative needs resulting from a communication analysis in the target context.

1.2.2 Learning Need Analysis
Learning need is directly linked to the activities learners must undertake to the skills that lecturers require and perform at a high level of competence in goal setting. It was critical to assess the student's learning requirements. There were four parts to the learning requirements analysis: (1) a search for an activity, (2) a search for a setting, (3) a search for the learners' role, and (4) a search for the teacher's role.

1.3 Syllabus of Mathematics Education Study Program
English for mathematics is one of the subjects of the third-semester learners of mathematics education at IAIN Palopo. The learners must achieve course learning outcomes, namely (1) the learners are expected to understand the structure used in math, (2) to speak with proper grammar and correct pronunciation, (3) to understand various parts of speech and another grammatical concept, (4) to understand the Basic English vocabulary for mathematics, (5) to express their ideas both in oral and written, and (6) to understand the meanings of English text.

1.4 Material Development
"Materials" refer to anything utilized to make learning a language easier. They can be verbal, visual, aural, or kinesthetic. They can be offered on paper, on stage, or cassette, CD-ROM, DVD, or the Internet" (Tomlinson, 2011: 66). They can be instructional, experiential, elucidative, or exploratory in that they can enlighten learners about the language, give experience with the language in use, encourage language usage, or assist learners in making their discoveries about the language.

Material developers may create textbooks, tell stories, introduce commercials into the classroom, convey an opinion, provide language usage examples, or read aloud a poem. Whatever they do to provide input, they should do so in a way that is based on what they know about how languages can be learned efficiently (Tomlinson, 2011).

1.5 Selecting Good Teaching Material
According to Tomlinson (2011), the following criteria should be considered to select materials. Materials affect the students when their curiosity, interest, and attention are aroused. When this is accomplished, there is a greater possibility that some of the languages in the materials will be used for processing. Moreover, the materials can have an impact if they are new, varied, presented attractively, and the content is attractive.

Learners should feel comfortable when using materials. Materials can help learners feel comfortable in various ways, including texts with illustrations rather than just texts,

texts that the learners can relate to their own culture rather than texts that are culturally bound, materials with examples rather than materials without, and so on.

Learners should get opportunities to use the target language for communicative purposes in the materials. After studying a material, students are suggested to practice the language they have studied in real-life situations rather than merely in the class under a teacher's supervision.

The positive impacts of education are frequently delayed; therefore, materials should reflect this. A learner acquiring a language is not an immediate process; but a gradual one, as we see in our daily instruction. It is critical to provide regular and ample exposure to the instructed language elements in communicative usage to support the gradual process of learning or acquiring a language. Besides, developers should consider the students' learning styles. The material should allow for a period of silence at the onset of the instruction and enhance learning potential by promoting intellectual, artistic, and emotional participation. Developers should avoid excessive reliance on controlled practice and give chances for result feedback.

1.6 Getting Every Student Involved in Mathematical Discourse

Regardless of their level of English language ability, all learners are mathematics language learners, and discourse aids them in increasing their mathematical language. While scaffolding for learners who study English and mathematics simultaneously is vital, it is also critical to understand that mathematics is a technical language that all learners must master. Kersaint (2016) stated that they must be given numerous opportunities to use mathematics as a language in various forms of communication. Learners can practice precision in a variety of ways through discourse, including:

1. Vocabulary

English words contain mathematically diverse meanings, for instance, "negative," "table," and "rational." Specialized words like "hypotenuse" and "trapezoid" are used. Terms have several meanings like "median" and. "base."

2. Signs and symbols

Symbolic representations can be read and interpreted in a variety of ways. For instance, "a x b" can be written as "a times b," "the product of a and b," or "multiply a and b."

3. Syntax

The students understand the rules that control sentence form. "A number y is 4 more than a number x," for example, is symbolically rendered as "y=x+4."

4. Semantics

It is the process of extracting meaning from words. Depending on the context, the same mathematical phrase can be interpreted in various ways, for instance, the difference between the median of a group of numbers and the median of a triangle.

METHOD

In this research, the writer applies Research and Development. The writer chose the ADDIE model because it is a more detailed, systematic, and compatible learning model applied for development research. Besides, tt is a model that provides an opportunity for continuous evaluation and revision in each phase passed so that the resulting product becomes valid and reliable. The simplicity of the steps makes it easier for researchers to practice it from the first stage to the end.

The participants of this research were the sixth-semester students of the mathematics education study program. Three lecturers acted as expert judges. The writer involved 29 students of Mathematics Education Study Program of IAIN Palopo. Their ages range between 19-20 years old. 23 students were in the field try-out.

Research Instruments used are Questionnaire for Need Analysis. The instrument of this research is a questionnaire. The learners answer 30 questions. In compiling a need analysis questionnaire, the writer refers to Hutchinson and Waters and Nunan's needs assessment. The second is questionnaire for Expert Judgment. The writers gave the questionnaire to the experts. They aimed to propose a material expert to find out their opinions and suggestions about the developed materials. There were 39 items in the questionnaire. The third is Questionnaire for Field Try-out. This questionnaire was given after trying out the product, questionnaires are also given to learners' perceptions of the developed materials. The data are collected by using a Google form. The writer developed a questionnaire using a Likert Scale using five-ion, i.e., agree, strongly agree, neither, disagree, and strongly disagree. To avoid misunderstanding, the writer used the Indonesian language in the questionnaire.

The data from observation were analyzed descriptively and qualitatively. Data analysis technique for need analysis is that the writer calculates the percentage of the learners' answers. Then, the result of the data was converted into descriptive quantitative analysis. The writers measured the average (X) score for each item on the questionnaires.

FINDINGS

3.1 The Result of Need Analysis

Then, the writers established a questionnaire through Google form. the final purpose of the students in learning English is to make them pass the English course (6.5% students), to make them get information about English for mathematic (54.8% students), to communicate and access the English information that relevant toward their majority (25. % students).

Furthermore, the students answered the questionnaire related to the advantages of learning English after they graduated. 43.6% of students need to communicate in English. 12.8% of students needed to access the English information about mathematics, and 12.8% of students wanted to study English for mathematics efficiently. 25.6% students need to learn English as their career-support.

The third question is about the students' level of English proficiency. 20% of students showed that they were at Low level, 48.3% of students were at a basic level, 24.1% of students were at an intermediate level, and 6.9% of students were in advanced level.

The students' faced difficulties to comprehend listening. 11.8% of students are difficult to identify keywords in a conversation; 38.2% of students feel complicated in understanding the information they heard. 11.8% of students cannot understand oral instruction, and 38.2% of them cannot understand what the native speakers are spoken.

While the students' lack of learning speaking skills, namely 23.7% of students are difficult to pronounce the English words. 21.1% of students are difficult to understand their conversation. 23.7% of students are difficult to use the correct grammar, and 26.3% of them complicated in expressing their ideas because of the lack of vocabulary about mathematics.

The difficulties faced by the students in reading English, namely 25.7% of students are difficult to find the main idea in the text, 2.9% of students difficult to understand English vocabulary in mathematics exercise text. 31.4% of students are difficult to understand the text because of the lack of vocabulary. 20% of students are complicated in understanding the meaning of each word in the text.

The students' difficulties in writing are 41% of students cannot arrange a simple sentence or a clause to become a good paragraph. 10.3% of students are difficult to use the punctuation. They are difficult to express their ideas (20.5% students). 17.9% of students are difficult to use the right words.

The next question was about the most English skills to learn. The most prominence is speaking. 56.1% of students want to speak English fluently compared to only 24.4% students want to learn listening skill. 9.8% of students choose to learn reading and writing skills.

22.1% of students wanted to have topics about Mathematical Logic. 9.3% of students wanted to have topics about Equation and to have topics about Geometry. 7% of the students wanted to learn about Permutation and Combination. 15.1% of students wanted to learn the probability. 10.5% of students wanted to learn inequality linear 10.5%, 16.3% of the students wanted to learn Relation and Function. 11.6% of students wanted to learn number sequence.

3.1.1 Designing

The writers wrote the materials based on the Course Grid, which consisted of ten tasks in every unit. Here, the writers used teaching techniques in designing the material. The method contained an explanation about the materials, for example, the material and the last exercise to know how far they understand about the material. Each of the parts has different activities.

This e-module consists of four units. Each unit was composed of ten tasks which were classified into different studies based on the skill.

Unit 1 : Numbers and Symbols for Math
English material such as cardinal numbers and ordinal numbers. Mathematic materials such as addition, subtraction, multiplication, division, and other math symbols (less than, greater than, fractions, per cent, degrees, and decimals)

Unit 2 : The Introduction of Mathematical Logic
Unit 2 consists of Mathematics material and English material. Mathematic material such as logical connectives and math wordlists. English material such as conjunctions, tenses, conditional sentences and practice time. Students need to know the word in conjunction, Mathematical logic words, pronounce the common words and improve their ability through exercises.

Unit 3 : Relation and Functions
Unit 3 consisted of Mathematics material and English material. Mathematic material such as relation, function, domain, range, types of function and math wordlist. English materials theme are tag questions and practice time. Students need to define relation and function, map the function material, pronounce the common words and improve their ability through exercises.

Unit 4 : Probability
Unit 4 consists of Mathematics material and English material. Mathematic materials are probabilities and math wordlist. English material such as modal possibility and

practice time. Students need to know how to analyze the short article and to know modal probability in English, and to pronounce common words.

3.2 The Results of Experts' Validation

3.2.1 Layout Assessment
There were 6 items assessed by the experts regarding module layout. They stated that the module layout is excellent to be used. The appearance of the design and layout is good because it is presented with attractive and colorful images. Based on an expert assessment by overall material, the students' module got a total score of 86 with an average of 4.77, which included as an "Excellent" category.

Table 1. Layout Assessment

Aspects to be Assessed	Average Score	Category Classification
The material display is clear.	5	Excellent
Attractive material display.	4.33	Excellent
Appropriate font size.	5	Excellent
Appropriate font.	4.66	Excellent
Spacing is appropriate.	4.66	Excellent
Correct use of punctuation	5	Good

The average score for layout assessment was 4.77 and it was classified as excellent category.

3.2.2.Content Materials Assessment
Table 2. Content Materials Assessment

Aspects to be assessed	Average Score	Classification
1) The scope of material content in the English for Constitutional Law teaching materials is to the needs of students in the Constitutional Law study program.	4.67	Excellent
2) The depth of material in the English for Constitutional Law teaching materials is good.	4.67	Excellent
3) The authenticity of the material content in English for Constitutional Law teaching materials is adequate.	4.33	Excellent
4) The latest issues in English for Constitutional Law teaching materials are discussed interestingly.	4.33	Excellent
5) The activities in the assignment involve many students.	4.67	Excellent
6) The activities in the task vary.	4.67	Excellent
7) The activities in the task are according to the topic.	4.33	Excellent

8) The activities in the assignment are engaging for students.	4.67	Excellent
9) The activities in the assignment can motivate students to learn English.	4.67	Excellent
10) The activities in the assignment are helpful for students' real life.	5	Excellent
11) The activities in the task help understand the material.	4.67	Excellent
12) Activities are arranged sequentially from easy to somewhat difficult.	4.33	Excellent
13) Activities involve students being able to work individually and in pairs.	4.33	Excellent
14) The instructions for each task are easy to understand.	4.67	Excellent
15) Input material in the form of images and relevant text.	4.67	Excellent
16) Input material in the form of images and text according to student abilities.	5	Excellent
17) Input material in the form of exciting images and text.	4.33	Excellent
18) Input material in images and text according to students' language skills.	4	Excellent
19) Input material includes correct language structures.	4.33	Excellent
20) Input in the form of images helps students understand the material.	4.33	Excellent
21) Material input can broaden students' insight.	4.67	Excellent
22) Material input can increase student vocabulary.	4.33	Excellent
23) Material input helps students with language.	4.33	Excellent
24) Input and task are balanced.	4.67	Excellent
25) The choice of topics is based on student characteristics.	4.67	Good
26) Examples and illustrations help students understand.	4.33	Excellent
General Evaluation		
27) Systematic presentation of sequence.	4.33	Excellent

28) All material is appropriate to students' language skills.	4.33	Excellent
29) Assessment according to the input provided.	4.67	Excellent

Mean score: 393 x100
        86
      = 4.56

The mean score of content materials assessment was 4.56 and classified as "excellent."

3.2.3 Language Used Assessment

There were four items assessed by the experts. Overall, they stated that language used in the module is excellent. The use of language in the module is appropriate to the student's level of cognitive development and is easy to understand.

Table 3. Language used assessment

Aspects to be assessed	Average	Category
The language used in teaching materials is appropriate to the student's abilities.	5	Excellent
The language presented is comprehensive and appropriate to the student's level of cognitive development.	5	Excellent
The expressions used are grammatically correct.	5	Excellent
The language presented in teaching materials is easy to understand.	4.67	Excellent

The average score is 4.91 so it can be concluded that language used in module was excellent. This research is in line with Zulyadaini (2017) who found that the students' worksheet for mathematics students were practical and valid, so it is used as the learning equipment of mathematics.

After validating the module, then the writers obtained some suggestions from the experts. These suggestions are mentioned below:

Table 5. The Expert's Suggestion

Suggestions	Revision
Basic material	Cardinal and ordinal number should be the first task before another task
Arrangement of math material It should change mathematics logic into mathematical logic	The material should be more accessible to difficult
The word "mathematics logic" should be change to "mathematical logic"	It has been revised

It should change "how to understand you are" became "how well you know after…"	It has been revised
It is better to reduce the module size	The size has been reduced

3.3 The Result of Students' Perception Questionnaire

The students' perception conducted to make sure that the material is genuinely appropriate to apply to the student of mathematics majority. The result of students' perception can be seen in table 6.

Table 6. Students' Perceptions of Developed Module

No	Statement	Means	Description of Agreement
1	The materials are suitable for basic lower level	4.04	Agree
2	The materials based on students' need in Mathematics majority	4.13	Agree
3	The materials can improve students' English Skill in Mathematic	4.08	Agree
4	The input materials are varied	4.13	Agree
5	The materials are engaging and understandable	4.13	Agree
6	The topics of the material based on Mathematic majority	4.30	Strongly agree
7	The length and materials' sources based on student's need in Mathematic	4	Agree
8	The learning activities are varied	4.17	Agree
9	The exercises arranged from the easiest to the most challenging task	4.30	Agree
10	The materials instructions are understandable	4.04	Agree
11	The exercises consist of Individual, pairs, and group assignment	4.17	Agree
12	The activities make the students active in the classroom	4.17	Strongly agree

The data above showed that the English learning material designed by the writers is already qualified to apply in the class. It proved from the score of the students' perception, which answered Strongly Agree 4.30 and Agree 4.13. Then, the average score is 4.21 and it was classified as good.

DISCUSSION

This research focused on developing English learning material for mathematics students, and English learning materials developed by using the ADDIE model. It consisted of five steps. The writers did first step namely conducting a need analysis which is presented in the form of a questionnaire with contains students' necessities, lacks, input, and wants.

The next stage is designing the product. According to Nation and Macalister (2010: 24-25), an analysis was conducted to know what the learner needs to do in the target situation. So, the writers used the need analysis result to design materials, activities, and settings of the learning material.

After analyzing the students' need, the writers designed the course grid to construct English for mathematics material. The target needs of the students are to make them get information about English for mathematics, so in the course grid about mathematics vocabulary is almost available in every unit. Furthermore, they want to have good competency in speaking skills and vocabulary, so in the course grid, they practice speaking through conversation. For example, they can make daily conversations that are related to English for a Mathematic wordlist. The students are also at a low level, so the vocabulary and the exercises in the course grid are still basic. Most activities that the students want in the learning process are practice conversation with their friends or small groups in front of the class, so that's why at the end of the unit, the students are asked to explain the material in front of the class with their friend; however, the lecturer still control their learning activities.

The next stage is developing the product. In this step, the writers created the module through several measurements such as English proficiency level, interesting topic, students' target, activities, setting, and input materials. The students' module has four units consisting of many tasks.

After constructing the students' module, the next stage was conducting a product validation the product validation was completed by three experts in design, language, and material. The purpose of validation is to see the quality of the students' modules based on the aspect of validity. A subject matter expert did the first validation. In this process of validation, the expert conducted an assessment of the questionnaires. The questionnaire for subject matter experts is composed of five aspects, namely the precision of the content, accuracy aspects of the scope, the content, and the aspect of the understanding—the elements used of language and the element of completeness of the component. It elaborated on Kane's (2006) argument based on the approach validation research. Construct a significant validation claim: The score can be trusted, and the score is generalizable to a universe of items or tasks.

After being revised by the experts, further assessment is made by the expert design. In this validation process, the experts assessed the questionnaire provided. The questionnaire for the expert of the module consists of three aspects, namely Layout, the language used, and learning content.

After being revised by the experts, a further assessment was conducted by the experts of media. In this validation process, the expert assessed the assessment tools of the questionnaire provided. In line with Ningsih's research findings (2021), the experts categorized this e-module as "*Very Good*" although there are still some revisions that need to be improved to get a better task module before applying the English material to the classroom.

The next stage is the Implementation and Evaluation of the product. In this stage, the revised students' module based on the assessment of the experts has to be tested or student perception. The trial was conducted to determine the quality of the students' almost student perceptions of the design translated into Indonesia.

The next stage is a small group trial. The object of this field trial was 29 students in the sixth semester who have different learning abilities. The assessment was conducted in the mathematics classroom. The writers asked students as respondents to provide an evaluation of the student's module by filling out a questionnaire that was provided. According to the student perception of assessment questionnaire (SPAQ, Wadrip et al. 2009) assesses congruence with planned learning, authenticity, student consultation, transparency, and diversity. The next stage is a field trial. This stage is the last in the assessment process of the student's module. The object of the field trial was 23 students. At this stage, the writers asked the students to assess the students' modules by filling out a questionnaire that was provided. The questionnaire of students' perceptions consisted of 12 statements. The purpose of the field trial is to look at the quality of the students' modules based on the aspects of validity. The data above showed that the English learning material designed by the writers is already qualified to be applied in the class. Then, the average score is **4.21 and categorized as** *Good*.

CONCLUSION

The writers developed the English learning material for Mathematic students of IAIN Palopo by using the ADDIE Model. As the same as the mathematics education students' opinion; the experts also stated that the developed module this the English for Mathematics module was valid and it can be used as the learning source.

The appropriate English learning material for Mathematic students must be consisted of: 1) students' need analysis 2) having explanations about mathematics material 3) having an example to did some exercise 4) having many supporting pictures and vocabulary 5) arranging from the easiest to the most difficult 6) consisting of individual, pairs, and group assignment and last 7) integrating the four skills of language.

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DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS OF INTERNATIONAL HOSPITALITY, CRUISE SHIP AND ENTERPRENEURSHIP SCHOOL OF NEPTUNE KEDIRI

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English undeniably plays a very important role in education including vocational studies. Neptune is one of vocational schools in Kediri which has three majors: international hospitality, cruise ship and entrepreneurship. To facilitate students' learning needs of course this school needs a good designed English learning material which will be able to develop their language skills. In accordance with this goal a continuous process of learning material development is needed. Hence the teachers (tutors) should understand well how to design, develop, and use it as a practical learning media. The purposes of this study are (1) to develop a product in the form of listening material based on the school syllabus (2) to describe the quality (validity and practicality) of the product resulted. The type of research and development (R&D) used in this study is the ADDIE model which covers five steps namely (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The research instruments used non-test instruments (interview, questionnaire, and documentation). The object of this study is the listening materials based on the school syllabus (handbook). The test subjects of trials are a group which involved the students of cruise ship and hospitality class of Neptune school Kediri. The Listening Materials were validated by three validators, consisting of an American native speaker, a lecturer and a teacher of English. The validity and practicality data were analyzed by determining the average of each assessment. The results of the study show that (1) the process of making the listening materials was done by using ADDIE development model which was started by analyzing the needs and problems, designing the product, developing the listening product by recording the listening materials, validating the product, and the initial product was then tested in limited trial to 15 students of hospitality and cruise ship of Neptune Kediri. (2) Using the Likert Scale, the assessment of the content of the listening material obtained an average percentage of 83,3 %.and the same for language of the listening material (83,3%). Meanwhile, the aspect of speakers' spoken language is 89,5 %. And, the aspect of quality of the recording of the listening material is 95,8 %. with the "very valid" criterion for all aspects. In relation to the results of practicality test based on the students' assessment of the student response questionnaire obtained an average percentage of 92,5% with "very practical" criterion. Therefore, the conclusion to be drawn in this study is that the listening material for students of Neptune school of international hospitality, cruise ship and entrepreneurship Kediri was successfully developed and tested for its validity and practicality.

Keywords: ESP, learning materials development, listening materials, students' handbook, hospitality, cruise ship, entrepreneurship.

INTRODUCTION

As one kind of English for specific purposes course, Neptune school of Cruise Ship and Hospitality Kediri has specific curriculum which is specially designed for the students. Becoming cruise crew and hospitality staff will need specific English skills that will support their future job. So, the teaching learning process in this course should be carefully designed to meet students' needs i.e. equipping them with practical skills needed for their jobs on cruise and hospitality.

In line with that, based on a study conducted by Risan et.al (2019) it is affirmed that the importance of providing students of ESP with appropriate learning materials is a must. They found that in higher education, the English material that is given or taught must be correlated according to the student's interest or field of knowledge. Therefore, the material for students is important to be the focus of attention. Besides that, the student's perspective regarding the English language material is taught by the lecturer also an important point to know.

Furthermore based on their research results they suggest that : a) a teacher or tutor should pay attention to the importance of providing learning materials which should relate to students' disciplines so that the learning outcomes of the study program can be achieved and are always well synchronized, b) the head of the study program should always monitor the process of preparing the learning tools made by each educator so that the material provided is in accordance with the needs of students and the achievement of the profile of the study program graduates.

However, the facts found from the real learning process sometime shew different findings. Often ESP learning materials are still far from being sufficient for students to equip them with enough knowledge and expertise to be used in their real jobs. The lack of learning material quality is also felt by some students and graduates of Neptune school of cruise ship and hospitality.

From the result of online interviews that the writer did on some graduates of Neptune school from April 18th to April 20th as her preliminary study, it was found that those students suggested that the learning materials in Neptune should be better developed to match their needs in facing their real job tasks by adding hours of the speaking and listening practice.

Hence, considering the facts found from the students' interviews about the need to develop proper English learning materials which would match students of cruise, hospitality and entrepreneurship needs, the writers aim at: 1. investigating how the current English learning material is developed in this cruise and hospitality school. 2. developing learning materials based on the learning needs of the students.

Theoretically, this research is to analyze and describe the material development of ESP in English Cruise Ship and hospitality Course of Neptune School Kediri. Practically, this research is expected to provide information about how learning materials are designed in this course and furthermore fix and produce ESP learning materials for the students which will be more effective to meet their learning goals.

LITERATURE REVIEW

Principles on ESP Learning Materials Development

ESP is defined as an approach of teaching language having proper command on syllabus, methods and the activities used for learning a language on the basis of the needs of the learners and for the antecedent of their learning (Hutchinson and Waters: 1987).

Principles of materials development proposed by Tomlinson (1998):

1. Materials should achieve impact. Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest, and attention are attracted.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence. Quoting Dulay, Burt, and Krashen 1982, Tomlinson (1998:9) said that Relaxed and self- confident learners learn faster.
4. What is being taught should be perceived by learners as relevant and useful
5. Materials should require and facilitate learners' self-investment, meaning that those materials should enable students to be interested in them can attract them to learn the materials by themselves.
6. Learners must be ready to acquire the points being taught. According to Krashen (1985), each learner will only learn from the new input what he or she is ready to learn.
7. Materials should expose the learners to language in authentic use. A lot of teaching/learning materials can provide exposure to authentic input through the instructions.
8. The learners' attention should be drawn to linguistic features of the input. The learners should be made aware that linguistic features are needed to locate and to make a generalization about the function of the linguistic features in the main materials.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account that the positive effects of instruction are usually delayed. It is important to give frequent and ample exposure to the instructed language features in communicative use.
11. Materials should take into account that learners differ in their learning styles, whether they are visual, auditory or psychomotor, whether they are study oriented, experiential, analytic, global, dependent ore independent ones.
12. Materials should take into account that learners differ in affective attitudes so the materials should provide choices of different types of texts and types of activities.
13. Materials should permit a silent period at the beginning of instruction. The silent period is used to facilitate the development of an effective internalized grammar and other language elements which can help learners to achieve proficiency.
14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left - brain activities.
15. Materials should not rely too much on controlled practice. Many researchers agree with the proposition that controlled practice appears to have little long- term effect on the accuracy with which new structures are performed (Ellis, 1990:192) and has little effect on fluency (Ellis and Rathbone, 1987).
16. Materials should provide opportunities for outcome feedback. In relation to this, materials' developer has to be sure that language production activities have intended outcomes other than just practicing language.

Materials Development Procedures in ESP

In order to develop learning materials for ESP, one thing that should become the starting point is the learners' needs. Developing materials must begin with a need analysis in the context of ESP, determining course content and devising materials (Fadhliyah: 2013)

1.Needs analysis

Needs analysis for ESP course refers to the identification of language and skills is used in determining and refining the content for the course. Needs analysis can take a number of forms including questionnaires, interviews, observations of interactions and analysis of language use in the target situation. Questionnaires and interviews allow the needs analyst to explore people's opinions of needs, difficulties and the importance of language skills and areas.

2.Determining course content and writing planning syllabus

After doing needs analysis, they are determining course content. Needs analysis plays an important role in determining course content in ESP. In ESP, course content includes real content and carrier content. Real content relates to pedagogical aims such as the features of language learner will become more aware of or be better able to produce or the language skills they gain control of. Carrier content refers to the means of delivering the real content. These means include the use of texts or activities (Basturkmen, 2010: 59).

3.Developing materials and making tasks

In ESP, teacher or course developers select and devise authentic texts as well devise task. Materials development in ESP, Harding in Basturkmen (2010: 63) proposed three states as stated below.
 a. Use contexts, text and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students need.
b. Exploit authentic materials that students use in their specialism and do not be put off by the fact that it may not look like "normal English".
 c. Make the tasks authentic as well as the texts. Get the students doing things with the material that they actually need to do in their work.

4.Evaluating course and materials

The teacher or materials' developers need to know how effective the course is. Information gained from this evaluation is a useful source of data about the effectiveness of a course. Evaluation tries to answer the question, "is this a good course?", the range of meanings that can be attached to "good" depends on who is doing the evaluating (the teacher, the learners, the owner of the school, the parents, the course designer) and determines what sources of information are used to carry out an evaluation.

METHOD

Research Design

This research applied R&D (research and development) method aiming at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. (Latief:2016). On this research the writers aim at

developing listening materials to support and improve English learning process for students of international hospitality, cruise ship and entrepreneurship of Neptune Kediri.

Research Steps

On this research the writers applied five stages in the development research that is usually done in the world of education based on ADDIE model (Aldoobie:2015) by which they did analysis, design, development, implementation, and evaluation phase.

Table 1. **ADDIE Model, Diagram by: Steven J. McGriff, Instructional Systems, College of Education, Penn State University.2015**

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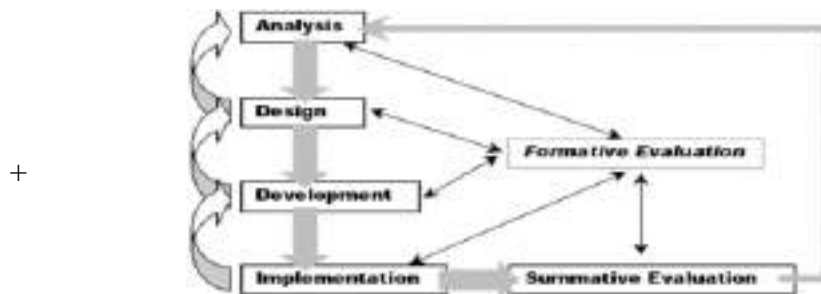
The writer analyzed four things: the learners (where they are at, their skills and needs, etc.), developed an instructional analysis (to provide the necessary steps and presented opportunities to learn and used new information in an instruction), created instructional goals (aimed at specifying the end desired result), and analyzed learning objectives (how to measure the attainment of goals).

In doing the need analysis, the writer distributed questionnaires to students, interviewed the tutors and also analyzed the students' handbook (document analysis).

On this research the writer distributed an open answer likert scale questionnaire to 15 students of Neptune covering five questions:
1.   What English learning materials do you need to get from Neptune?
2.   Do you think that all materials you need have been on the already existing syllabus?
3.   Do you think that the learning materials in Neptune have helped you learn to optimalize your speaking, listening, reading and writing skills?
4.   Based on the already existing handbook, do you think that the coverage of the handbook has fulfilled you hopes as asked on the first question above? If not, please mention what learning materials which have not been given to you?
5.   Please give suggestions for the English learning material development for Neptune.
       While for the three tutors of Neptune the writer gave them four questions as follow:
1.   So far, from which resources do you develop English learning materials for your students?
2.   On your opinion what are learning priorities which should be taught to your students?
3.   From the already existing handbook, do you think that the book has covered all learning competences and skills needed by your students for their future jobs?
4.   Which aspects of the handbook (its lay out, illustration, font, design, cover) which should be developed?

After that, based on the result of the need analysis then the writers chose one aspect of learning that will be fixed and further created into the product of the research on the next phase i.e. design phase. On this research the writer chose to develop listening materials for the students of Neptune based on the already existing handbook.

The writers on this step thought about how design instruction could really be effective in ways that facilitated people's learning and interaction with the materials she created and provided. Furthermore, the writers evolved and focused on designing assessment for her topic, selected a form of the course, and created their own instructional strategy.

On this research phase, the listening materials were designed based on the three learning divisions of Neptune: Front office, food & beverages and housekeeping division. Each part consisted of five lesson units covering conversations and especial language expressions under specific themes based on the job tasks. The writers arranged these parts of the handbook (conversations and special language expressions) that would be recorded and then scheduled the recordings.

Development phase

On this third phase, the writers integrated the technology with the educational setting and process, kept in mind the backup plan in case that the technology that she chose did not work and started to develop and create a good quality factual sample for the instruction design, the materials of the course, and ran through of the conduction of the course.

On this research phase the writers conducted the recording of the listening materials by doing two kinds of recording: a. AI (artificial intelligences) recording in which they made use of artificial intelligence technology for the special language expressions parts and b. self-made recording I which they manually recorded their own voice for parts of the conversations.

After finishing the recording, they then codified the results of the recording.
The codifying was as follows:
F O stands for front office division
F&B stands for food and beverages division, and
HK stands for housekeeping division

The next important step was having the initial listening product validated by three expert validators. The validators were one native English peaking teacher from USA, a lecturer of English and a senior high school teacher of English.

In doing so the writers had them fill in ten likert scaled question items which cover four aspects of the listening materials:
1.   The content (scope and sequencing of the listening materials)
2.   The language (diction and grammaticality of the listening materials)
3.   The speakers' spoken language (pronunciation, intonation, pitch and degree of native speaker likeness of the speakers of the listening materials)
4.   The quality of the recording (understandability and quality of the recording)

The last step on this phase was fixing the materials based on the experts' correction and suggestions and after this step the researchers got ready to implement her listening product.

Implementation phase

On this phase the writers were transforming their plan into action by conducting three major steps, which were preparing the lesson, preparing the learners, and organizing the learning environment. And then they displayed their course in very active and authentic ways to achieve the implementation phase.

On this research the writers conducted two trial teaching activities to those 15 interviewed students of Neptune by asking them to listen to a sample listening material (one unit) from the product, discussed the material and then at the end of the learning theyasked

them to fill in a questionnaire consisting 10 items of likert scale to find the practicality of the tried listening product.

Evaluation Phase

On this final process   the writers conducted two types of evaluation, which were formative   and summative evaluation. First, formative evaluation covered one to one, small evaluation group, and trial in the field. The second was summative evaluation to see the real value for the instructional design when the whole instruction for the course was finished.

On this research the writers evaluated the trials and sum up students' validation sheet for the practicality of the listening materials and drew conclusion from these results to know the usefulness and practicality of the product of the listening materials.

RESULTS AND DISCUSSION

The results from students' questionnaire, interviews conducted to tutors and the writer's analysis on the students' handbook demonstrate some important points below:

1. The Analysis Phase

a. Result from Students' Questionnaire

As inferenced from the questionnaire distributed to students of Neptune International Cruise ship and Hospitality school which was conducted in July 5th - 6 th 2023 the writer found that:

1) Related to learning materials, all students stated that they needed learning materials which could develop their English conversational skills related to jobs on cruise ship and hospitality, including skills and ethics on job interviews

2) All of interviewed students said that the syllabus of the course had covered all the learning materials they needed.

3) The students thought that the course had given enough skills in speaking, listening, reading and writing skills needed for their future jobs on cruise ship and hospitality

4) All students thought that the English handbook from the school had fulfilled good standards of a good student's learning handbook.

5) Students gave suggestions on the need of a native English-speaking teacher or, at least, there should be additional listening materials to improve their speaking skills.

b. Results from Interviews with Tutors

From the interviews with the tutors the writer got some findings as follow:

1.Learning Resources

In connection with the learning resources in Neptune all tutors agreed that all of them had been using the already existing students' handbook as a guiding book in teaching their students, especially in the sequence of the materials. But they all stated that they also often combined the materials with other ones from their experiences from the job world.

2.Learning Priority

The English learning in Neptune focuses on equipping students with speaking skills needed for the future jobs. As a result, the students should learn specific vocabulary items related to their job divisions: front office, food and beverages and housekeeping. In connection with grammar, the learning just focusses on 5 tenses which are usually used in real conversations on their jobs.

3.The Development of Handbook

All three tutors spoke that so far there has not been listening materials based on the syllabus (handbook) that can be listened independently by the students therefore all tutors are in the same opinion that the hand book should be developed and revised especially on the listening material.

4.The Design of The Handbook

Related to the design of the handbook (cover, lay out, illustration, word fonts) all tutors agreed that the design of the handbook has been good enough and no need to be developed.

c. Result from the Analysis on Students' Handbook (document)

Whereas from the writer's analysis on the existing handbook for students, they found that:
1. The book consists of three parts for three divisions in Neptune i.e. Front Office, Food and Beverages and Housekeeping.
2. All of the learning materials in the handbook were in the form of scripts of conversations and special languages used in jobs on cruise and hospitality. Each part consisted of 5 chapters: Lesson 1 to 5. Each chapter had conversations and special languages for jobs for each division.
3. There were also some exercises for students after each conversation.
4. Although this handbook is all about conversations about jobs on cruise and hospitality but there had not been any listening recording equipping the handbook.

To sum up, the result of all need analysis is shown on the following table:

Table 2. Result of Need Analysis

Respondents/interviewees/document	Aspects of needs
A. Students	1.Conversations about jobs on cruise and hospitality 2.Skills and ethics on job interviews 3.Native speakers and listening materials in the form of recordings.
B. Tutors	1.Listening materials based on the already existing handbook 2. Additional learning time allocation at home for students.
C. Document (Students' Handbook)	1.Listening materials (recordings) for all conversations and special languages per division.

2.Design Phase

Based on the result of the analysis done by the writer on the first phase, then the writers moved to the second step of the research i.e. designing phase. On this phase they did the following things:

a.   Choosing and designing the aspect of the learning that will be fixed and developed to be the product of the research

On this phase the writers chose the aspect of the learning materials from the handbook that will be fixed and developed i.e. developing listening materials for students of Neptune International Hospitality, Cruise Ship and Entrepreneurship school. They interested in developing listening materials for students because the result of need analysis from the students, tutors and handbook indicated that the most needed of learning material development for students was on the aspect of listening from the existing handbook.

b. Determining parts of the handbook which should be recorded to be the listening materials

On this step the writers designed to make the audio learning materials for all conversations and special languages of all lessons for each division. The following table shows the materials that would be recorded as the listening materials for students of Neptune:

Table 3. List of Listening Materials Developed based on the Hand Book

Division	Lesson	Listening Material
1.**Front Office**	1.	a.Reservation through the Telephone b.Special language expressions
	2	a.Welcoming the Guests b. Special language expressions
	3.	a.Escorting the Guests to the Room b.Special language
	4.	a.Handling Luggage Delivery b.Special language expressions
	5.	a.Handling the Guests Checking Out b.Special language expressions
1. **Food and Beverage Service**	1.	a. Taking the Orders b. Special language expressions
	2.	a.Taking Reservations through the Telephone b. Special language expressions
	3.	a.Explaining Food b. Special language expression

	4.	a. Payment Method b.Special language expression
	5.	a.Handling Complaints b. Special language expression
2. **Housekeeping**	1	a. Offering Help b. Special language expression
	2.	a.Picking Up and Delivering Laundry to the Guest Room b.Special language expressions
	3.	a.Describing Rooms b. Special language expressions
	4.	a.Giving Direction b. Special language expressions
	5.	a.What's the Matter? b. Special language expressions

3.Development Phase

On this third phase, the writers did the followings:

a. making recording for every lesson of every division

The writers made two kinds of recording. For the special language they were assisted by AI (artificial intelligence). And for the conversations, they read the materials by themselves.

b. **codifying the recording of the listening materials**

The codification was FO for front office division, F&B for food and beverages division and HK for housekeeping division. The number written after the code shows the sequence of lessons per division e.g. FO1 means that the listening material is from chapter 1 for Front office division, FB5 means that the material is from chapter 5 for food and beverages division, HK2 means that the material is from chapter 2 for housekeeping division, etc.

c. Validating the recording

The writers asked three professionals to validate the result of the recording. Their first validator was a native speaker from USA who had been a volunteer for two years as a Peace Corps teacher of English in Tulungagung. The second validator was a lecturer of English in one private university in Surakarta, while the third one was a teacher of English of a senior high school in Salatiga.

In doing the validation, beside asking the validators to give correction and suggestions in words, the writers also asked them to fill in the validation form in the form of Likert Scale which consisted of 10 items dealing with: a. the content or scope of the listening materials, b. the language of the listening materials (diction and grammaticality), c. the speakers' spoken language (pronunciation, intonation and pitch), and d. the quality of the recording.

Table 4. Listening Materials Validity Sheet Guideline for Expert Validators

Aspect which was being validated	No
a..The Content of the listening materials	1, 2
b.The Language of the listening materials	3, 4
c.The speakers' spoken language	5, 6, 7, 8
d.The quality of the recording	9,10

The following tables shows the result of the validation done by the three experts on each aspect and the result of validation on all aspects.

Table 5. Result of the validation done by the three experts on each aspect:

Aspect	First Validator	Second Validator	Third Validator	Average	Validity criteria
The Content of the listening materials	87,5 %	87,5%	75%	83,3%	Very valid
The Language of the listening materials	87,5%	75%	87,5%	83,3%	Very valid
The speakers' spoken language	87,5%	93,2%	87,5%	89,5%	Very valid
The quality of the recording	100%	87,5%	100%	95,8%	Very valid

Table 6. Results of Each Validator' validation on all aspects (the content, language, speakers' spoken language and quality of recording)

Validator	Empirical score	Maximum score	The average percentage of validity from each validator	Validity criteria
Validator 1	36	40	90%	Very valid
Validator 2	35	40	87,5%	Very valid
Validator 3	35	40	87,5%	Very valid
Combination of average percentage			88,3%	Very valid

From those two tables it can be seen that the validity for the content   and the language of the listening material is 83,35% (very valid), 89,5% for the speakers' spoken language (very valid) and 95,8% for the quality of recording (very valid). Meanwhile the average result of all experts' validation on all aspects of the listening materials shows 88,3% (very valid).

Whereas from the validators 'comments, correction and suggestions the writers found some findings as follow:

1.   All validators stated that both the themes and the diction chose in the learning materials had been well and in orderly developed based on the needs of each job division from the first to the last section.

2.	From the pronunciation aspect the two local Indonesian validators commented that the conversations had all been perfectly pronounced. In their opinion the writers' pronunciation had been similar to that one of a native speaker's. They thought that the degree of native speaker likeness is quite high.

3.	On the other hand, although the native American validator said that the writers' spoken English had been so good and the recording was very well done, but as a native speaker of English he gave some correction as follows:

●	He corrected the sound of {s} consonant in some words: ***facilities*** and ***certainly*** uttered by the writer.

o	He said: ' *Facilities" should have an {s} sound, not a {sh} sound'.*

o	He also said:' *"Certainly" begins with an {s} sound, not a {sh} sound.'*

●	He corrected the sound of {g} consonant in the word ***guest*** uttered by the writer."

o	He said: "*"Guest" needs to have a hard "g" sound. You are pronouncing "**guest**" like "**cast**"'*

4.From the diction used, the native speaker just corrected one thanking expression i.e. "**my pleasure**" not "with my pleasure".

o	He stated:" *Just, my pleasure*". *No need to say "with" before" my pleasure*".

	After receiving the comments and correction from all validators, then the writers revised the recording and correct it based on those comments and correction.

4.Implementation Phase

	On this implementation phase the writers conducted:

a.direct listening class twice to the students to try the new listening product. The writers conducted the listening class to 3 divisions of students of Neptune on 20th of November 2023 and 6Th of December 2023. There were 15 students participated on these trial classes. On these occasions the writers played a sample of a conversation taken from the hand book (Lesson 1. Reservation to the Telephone and its special language) and had the students listen to the listening material. And next, they did a test by answering the questions given. Then the writers discussed the listening test.

b.at the end of this phase the writers asked the students to give comments and evaluation on the listening materials by filling in the form of Likert Scale which consisted of 10 items dealing with: a). practicality, usefulness and understandability, b). the coverage/scope of the listening materials, c). the speakers' spoken language and d. the quality of the recording.

Table 7. **Listening Materials Practicality Sheet Guideline for Students**

Aspect being evaluated	No
Practicality,usefulness, understandability	1, 2, 3, 6,7, 8
Coverage/scope of the listening materials	4, 9
The speakers' spoken language	5
The quality of recording	10

	The following is the result of the students' questionnaire on the practicality of the listening materials product:

Table 8. Practicality Data of the Listening Materials

No	Respondent	Score
1	R 1	37
2	R2	40
3	R3	37
4	R4	37
5	R5	38
6	R6	35
7	R7	40
8	R8	37
9	R9	36
10	R10	37
11	R11	34
12	R12	36
13	R13	37
14	R14	35
15	R15	37
Total combined score Total maximum score Average (%) Practicality Criteria		553 600 92,5 % Very practical

Based on the table above, the average percentage of students' response questionnaire results on the listening materials for Neptune students is 87,56% with the "very practical" criterion.

5. Evaluation Phase

From the trial of the already made listening product to the class and based on the comments and suggestions from the students, the writers found that:

a. all students agreed that the listening product made by her was helpful for them to study and easy enough to understand.

Their comment to the developed listening material is that it is very easy to understand. It increases their listening sensitivity to English and it also helps them to improve my pronunciation)

b. all students said that the listening product is useful for them

The students think the listening material is beneficial for them and they would be more thankful if the writers equip the listening material with QR scan or bar code). And it is from the students' evaluation that then the writer equipped the listening materials with QR scan (bar code) to make them more easily use the listening materials.

DISCUSSION

ESP is a branch in EFL teaching which needs specific syllabus. The learning materials should be in accordance with students' needs. Neptune is a vocational school in Kediri which conducts English learning for international hospitality and cruise ship division. Consequently, this school needs to develop learning materials which help the students meet their learning goals. What is being taught should be perceived by learners as relevant and useful.

In ESP, teachers of English can select materials that are relevant to the specific choice of topics and tasks that the learners are also learning in their field of study, therefore, the materials they learn must be relevant and useful. Materials should expose the learners to language in authentic use. A lot of teaching/learning materials can provide exposure to authentic input through the instructions, advice they give for the activities and the spoken and the written texts included in the materials (Tomlinson:1998).

Based on the results of the current R&D study, the learning materials in Neptune school of International Hospitality and cruise ship Kediri is acknowledged by both students and tutors as having met the needs of students. All of interviewed students said that the syllabus of the course had covered all the learning materials they needed. The students also thought that the course had given enough skills in speaking, listening, reading and writing skills needed for their future jobs on cruise ship and hospitality.

In line with what is stated by Tomlinson (1998), the students stated that the learning in Neptune also provides the learners with opportunities to use the target language to achieve communicative purposes. After learning the materials, students of Neptune are given opportunities to practice the language they have learned for communication in real life situation on the apprenticeship period in some outstanding hotels, not just practicing it in the classroom controlled by the teacher.

In addition, all students said that the English handbook from the school had fulfilled good standards of a good student's learning handbook. However, students gave suggestions on the need of a native English-speaking teacher or, at least, there should be additional listening materials to improve their speaking skills.

In line with what is stated by Fadliyah (2013) that in order to develop learning materials for ESP, one thing that should become the starting point is the learners' needs, from the tutors' point of views the English learning materials in Neptune has been sufficient enough for the students because the materials had been developed by considering their students' needs on jobs in hospitality and cruise ship. So, developing materials must begin with a need analysis in the context of ESP, determining course content and devising materials.

In Neptune school, the sequence of the materials on the handbook had also been orderly presented based on the real job tasks on each division of front office (FO), food and beverages(F&B) and housekeeping (HK).

However, all tutors emphasized the need of specific listening materials in the form of recordings based on the students' handbook that will be able to help them independently develop their speaking skills because from the recording they will be able to listen and then imitate the conversations and then practice them in the real conversations. It is from the tutors' and students' needs that the writer focused on developing listening materials for students of Neptune.

Based on the results of product development, it was known that the product of listening materials for students of Neptune school of international hospitality, cruise ship and entrepreneurship Kediri was developed according to the ADDIE development model. This model consists of 5 stages, namely analysis, design, development, implementation, and

evaluation stage. The product produced in this development research is included in "very valid" and "very practical" categories.

At the first stage, namely analysis stage, literature study and field study were carried out to collect and analyse information obtained regarding the problems and needs of students in the current learning process. Literature study was conducted by looking for literature studies that are relevant to the research so that this development research has strong basis and can be the supporting components for analysis in field study which cannot directly being   observed in the learning process. On the other hand, field studies were carried out by doing interviews with 3 English tutors of Neptune Kediri, distributing open answer questionnaire to students and analysing students' handbook. Based on the activities carried out, the results of analysis were the students and tutors needed listening materials to develop students' conversational skills.

After obtaining the results of analysis, the next stage was designing listening materials by:

1. arranging the conversations and special language from the handbook that would be recorded.

The learning materials consist of three parts for front office division, food & beverages division and housekeeping division. Each part consists of five lessons. Each lesson has conversations and special language expressions based on topics on job tasks of each division.

2. codifying the records based on the division

The codes were: FO for front office division, F&B for food &beverages division and HK for housekeeping division. Totally the writer recorded 38 conversations and 15 special language units of language expressions.

Next, the writers developed the listening materials by recording the conversations and special language expressions. In doing so, they made use of AI technology to make the special language expressions. While, for the conversations the writers made the recordings by themselves.

The initial product of listening materials as the result at development stage was then validated by three expert validators by giving an assessment on the validation sheets. The listening materials validation sheet consisted of four aspects, namely the content of the listening materials, the language of the listening materials, the speakers' spoken language and the quality of the recording. According to Jusniar et.al. (in Fitria, Mustami, & Taufiq,2017) product validation should be carried out by validators that can be lecturers or experts who have experience in assessing a new product. In this case, the expert validators consist of a native English -speaking teacher from USA who taught English for two years in one of vocational senior high school in Tulungagung, a lecturer of English from a private university in Solo and aa teacher of English from a senior high school in Salatiga.

The results of assessment in validation sheets were used as a guideline for revising or improving the listening materials. The data of validation results was also analyzed to measure the listening materials validity. According to the table 5, the validity for the content and the language of the listening material is 83,35% (very valid), 89,5% for the speakers' spoken language (very valid) and 95,8% for the quality of recording (very valid). Meanwhile the average result of all experts' validation on all aspects of the listening materials shows 88,3% with very valid criterion.

After the developed listening materials have been tested for validity and declared feasible to use in the learning process then the limited trial can be carried out. The limited trials were carried twice out at Neptune Kediri which consists of 15 students as the research subject. The listening materials were implemented during the learning process in which the

students were asked to listen to one sample of the listening materials and then answer the questions that followed. At the end of the learning process, the students were asked to give assessments and responses to listening materials they have listened to by filling students' response questionnaire. It was done to obtain the listening materials' practicality data. The results of the assessment on the student response questionnaire obtained average percentage of 92,5% with the practicality level of the listening materials indicating "very practical" criterion.

Based on the results of student response questionnaire and the students' interaction during the learning process on the implementation phase, it was found that they were happy and enthusiastic in using the listening materials developed. In their opinion the listening materials developed by the writer have been easy to understand and helpful for their learning process. They said that the listening materials can help them study independently at home to develop their conversational skills needed for their future jobs. So that, the students said that the listening materials are suitable to be used for individual learning whenever and wherever needed.

At the development stage, improvements and revisions to the listening materials were carried out after validity test and practicality test. Based on results of validity test, the improvements were done based only on the suggestions given by the native validator (first validator) during the validation process. Improvements and revision were made on the speaker's spoken language, especially on her {s} and {sh} sound, one language expression of "my pleasure" as the correction for "with my pleasure".

According to the results of practicality test based on students' response on the implementation phase, there was no improvement made for the listening materials. But, as an evaluation, students suggested that the writer had better make QR or bar code for the listening materials. It is from this student's suggestion that finally the writer equipped the listening materials with QR or bar codes which hopefully will make students more easily make use of the product developed. And, this bar coding becomes another advantage of the listening product developed.

CONCLUSION

Based on the results of research and discussion it can be concluded that both the tutors and learners of Neptune school need material development on the aspect of listening. The writers developed the listening material that is based on the already existing school handbook which covers conversations and special languages which are used in three divisions of Neptune school i.e. Front Office, Food and Beverages, and House Keeping Division. The results of validation test both on the content and language of the listening material is 83,3 %. Meanwhile, the aspect of speakers' spoken language is 89,5 %. And, the aspect of quality of the recording of the listening material is 95,8 %. with the "very valid" criterion for all aspects. In addition, the results of practicality test based on the assessment of the students' response questionnaire obtained an average percentage of 92,5% with the "very practical" criterion. Thus, it can be concluded that the developed listening material for students of international hospitality, cruise ship and entrepreneurship of Neptune Kediri was successfully developed and has been tested its validity and practicality. After the listening material was fixed by the writer based on the correction and suggestions from the experts, then it was presented to the students of Neptune. In their opinion the listening material developed by the writers which is equipped with QR bar code has been easy to understand and helpful for their learning process.

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An Analysis of Suneo Honekawa's Character of The Doraemon Animation

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The complex depiction of Suneo, a key figure in the adored Japanese anime series. This analysis examines Suneo's relationships, goals, and personality within the anime Doraemon's storyline. To understand the complexities of Suneo's Character, the study uses various analytical techniques, such as psychological, sociological, and cultural perspectives. The analysis explores the sociocultural context of Suneo's Character, considering elements like peer pressure, societal norms, and class dynamics. It looks at how Suneo's ambition for social status and his affluent upbringing affect his actions and views toward other people, providing insight into how socioeconomic themes are portrayed in the animation. Furthermore, the analysis explores how Suneo's Character changes throughout the series, focusing on pivotal instances of maturation, atonement, or vulnerability that advance his character development. The research provides insights into Suneo's overall relevance and contribution to the thematic depth of the Doraemon anime by examining his strengths, shortcomings, and inner conflicts. Further studies could broaden this examination by delving into Suneo's persona in various Doraemon incarnations, contrasting his depiction in the anime with representations in manga, motion pictures, and spin-off shows. In addition, studying how the public views and reacts to Suneo's persona may offer insightful information on his appeal and influence on watchers. Studying Suneo Honekawa's Character in more detail should help us comprehend the complexity of interpersonal relationships and human nature portrayed in the Doraemon animation.

Keywords: An Analysis, Suneo Honekawa, Doraemon Animation

INTRODUCTION

Character refers to the qualities, traits, and attributes that make up a person's personality, both in real life and in fiction. It can also refer to a person appearing in books, films, or other media, representing the individual's personality in a fictional or dramatic work. In the context of writing, characters are people, animals, beings, beings, or objects in a story who are used to carry out actions and dialogue, moving the story along the plot. Koesnosobroto (Meinawati, 2017, p. 67) says, "Character can divided into two, namely big or main characters and minor characters, with the main Character being the most important and central in the story, and the minor characters playing a supporting role. The Character can also refer to moral excellence and firmness, as in someone good.

According to Baldick (Nuraeni, 2016, p. 47), "Character is a character in a narrative or dramatic work, also a kind of sketch that briefly depicts the type of person who is easy to recognize." This means the characters are created to differentiate everyone's role in a play. "Characters are familiar tropes because they are conveyed through various media, both fiction and nonfiction. Narrative, rhetoric, ideology, frame, and the like shape our

understanding largely through the characters they create" quoted by (Bergstrand & Jasper, 2018, p. 230). Everyone understands each Character in the form of a narrative conveyed through various media.

Suneo Honekawa is one of the central characters in the beloved Japanese animated series Doraemon. Known for his wealthy background, stylish demeanor, and penchant for showing off his possessions, Suneo is a complex character whose personality and actions often spark intrigue and curiosity among viewers. In this analysis, the writer investigates Suneo Honekawa's Character more deeply, exploring the motivations, relationships, and underlying dynamics that shape his role in the narrative.

At first glance, Suneo seems to embody the archetype of his rich and popular schoolmate. He exudes confidence, charm, and a sense of superiority that sets him apart from his peers. Suneo's family wealth gives him access to the latest gadgets, toys, and luxuries, which he often displays to gain admiration and approval from others. However, behind this facade of prosperity lies a more nuanced depiction of Suneo's Character.

One of Suneo's defining characteristics was his insecurity, masked by his rich and superior exterior. In a study done on young people, it was observed that Their meanings of insecurity uncovered their point of view on a risky society in which everybody is vulnerable to certain risks (Miglani et al., 2021). Despite his possessions and social status, Suneo harbored a deep fear of inadequacy and rejection. This insecurity manifests in his constant need for validation and approval from his peers, especially Nobita Nobi and his friends. A balancing of power dynamics often characterizes Suneo's interactions with his classmates as he attempts to maintain his status while simultaneously yearning for acceptance and Friendship. Power is the potential influence that one has over another person or group. Generally, the one with the power controls something the other person (or group) desires (Kovach, 2020).

Furthermore, Suneo's relationships with Doraemon and Nobita provide insight into his character development throughout the series. Although initially portrayed as Nobita's rival, Suneo's interactions with the titular Character, Doraemon, reveal his vulnerability and desire for a genuine relationship. Despite his tendency to brag and belittle others, Suneo occasionally displays moments of empathy and Friendship, indicating a deeper longing to be accepted and belong. According to Uri (2018), Friendship, it is argued, is a relationship between two people in which each participant values the other and successfully communicates this fact to the other.

When examining Suneo's Character, it becomes clear that beneath his bravado lies a complex individual grappling with identity, belonging, and self-worth issues. According to Vivian (2017), identity refers to how people answer the question, " Who are you? " This question may be posed explicitly or implicitly, at a personal or a collective level, to others or oneself. Belonging is being accepted and invited to participate, being part of something, and having the opportunity to show up as yourself. More than that, it means being able to raise issues and confront harsh truths as a full member of a community (Wise p. 23. 2022). The University of North Carolina Wilmington (2024) states that self-worth is the internal sense of being good enough and worthy of love and belonging to others. Through his interactions with peers and moments of introspection, Suneo experiences subtle growth and development, challenging prejudices and defying stereotypical depictions of rich characters in the media.

Additionally, Suneo Honekawa emerges as a multifaceted character in the animated series Doraemon, embodying themes of insecurity, ambition, and the complexity of human relationships. Through his depictions, viewers are invited to explore the intricacies of identity and self-discovery, ultimately offering valuable insight into the human condition.

LITERATURE REVIEW

1.   The Concept of Literature

According to Wellek and Warren (Damayanti, 2018, p. 5), one way to define 'literature' is to put everything in print. Literature refers to written works, especially those with artistic or intellectual value. It encompasses various forms of written expression, including novels, short stories, poetry, plays, essays, and more. Literature is a means of communicating, expressing, and exploring human experiences, emotions, ideas, and values. It reflects the cultural, historical, and societal contexts in which it is produced, offering insights into different periods, regions, and perspectives.

According to Afri (2016), literature means writing valued as a work of art. It also refers to the composition that tells stories, dramatizes situations, expresses emotions, analyzes, and advocates. It is clear that in writing literary work, the writer usually writes in story, drama, and situations, expresses their emotions, and explains an analysis or advocates.

The human mind that has beautiful things in it that everyone can appreciate is literature. Since literary works and expression are intimately related, literary works are full of human elements like emotions, fervor, and beliefs, which inspire appreciation (Swarniti, 2021). Literature is a medium through which authors can convey their ideas (Swarniti, 2020).

Additionally, literature often engages readers on an emotional and intellectual level, provoking thought, evoking empathy, and prompting reflection on the human condition and the complexities of existence.

2.   The Definition of Character

A character is yet another crucial component of a story. A character is any person, animal, or figure that is portrayed in a work of literature. Experts have brought numerous definitions of the Character forward. The definition of Character is listed below.

According to Santika (2018), Characters or characterizations will be interesting if the Character causes an action or reaction. One of the components of novels in literary works is characters. This demonstrates how crucial a function character elements play within the framework of other elements. An actor or person in a story is referred to as a character. The characters' presence and the different problems they encounter will bring the book's plot to life.

Characters are well-known cliches because they are used in various fictional and nonfictional media. Our understandings are substantially shaped by the characters that narratives, rhetoric, ideologies, frameworks, and similar devices construct, as stated by Bergstrand and Jasper (2018) on page 230. This implies that everyone is aware of the stories presented in the form of their own characters via various media.

METHODS

This study is qualitative and descriptive. As part of the qualitative approach, it is a study design feature that enables the researcher to explain a phenomenon by providing the

facts in great detail without attempting to analyze them. Creswell (2018) claims that qualitative research is a tool for examining and comprehending the significance that individuals or groups assign to a social human situation. This indicates that the comprehension of the research concept is the main emphasis of qualitative research. Without concentrating on particular notions, qualitative researchers adopt a person-centered and holistic viewpoint to comprehend the human experience.

The experience's original setting is distinct, and in-depth research and analysis can produce rich knowledge and insight that vividly depict the participants' reality and social environment. The researcher described the characters of Suneo Honekawa in the Doraemon animation.

The researcher just found the data from Doraemon Animation while collecting the data. Cresswell (2017:254) states that data collection procedures in qualitative research involve four strategies: qualitative observation, qualitative interviews, archival or qualitative documents, and qualitative audio-visual material. Thus, finding the data and obtaining an explanation and knowledge is the goal of data collection regarding the study.

RESULT AND DISCUSSION

The Character of Suneo Honekawa in the Doraemon animation is the subject of this descriptive qualitative study. The study aimed to identify the characters in Fujiko F. Fujiio's Doraemon animation and to understand how those characters are characterized.

Cunning, arrogant, cocky, selfish, and proud, Suneo's personality is described as such because he constantly boasts about unique (and pricey) items like toys, comic books, and other collectibles. He also frequently boasts about his dad's job as president and director because he looks up to him and wants to take over the company. Narcissism is his strongest and most "easy-to-see" personality type; he frequently enjoys gazing in the mirror and boasting about his attractiveness (much like the queen in Snow White). A few stories begin with Suneo bragging about a new toy or video game, which makes Nobita envious and irritated. He is a gifted artist and designer with a broad understanding of science.

Suneo Honekawa, a character from "Doraemon," exhibits a diverse range of positive and negative traits, contributing to his complex personality. Here is an exploration of these traits:

a.   **Selfish**
Suneo's selfish nature is evident in his actions, as he often prioritizes his desires and interests above those of others. He may manipulate situations or exploit friendships for personal gain, demonstrating little concern for the well-being of others. Elfishness is the state of being very focused on one's own needs and well-being with a correspondingly decreased focus on the needs and well-being of others (Raine & Uh, 2019). One way is to describe selfishness as a frame people use to analyze situations (Carlson et al., 2022). When we interpret a behavior as selfish, we can draw important inferences about the people involved (Carlson et al., 2022). So, Suneo's selfish maturity is a person, behavior, or motivation) devoid of empathy; mostly focused on achieving one's financial gain or enjoyment.

b.   Cunning

Suneo is depicted as cunning and strategic, often devising clever schemes to achieve his goals or outsmart his peers. His cunning nature allows him to navigate social situations and manipulate others. According to Dictionary.com, cunning implies an intelligent, often instinctive skill in concealing or disguising the real purposes of one's actions: not intelligence but a low kind of cunning. Cunning is a trait that involves being clever, sly, or manipulative in achieving one's goals. It typically implies a level of deceitfulness or strategic thinking to outsmart others. In the context of Suneo Honekawa's Character, his cunning nature is often displayed through his ability to devise clever schemes or manipulate situations to his advantage. He may use his intelligence and strategic thinking to outwit his peers or achieve personal gain, even if it means resorting to deceitful tactics.

c.   Boastful

Suneo frequently boasts about his family's wealth, possessions, and accomplishments, using them to elevate his status and assert dominance over his peers. His boastful nature serves to highlight his insecurity and need for validation. Dictionary.com defines boasting as speaking "with exaggeration and excessive pride, especially about oneself" (2012). There is a sense of bragging that we are self-glorifying. Boastful is characterized by excessive pride or bragging about one's achievements, possessions, or abilities. In Suneo Honekawa's Character, his boastful nature is prominently displayed through his tendency to constantly flaunt his family's wealth, possessions, and accomplishments. He often brags about his expensive gadgets, luxurious lifestyle, and prestigious lineage to assert his superiority and garner admiration from his peers. Suneo's boastful behavior elevates his social status and reinforces his sense of self-worth, often masking underlying insecurities or vulnerabilities.

d.   Smart

Despite his flaws, Suneo is portrayed as intelligent and academically capable. He often excels in school and demonstrates problem-solving skills, particularly when devising schemes or outwitting others. According to Dictionary.com, smart is clever, witty, or readily effective as a speaker, speech, rejoinder, etc., dashingly or impressively neat or trim in appearance, as persons, dress, etc., socially elegant; sophisticated or fashionable: the smart crowd. Smart is a trait denoting intelligence, quick-wittedness, and problem-solving ability. In the context of Suneo Honekawa's Character, he is portrayed as academically capable and possessing a sharp intellect. Suneo often demonstrates cleverness in devising schemes or finding solutions to various challenges throughout the series. His intelligence allows him to easily navigate social situations, outwit his peers, and manipulate circumstances to his advantage. However, it is important to note that while Suneo is smart, his intelligence is often overshadowed by his selfish and manipulative tendencies.

e.   Sadistic

Suneo's selfishness sometimes takes on a sadistic edge, as he takes pleasure in belittling or humiliating others, particularly Nobita. He may derive satisfaction from seeing others suffer or fail, highlighting his lack of empathy. According to Dictionary.com, sadistic is about or characterized by sadism, deriving pleasure or sexual gratification from extreme cruelty: a sadistic psychopath. Sadism is a trait characterized by deriving pleasure from inflicting pain, suffering, or humiliation on others. In the context of Suneo Honekawa's Character, while he can be manipulative, boastful, and selfish, he typically does not exhibit traits of sadism. While he may occasionally enjoy belittling or humiliating others, particularly Nobita, it has usually done more out of a sense of superiority rather than deriving pleasure from causing pain. Suneo's actions are more aligned with selfishness and arrogance

than genuine sadism. Therefore, it would not be accurate to conclude that Suneo is a sadistic character.

f.   Wise-cracking

Suneo has a penchant for making witty remarks and sarcastic comments, often using humor to deflect attention or assert his superiority. His wise-cracking nature adds a comedic element to his Character. Wise-cracking is characterized by making witty remarks, often sarcastically or cleverly. In the context of Suneo Honekawa's Character, he frequently engages in wise-cracking by making witty or sarcastic comments during interactions with others. Suneo's clever remarks add humor to the storyline and contribute to his portrayal as a confident and quick-witted character within the "Doraemon" series. However, it is important to note that while Suneo may engage in wise-cracking, his humor is often used to assert his superiority or deflect attention from his insecurities.

g.   Snarky

Suneo's snarky demeanor is characterized by his tendency to make biting or sarcastic remarks, particularly towards those he views as inferior. His snarkiness serves as a defense mechanism, allowing him to maintain a façade of confidence and superiority. According to Dictionary.com, snarky is testy or irritable; short. He was having a rudely critical tone or manner: snarky humor. Snarky is characterized by being sarcastic, mocking, or disdainful in speech or behavior. In the context of Suneo Honekawa's Character, he often displays snarky tendencies by making biting or sarcastic remarks towards others, particularly towards those he perceives as inferior or when he feels challenged. Suneo's snarkiness serves as a defense mechanism to maintain his confidence and superiority, and it is used to assert dominance or deflect attention away from his vulnerabilities. While his snarky remarks may be humorous, they highlight his arrogant and dismissive attitude towards others.

h.   Narcissistic

Suneo exhibits narcissistic tendencies, as he is excessively preoccupied with his appearance, status, and accomplishments. He craves admiration and validation from others, often seeking to be the center of attention. Narcissism is a trait that seems to be associated with higher rates of selfish behaviors (Sedikides & Hart, 2022). Narcissists may engage in more conspicuous consumption (in other words, buying and having many things) to appear successful and interesting to others. Narcissistic Personality Disorder is the new borderline personality disorder of our current era (Choi-Kain, 2020). "Studies provide evidence for a neuropsychological core deficit in individuals with pathological narcissism or NPD, which affects their ability to access, tolerate, identify, and verbalize emotions" (Ronningstam, 2020b, p. 85). Narcissistic is a trait characterized by an excessive preoccupation with oneself, including one's appearance, achievements, and superiority over others. In the context of Suneo Honekawa's Character, he exhibits narcissistic tendencies by constantly boasting about his family's wealth, possessions, and accomplishments. Suneo's preoccupation with his status and superiority often leads him to belittle or look down upon others, seeking admiration and validation from those around him. His narcissistic behavior serves as a defense mechanism to mask his insecurities and validate his sense of self-worth.

i.   Confident

Despite his insecurities, Suneo exudes confidence and self-assurance, projecting an image of strength and superiority to those around him. His confidence enables him to assert himself in social situations and pursue his goals with determination. According to Dictionary.com, confidence shows confidence or certainty; sure is confidence in success.

Sure of oneself; bold. Confidence is a strong belief in oneself, abilities, and judgments. In the context of Suneo Honekawa's Character, he displays high confidence in various aspects of his life. Despite any underlying insecurities, Suneo projects an image of self-assurance and assertiveness, often asserting his superiority over others, particularly Nobita, through his confident demeanor. His confidence enables him to easily navigate social situations, pursue his goals with determination, and maintain control over his interactions with others.

j.   Tenacious

Suneo is characterized by his tenacity and persistence, particularly when achieving his desires or proving himself superior to others. He may not easily give up on his goals, even in the face of obstacles or setbacks. According to Dictionary.com, tenacious is holding or grasping firmly; forceful: a tenacious grip. Retentive: a tenacious memory. Tenacity is characterized by determination, persistence, and a refusal to give up easily, especially in the face of challenges or obstacles. In the context of Suneo Honekawa's Character, he demonstrates tenacious behavior by consistently pursuing his goals and desires with unwavering determination. Despite facing setbacks or encountering resistance, Suneo remains steadfast in his pursuits, refusing to be deterred by obstacles that may arise. Whether achieving academic success, maintaining his social status, or outmaneuvering his peers, Suneo's tenacity allows him to persevere in pursuing his ambitions.

k.   Deceitful

Suneo is not above using deception or manipulation to achieve his ends. He may lie or conceal information to gain an advantage or maintain his social standing, demonstrating a willingness to act dishonestly if it serves his interests. According to Dictionary.com, deceitful is intended to deceive; misleading; fraudulent: a deceitful action. Deceitful is a trait characterized by being dishonest, misleading, or deceptive in one's actions or communication. In Suneo Honekawa's Character, while he may not always engage in outright deceit, he exhibits manipulative tendencies. He is not above using dishonest tactics to achieve his goals. Suneo may employ deception or manipulation to manipulate situations or people to his advantage, whether by withholding information, lying, or using flattery to sway others. His deceitful behavior is often driven by his selfish desires and the need to maintain his social standing or assert his superiority over others.

l.   Manipulative

Suneo's manipulative nature is evident in his interactions with others, as he often uses flattery, deceit, or coercion to influence their behavior or attitudes. He may exploit his friendships or leverage his resources to manipulate situations. According to Dictionary.com, manipulative is influencing or attempting to influence the behavior or emotions of others for one's purposes: a manipulative boss. Of or relating to manipulation of objects or parts of the body; serving to manipulate: spinal manipulative therapy. Manipulative is characterized by attempting to influence or control others through cunning, deceit, or persuasion to achieve one's goals or desires. In the context of Suneo Honekawa's Character, he often demonstrates manipulative behavior by using various tactics to sway situations or people to his advantage. Suneo may employ flattery, deceit, or coercion to manipulate his peers, particularly Nobita, into doing what he wants or maintaining his social status. His manipulative nature is driven by his selfish desires and the need to assert his dominance over others. While Suneo may not always resort to outright deception, his manipulative behavior is evident in his interactions with others throughout the "Doraemon" series.

m.   Helpful (occasionally)

Despite his self-serving nature, Suneo occasionally demonstrates moments of generosity or helpfulness towards others, particularly when it aligns with his interests or desires. However, such acts are rare and often overshadowed by his more selfish tendencies. Suneo Honekawa's Character occasionally exhibits helpful behavior, particularly when it aligns with his interests or desires. While Suneo is primarily portrayed as selfish and self-serving, there are instances in which he may offer assistance or support to others, albeit selectively. This helpfulness may be motivated by a desire to maintain appearances, gain favor with certain individuals, or achieve some personal benefit in the long run.

However, it is important to note that Suneo's helpfulness is often overshadowed by his more dominant traits of selfishness and manipulation. His acts of kindness may be rare and conditional, and they may not always stem from genuine concern for others' well-being. Therefore, while Suneo may demonstrate occasional helpful behavior, it is not a defining characteristic of his personality, and his self-interests often drive his actions.

Overall, Suneo Honekawa's Character is multifaceted, embodying a blend of positive and negative traits that contribute to his complexity within the "Doraemon" series. An analysis of Suneo Honekawa's Character in "Doraemon" reveals a multifaceted personality driven by selfishness, manipulation, insecurity, and occasional moments of vulnerability. His interactions with other characters and his role within the narrative contribute to the depth and complexity of the storyline, offering valuable insights into themes of Friendship, identity, and societal norms.

CONCLUSION

In conclusion, the analysis of Suneo Honekawa's Character in "Doraemon" provides a nuanced understanding of his multifaceted personality and significance within the narrative. Suneo emerges as a complex character whose traits and actions contribute to the dynamics of the storyline in several ways.

Throughout the series, Suneo is portrayed as a selfish and materialistic individual whose primary concern is his desires and interests. His manipulative behavior and tendency to flaunt his family's wealth highlight his self-centered nature, driving much of the conflict and tension within the storyline. However, beneath his confident exterior, Suneo harbors insecurities and vulnerabilities, adding depth to his Character and offering insights into the complexities of human nature.

Suneo's relationships with other characters, particularly Nobita, are a focal point for character development and thematic exploration. While he may often belittle and manipulate his peers, moments of camaraderie and vulnerability hint at a deeper, albeit strained, friendship between them. Additionally, Suneo's interactions with other cast members further contribute to his Character's complexity, offering opportunities for growth and reflection.

Moreover, Suneo's Character serves as a vehicle for social commentary on class, wealth, and social hierarchy. His portrayal as a privileged yet flawed individual sheds light on the complexities of societal expectations and the impact of materialism on interpersonal relationships.

The analysis of Suneo Honekawa's Character in "Doraemon" underscores his significance within the narrative, offering valuable insights into themes of Friendship, identity, and societal norms. Through his portrayal, the series explores the complexities of human nature and the challenges of navigating social dynamics in a rapidly changing world.

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ANALYZING SLANG USAGE IN THE SKINCARE COMMUNITY TELEGRAM GROUP

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This study investigates the slang of terms used in the skincare community Telegram group, as well as the many aspects of slang, such as its varieties, meaning, and popularity in an online community dedicated to skincare products for adults and teenagers. Based on a variety of scholarly sources, including Allan and Burridge (2006), the study identifies and assesses slang phrases from Telegram group talks. The research identifies five groups (Fresh and Creative, Flippant, Imitative, Acronym, and Clipping), each with its own set of characteristics and cases. The findings indicate that innovative and novel slang dominates, reflecting societal trends in response, appearance, and lifestyle. Furthermore, the use of acronyms implies a preference for concise communication, particularly when exchanging information or conducting transactions. The adoption of terms like "testi" and "bestie," which combine online and offline language patterns, demonstrates the effect of social media. Furthermore, the inclusion of English terminology and phrases in the slang lexicon reflects globalization and technological advancements in digital communication. Overall, this study sheds light on the fluid nature of slang in current online communities, emphasizing its role in the construction of social identities and common communication practices.

Key words: sociolinguistics, slang, variation, types of slang, group telegram

INTRODUCTION

Sociolinguistics is the study of the link between language and society with the goal of better understanding language structure and communication. Language and society are intricately interwoven, thus there must be some connection between the two. Harya (2018) Many people can understand two or more languages in sociolinguistics, the study of language and society. In sociolinguistics, it's known as bilingualism or multilingualism. Bilinguals can communicate in two languages.

Sociolinguistics accounts for only a small fraction of what you already know about language. "So why do I need to buy a textbook on it?" I understand your question. That's because there are minor distinctions between comprehending something and being able to communicate it. Sociolinguistics is a large field that includes many different methods to language study. Many linguists identify to themselves as sociolinguists, despite the fact that these people have very varied areas of interest and use very different data gathering and analytic approaches.

Sociolinguistics is the study of language in everyday life, such as how it functions in informal conversations, the media we consume, and the existence of laws, norms, and customs governing language use in society. According to Gumperz (1971, 223), the purpose

of sociolinguistics is to identify patterns in the link between language and social organization and to track any shifts that occur. More plainly, Chambers (2002, 3) claims that "the most fruitful studies in the four decades of sociolinguistic research have ema-nated from determining the social evaluation of linguistic variants." Sociolinguistics is the study of how people utilize language in social situations.

Slang This categorizes aberrant linguistic records. This implies that slang may not always correspond to the original slang language. The meaning of this phrase is typically understood only by those who use it. Siahaan, DKK (2021)

According to Jennifer Slang is widely used by young people and is distinguished by its temporal and dynamic nature. It is recognized as a non-standard language that is widely used to convey concepts to listeners through everyday conversations and song lyrics. Slang is best understood as a linguistic and social evolution (a speech register) that focuses on "relationships between social groups" rather than a specific language repertoire (Agha 2015, 307). Here is where "stigma," or the language beliefs that connect speakers and place them in social hierarchies, must be reconciled with what I refer to as style, or the well-debated aspects of how slang accomplishes identity work. Roth-Gordon, J. (2021).

Quoted from Ria Rosalina's journal, A. H. (2020) regarding factors of slang According Patride (in Martinus, 2018) lists the following uses for slang:
- Joking;
- Being different from other people;
- Beauty;
- Drawing attention;
- Avoiding clichés;
- Shortening;
- Enriching language;
- Condensing and providing a concrete picture;
- Speaking and writing;
- Facilitating social relations;
- Friendliness and intimacy;
- Showing group members;
- Showing group differences;
- Maintaining confidentiality

Allan and Burridge (2006), as referenced by komang, dkk (2022), assert that slang takes a sociological perspective to the topic. This viewpoint shifts toward a sociological analysis of the phenomenon, eventually incorporating slang as a tool for social identity and group cohesion in society. Allan & Burridge (2006) divided slang into five categories: fresh and inventive, flippant, imitative, acronym, and clipped, each with its own rationale.

1. **Fresh and Creative**
   Slang languages provide inventiveness, creativity, ingenuity, and novel lexicon. Using terms like "daddy" to refer to older males, they have been present since the 18th century, demonstrating their inventive and inventive character.

2. **Flippant**
   Slang terms are made up of words that have no bearing on their meaning; for example, the phrase "break a leg" denotes good fortune. The actor John Wilkes Booth, who fractured both of his legs during the assassination of Abraham Lincoln in the 1930s, is credited with inspiring the folk etymology of these phrases.

3. **Immitative**
   Wanna is an example of slang that mimics conventional English word usage by fusing two distinct words. It derives from the expression "want to." In spoken English, this colloquial term is frequently used, but not in written English.

4. **Acronym**

This style of slang is constructed from the first letters of words and organized into word groups. LOL is an example of internet slang that meaning 'Laugh Out Loud' and was invented in the United States about 1991 (Dalzell and Victor: 2008, p. 406).

5. **Clipping**

A type of slang that omits parts of words and becomes shorter with the same meaning. An example is the word cus which means because. These words are usually used in short form but the cuts themselves are not appropriate for use in formal conversation.

Additionally, regular interactions typically employ the community slang. Every community group develops its own slang vocabulary that becomes part of its identity.

PROBLEM OF STUDY

What kind of slang words are used in the @*produk skincare cocok buat para remaja dan dewasa* on telegram in the skincare trading community

AIM OF THE STUDY

To know and identify the types of slang words found in the @*produk skincare cocok buat para remaja dan dewasa* on telegram in the skincare trading community

PREVIOUS STUDY

This research also has some relevant previous theory. First the recent research conducted by Leo Saputra, Leni Marlina. (2019) entitled "An Analysis of slang words used by Instagram account Plesbol''. Slang is a language that is peculiar to a group of people and is typically spoken informally. Plesbol is an Instagram account that featured several football terms in its captions, most of which were colloquialisms. The purpose of this study is to identify discover the kinds of slang terms that Plesbol uses and their definitions. This study made use of the slang word types hypotheses put forth by Lisa Mattiello in 2008. This research is qualitative descriptive in nature. The information was gathered from the captions of pictures that Plesbol submitted between August and December 2018.

Second the research by Frasasti Wahyu Nuraeni and John Pahamzah. (2021) entitled ''An Analysis Of Slang Language Used In Teenager Interaction'' Slang is one of the linguistic variants that are primarily employed in interactions amongst teenagers these days. Teens employ this linguistic variant for a variety of purposes. This essay presents the findings of a qualitative investigation that sought to identify and examine the many forms of slang language as well as the contexts in which teenagers engage. It serves as a technique for characterising a process's output according to the selected category. The interactive paradigm of data analysis data reduction, data display, and conclusion/verification is used to examine the data that are gathered from document analyses and closed ended surveys. According to the study, there are differences in the outcomes for each form of slang language used in adolescent interactions.

Third, the research by Nehru Pasoloran Pongsapan. (2022) entitled ''An Analysis of Slang Language Used In English Students'' Slang is one of the linguistic variants that are currently mostly utilised in regular interactions between English pupils. Students employ this linguistic variance for a variety of purposes. This essay presents the findings of a qualitative investigation that sought to identify and examine the many forms of slang language as well as the motivations behind its use in student interactions. It serves as a technique for characterising a process's output according to the selected category. The interactive paradigm of data analysis data reduction, data display, and conclusion/verification is used to examine the data that were gathered from document analyses and closed-ended surveys.

Forth the research by Novelina Filzah Yuditya Saffa. (2022) entitled '' The Use Of Slang Language In Daily Conversation Among Teenagers: Does Gender Matter? Teenagers employ slang phrases in their daily conversation, therefore they have been ingrained in their vocabulary. Nonetheless, there are differences in the slang terms that teenagers choose to use for a variety of reasons. Given that the subject of how gender affects language usage is Gender is one of the variables that might have a significant impact on the slang phrases chosen, and this is not particularly new. Based on this context, the study's objectives are to look into the kinds of slang terms that male and female teenagers use, how gender affects word choice, and what causes lead to variances in slang usage. The theories of slang word types by Partridge (2004), gender theory by Diekman and Eagly (2000), and ethnography of speaking theory by Hymes (1974) were all cited in this study. The descriptive qualitative method was used in this investigation. Throughout the study, interviews and observations were used to gather data. Ten teenagers, six of whom were female and four of whom were male and college students in Surabaya, participated in the study. English slang terms that are often used by teenagers were classified as Society Slang after the data was analysed. Furthermore, the analysis of the gathered data reveals that gender had no bearing on the slang phrases selected.

Fifth the research by Agustinus Hary Setyawan and Afan Setiawan. (2022) entitled "An Analysis of Slang Used on Prawirotaman Street, Yogyakarta" This paper explores the analysis of Yogyakarta's Prawirotaman Street lingo as it pertains to Western tourists. Finding out the types and meanings of slang that are most commonly used by Western tourists is the aim of this study. It describes slang used by Western tourists using a qualitative description method. Eric Partridge's (2004) theory of slang types is applied to identify different sorts of slang. On Prawirotaman Street in Yogyakarta, Western tourists frequently use three different types of slang, and there are fifteen reasons for this. As a result, the research has consequences for how readers can use their understanding of slang in casual everyday communication, particularly in specific circumstances related to tourism.

Six the research by Savira Dwi Pratiwi & Nabila Maghfira. (2022) entitled '' Analysis of the Use of English in Slang on Video Content Used by Tiktok Content Creators'' Slang, or the usage of slang as a reflection of current linguistic trends, is one of the language use dynamics that can be seen on social media nowadays. It's intriguing to discuss this phenomena, particularly the reason slang is so frequently used on social media and its intended usage. The spoken form on TikTok social media serves as the research's data source. Three research phases are used in this method: gathering data, analysing data, and presenting the findings of the study. Because the researcher in this study detected the usage of English in social media, particularly Tiktok, we decided to employ the observation method based on descriptive variables during the data gathering stage.

Seven the research by Wahyu Trimastuti. (2017) entitle "An Analysis Of Slang Words Used in Social Media'' For human needs to be met on a social level, communication is necessary. Television, radio, phone, and handphone are examples of electronic media that are used to facilitate communication more easily. Information from electronic media can be understood more quickly and readily. The manner that eras have developed has an impact on communication and engagement. The wording that was utilised in this instance also had an impact. Many slang terms are utilised in communication these days. Slang is an informal linguistic variety that is used in social groups to facilitate communication more quickly and effortlessly. The purpose of the study is to provide information on slang terms that are complex in relation to Indonesian language standards, such as "alay language." As a result, there are numerous mistakes in Indonesian when using the Alay language, which is concerning. Additionally, it may harm Indonesian linguistic standards. This study employed a qualitative methodology, with the writer choosing to analyse the data using descriptive

approaches. Information gathered was from Twitter, Instagram, Path, and BlacBerry Messenger. Facebook and Line. The writer employed the technique of observation to gather facts. The author discovered that "Alay" is a slang term used in adolescent conversations in Alay. Certain groups, especially those who speak "alay," may understand it. There are a lot of mistakes in the "Alay" language when speaking Bahasa Indonesia. The use of alliteration in social media might be reduced to reduce the possibility of miscommunication.

Eight the research by Hirim Rosinta Pane, Marlin Steffi Marpaung. (2022) entitled "An Analysis Of Slang Language In Song's Lyric "The Man Who Can't Be Moved" by The Script'' In society, language serves as a conduit for communication between individuals. Both formal and casual language are used in the setting. The subject of this study is slang language. A prominent informal communication method used by teenagers is slang terminology. Some ages do not use slang, yet they might. Slang language is therefore only understood by a select few. Slang is therefore frequently employed in songs. Slang is frequently used in song lyrics to convey the message of the song to the audience. The Script song "The Man Who Can't Be Moved" is the source of data for this study, which use descriptive qualitative methodologies to gather data. Five of the twelve categories of slang are mentioned in the lyrics: compounding, coinage, clipping, mixing, and dialogue.

Nine the research by Zulkhaeriyah, Dede Rosyadi ZA, Tri Pujiati. (2023) entitled "The Impact of Slang Language Used By "Gen Z" On The Existence of Indonesian Language'' Social media is energised by youth, however it's possible that senior citizens may also energise it. Furthermore, the inventiveness exhibited by youth in our modern age gives rise to language variants that deviate from the norm or proper language in terms of grammar, but are simplified and made shorter, resulting in what young people refer to as slang.The purpose of this study is to determine how "Gen Z"'s usage of linguistic slang affects the survival of the Indonesian language; the researchers' approach is descriptive qualitative research. This study combines documentation, recording, and listening strategies to gather data from social media platforms like Twitter, WakTok, and WA.

Last, the research by Sufi Alawiyah, Zuriyati, Ninuk Lustyantie. (2021) entitled "Slang Language As Representatives Of Social Culture Identify In Film Step Up 2 The Streets'' Slang is a linguistic invention that was developed by a community to emphasise itself. Speakers create distinct social classes and a unified identity that spreads throughout society. The aim of this study was to obtain a comprehensive understanding of slang in the community group in the movie Step Up 2 The Street as a representation of an individual's social-cultural identity. Qualitative descriptive methodology is applied. Documentation was used to gather data. The information is provided by slang-filled statements made by actors in their own dialogue. Data reduction, presentation, and conclusion phases of data analysis

METHOD
Case Study

This chapter, the researcher will describe the methods used to complete this research entitled Analysis Slang In the community skincare group telegram. In addition to describing the method, this chapter will also describe the participants, data collection, and data analysis.

According to qualitative studies, Basrowi and Suwandi (2008: 2) state that researchers can understand the subject and know how they live everyday. Qualitative research involves researchers gaining an understanding of the context and context of the natural phenomenon under study. Each phenomenon is unique and different from the others because of its different contexts. Yusanto (2019) points out that qualitative research has a variety of different approaches, so researchers can choose from these approaches to suit the subjects they study. In addition, according to Yulianty and Jufri (2020), data analysis in

qualitative research must be done carefully so that the data collected can be communicated correctly and the research results can be considered feasible.

Data Source

In this analysis, the author gets data results from a telegram group called "produk skincare cocok buat para remaja dan dewasa" and we take some words that the author thinks are included in the slang in the telegram group from March 21 and March 22, 2024. And the group was created by the admin on February 4, 2024

Data Collection

The research data studied by the author is the result of data in the form of utterances contained in the telegram group in the form of sentences uploaded by the admin of the coock skincare product group for teenagers and adults in the telegram group. The data generated in this analysis is how many vocabularies that use slang. The method used to obtain the results of this analysis uses the method of reading the telegram group and reading replies from other group members.

Document Analysis

In this analysis, the method used is a qualitative method because the data collection is analyzing a community about skincare to find what slang is often used in the community.

Analysis of types
Tabel 1 Anlysis types of slang words

No.	Types of slang	Slang Words	Meaning
1.	**Fresh and Creative**	Glow up	Refers to a positive change, especially in one's appearance or life.
		Gercep	Gercep is used to describe someone who is quick to act or responsive.
2.	**Flippant**	Auto	Auto Stands for "automatic", used to indicate something that happens automatically or unconsciously.
		Order	Order: Refers to ordering or organizing something.
3.	**Immitative**	Kuy	Kuy Is an interjection used to invite or motivate someone to do something.
		Spil	Spil Used to ask someone to speak or express something.
		Bukan kaleng kaleng	Not a tin can An expression that means something special or extraordinary, not ordinary.
4.	**Acronym**	Fyi	Fyi Stands for "For Your Information", used to give information to someone.
		Cod	Cod Stands for "Cash on Delivery", a payment method

			where the buyer pays when receiving the goods..
		Otw	Otw Stands for "On The Way", used to indicate that someone is on their way or will be arriving soon.
5.	**Clipping**	Bestie	Bestie Clipping of "best friend", refers to one's best friend.
		Mimin	Mimin: Clipping of "admin" or "administrator", used to refer to a manager or administrator in an online context.
		Testi	Testi Clipping of "testimonial", used to refer to a review or testimonial about a product or service.

FINDING

From the above grouping of slang phrases, we can see some interesting findings:

1. Dominance of New and Creative Slang: Phrases like "glow up," "gercep," and "not a tin-can" show that the public is increasingly utilizing new and creative vocabulary, particularly in terms of appearance, lifestyle, and response.
2. Use of acronyms: Abbreviations like "FYI" and "COD" suggest a tendency for using acronyms in everyday communication, particularly when providing information or making payments.
3. Social Media Influence: The use of terms like "testi" and "bestie" demonstrates the impact of social media on ordinary language and communication, as these phrases are frequently employed in the context of product testimonials or social interactions.
4. Online Community Engagement: Using the term "mimin" to refer to the administrator or manager of an online community denotes an active presence on digital platforms where community members routinely connect and get to know one another.
5. Use of English: Some expressions, such as "FYI" and "bestie," have a propensity to include English words or phrases in everyday language, maybe due to the influence of social media or global communication practices.

Thus, these findings demonstrate the dynamics of language and communication in modern society, which are influenced by numerous elements such as social media and technology.

CONCLUSION

Sociolinguistics is the study of the relationship between language and society in order to gain a better understanding of the structure of language and how it functions in communication. Sociolinguistics is the study of language in daily life, including how it functions in informal talks, the media that we consume, and the existence of laws, policies, and conventions that govern language use in society. According to Gumperz (1971, 223) the goal of sociolinguistics is to look for patterns in the relationship between language and social organisation and to track any shifts that take place. Even more bluntly put, Chambers (2002, 3) states that "the most fruitful studies in the four decades of sociolinguistic research have ema-nated from determining the social evaluation of linguistic variants."

Allan and Burridge (2006), who was cited by komang, dkk (2022) claims that slang tends to take a sociological approach to the situation. This perspective is taken in the direction of a sociological understanding of the phenomenon, and it eventually takes slang into account as a tool for social identification and group cohesion in society. Five categories of slang were distinguished by Allan and Burridge (2006):fresh and creative, flippant, imitative, acronym, and clipping, each with its own explanation.

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The Effect of Teaching Narrative Text Using REAP Strategy on Students' Reading Comprehension at the 10th Grade Students of MA Madani Pao-Pao

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The objective of this research is to find out the effect of teaching narrative text using Read Encode Annotate Ponder (REAP) strategy to the tenth-grade students of MA Madani Pao-Pao.

The research was conducted at MA Madani Pao-Pao in the academic year 2023/2024. Population consisted of 60 students who were in the tenth-grade. Quasi-experimental design was used in this research. Purposive sampling was utilized to choose 30 students from classes X.1 and X.2. Class X.1 became the experiment class that taught using REAP strategy, while class X.2 provided as the control class that taught using the conventional strategy. Reading tests, 20 multiple-choice tests, were used to gather data both in pre test and post-test.

The results showed that the experiment class scored poorly on the pre-test with an average of 53.83, which is in the poor score category. However, after getting the treatment, the students' scores increased and obtained an average of 64.50, which is in the fair score category. The result of the statistical analysis, which had a level of significance at $P = 0.05$ and degrees of freedom (df) = 58, showed that the students' reading value of t-test (2.62) was greater than the value of t-table (2.00). The results of the data analysis showed that students gained significant reading comprehension after being taught the REAP strategy.

Based on the findings of the research, the researchers recommend that the REAP (Read Encode Annotate Ponder) strategy can be used by schools as a learning strategy to improve students' reading comprehension. The REAP strategy provides a structured approach to reading that can enhance students' comprehension skills and promote critical thinking. By engaging in active reading and annotation, students can develop a deeper understanding of the text and improve their ability to extract meaning from written material. The REAP strategy can also help students think critically and use their own language to retell the main idea of the text.

Keywords: Narrative text, REAP (read, encode, annotate, ponder); Reading comprehension

INTRODUCTION

Language can be defined being a symbolic system used to convey meaning through verbal or written communication. As a tool, language enables individuals to exchange ideas, express emotions, and transfer information with one another. According to Lyons (1981) language is a complex and multifaceted tool shaped by the social, cultural, and historical

context in which it is used. Additionally, Goldstein (2008) stated that we can express our feelings, thoughts, ideas and experiences by using a communication system called language, which uses sounds or symbols. Language is a great tool for human contact, allowing individuals to connect, understand and share information.

According to Mann (1984), reading language skill is defined as understanding and comprehending written text in a given language. This skill involves using strategies such as recognizing words, constructing meaning, and connecting the text and prior knowledge. Reading language skill is integral to overall language proficiency and can significantly impact a person's ability to communicate effectively in a given language. Additionally, developing strong reading language skills in helping individuals acquires new knowledge, expand their vocabulary, and improve their overall language skills. Reading is a complex and multifaceted process requiring various cognitive and linguistic abilities. Its mastery can significantly enhance a person's understanding and engagement with written text.

Many students get some difficulties reading narrative texts because of the monotonous way of teaching, then they get bored and get low motivation. As in our previous study, the researchers discovered that many students had difficulties with reading comprehension in Field Practice Teaching II. For example, students struggle to find the text's main idea and detailed information. Furthermore, students struggle to comprehend word meanings in reading passage. If an English class is conducted in exciting and attractive ways, the students can have high motivation to study English. The researchers applied the Read Encode Annotate Ponder (REAP) strategy in this research.

English teachers need effective strategies. REAP is one such strategy in order to enhance students' reading comprehension. REAP stands for Read, Encode, Annotate, and Ponder. Syrja (2011) stated that REAP helps students read and understand texts. The goal is to enhance students' reading comprehension.

The strategy of REAP assists students in comprehending the reading passage. The teacher asks students to write down the author's ideas and messages in their own words. Students summarize and analyze the text in the ponder step. Research shows this strategy is effective in teaching reading and improving students' reading comprehension. The REAP strategy is used by many researchers. For example, Sholeh and Osu (2021). The conclusion of this study showed that students who learned using the REAP strategy had better reading comprehension. This strategy helps students understand the text by connecting the text with their own words. The REAP strategy was used by the researcher to teach narrative text to MA Madani Pao-Pao students. The researchers wanted to investigate if this strategy could improve students' reading comprehension.

REVIEW OF RELATED LITERATURE
2.1 Previous Related Research Findings

"Read, Encode, Annotate, and Ponder (REAP) on Reading Comprehension" is the title of a study by Sholeh and Osu (2021). They conducted their study in an East Javan secondary school. It had a quasi-experimental structure. 51 students made up the participants, 22 of whom were in the control group and 29 of whom were in the experimental group. According to the research's findings, the REAP method helped students reading comprehension. It is recommended to adopt this strategy while instructing reading comprehension.

Furthermore, The Read, Encode, Annotate, and Ponder (REAP) Strategy Effectiveness Toward Students' Reading Comprehension Ability on Narrative Text of the Eighth Grade Students at Mts Sunan Ampel Ringinrejo Kediri was investigated by Aulina (2018). The purpose of the research was to define if utilizing the Read, Encode, Annotate, and Ponder (REAP) technique significantly improved the reading comprehension skills of students in class VIII at MTs Sunan Ampel Ringinrejo Kediri. The results of the research showed that the strategy of Read, Encode, Annotate, and Ponder (REAP) can enhance students' understanding of narrative texts.

Moreover, Cahyaningtyas and Mustadi (2018) published the research entitled "The Effect of REAP Strategy on Reading Comprehension." The purpose of this research was to ascertain the impact of the REAP approach on the reading comprehension of fifth-grade primary students in the third cluster of Kotagede Yogyakarta. This study's research approach was a Pretest-Posttest Control Group Design. The findings revealed that the REAP technique considerably and positively impacted the fifth-grade elementary students of Kotagede Yogyakarta's third cluster's reading comprehension.

In addition, there are also research from Philippines and Thailand. "The Use of Read, Encode, Annotate, Ponder Method (REAP) to Enhance the Reading Comprehension of Grade 9 Students" is the title of a study by Roxas et al. (2020). The objective was to determine how well the REAP technique worked in helping the Grade 9 students at a private, non-sectarian institution in Cagayan de Oro improve their reading comprehension. 38 participants from the Dalton section of Grade 9, Junior High School, Liceo de Cagayan University, Philippines, participated in the study. The end conclusion was that the Grade 9 students at a private, non-sectarian institution in Cagayan de Oro improved their reading comprehension using the REAP technique.

"Effects of Using REAP Strategy on the Critical Reading Ability and Happiness of Studying Thai Subject Among Grade 2 Students" is the title of a research study by Tualamoon et al. (2022). The study's goals were to compare grade 2 students' critical reading skills in studying Thai language topics using REAP strategies before and after the experiment and to look at their satisfaction with learning Thai language topics using REAP strategies both during and after the experiment. The research sample consisted of 27 students from the Lampang province's Anubanchaehom School in Grade 2/2 who were chosen at random from a cluster sampling during the second semester of the academic year 2019. At the 0.01 level of significance, the research found that the student's critical reading skills in Thai topics were greater after utilizing REAP procedures than before learning. And after utilizing REAP techniques, the students' satisfaction with learning Thai subject matter during instruction was at a high level, as shown by 6 components.

Based on the type of text used to understand the written text, the first research focuses on descriptive text, meanwhile this current research focuses on narrative text. In addition, the first research used a quantitative approach and applied a pre-experimental design, this research used a quasi-experimental design indeed. The sample of the third research consists of grade 5 students from three elementary schools in Kotagede, Yogyakarta. The cluster random sampling technique was not used in this research. Instead, purposive sampling technique was used in this research. The fourth and fifth studies were from other countries: Thailand and the Philippines.

These problems appear in students' difficulties with reading comprehension, much like in the earlier research, which focused on students' reading comprehension success. The strategy of REAP (Read, Encode, Annotate, and Ponder) was the main focus of this research.

This new strategy can help students become more involved readers and more thoughtful thinkers. By encouraging students to engage with the text in a more systematic and intentional way, the REAP strategy can help students better understand and appreciate the nuances of language, style, and meaning. Additionally, by asking students to reflect on the text and its implications, the REAP strategy can help students develop a deeper appreciation for the power of language to shape our thoughts, feelings, and actions. Overall, the REAP strategy is a powerful tool for teaching English and can help students become more confident, skilled, and effective communicators.

2.2 Pertinent Ideas

1. Reading

According to Perfetti (2007), reading is translating written symbols into meaningful words and sentences. This process involves multiple cognitive processes that work together to achieve comprehension of written text. These cognitive processes include word recognition, decoding, vocabulary knowledge, sentence structure comprehension, and inferencing.

2. Narrative Text

Narrative is one of the most read, but least understood, of all the genres (Knapp and Watkins, 2005). Narrative text is a story created structurally. It explains a fictional and non-fictional story and includes a connected set of sequential events. The social purpose of a narrative is to entertain readers or listeners with an imaginary tale or historical facts. Narrative texts can be written or spoken. Sulistyo (2017) stated that the generic structure of a narrative text consists of three main elements: orientation, complication, and resolution. Orientation: In narrative text, the orientation is the part of the story that shows the reader to the setting, characters, and other important details that will be relevant to the plot. Complication: In narrative text, complications refer to the obstacles or problems that arise and hinder the protagonist's progress towards their goals. These complications often increase the tension in the story and add depth to the plot. Resolution: The section of the story where the conflict or tension is settled is known as the resolution in narrative writing. It is the section of the narrative where the protagonist or main character resolves the issue that has plagued them throughout the whole narrative. The resolution brings closure to the story and provides a sense of satisfaction to the reader.

Multiple types of narrative text according to Novita (2020), those are folktales, fables, myths, and legends. Folktales are traditional stories passed down from generation to generation through oral storytelling. They often feature mythical creatures, heroes, and villains. Those stories are used to teach moral lessons and cultural values. Fables are short stories that feature animals or other non-human characters and are used to teach moral lessons. They are often used to teach students about right and wrong and the consequences of their actions. Myths are stories that are used to explain natural phenomena or religious beliefs. They often feature gods, goddesses, and other supernatural beings and are used to explore the mysteries of the universe and our place in it. Legends are stories based on actual events or people that have been embellished or distorted. They often feature heroic characters who perform great deeds and are used to inspire and entertain readers.

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3. Legends

Legends are traditional stories or tales which have been transmitted from family to family and are usually inspired by actual incidents or persons. Legends typically involve supernatural elements, heroic deeds, or historical events, and are often used to explain the origins of natural phenomena, cultural traditions, or social norms. A basic narrative rhythm of exposition, increasing action, climax, declining action, and resolution is common of legends. An introduction that establishes the setting and introduces the key characters generally comes first in a tale. The climax, which is the moment of greatest dramatic tension in the tale, is reached as a result of a succession of tension-building events that make up the rising action. The falling action ends the fight and brings the story to an end, frequently with a moral or lesson.

4. Strategy of Read, Encode, Annotate, and Ponder (REAP)

The very first step is to read the text, which can be assigned to the students by the teacher. This task's goal is to determine the text's core concept or topic. Students may read the text either once or twice at one step, and at another step they may read it three times, depending on the reader's ability to grasp the concepts contained in the text. Lasts about ten minutes. Encoding is the second step. The teacher helps students translate their ideas about the story text into their own words and new or challenging vocabulary. By this stage, students have the ability to talk with their group members. In the encoding step, teachers can include activities such as talking about new or challenging vocabulary. Students can use a dictionary to look up words they don't know. Lasts about ten minutes. The third step is annotating, which will take about fifteen minutes. In the annotation stage, students are asked to write down their opinions on the topic of the narrative text they have read before. To make it simple, they can create a generic structure of the narrative text they have read, such as orientation, complication, resolution, and body of the story. By visiting each group of students in the class, the teacher takes part in the learning process. During this exercise, it is possible that some groups or students do not know what they should do in the annotation step. In the last step of the REAP strategy namely ponder, students work together in groups. They consider the meaning of the text by thinking, debating, or talking with their peers. After that, they create a complete summary of the story text that was given to the students earlier. This summary is about half the length of the original text and is written in their native language. This lasts 15 minutes.

3. RESEARCH METHOD

The researchers used a quantitative approach. According to Creswell (2012), a quantitative approach examines the relationship between factors in scientific model. These variables then were measured using tools and analyzed statistically. Furthermore, the researchers applied a quasi-experimental design.

The phase was started with a pre-test given to experiment and control classes. The strategy of REAP (Read, Encode, Annotate, Ponder) was utilized to learn narrative text in experiment class. While, control class was not be treated. The treatment was given six times by the researchers. Afterwards, a post-test was be given for both classes to determine the

outcome of the provided treatment. The researchers proceeded with the data result using statistical calculation. The researchers utilized two types of variables: independent and dependent variables.

The purpose of this research was to find out whether there is an achievement of students in comprehending narrative texts using the REAP strategy to the tenth grade students at MA Madani Pao-Pao. There are 90 students in the tenth-grade, who are divided into three classes. The researchers used purposive sampling because the samples were chosen based on certain factors and qualities. Only students from class X.1 and X.2, participated in the research as sample. Class X.1 consisted of 30 students and class X.2 consisted of 30 students. The criteria are class that scored low in pre-test and low in English class. Class with low score in pre-test was in experiment class and the other one with high post-test score was in control class.

This research used multiple-choice exams using the K13 and MA Madani Pao-Pao syllabus, as well as competency standards. After determining the competency standards, researchers created indicators that students are expected to achieve. The researchers created the exam based on those 6 indicators below. The test had 20 multiple-choice items with just one right answer for each item, making the test objective. The exam was used to assess the process that students will experience before and after receiving treatment.

Students took a pre-test to assess their level of reading comprehension before starting treatment. The first meeting was being pre-tested. There were 20 multiple-choice questions on the exam item. After scoring the students' answers, the researcher assessed their percentage to determine their reading comprehension. The pre-test questions adapted from the internet.

The treatment was conducted for experiment class only. Starting from the second meeting and continuing until the seventh meeting, the REAP strategy was used as the treatment for teaching narrative texts.

The following is how the experiment class read with the REAP strategy. Step one is to read the text, which can be assigned to the students by the teacher. Encoding is the second step. The teacher helps students translate their ideas about the story text into their own words and new or challenging vocabulary. The third step is to annotate, which takes roughly 15 minutes. In the annotation stage, students should write down their thoughts on the topic of the narrative text that was previously assigned to them. In the last step of the REAP strategy, Ponder, students work together in groups. They consider the meaning of the text by thinking, debating, or talking with their peers. After that, they make a complete summary of the story text that has been given to the students earlier.

In the final meeting, the researchers provided a post-test to the students after the treatment was complete. The goal of the post-test is to determine whether there has been any improvement in the students' ability to comprehend the text following the use of the REAP strategy during the teaching and learning process. The test consists of 20 multiple-choice questions.

The researchers applied numerical analytic techniques and other data analysis techniques in this research. At this step, the value of mean, median, and standard deviation of the sample were calculated using SPSS (Statistical Package for the Social Sciences).

FINDINGS AND DISCUSSIONS

The research conclusions were determined on the data analysis results. The gathering of data involved data analysis. The exam consisted of pre- and post-testing part. A pre-test was utilized to determine the students' past reading comprehension before the REAP strategy was implemented, and a post-test was performed to see if their reading comprehension had improved.

4.1. Classification of student scores in the experiment class in pre-test and post-test

Tables 1 and 2 demonstrated the categorization of tenth-grade MA Madani Pao-Pao students' reading comprehension in the first grade in scores of pre-test and post-test in the experiment class.

Table 1. The experiment class score percentage on the pre-test

No	Range of Scores	Classifications	Frequencies	Percentages
1	96-100	Excellent	-	0%
2	86-95	Very Good	-	0%
3	76-85	Good	-	0%
4	66-75	Fairly Good	2	6%
5	56-65	Fair	5	17%
6	46-55	Poor	18	60%
7	0-45	Very Poor	5	17&
Total			30	100%

Table 1 demonstrates that the students' scores before the treatment were very poor. Experiment class students did not score very good, excellent or good, 2 (6%) students scored fairly good, 18 (60%) students scored poor, and 5 (17%) students scored fair, and 5 (17%) students scored very poor.

Table 2. The experiment class score percentages on post-test

No	Range of Scores	Classifications	Frequencies	Percentages
1	96-100	Excellent	-	0%
2	86-95	Very Good	-	0%
3	76-85	Good	3	10%
4	66-75	Fairly Good	4	13%
5	56-65	Fair	18	60%
6	46-55	Poor	5	17%
7	0-45	Very Poor	-	0%
Total			30	100%

After the post-test, Table 2 shows that some students received good score, 3 (10%) students received good scores, 4 (13%) students received fairly good score, 18 (60%) students received fair score, and 5 (17%) students received poor score. This demonstrates that the REAP strategy successfully improved students' reading comprehension.

4. 2. Classification of student scores in the control class based on pre-test and post-test results

The following tables (tables 3 and 4) demonstrated the categorization of tenth-grade students at MA Madani Pao-Pao reading comprehension in control class based on pre-test and post-test result.

Table 3. The control class score result percentage on the pre-test

No	Range of Scores	Classifications	Frequencies	Percentages
1	96-100	Excellent	-	0%
2	86-95	Very Good	-	0%
3	76-85	Good	-	0%
4	66-75	Fairly Good	2	6%
5	56-65	Fair	5	17%
6	46-55	Poor	19	64%
7	0-45	Very Poor	4	13%
Total			30	100%

According to Table 3, no students (0%) scored excellent, very good, or excellent on the pre-test, and 2 students (6%) scored fairly good., 5 (17%) scored fair score, 19 (64%) students scored poor result, as well as 4 (13%) students scored very poor result. It implies that the students' scores previous to treatments were extremely poor.

Table 4. The control class score percentage on the post-test

No	Range of Scores	Classifications	Frequencies	Percentages
1	96-100	Excellent	-	0%
2	86-95	Very Good	-	0%
3	76-85	Good	-	0%
4	66-75	Fairly Good	3	10%
5	56-65	Fair	17	57%
6	46-55	Poor	10	33%
7	0-45	Very Poor	-	0%
Total			30	100%

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According to Table 4., 3 (10%) scored fairly good result, 17 (57%) scored fair result, and 10 (33%) scored poor result. This shows that the post-test scores of students in the control class were relatively low.

Table 5. The frequency of sudents scoring in experiment class and control class

No	Classifications	Experiment Class		Control Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Excellent				
2	Very Good				
3	Good		3		
4	Fairly Good	2	4	2	3
5	Fair	5	18	5	17
6	Poor	18	5	19	10
7	Very Poor	5		4	
	Total	30	30	30	30

Table 5, demostrates the frequency of students who received good, fairy good, fair, poor, as well as very poor score in both experiment and control class. The post-test scores of experiment class are none of students scored very poor in post-test, 18 students scored fair score, 4 students scored fairly good score, and 3 students scored good score. Post-test scores of control class are none of students scored very poor score, 10 students scored poor score, 17 students scored fair score, and 3 students scored fairly score.

4.3. The values of mean and standard deviation for the experiment and control classes

After computing the outcomes of the students' scores, the table below shows the value of mean and standard deviation for the two classes:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	30	40	75	53.83	7.733
Post-Test Eksperimen	30	60	80	64.50	8.341
Pre-Test Control	30	40	75	54.33	7.512
Post-Test Control	30	60	80	60.17	7.368
Valid N (listwise)	30				

Figure 1. The values of mean and standard deviation for the experiment and control classes

In both tests, the experiment class's pre-test mean score was 53.83 and its standard deviation was 7.73, whereas the control class's pre-test mean score was 54.33 and its standard deviation was 7.51. In the post-test, the experiment class's mean score was 64.50, with a standard deviation of 8.34. The control class's post-test mean score was 60.17, with a

standard deviation of 7.36. The experiment class surpassed the control class in both experiments, results revealed.

The researchers used a t-test to compare the scores from the experiment and control classes. According to Sugiyono (2010), the researcher may use the t-test formula with polled variance. Table 6 provides the t-test findings.

Table 6. The values of t-test and t-table based on post-test

Variable	T-test value	t-table value
Post-Test	2.62	2.00

The researcher used a significance level of 5% (0.05), which implies that the falseness rate of the conclusion is 5% and the truth rate of the conclusion is 95%. The alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected if the value of the t-test is bigger than the t-table. The t-test value is bigger than the t-table value, as shown in Table 6 with values of 2.00 and 2.62. It implies that students' score in experiment class that was taught using the REAP strategy was higher than the control class that was taught with conventional strategy.

Test Statistics^a

	Hasil Belajar REAP
Mann-Whitney U	303,000
Wilcoxon W	768,000
Z	-2,239
Asymp. Sig. (2-tailed)	,025

a. Grouping Variable: Kelas

Figure 2. Mann-Whitney Test

If the p-value is greater than the level of significance, the null hypothesis is rejected, and it can be concluded that there is a significant difference between the two classes. The significance level obtained is 0.025, the p-value is higher than the significance level value (0.05), it can be concluded that null hypothesis is rejected and alternative hypothesis is accepted.

4.4. Discussion

The REAP strategy is a structured approach to reading comprehension that guides students through a sequence of cognitive processes. In the beginning, students are asked to actively read the material rather than simply skimming it. Furthermore, students encode the material by summarizing key points and details information. The third phase is annotation, which involves making notes, highlighting, or underlining the text to help in active engagement with the subject. Finally, students are asked to Ponder the material, thinking

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about its meaning, connections, and possible uses. The entire strategy aims to improve memory and comprehension of the subject.

Sholeh and Osu (2021) stated that teaching methods that included the REAP strategy had a beneficial impact on students' reading comprehension. Arriyani and Oktaviani (2019) stated that using this strategy can help students read texts more effectively and enhance their academic growth. REAP is a comprehensive dual strategy education strategy that also incorporates a number of significant individual instruction strategies. Aulina (2018) stated that the strategy of Read, Encode, Annotate, and Ponder (REAP) can enhance students' understanding of narrative texts. Cahyaningtyas and Mustadi (2018) stated that the REAP technique considerably and positively impacted the fifth-grade elementary students of Kotagede Yogyakarta's third cluster's reading comprehension. Roxas (2020) stated that the Grade 9 students at a private, non-sectarian institution in Cagayan de Oro improved their reading comprehension using the REAP technique. Tualamoon et al. (2022) stated that the student's critical reading skills in Thai topics were greater after utilizing REAP procedures than before learning.

This research contributes to the existing literature on the use of the REAP strategy in reading comprehension teaching. This research confirms the findings from previous research that has shown the effectiveness of the REAP strategy in improving students' reading comprehension. Compared to the context and population of previous research (description texts and elementary and junior high school students), this research also extends the scope of previous research by applying the REAP strategy to a different context and population, namely senior high school students. As a result, this research provides more evidence and support for the generalization and application of the REAP strategy across different educational settings and levels.

The REAP strategy is suitable for classrooms since it encourages students to paraphrase, summarize, analyze, and reflect on the material, helping in improving of their writing and critical thinking abilities (Renette, 2016). Students can involve with the material by breaking down the learning process into these four parts. Moreover, by giving students the chance to discuss the material with their classmates or teachers, it encourages their teamwork and communication.

The research aimed to find out the effect of using the REAP strategy on students' reading comprehension skills in narrative texts among tenth-grade students. A comparison was made between the post-test scores of an experiment class taught using the REAP strategy and a control class taught using a conventional strategy. The results revealed that the post-test scores of the experiment class were significantly higher than those of the control class, indicating the effectiveness of the REAP strategy in improving reading comprehension in narrative texts. The REAP strategy helps students to engage with the text in a deeper and more meaningful way, by requiring them to read, encode, annotate and ponder the text. The REAP strategy also fosters students' motivation and collaboration, by allowing them to express their own opinions and perspectives on the text, and to discuss them with their classmates or teachers. The researchers came to the conclusion that the REAP strategy is effective in improving students' reading comprehension and is good for reading education.

CONCLUSION

From the discussion above, it can be concluded that using Read Encode Annotate Ponder (REAP) strategy is effective in improving reading comprehension in narrative text. The students reading comprehension towards narrative text before using REAP strategy was very poor. It was different from the students' reading comprehension after using REAP strategy.

The mean score for the experiment class is higher than the mean score for the control class (64.50>60.14). The t-value outcome is 2.62 as well. The researcher then uses 5% (0.05) level significance and 60 degrees of freedom to examine the critical value on the t-table. It illustrates that the alternative hypothesis (H1) was accepted, explaining that the REAP strategy was successful in improving the reading comprehension of tenth-grade MA Madani Pao-Pao students, whereas the null hypothesis (H0) was rejected (2.62>2.00). The REAP strategy provides a number of benefits for teaching narrative material as well, as a result of their active participation in class.

The REAP strategy helps students to engage with the text in a deeper and more meaningful way, by requiring them to read, encode, annotate and ponder the text. The REAP strategy also fosters students' motivation and collaboration, by allowing them to express their own opinions and perspectives on the text, and to discuss them with their classmates or teachers.

In conclusion, the REAP strategy is effective in improving students' reading comprehension in narrative texts. Its emphasis on active engagement, critical thinking, annotation, metacognition, and individualization collectively contribute to enhanced comprehension skills among tenth-grade students. This strategy offers educators a valuable tool to facilitate more effective teaching and learning in the context of narrative text comprehension.

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Application of the Communicative Language Teaching Method in Teaching English

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The Community service activities were conducted at State Vocational School in Tapanuli Selatan Regency exactly in SMK N 1 Huraba. It purposes to share knowledge and information about the application of the Communicative Language Teaching (CLT) method in teaching English. The activities were carried out in addition to providing theoretical and practical explanations of the Communicative Language Teaching (CLT) method by providing an explanation of how to apply the method with appropriate techniques and variations of teaching models from the CLT method. Community service activities carried out in the form of training for teachers who teach English Course in this school. The method used in the training is Community Language Learning which shares deep information how to use this approach in learning English. This community service activity was carried out during October in 2023. The output of this activity a booklet containing coverage of the Communicative Language Teaching method which can be used as a reference in teaching English.

Keywords: Communicative Language Teaching; teaching method; teaching English

INTRODUCTION

English is a foreign language in Indonesia, which means that English is not frequently used in daily communication. This affects teaching and learning activities for both teachers and learners. As the result it is not easy to learn English for learners in Indonesia. Many things have to be adjusted when learning English due to various differences in both vocabulary and language structure when compared to Indonesian. As stated by Brown (2007:1):

> *Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. So much is at stake that courses in foreign languages are often*

inadequate training grounds, in and of themselves, for the successful learning of a second language. Few if any people achieve fluency in a foreign language solely within the confines of the classroom.

As quoted above, many adjustments are explained, starting from the first language habituation to the foreign language being learnt, then the cultural adjustment, the way of thinking, the different feelings, and the different actions and all of these things are not easy. However, Brown also states that foreign language acquisition is not like something that can be learnt on its own, so it is rare for foreign language learners to master the language fluently if it is only limited to learning activities in the classroom.

Generally, English is learnt in formal institutions, starting from elementary school to university level. Despite this, many English learners still find it difficult to use the language. Consequently, the learning process obtained from formal institutions is considered insufficient. This is why there are many non-formal institutions such as course centres, tutoring centres, tutoring centres and others that offer English language learning in these institutions. But since there are no requirements that are tied to the government, sometimes the teaching staff has an educational background that is not suitable or not linear with the material being taught; for example, for the English learning process, the teaching staff does not necessarily have an educational background in English so that the target of the teaching and learning process is still considered less than optimal. Regarding this, the proposed community service activities are in a non-formal institution called the Foreign Language Course Institute and Tutoring and Private Tutoring Be Smart. Professional profiles of these two partners are attached on the attachment page.

The correct use of methods, approaches, and the right methods, approaches, and techniques are very important in supporting the success of teaching and learning activities. In addition, appropriate media is also needed when the teaching and learning process takes place. It can be revealed that there is no method that is absolute, meaning that the method used must be adjusted to the needs of the students, the conditions of the students, and the teaching and learning process adapted to the needs of learners, conditions, culture, residence, facilities, facilities, etc. as stated by Richards (2001).
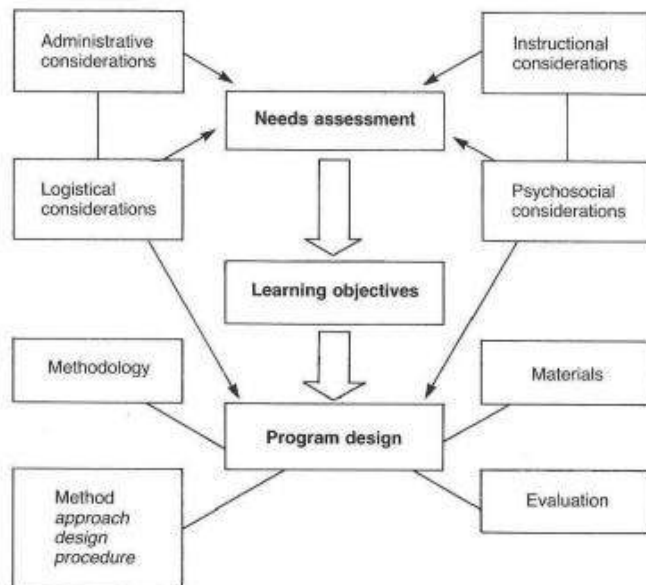
The above chart clearly shows the flow of using methods in the process of teaching and learning activities, the selection and use of methods must be adjusted to the needs of students by conducting a pre-test / need assessment to determine the initial abilities of students, learning objectives must also be clear, and the design of the learning programme must also be clear. Besides, administrative, instructional, logistical, and psychosocial considerations are also needed for the continuity between the approaches, methods, materials and evaluations used. The choice and use of appropriate approaches, methods, and techniques also require media to support the success of teaching and learning activities as said by Nasution (2008: 101) media is part of the technological tools used in education that were created to make it easier for teachers and learners to capture messages both given and received in teaching and learning activities.

Teachers and students more easily capture messages either given or received in teaching and learning activities. Furthermore, Sudjana and Rivai (2009: 2) state that there are several benefits in using the media as follows: (1) it enhances the motivation of students in learning towards the interest of the material being taught, (2) input material is more easily accepted and more clearly captured by students, (3) learning activities in the process of teaching and learning do not seem monotonous and boring (4) the learners do not just listen to lectures but can practice directly and interact in learning activities. One important aspect outlined above is that the success of teaching and learning activities is a teacher's understanding of what is needed, what is felt, what should be done to the learners. As Harmer (2001: 3) says "A simple answer to the question "What makes a good teacher?" therefore, is that good teachers care more about their students' learning than they do about their own teaching."

The following explanations are some of the problems deal with English learning in this school, they are:

1. Lack of knowledge about teaching methods, techniques and models in teaching English.

2. The use of methods in teaching tends are monotonous, namely by using conventional methods, for example, the methods used are only lecture or drilling methods.

3. Rarely using a variety of learning media in the process of teaching English, for example using only a blackboard or textbook.

The descriptions presented earlier confirm that it is very important to learn English by considering several things, namely the objectives in learning English, the needs in learning English, the interests of the learners, as well as the variety of methods, variety of teaching methods, techniques and models that are in accordance with the material being taught. The use of media as a support in helping the teaching and learning process to run smoothly. The updates and additional knowledge for teachers who teach English are also very important, so that the teaching process is not monotonous. According to Littlewood (2002: 1) "One of the most characteristic features of communicative language teaching is that it pays systemic attention to functional as well as structural aspects of language, combining these into a fully communicative view." Therefore, the definition of CLT is a method that runs simultaneously between mastery of language structure and mastery of communication because these two things cannot be separated and are interrelated to master a language, especially English. According to Richards and Rodgers (2001: 172) there are five principles in using the Communicative Language Teaching method, which are as follows:

1. Learners learn a language through using it to communicate.

2. Authentic and meaningful communication should be the goal of classroom activities.

3. Fluency is an important dimension of communication.

4. Communication involves the integration of different language skills.

5. Learning is a process of creative construction and involves trial and error.

Learning is a process of creative construction rather than trial and error. Piepho in Richards and Rodgers (2001:162) mentions several objectives in the CLT approach as follows:

1. an integrative and content level (language as a means of expression)

2. a linguistic and instrumental level (language as a semiotic system and an object of learning)

3. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgements about oneself and others)

4. a level of individual learning needs (remedial learning based on error analysis)

5. a general educational level of extra-linguistic goals (language learning within the school curriculum)

From some of the goals expressed by Piepho, it is explained that language learning is a learning that is not just input but requires an output from the learner. The following is a description by Littlewood in Richards and Rodgers (2001: 166) he distinguishes two activities carried out in CLT. Littlewood (1981) distinguishes between "functional communication activities" and "social interaction activities" as major activity types in

Communicative Language Teaching. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates. Based on Richards and Rodgers, there are three roles in using CLT method: learner roles, teacher roles, and the roles of materials. The role of the learner is as a negotiator where the learner is required to contribute intensively or be more active in the process of teaching and learning activities. The success of using CLT method depends on the learners themselves. Firstly, the teacher roles as a learner needs analyst who must find out the true needs and problems that become obstacles for students in the KBM. The second is the teacher as a counsellor whose function as a counsellor is to understand the situation and conditions and help find solutions for students. The last is the teacher as a manager who organises, manages, and facilitates the ongoing learning process.

A role of materials that can be used in CLT method are text-based materials, task-based materials, and realia. Text-based materials are as follows: a typical lesson consists of a theme (e.g., relaying information), a task analysis for thematic development (e.g., understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises. (Richard and Rodgers, 2001:169)

So for test-based materials in CLT, they can be thematically analysed tests such as understanding meaning, clarification questions, asking for information, note-taking, giving and presenting, practice describing stimulating presentation situations, comprehension questions, and paraphrasing exercises. Meanwhile, the task-based materials are as follows:

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student- interaction practice booklets. In pair communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats. (Richards and Rodgers, 2001: 169).

Task-based materials can include games, learning by using cards, pairing up, interacting with the pair. As for realia, it can be as follows:

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions. (Richards and Rodgers, 2001: 170)

For realia in CLT, you can use signs, magazines, advertisements, newspapers, charts, visual resources, maps, pictures, symbols, plastic models that can create an atmosphere of communication and relate to the real world.

The use of the CLT method has been shown to be very useful in English language teaching as the results of a study by George M. Jacobs and Thomas S. C. Farrell in 2003 with the title "Understanding and Implementing the CLT Paradigm" which states that there are better changes in second language or foreign language teachers, namely English in the process of both teaching and learning. Then from the results of Ming Chang's study in 2011 with the title "EFL Teacher's Attitudes towards Communicative Language Teaching in Taiwanese College" from the results of his study showed that teachers showed comfort and effectiveness in teaching English when using CLT methods in their KBM process. Furthermore, there are Saeed Ahmad and Congman Rao with the title of their study is "Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan" from the results of their study showed that language learners in Pakistan felt motivated by the CLT method and for the teachers felt enthusiastic when using the CLT method in their KBM. And from the results of Ratna Sari and Esti Kurniasih's study in 2014 with the title "The Use of Communicative Language Teaching Approach to teach Speaking Recount Text to Eight Grade Students of SMPN 2 Jombang" showed the results that by using the CLT method the learning process is much more interesting and students can be more active in using English.

METHOD OF IMPLEMENTATION

The approach or method carried out in community service activities is to use the Community Language Learning approach or method, which according to Richards and Rodgers (2001: 90) Community Language Learning represents the use of Counselling-Learning theory to teach languages counselling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counselling metaphor to redefine the concept of counselling. the roles of the teacher (the counselor) and learners (the clients) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor–client relationship.

In other words, the CLL approach is an approach that is carried out like a consultant with a client, both the giver of information or knowledge and the recipient support each other and share knowledge in the implementation of the learning process.

The material that will be presented in community service activities regarding the Communicative Language Teaching method in teaching English which will be presented in slides is as follows:

1. What is Communicative Language Teaching

2. Relating Forms to Meanings

3. Communicative Activities: Some General Considerations

4. Functional Communication Activities

5. Social Interaction Activities

6. Listening Activities

7. Choosing What to Teach

8. A Communicative Approach

9. Conclusion

DISCUSSION

Basically, some teachers who participated in the training activities were familiar with the CLT method but did not fully understand how the method was implemented procedurally and systematically when teaching English. As a result, the teacher felt that they gained positive information that they can use when teaching in their teaching places. In addition, they also got a variety of new ideas when stimulating their students to be more active in communicating in learning English. Another addition is that during the training process, the trainees also participated by simulating some examples of teaching techniques using Communicative Language Teaching.

The output of this community service activity is a booklet that contains about the CLT method. The booklet is designed to only focus on the use of Communicative Language Teaching methods used in teaching English. The contents of the booklet are the definition of CLT, the aspects used in CLT, the techniques that can be used in CLT, how the CLT approach is used in the process of teaching and learning activities, especially in teaching English, and others. The materials explained in the Booklet include the following: Relating Forms to Meanings, Communicative Activities: Some General Considerations, Functional Communication Activities, Social Interaction Activities, Listening Activities, Choosing What to Teach, A Communicative Approach and Conclusion.

CONCLUSIONS

From the community service activities carried out at the vocational school gain knowledge and information as well as an understanding of the Communicative Language Teaching method, the variety of teaching techniques and models contained in the Communicative Language Teaching method and practice when they teach English such as Relating Forms to Meanings, Communicative Activities: Some General Considerations, Functional Communication Activities, Social Interaction Activities, Listening Activities, Choosing What to Teach, A Communicative Approach, get ideas or ideas for using media as a supporting tool in accordance with the Communicative Language Teaching method that can help in the process of teaching English adapted to the situation and location of the partners and can teach with more systematic and varied procedures in using the Communicative Language Teaching method and is no longer conventional or monotonous.

SUGGESTION

The teachers still need in addition to the CLT method that can be used in teaching English such as the Eclecticsm Method, Creative Method, Cooperative Language Teaching etc., to support the smooth teaching process. In addition, teachers also need training on the use of technology-based media such as the use of the internet, laptops, or online-based learning to support the learning process.

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An Analysis of Extrovert and Introvert Personality on Students' English Learning Achievement

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Along with the times the topic of personality in learning is often discussed. Because changing times make each student's character change and that becomes a challenge for a teacher because it not only follows learning that changes from time to time but also has to deal with the personality of students. In the educational context, personality differences can affect the way students learn and absorb information. That's why this study discuss students perceive their learning achievement and the English learning achievement of students, especially extrovert and introvert personalities on their English learning achievement. This study utilizes a qualitative approach to the subject of English learning, collecting data from students and English teachers through questionnaires, interviews and documentation. The first findings show that the extrovert personality is the dominant personality where 58% of students are extroverts and 42% of students are introverts. The second findings found that students' views about their learning achievement experiences can vary greatly depending on a variety of factors, including Students' interest, leadership ability and comfort level in participating in learning, knowledge about what extrovert and introvert personality, awareness of the relationship between personality and English language skills, Understanding the optimal type of learning based on personality and motivation and goal to follow the English subject. Based on documentation findings, it shows that the learning results of introvert students are superior to those of extrovert students.

Keywords: Extrovert Personality; Introvert Personality; Learning Achievement.

INTRODUCTION

Along with the times the topic of personality in learning is often discussed. Because changing times or changing times make each student's character change and that becomes a challenge for a teacher because it not only follows learning that changes from time to time but also has to deal with the personality of students who are increasingly changing in every era. Personality is the human way of thinking about reality. Personality is also a tendency towards reality. And in another sense, human personality is an *aqliyah* mindset and an-*nafsiyah* soul pattern (Purwanto, 2007). According to modern psychology, personality is the dynamic organization of individual psychophysical systems that determine the unique adjustment to the environment. John Milton Yinger said in (Karim, 2020) that personality is the overall behavior of a person with a certain system of tendencies that interact or relate to a series of situations. The term personality also means the consistent character traits of an individual, which give identity as a particular individual. personality as an organization of biological, psychological, and sociological factors that underlies individual behavior. These biological factors include physical condition, character, sexuality, nervous system, the

individual's maturation process and other biological disorders. Psychological factors include elements of temperament, feelings, learning abilities, desires, skills and so on. Sociological factors that affect a person's personality can be in the form of socialization processes that are obtained since childhood (J. Feist & Feist, 2008).

Whether we realize it or not, every individual has a different personality type. And what is familiar is about extrovert and introvert personalities. According to Jung, human awareness in making connections with the outside world shows two main attitudes, namely introverts and extroverts. Extroverts themselves are externally oriented, tend to be active individuals, have many friends, are impulsive, adventurous, assertive, and dominant. Whereas introverts tend to be passive, quiet, cautious individuals whose behavior is more controlled, have not too many friends. In the educational context, personality differences can affect the way students learn and absorb information. For example, students with extrovert personalities may prefer studying in groups or in social situations, while students with introvert personalities may prefer studying independently or in quiet situations. Learning achievement is composed of two words, namely "*achievement*" and "*learning*". Learning achievement broadly also refers to the communicative skills and competencies (oral, reading, writing), mathematics, science, social studies, as well as English and thinking that enable a student to succeed in school and society. According to (Rosyid, 2019)"*Achievement is what has been created, the result of what has been done, the results that please the heart are obtained with the thoroughness of work."* While learning is "*A process in which an organism experiences a change in its behavior as a result of a learning experience*." (Sagala, 2011). Some students are fast in capturing lessons but there are also some students who are slow so that the learning achievements obtained are not the same. Learning achievement can be used as an indicator of a student's success. There are several factors that affect the high and low learning achievement of a student. One of the factors that influence it is personality. According to Sumadi Suryabrata "*The existence of different personality types causes variations in the ways, abilities and activities of students in learning"*. In this case, by understanding the role of personality in learning English, teachers can adjust teaching methods and provide the right support to help students achieve optimal academic performance (Suryabrata, 2006). As in (Alwisol, 2014) states that recognizing students' personalities can be used to optimize educational achievement.

Based on the problems that occur in the research, extrovert personalities tend to be more open and confident in communicating, while introvert personalities tend to be more introvert and less confident in communicating. This can affect a person's ability to learn English and ultimately affect their learning achievement. Therefore, this article discusses the topic of extrovert and introvert personalities in learning achievement, especially English, this aims to determine potential and provide insight into how personality influences the learning achievement of extroverted students. and students' introverted personalities on their English learning achievements.

LITERATURE REVIEW

2.1 Personality

Personality is the human way of thinking about reality. Personality is also a tendency towards reality. And in another sense, human personality is an *aqliyah* mindset and an-*nafsiyah* soul pattern (Purwanto, 2007). According to modern psychology, personality is the dynamic organization of individual psychophysical systems that determine the unique adjustment to the environment. John Milton Yinger said in (Karim, 2020) that personality is the overall behavior of a person with a certain system of tendencies that interact or relate to a series of situations. The term personality also means the consistent character traits of an individual, which give identity as a particular individual. personality as an organization of biological, psychological, and sociological factors that underlies individual behavior. These biological factors include physical condition, character, sexuality, nervous system, the individual's maturation process and other biological disorders. Psychological factors include elements of temperament, feelings, learning abilities, desires, skills and so on. Sociological factors that affect a person's personality can be in the form of socialization processes that are obtained since childhood (J. Feist & Feist, 2008).

In Psychologists differ among themselves as to the meaning of personality. Most agree that the word "*personality*" originated from the Latin persona, which referred to a theatrical mask worn by Roman actors in Greek dramas. These ancient Roman actors wore a mask (*persona*) to project a role or false appearance. This surface view of personality, of course, is not an acceptable definition. When psychologists (G. J. Feist & Roberts, 2017) use the term "*personality*," they are referring to something more than the role people play. According to Jung, persona is a mask worn by the person in response to the demands of society's customs and traditions and to the needs of his own archetypal (a universal form of thought that contains a great element of emotion). Persona is a role given by society to a person. The purpose of this mask is to create a certain impression on others, and often hide their true nature, but not always hide their true nature. A persona is a public personality, those private aspects shown to the world or public opinion inherent to the individual (J. Feist & Feist, 2008). Everyone has the capacity for both of these attitudes, but only one is dominant in personality. The dominant attitude is directly visible in the behavior and consciousness of the person. Non-dominant attitudes still have an effect even though they only become someone's unconscious, and will affect behavior, for example in certain situations introvert people will display extravert characteristics, for example being friendlier or more attention-grabbing.

In Jung's theory, a person's personality is based on two basic attitudes, namely extrovert and introvert.(C. G. Jung & Baynes, 1923) Jung conceptualized personality types at length called "*extraversion*" and "*introversion*". Jung saw the extrovert personality have an objective or impersonal view of the world, while introvert personality is essentially a subjective way or individuals see everything. Whether we realize it or not, every individual has a different personality type. And what is familiar is about these extrovert and introvert personalities. where these two personalities are the dominant personalities that humans have.

2.2 Extrovert Personality

Extrovert is a well-known personality who is active and open with everything. They enjoy socializing and meeting many people. In addition to being sociable, signs of an extrovert personality are easy to make friends with others, have lots of friends and connections, and are often seen as friendly. They also enjoy expanding their connections and getting to know new people. An extrovert personality According to (Carl G Jung, 1974), extroverts are influenced by an objective world, outside of themselves. The orientation is focused on the mind, the basic feeling is mainly determined by the environment, both social and non-social. Extrovert is the tendency of individuals to direct their psychic energy on external objects outside themselves, in their social environment.

Eysenk's research mentioned in (Shehni & Khezrab, 2020) in her article yielded a number of extrovert operational behavior traits classified according to the underlying group traits. The characteristics found in the Extrovert personality type are as follows:. 1) *Activity*, someone who has a high value in this aspect is generally active, energetic, likes all types of physical activity, likes to get up early, moves quickly, from activity to activity, and pursues a variety of different interests and interests. 2) *Sociability*, is a person who likes to make friends, likes social activities, parties, and feels good about friendly situations. 3) *Risk taking*, is a person who likes to live in danger, looking for a job that provides challenges. 4) *Impulsiveness*, this person tends to act suddenly without thinking first, likes to give rash decisions and has no fixed stance. 5) *Expresiveness*, this person tends to be sentimental, soulful and demonstrative, he can express his feelings well and honestly. Individuals with high scores on this aspect are people who tend to show their emotions outwardly and openly, including if they are sad, angry, love, and hate. 6) *Practically*, is a person with a penchant for practical things and is more interested in doing practical things, impatient with imaginary and abstract activities. 7) *Irresposibility*, is a person who does not like official things, often changes stances, is less able to keep promises, less socially responsible, but still within normal limits.

2.3 Introvert Personality

Introvert personality is a person characterized by moody, quiet behavior, preferring work that is theoretical, wise, less able to get along in social relations, careful in acting or doing something, trustworthy, has a calm character, calm and simple but also anxious and pessimistic. A person with an introvert personality type has the traits of liking to learn by himself, being careful in every decision-making, being calm, conscientious, always being diligent and shy to join social activities. An introvert personality According to Zhang in (Magfirah & Dollah, 2022) introvert have personality is quiet, shy, introspective, fond of reading, likes to be alone and keep a distance from others, save for close friends, tends to plan ahead, sees first before stepping, is suspicious, does not like joy, lives a serious lifestyle and prefers organization, and keeps their feelings to themselves. rarely engages in violent behavior, does not control their wrath, is dependable, somewhat pessimistic, and upholds high moral standards.

Eysenk's research mentioned in (Shehni & Khezrab, 2020) in her article yielded a number of introvert operational behavior traits classified according to the underlying group

traits. The characteristics found in the Introvert personality type are as follows: : 1) *Inactivity* (passive), people who have high scores on this aspect are people who are slow and unprepared in actions related to physical activity, easily sleepy, less passionate or less interested in attitude, and easily tired. 2) *Unsociability*, this person tends to be less interested in connecting with others, is quite happy to have few friends but is more intimate, prefers independent activities, such as reading, tends to withdraw if depressed or disturbed if related to others. 3) *Carefulness*, is a person who relies on wisdom in carrying out an action, prefers the familiar or familiar or is done deliberately avoids danger, feels free and safe because it is protected, if necessary at the expense of his own interests or pleasure. 4) *Controlled*, is a person who relies on self-control, very carefully makes a decision, careful calculations and considerations, is organized, plans the future carefully, thinks before talking and acting. 5) *Inhibition* (closed emotions), is a person who tends not to express all kinds of feelings to others openly, is calm, not easily angered, not easily influenced, thoughts and feelings are controlled. 6) *Reflectiveness*, is a person who is very interested in the idea of abstraction concepts, answers philosophical questions, discussions, makes predictions, is immersed in the flow of thinking, and always is introspective. 7) *Responsibility* can be trusted to do something good, always fulfill the heart, be reliable, deserve to be trusted, be earnest and a little compulsive.

2.4 Learning Achievement

Learning achievement is composed of two words, namely "*achievement*" and "*learning*". Achievement is what has been created, the result of what has been done, the pleasing result obtained by meticulous work (Rosyid, 2019). Another opinion of Henry E. Garret quoted by (Sagala, 2011) states that "*learning is a process that takes place over a long period of time through practice and experience that leads to self-change and a change in the way of reacting to a particular stimulus*." Learning also defined as relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences. So learning achievement is defined as the success rate of students in achieving the goals set in a teaching program (Syah, 2004).

Based on some of the opinions of these experts, it can be concluded that learning achievement is all the results achieved by a person after experiencing the teaching-learning process as measured using evaluation instruments both test and non-test to achieve the desired learning goals. Learning achievement is measured by revealing learning outcomes in both cognitive, affective, and psychomotor aspects of students as a result of the teaching and learning process that has taken place both in the school environment and social environment. there are two main factors that affect learning achievement, namely internal factors and external factors. Internal factors Internal factors that affect learning achievement include (1) Physical factors (physiology). This factor can be a person's physical form starting from sight, hearing, and body shape. Physical health and physical well-being generally play an important role in a student's ability to study well. Students who are unwell or malnourished may face difficulties in concentrating and studying. (2) Psychological factors. Within this scope, there are two different psychological factors, namely intellectual factors and non-intellective factors. Intellective factors related to intelligence, talent, and other

special skills. While non-intellective factors, related to attitudes, habits, interests, needs, motivations and emotions. (3) Social factors consist of family environment, school environment, community environment, group environment and other environments that a person enters.

METHOD OF RESEARCH

This research uses qualitative methods. Qualitative methods are called naturalistic research methods, this is because the research is carried out in natural conditions. According to (Taylor & Bogdan, 2013) qualitative method is research that produces descriptive data in the form of written or spoken words from people or observable behavior and using qualitative descriptive methods as a design to analyze data on a scientific method used in carrying out research activities. Research methods are scientific ways of obtaining data for specific purposes and uses. This method describes how to decipher the structure and pattern of the collected data. Reasons for using this approach. That is, the data to be disclosed is in the form of opinions, views, comments, criticisms, reasons and so on. The place of this research conducted at SMAN 1 Bandung Kecamatan Bandung Kabupaten Serang Provinsi Banten. The main instruments used in research are The Eysenck Personality Questionnaire Revised (EPQ-R), interviews and documentation. EPQ-R is a questionnaire to assess personality traits of a person (Eysenck et al., 1985), The aim is to collect information regarding their dominant personality type, extrovert or introvert. This research used a closed Likert scale questionnaire, where the researcher used five points including agree, strongly agree, neutral, disagree and strongly disagree. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena of extrovert and introvert personality. The Likert scale used in this study is a minimum score of 1 and a maximum score of 4, because it will be known with certainty whether the respondents' answers tend to agree or disagree. So that the results of the respondents' answers are expected to be more relevant.

At the interview, participants in the interview session were students and two teachers, especially English teachers, are an important step in collecting data in this research. through in-depth interviews teachers share their experiences and views about the learning and academic achievements of their students who have extrovert and introvert personalities the research give respondents or participants the freedom to answer freely without being guided by certain questions. The goal is to gain deeper understanding and richer information regarding a particular subject or topic, and documentation mes from documents related to students' English grades at SMAN 1 Bandung distric in the form of report cards, PTS, daily test value, remedial and pictures or photographs. Reviewing a document is done by investigating data originating from documents, files or records and other things that can be documented. This research was analyzed through Miles and Huberman suggest that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in data analysis are data reduction, data display and data conclusion drawing/verification (Sugiyono, 2015).

RESULT AND DISCUSSION

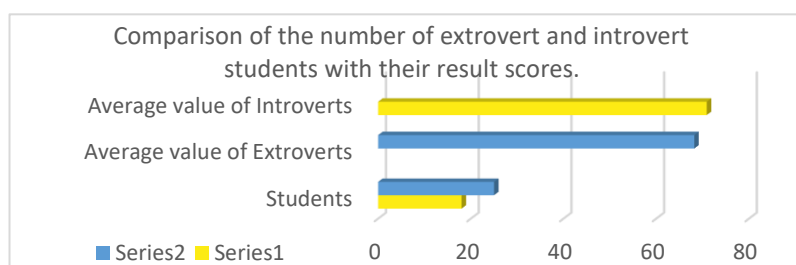**1.   Students Extrovert and Introvert Perceive They Learning Achievement**

In this section the researcher explains the results of the research that has been carried out. Researchers used the EPQ-R questionnaire to separate students into two categories of extroverts and introverts.

The Result of EPQ-R
■ Extrovert Students   ■ Introvert Students

Introvert
42%   Extrovert
58%
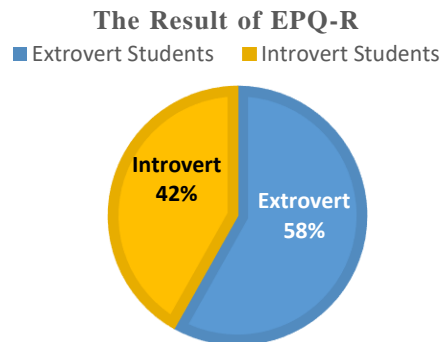
In the data above, researchers found that the extrovert personality was the dominant personality. Then in the results of the interview findings it can be analyzed that there are many influencing factors in Students' views of their learning achievement experiences can vary greatly depending on a variety of factors: (a) Students interest in english. (b) Students' skills in describing personal experiences related to learning activities. (c) Students Ability to lead and comfort level in participating on English topics. (d) Students' knowledge about what extrovert and introvert personalities are. (e) Students' awareness of the relationship between personality and English language skills. (f) Students Understanding the type of learning that provides optimal results based on personality. (g) Students' motivationand goal to follow the English subject

2.   The English learning achievement of extrovert and introvert students

The documentation technique used by researchers in this study aims to obtain data on student learning achievement, namely by taking the average score from the results of daily tests, PTS, remedial and report cards for each member of class who has been grouped as Extroverts and Introverts.

Comparison of the number of extrovert and introvert
students with their result scores.

Average value of Introverts
Average value of Extroverts
Students
■ Series2 ■ Series1   0   20   40   60   80

The results of the documentation above show that the personality in the Introvert category has a slightly higher score compared to the Extrovert category. where the average

value of the daily test results, PTS, remedial and report cards for the extrovert category is 68,20 and the introvert category is 70.89. This value contains the sum of all the grades obtained by the student during one semester. The data results show that students who have introvert personalities have higher academic achievements compared to extrovert students. Because introvert students have deep thoughts.

Introvert students tend to prefer to process information internally and have the ability to think deeply about subject matter, while extrovert students tend to be superior in practice test scores. However, in thinking, introverts are superior, such as the results of teachers interviews "*it is true that extrovert students are very active in class, they always respond and answer even though the answer is not appropriate.*" This shows that extroverts feel high satisfaction when they succeed in actively participating in class discussions. Meanwhile, introverts assess academic success more from the perspective of personal achievement and deep understanding of the subject matter. They can feel satisfied when they manage to get good grades. Extroverts are more likely to express themselves creatively in English tasks, such as writing or presentations. So it is clear that the learning achievement of extroverts and introverts in this study is that an introvert will have a greater tendency to think about values compared to an extrovert.

In this case the researcher looked at severalspecific aspects of learning achievement that differ between extrovert and introvert students, including: (1) Test Scores**:** English test scores can be a good indicator of learning and academic achievement. The higher the score obtained, the higher the student's ability to understand English. It is proven that the results of Introvert students are higher than Extroverts, this is the same as the opinion of Falah proves that "*there is a difference in the learning achievement of students who have an introvert personality type and students who have an extrovert personality type.*"(Nikmatun Falah, 2020) And Jumareng and friends "*The results show a substantial relationship between the introvert personality and the high category of academic accomplishment. This relationship stems from the introvert personality type's propensity to take assignments from lecturers more seriously and to focus on completing them.*".(Jumareng et al., 2021). (2) Communication Skills: The ability to speak, write and listen in English is also an indicator of learning achievement. The better the English communication skills, the higher the academic achievement. In this case, it can be seen that students who have extrovert personalities are superior in communication skills. This is not in accordance with what previous research stated It was concluded that the student's personality does not affect the score achieved in the speaking class. (Rieke Ayu Oktriani, Indah Damayanti, 2021)

Introvert students focus more on achievement as a form of self-reflection. For them, learning achievement can be an indicator of personal ability and the results of the individual efforts they make while studying. Meanwhile, extrovert students feel that experience and social interaction in the learning process have important value in academic achievement. They can see achievement as a result of active engagement in the classroom. With this, remember that every individual has unique things and potential within them. A person may have a combination of extrovert and introvert traits in their personality (*Ambivert*). In an educational context, it is important for educators to understand individual differences and support each student according to his or her needs. The strategies teachers use reflect their

deep understanding of each student's unique needs and potential. not only about practical conditions but also provides the emotional encouragement needed to increase students' motivation in achieving their academic achievements, especially in English lessons.

DISCUSSION

The results of the data analysis have been collected from questionnaires, interviews and documentation. found the various opinions and experiences of students with extrovert and introvert personalities. From the results of interviews regarding how they felt when they appeared active in the extrovert group category, it was revealed that they felt brave in leading during group activities or during presentations in front of the class. Learning through discussions and group projects can be a satisfying experience for them. Meanwhile, in the introvert group category, they firmly said that they felt uncomfortable, nervous, shaking, worried and afraid of being blamed. In result documentation and interviews with two English teachers, it shows that the learning and academic results of introvert students are superior to those of extrovert students. The documentation results show that the personality in the Introvert category has a slightly higher score compared to the Extrovert category. where the average value of the daily test results, PTS, remedial and report cards for the extrovert category is 68.20 and the introvert category is 70.89. This value contains the sum of all the grades obtained by the student during one semester. The data results show that students who have introvert personalities have higher academic achievements compared to extrovert students. Because introvert students have deep thoughts.

CONCLUSION

Based on the results of research conducted by researcher using three research instruments, namely questionnaires, interviews and documentation on second grade students of SMAN I Bandung district, the following conclusions can be drawn:

The extrovert personality becomes a dominating personality. Twenty-five students out of forty-three have extrovert personalities. Meanwhile, there are fifteen students who have introvert personalities, which shows that 58% of second grade students at SMAN 1 Bandung district are extroverts. There are many influencing factors in Students' views of their learning achievement experiences can vary greatly depending on a variety of factors, including Students' interest, leadership ability and comfort level in participating in learning, knowledge about what extrovert and introvert personality, awareness of the relationship between personality and English language skills, Understanding the optimal type of learning based on personality and motivation and goal to follow the English subject. Extrovert students liked activities especially outside the classroom, which could include using English in the context of daily life or other social activities. Meanwhile, the introvert group showed a preference for audiovisual activities, listening activities or story telling. These activities make introverts feel comfortable.

Introverts were superior to extroverts in learning and academic matters. Even though there are no more than twenty of them, the average score from the test results shows that students who have introvert personalities have an average score of 70.89. Meanwhile, students who have extrovert personalities have an average score of 68.20. Introvert students

have high scores because they tend to prefer processing information internally and have the ability to think deeply about subject matter, while extrovert students tend to excel in practice test scores. However, in deep thinking, introverts are superior to extroverts.

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Understanding what students consider essential for a learning management system to work best for them: A case of Canvas in an English classroom

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Although many studies have shown the usefulness of Canvas learning management system for teachers and the favorable perceptions of students towards the application, there is a paucity of research into students' voices on how this platform could be utilized in ways that meet their expectations. In this study, 92 undergraduate students in an Indonesian university complete a questionnaire designed to examine their technical and learning experiences using Canvas. It is revealed that (1) students' technical experiences with the platform are generally positive. Routinely cited technical issues include login problem, application errors, and device compatibility issues; (2) the participants' learning experiences with the system are also generally positive, with such features and functions as online discussion board, grade, and assignment rubric being highly regarded. The study also identifies what students felt important for them to get the most out of this platform. These include the provision of technical supports before and during the course, more rigorous utilization of certain features, and more efficient strategies for enhancing students' engagement with the system.

Keywords: Canvas, English language teaching, learning management system, students' experiences, students' perceptions

INTRODUCTION
The rapid advances in information and communication technology over the past decades have substantially influenced foreign language learning and teaching (Chun, Kern, & Smith, 2016). For one thing, this has led to the massive integration of technological tools into the world of second language education. Teaching and learning English, for instance, can now go beyond the limit of brick-and-mortar classrooms. Abundant online and web-based resources for educational purposes are nowadays ubiquitous, enabling teachers and learners to do something to enhance their teaching and learning process.

In particular, the utilization of Learning Management Systems (LMS) has become increasingly popular as such technology allows teacher and students to work in a virtual realm. LMS is an integrated web-based computer system that enables instructors to manage the planning, distribution, and evaluation of learning process. This technology offers a variety of functions and features including but not limited to, the automatization of course administration, the recording of users, course activities and information, as well as evaluation. Among popular platforms that offer robust features and functions are Google Classroom, Schoology, Moodle, and Canvas.

An open source and cloud-based course management system, Canvas was established in 2011 by Instructure, a US-based technology company. It is now one of the fastest growing, most stable, and popular learning management systems, particularly in the contexts of American and Canadian higher education (Rabah, 2016). The system is strongly applauded given its superiority in virtually all aspects an LMS has to offer, encompassing everything from the tool richness, usefulness, usability, effectiveness, and efficiency, to users' satisfaction (Richards & Jones, 2021). On the navigation menu of Canvas are eighteen features and capabilities to support online teaching and learning, including *Home, Announcement, Assignments, Discussion, Grades, People, Pages, Files, Syllabus, Outcomes, Rubric, Quizzes, Modules, BigBlueButton, Collaboration, Attendance, New Analytics, Settings.*

Canvas LMS offers many functionalities that enable instructors to manage certain aspects of their course. They can create modules where course contents in any forms (text, hypertext, audio, video, multimedia, etc.) are managed and stored. Teachers can deliver assignments, quizzes, and online discussions, which can be assigned to either all course participants, groups, or select individual students. Announcements for class can be posted, assignment/quiz due date can be set, and rubrics can be created. In addition, teachers can conveniently grade students' works and provide their feedback on each assignment for students to view. Students can access and download course materials, take quizzes online, submit assignments, and engage in online discussions. They also have access to their grades, course progress, and they can communicate with the teacher via the comment box in the assignment pages or the *Inbox* feature. Available for virtual meetings is *BigBlueButton*, a built-in video conferencing tool with robust functionalities that allow teachers to share presentations, conduct polls, create breakout rooms, control participants' use of audio and video during the sessions, and use multi-user whiteboard to promote interactivity.

Despite the terrific features of Canvas LMS, past investigations on students' views on the application suggested mixed findings. Several researchers (e.g., Edmunds, Thorpe, & Conole, 2012; Morton et al., 2016; Riddle & Gier, 2019) showed that students valued the system categorically and took precedence of Canvas over traditional brick-and-mortar classrooms. Other authors (e.g., Jovanović et., al. 2017; Krause & Coates, 2008), however, indicated students' low levels of interaction and engagement with the platform, and still other found no significant difference in students' preference between the use of LMS and face-to-face instruction (Pickering & Swinnerton, 2019). Mpungose and Khoza (2020) noted that their study subjects use Canvas LMS only to download readings and take part in discussion forums, and they expressed a less-than-favorable view of the platform, admitting that they used it only because they had no other option. In Srichanyachon's (2014) study, students did not always consider the use of the platform instrumental to the development of their learning. In their longitudinal research, Cheng and Yuen (2018) noted that students' high interest in and strong engagement with the LMS diminished over time. The use of the platform might not be seen essential in a long run by the students. It appears that even if students' initial acceptance to Canvas is positive, it could change over time

The fact that a learning management system might be underutilized by students has been attributed to several factors. According to Tseng (2020), student's motivation and efforts in using the LMS is contingent upon their perspectives toward the system's benefits and usage. To some students, the complexity of LMS functions can render their reluctance to use the system, leading to a lack of engagement with the tool. Ismail et., al (2021) point out several factors that may contribute to poor engagement with an LMS. The first and foremost, is the

students' feeling about the LMS, that is, their motivation, satisfaction, and perceived ease of use of the system. The second factor is the design of the application and the tasks. Students tend to be more engaged with intuitive, interactive, and interesting LMS interface and task designs. Finally, the complexity of LMS functions and features can affect students' willingness to work with the system. Cumbersome system often means some extra work for students, particularly those with limited or lower-than-average technological skills, which could cause technical issues thereby creating higher workload for them (Ismail et al., 2021).

Furthermore, while Canvas may offer considerable supports for teaching and learning, they could still present some problems to the users. In Tsang's (2019) study, although students received frequent training for using the system, some still had difficulty in using the platform. Santiana et., al. (2021) observe that the mobile version of Canvas is not as convenient as its web-based platform, and that certain features of the LMS are not always easy to operate. Probably, the biggest potential problem with Canvas is that since it is a high-bandwidth application, the system requires stable and fast network connection to run smoothly (Al-Khoeri et., al., 2021). In areas and regions where internet network is often unstable and unreliable, this is a serious threat to the optimal utilization of the system.

In Indonesian contexts, addressing issues related to the usability and usefulness of learning management systems are necessary given the fact that many educational institutions are now looking to implement an LMS, be it by using the government-developed platform called SPADA, which stands for *Sistem Pembelajaran Dalam Jaringan* (Online Learning System), or open-ended programs such as Google Classroom, Moodle, and Canvas. The many benefits of such systems might not be fully reaped unless their users are able to get the most out of it, and this arguably begins with a maximum engagement on the part of the students. More studies, therefore, are needed to explore students' feelings and perspectives regarding how an LMS, such as Canvas, could be optimally used. Tackling this issue is also imperative since, to follow Venkatesh et., al. (2003), failing to accommodate students' thoughts and feelings in using technological tools may prevent them from fully embracing the platform. Ultimately, whether or not a learning management system like Canvas can be successfully implemented is contingent upon its usage, which is determined by users' acceptance of the system (Bhattacherjee, 2001).

1.1. Research Questions

The current study is aimed at understanding what students consider essential for a learning management system to work best for them. The following research questions guide the study: (1) What are the participants' technological experiences with Canvas? (2) What are the the participants' learning experiences with Canvas? (3) What are the participants' perceptions of Canvas? (4) What are the participants' suggestions for an optimal use of Canvas?

1.2. Theoretical Framework

Gibson's (2014) concept of affordances, a central component of the author's ecological approach to psychology, stipulates that "to see things is to see how to get about among them and what to do or not do with them. If this is true, visual perception serves behavior, and behavior is controlled by perception" (p. 223). The theory broadly concerns the interrelationships between individuals and their environment. In a simplest term, affordances refer to the quality or property of an object that clarifies its usability, i.e., whether individuals can possibly utilize it, and if yes, how the object is supposed to be

utilized. Hutchby (2001) posits that affordances influence user engagement with an object as the usability nature of the object often determines both its facilitating and hindering factor for the users. Drawing on this perspective, the integration of technological tools in education can be analyzed in terms of their benefits and drawbacks. In this study, students' technological and learning experiences with Canvas LMS are explored to examine which general and specific features and functionalities of the application might influence the students' experiences as well as their views and perception towards the usability, effectiveness, and efficiency of the learning management system.

1.3. Context of the study

This study was conducted at a university in Kendari, Southeast Sulawesi, Indonesia. The participants were students who enrolled in three different courses (i.e., Web-based Learning, Intermediate Speaking, and Language Learning and Acquisition) during the 2023/2024 academic year. The three courses were instructed by the same teacher for the first half of the semester (i.e., eight weeks). A preliminary study revealed that most of the participants (65.2 %) have never experienced Canvas in their past courses. Of those who had used Canvas previously, only about one-third (35.8%) indicated their positive feeling and familiarity with the tool, whereas the majority (54%) expressed otherwise, citing their lack of technological knowledge and skills to optimally utilize the LMS and its features.

In these courses, Canvas was implemented in the following ways. At the beginning of the semester, the teacher walked students through signing up on Canvas and joining the class on the platform. A brief written tutorial was provided for further assistance, particularly how to set up Canvas correctly and how to work with the features and functions. In the weeks that followed, the teacher posted class materials related to the content knowledge of the course. These include texts and links to external resources such as videos, websites, and research papers. Using the grouping feature of Canvas, the teacher split participants into small groups for online discussions. The teacher sent out quizzes every other week, and created two major assignments accompanied by detailed scoring rubric as well as fixed due date. Students accessed materials, conducted group discussions, undertook quizzes and submitted assignments on Canvas. They were also encouraged to view their weekly progress using the *Grade* feature of the application. Students submitted any inquiries regarding the course via the comment box and message functions of the LMS. Teachers graded all assignments and provided feedback on each student. Students viewed their assignment scores and read the teacher feedback on their assignment, which highlighted what had been done well and what needed improvement. Students viewed quiz scores and reviewed what they had done correctly/incorrectly.

METHOD

2.1. Participants

The researchers invited all 92 students who enrolled in three different courses utilizing Canvas during the 2023/2024 academic semester in the Department of English Language Education at a university in Kendari, Indonesia. All of them, comprising 74% female (n=68) and 26% male (n=24) students, agreed to participate by completing a questionnaire created on an online tool.

2.2. Data collection and data analysis

The current study employs a mixed research approach, analyzing both quantitative and qualitative data gathered from a questionnaire. The instrument is developed to collect data about (1) perceived technological experiences with Canvas and (2) perceived learning

experiences with Canvas. Technological experiences encompass everything from signing up, accessing the account, submitting assignments, doing quizzes, posting comments and questions on online discussions, to viewing grades and teachers' comments, and checking progress. Learning experiences are related to the participant's perspectives about the usefulness of Canvas for their learning of the course. These include interaction with course content, assignment/quiz, online discussions, and video conferences. It is also of interest to explore the respondents' feeling about specific features such as grades, teacher feedback, scoring rubrics, and assignment due dates. Other aspects to discover are their suggestions for an optimal use of the application.

The questionnaire is comprised of two parts, each featuring both close-ended and open-ended items. The first part of the questionnaire consists of three items using the five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) are created to determine the participants' view about the extent to which Canvas is easy to use. Additionally, three items, also using five-point Likert scale ranging from 5 (always) to 1 (never), which are designed to collect date about the participants' frequency of working on Canvas per week as well as per day, and the frequency of encountering various technical issues when working with the LMS. An open-ended item is provided for the participants to indicate specific technical issues they have encountered with the tool.

The second part of the instrument is aimed to collect data about the participants' learning experiences with Canvas. These specifically concern (a) their level of interest, motivation, and attitudes towards the LMS, (b) what the participants like about the LMS; and (c) what they think should be done for an optimal use of the tool.

Prior to its administration, the instrument is piloted on several similar subjects and Cronbach's Alpha test is run on the SPSS to measure its reliability. In this case, items regarding students' technical experiences are calculated together, whereas items related to students' learning experiences are computed differently. The Cronbach's Alpha values are .706 and 0.895, respectively, suggesting that the scale exhibits a good internal consistency. In terms of its validity, the result of Pearson correlation coefficient test show that correlation coefficient of each question is higher than the critical value of r (.217) at 0.05 level of significance.

Data from the closed-ended items are analyzed descriptively using a spreadsheet software to measure the central tendency of the students' responses. The means of the close-ended items in part one and two are aggregated to determine the extent to which students' technical and learning experiences with Canvas is positive or negative. The following scale is used to interpret the means: 5.00=highly positive; 4.00-4.99=positive; 3.00-3.99=partly positive, partly negative; 2.00-2.99=negative; 1.00-1.99=terribly negative. Data from all open-ended questions are analyzed qualitatively using a coding software to identify emerging themes from the responses.

FINDINGS AND DISCUSSION
Students' technical experiences with Canvas
The first objective of the current study is to investigate the participants' technical experiences with Canvas LMS. These include (a) the participants' view about the usability of Canvas, (b) their frequency of working on Canvas (per week and per day), (c) their

frequency of encountering various technical issues when working with the LMS, and (d) specific technical issues they encounter.

Perceived usability of Canvas

Table 1 presents the mean for each item regarding the students' view on the usability of Canvas. Note that an asterisk (*) symbol is added to item 3, meaning it is coded invertedly. Data shows that overall the students find it easy to work with Canvas. However, a significant number of participants (48.9%, n=45) provides a neutral response suggesting that to some extent they do experience some technical issues during their engagement with the platform.

Table 1 Participants' view on the usability of Canvas

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	In general, Canvas is easy to use.	26 (28.3%)	59 (64.1%)	6 (6.5%)	1 (1.1%)	0 (0%)
2	I know my way around the Canvas LMS (i.e., change setting, access course content, view grades and comment, provide comment, send message, participate in online discussion, submit work, do quizzes, etc.)	35 (38%)	50 (54.3%)	7 (7.6%)	0 (0%)	0 (0%)
3	I have difficulties working on Canvas.*	2 (2.2%)	6 (6.5%)	45 (48.9%)	35 (38%)	4 (4.3%)

Frequency of working on Canvas

Figure 1 provides the results of data analysis on the respondents' answer to the question regarding how often they work on Canvas per week. It is revealed that 56.6% (n=53) participants access the LMS with medium frequency (3-4 days a week), 18% (n=18) with high frequency (almost everyday), and 22.8% (n=21) with very low frequency. The data suggest that quite many students do not access the LMS on a regular basis.
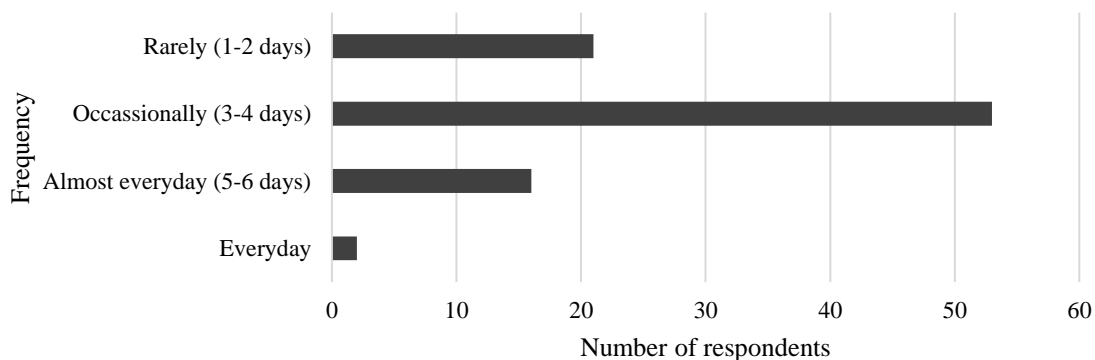

Figure 1: Frequency of accessing Canvas per week (in day)

Figure 2 shows that many participants only access their Canvas application for

approximately of two hours per day. Only very few, 7.6% (n=7), spent around 3 to 4 hours, and even fewer, 2.2% (n=2), did it for more than 4 hours daily. It can be implied from the data that the participants' engagement with Canvas is generally quite low.
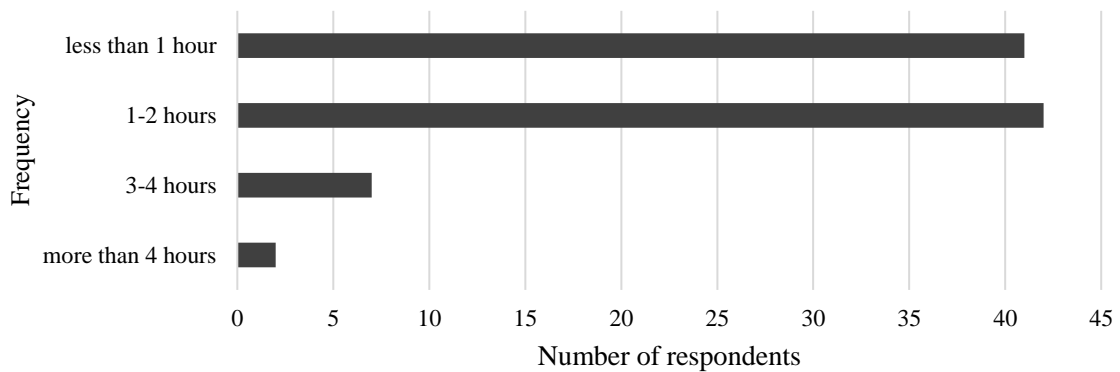

Figure 2: Frequency of accessing Canvas per day (in hour)

(c) Factors affecting the low frequency of working with Canvas
Several reasons are cited by the participants regarding their low engagement with Canvas. As shown in Figure 3, this issue is attributable to non-Canvas-related factors, most notably poor internet connection and device issues, which are obviously beyond the instructors' control. Quite a lot of participants, however, state that they often forget to login and check the LMS out. This student-related variable is worth taking into a careful consideration as instructor could play their role to minimize the issue, e.g., by regularly sending reminders to all students.
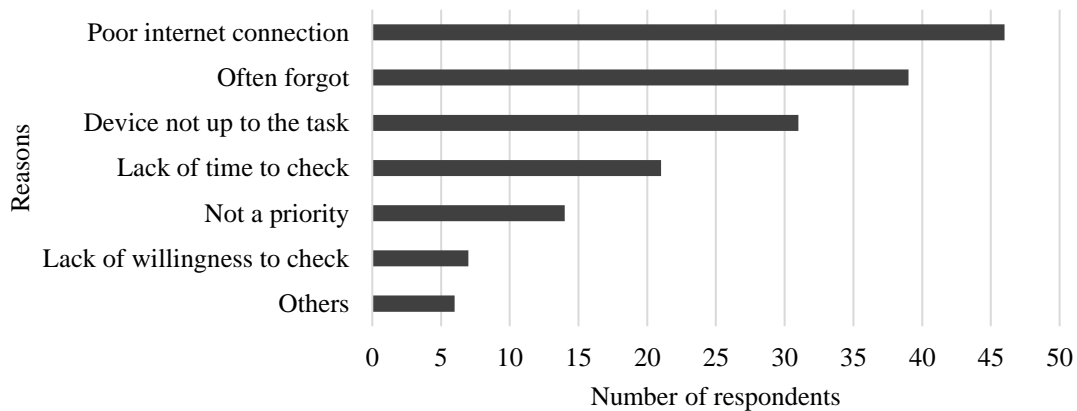

Figure 3: Participants' reasons for low engagement with Canvas

(d) Frequency of encountering technical issues with Canvas
Figure 4 summarizes data about how often the participants run into technical issues when working with Canvas. About 40% (n=37) confirms that they occasionally experience Canvas-associated problems, whereas 5% (n=5) struggles with the issues more frequently, and 14.1% (n=13) is basically free from such troubles. This data implies that during the courses while only very few participants can utilize the system hassle-free, many others cannot. Such an issue had been discovered in several studies in which despite the participants valuing the advantages of Canvas, they were unable to use it optimally. For instance, in a study by Insani et., al (2018), while many participants appreciated the integration of a learning management system in their course, they often encountered technical difficulties

owing primarily to their unfamiliarity with the system and its various features. Al-Kathiri (2015) found that students need troubleshooting skills to resolve technological issues they might encounter with LMS, particularly when using the application on mobile phones. It is therefore critical that students are fully familiar with all features of the LMS prior to its utilization.
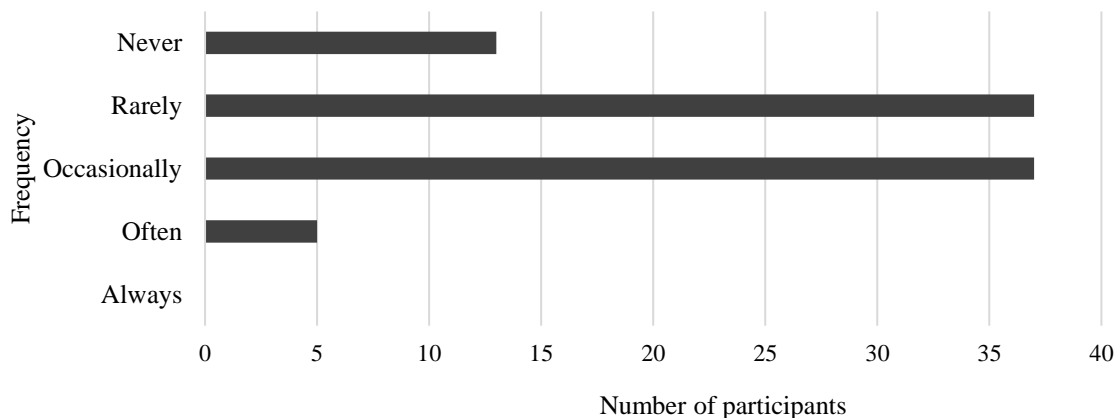
Figure 4: Frequency of encountering various technical issues when working on Canvas

Raising students' awareness of any potential LMS-related issues and offering prompt solutions is therefore instrumental in effective utilization of the system. Constant assistance from the instructor is extremely important to ensure that students can obtain the most out of the system without having to worry about any technical constraints that can get in the way.

Table 2 Issues encountered by the participants working with Canvas

Category	Reported issues	Report Count
Canvas-related issues	Students could not access the LMS	17
	Students felt unfamiliar with many Canvas features	18
	Students could not correctly setup the microphone for video conferencing sessions on BigBlueButton	6
	The application loaded slowly despite excellent internet network	3
	The system was inconvenient for video conferencing sessions	3
	Incorrect time setting caused issues	3
	Hard to locate discussion point	2
	Hard to understand the features	2
	Error uploading files from device	1
Non-canvas-related issues	Poor internet network	23
	Device not up to the task	1

Data from an open-ended question reveal several technological issues encountered by the respondents when accessing Canvas and using its features. As can be seen in Table 2, apparently poor internet connection, which is a non-Canvas-associated issue, is the main concern. Canvas-related problems include application error and unfamiliar features and functions of Canvas, such setting the account, using the video conferencing tool

(*BigBlueButton*), and navigating the functions. A few students report they receive incorrect due dates at their end, and consequently, they nearly miss some assignments. This is later found to be caused by incorrect time zone setting on the students' account, an issue that can seriously put students at a disadvantaged position and must therefore be prevented from occurring. Another routinely cited difficulty is related to accessing the application despite good network connection. Similar phenomenon has been observed in other investigations and this is attributable to the fact that as a high-bandwidth platform Canvas requires stable connection (Al Khoeri et al., 2021).

Students' learning experiences with Canvas

The second part of the instrument is designed to unravel the participants' learning experiences with the LMS. Twenty items using five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) are created to gather data about (1) what the participants like about the LMS; and (2) what they suggest for an optimal use of the tool so that their learning experiences can be enhanced.

Table 3 presents the means of all items about the students' learning experiences with Canvas. Items 4 and 16 has an asterisk (*) symbol since their codes are inverted, which means that the higher the mean score of these items, the less negative the students' experiences with the features of interest. The overall mean is 4.0, suggesting that, to a great extent, the participants appreciate the pedagogical advantages of using Canvas. In particular, such features as assignment due date, scoring rubrics, and teachers' comments and feedback appear to be positively influencing the students' motivation and efforts to learn the subjects.

Table 3 Students' view on the use of Canvas for learning the course

No	Item	Means	SD
1	Generally I like the use of Canvas in this course.	4.3	0.60
2	Canvas is an effective medium for course information and communication.	4.2	0.60
3	Course contents uploaded on Canvas help me to learn better.	4.2	0.62
4	I don't feel comfortable working on Canvas.*	2.2	0.80
5	Assignments posted on Canvas aer very clear so that I could do them as instructed.	4.4	0.56
6	This course is more interesting because of the use of Canvas.	4.2	0.51
7	I feel more motivated to learn because of we use Canvas in this course.	3.9	0.69
8	The use of Canvas makes teaching and learning this course more effetive.	4.1	0.64
9	Other instructors in this department should also integrate Canvas in their courses.	3.8	0.78
10	Rubric for scoring assignments on Canvas are clear enough.	4.2	0.56
11	With the scoring rubric, I can have a clear idea of what is expected for each assignment.	4.2	0.51
12	With the scoring rubric, I can do my assigments well.	4.2	0.56

No	Item	Means	SD
13	A clear due date for each assignment/task encourages me to manage my time working on them.	4.4	0.62
14	A clear due date for each assignment encourages me to do the best.	4.3	0.57
15	A clear due date for each assignment encourages me to complete the assignment in a timely manner.	4.2	0.70
16	Despite a clear clear due date for each assignment, I still do it in the last minutes.*	3.3	0.11
17	Knowing my grade for each assignment makes me motivated to do better for next one.	4.3	0.59
18	Teacher's feedback and comment on assignments help me to know what I have done well and what I need to improve.	4.3	0.54
19	Teacher's feedback and comment on assignments motivate me to do better and work harder.	4.2	0.52
20	Online discussion via Canvas is an effective medium to share ideas, thoughts, and experiences.	4.0	0.70
	Overall	4.0	

Two items with the highest means are worth highlighting. Item 5 (M=4.4, SD=0.56) is related to the clarity of assignment instruction, and item 14 (M=4.4, SD=0.62) about assignment due dates. This suggests that most students benefit from the teacher's action of establishing a clear due date for submitting assignments/quizzes on Canvas, as it encourages good time management. The next highly appreciated features are grades (item 17 has M=4.3 and SD=0.59) and teacher feedback on assignments (item 18 has M=4.3 and SD=0.54). The inclusion of scoring rubric is also valued considerably by the participant, as shown by the means of items 10 (M=4.2, SD=0.56), 11 (M=4.2, SD=0.5), and 12 (M=4.2, SD=0.56).

All in all, it appears that the use of Canvas helps to enhance the participants' learning experience with the course they are taking. Not only does the LMS make the course more interestingly and efficiently managed, but also it serves as an excellent medium for the students to learn more effectively. Past researchers (e.g., Al Khoeri et al., 2021; Pujasari & Ruslan, 2021; Santiana et al., 2021) report similar results. Data from the current study add to the literature by showing that it is vital to maximize the utilization of certain features of an LMS. In case of Canvas, clear instruction and scoring rubric for assignments help students to get a better idea of what they must do to be able to achieve the course objectives. In addition, access to grades and the provision of teacher's feedback and comment on each assignment inform the participants about their performance, which in turn provides an impetus for the students to do better.

Participants' perceptions of Canvas
Two open-ended items are designed to collect data about the participants' thoughts and feelings about Canvas. Data are analyzed qualitatively using an a priori coding approach (Auerbach & Silverstein, 2003). For this purpose, a coding software is run, allowing the researchers to determine emerging themes based on pre-determined categories (i.e., the general feature of Canvas, built-in functionalities, and teacher's course management). Table 4 provides the themes within each category along with some excepts from participants' response.

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Table 4 Participants' view of valuable functionalities of Canvas

Category	Themes	Excerpts of participants' response
General feature	The application is easy to access and use	● What I liked is the features of Canvas, which are easy to understand so I rarely have difficulties using the LMS. ● I like the ease of use of Canvas, especially the features for submitting assignment and doing online meeting ● The instruction for using Canvas is easy to follow, the features are many, and the tasks are varied.
Built-in functionalities	The application offers many useful features	● There are a lot of features that are helpful and motivating for students. ● Thing I liked about Canvas is the user interface, and the features that can be utilized easily and conveniently. ● The features provided are complete and interesting.
	Grade feature is useful	● What I liked most about Canvas is the *Grades* feature, which allow me to view my scores and monitor my progress. ● I can also view my grades and teacher feedback on my assignments. Because of these, I feel more motivated to improve my performance in this course. ● I really like the Grades feature of Canvas since it makes it easy for me to view my scores and it motivates me to do better in the next assignment or quiz.
	Due date feature is useful	● Clear deadlines make me more motivated to complete my assignments. ● I liked assignment due dates that are clear and fixed. ● Canvas motivates me to submit my assignment on time.
Teacher's course management	The course contents are clear and well organized	● I like the application because the course contents are structured well so that it is very clear what to focus on, when to do it, and how to do it. ● It is easy to access course content because they are very well organized.

Category	Themes	Excerpts of participants' response
		● Course materials are easy to understand, well-structured, and convenient to access.
	The course contents are clear	● I like that the assignments are very clearly described and so I can understand what to do. ● The teacher's instruction is very clear and helpful. ● Scoring rubrics are very clear and helpful for me to do my assignment best.
	Teacher's feedback on assignment is useful	● Techer's feedback on assignments informs me of things that I still need to improve. ● I like the teacher feedback that can be provided online, and the grading process is more efficient.

As is clear from Table 4, Canvas is generally found to be easy to use. Specifically, this is associated with the ease with which the participants log into the application, access course contents, submit assignments, and join online discussion, since all can be done anywhere and anytime. The features of the application are commendable due to their usefulness and ease of navigation. *Grades* feature is considered pivotal to enhancing learning experience as it allows students to view their grades and track their progress. The function of assignments *due date* for is also highlighted for its positive influence on time management and motivation. In terms of the teacher's course management via the platform, credits are given towards the good organization and clarity of course module, as well as the teachers' feedback on assignments. To most of the participants, the course contents are well structured as the teacher organizes them in several modules, each containing readings and other downloadable materials. Relevant tasks/assignments are delivered with clear instructions and scoring rubrics. Also greatly appreciated is the teacher feedback as it highlights what the students have done well and what needs improvement.

Participants' suggestions for an optimal use of Canvas

Table 5 shows the emerging themes of the students' thought about what should be done to enhance their learning experience with Canvas. Some of these are strictly Canvas-related issues, such the need to improve the mobile version of the application and to include a choice for Indonesian language setting, which are obviously beyond users' control. What teachers can address is the participants' need for technical supports. Pre-course training for using the application and its various functions is necessary. The participants also require assistance to troubleshoot any app-related problems encountered during the course, such as login issue, account retrieval, and audio/video setting on *BigBluebutton*. One crucial issue is setting the right time zone. Apparently, some students use different time settings from that of the teacher's account, and as a result, they nearly miss some assignments. Teachers, therefore, should be aware that just because a pre-course training has been provided, it does not mean that everyone would use the application without any difficulties. Such caveat has been expressed by Brady et. al (2010), who then underlines the importance of providing technical aids throughout the usage of the LMS. All these issues pertain to the technological

knowledge of Canvas. An extra attention from the teacher is imperative lest the issues pose a learning impediment.

Table 5 Students' recommendations for a better experience with Canvas

Category	Sub-category	Suggestion
App-related	General	improve performance of the mobile version of the application offer Indonesian language setting solve login issues
	Features	improve video-conference stability solve audio issue on BBB
Non-Canvas-related	Technical assistances	solve time setting issues provide online discussion tutorial give reminders and notifications provide general training at the beginning of the course

CONCLUSIONS

This study has shown that, first, the participants' technical experiences with Canvas appear to be partly positive and partly negative. While generally they have no difficulties accessing and using the platform, many students have low engagement with the application. Of the many technical issues students encountered during their engagement with Canvas, most are attributable to technical variables, including poor internet connection, devices that could not handle the task, and application errors. Other problems stem from the students' lack of technological abilities and lack of awareness. It is also clear that many participants need assistance not only prior to using the platform but also while working with it throughout the course term.

The second conclusion is that the participants learning experiences appear to be generally positive. The students especially benefit from the function of clear due dates for assignments and a time limit for quizzes, as these encourage them to manage their time wisely. Scoring rubrics are also considered extremely valuable. Also enhancing their learning experience is the robust features of Canvas that enables students to view their grades, progress, and the teacher's individualized feedback on their work. Finally, the participants need technical assistance working with the LMS, not only prior to but also during its implementation in the courses.

The following recommendations for an optimal use of Canvas are offered. First, teachers should develop students' familiar with the features of Canvas, particularly those that the class will be predominantly utilizing during the course, such as modules, quizzes, assignments, group discussions, grades, and video conferencing tool. It is vital to ensure that students know how to set their Canvas accounts correctly and how work with the various features of the application. Providing students with training for the use of Canvas functions is considered vital by the participants prior to the full implementation of the system. To this end, general tutorials and individualized training could be devised. Second, teachers should always be available to provide technical assistance with Canvas throughout the course term. Next, to enhance students' pedagogical experiences, teachers should fully utilize such

functions as feedback and comment on assignments, scoring rubrics, online discussions, and collaborative tasks. Last but not least, it is important to devise strategies for increasing students' engagement with the application. This can be achieved, for instance, by creating an alternative system for delivering reminders/notifications of things to do on Canvas, by developing self-study modules, or by utilizing the *Collaboration* feature of Canvas more rigorously.

The current study has paved the way for a better understanding of students' voices regarding effective use and integration of technology in their classrooms. The findings augment past studies' results about the critical role of technological affordances. Data also highlight the importance of maximizing the capabilities of specific features in a learning management system that students feel instrumental to enhancing their learning experience. Give the limitations of the current study, future investigations could employ more robust research designs and instruments. Relevant topics worth exploring include strategies for (a) improving students' technological experience with the system, (b) utilizing LMS features (e.g., teacher feedback, collaboration, and online discussion) to enhance learning experience, and (c) increasing students' engagement with the application.

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Metacognitive EFL Students' Strategy for Speaking Skills in the 21st Century

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There are many issues regarding the low speaking ability of English students involving the metacognitive strategy of learning in the 21st century. The metacognitive strategy itself is the strategy where the students can organize and understand their way of learning (Kolaric, 2017, p. 4). This study aims to describe the learning of EFL speaking using metacognitive strategy and to explore the needs of students applying metacognitive strategy for learning speaking in the

21st century. This research is conducted at one of the Universities and involves students in semester 8 as research subjects. The researcher employs a descriptive qualitative research as the research design. Then, the researcher uses documents and interviews for the data collection. The findings of this research shown that on the learning of EFL speaking using metacognitive strategy are students do 11 activities on the three strages namely arranging and planning, centering, and evaluating learning, and the needs of students applying metacognitive strategies for learning speaking in the 21st century are students have to do activities on the three stages and at least they do of 10 of the 11 activities to make sure their metacognitve strategy are used well.

Keywords: *metacognitive, students, strategy, speaking, 21st century*

1. INTRODUCTION

The world of language education in the 21st century is advancing very rapidly. The advancement demands students have a more innovative way of thinking about how we learn, teach and acquire knowledge globally (Moskovics, 2019, p. 3). In particular, in learning English in the 21st century, teachers have to teach everyone and equip every student with the skills necessary to go beyond the knowledge that they acquire globally, smart, creative, emotional, and collaborative (pp. 1-3). It means that in 21st century English learning, the role of students is very important in it, how they carefully develop and adapt English language skills according to global needs (Tyas, 2007, p. 4). Furthermore, to achieve this, students must know and understand the indicators of success they want or will achieve. These indicators become their standard for starting how students should be successful in learning English, specifically for speaking skills in the 21st century.

Speaking skill is one of the crucial skills in the 21st century. According to Chastain (2004), speaking skill is the productive skill that needs many practices to convey meaning, message, idea, and suggestion (as cited in Harahap, Antoni, & Rasyidah, 2015, p. 2). It means to deliver or convey the meaning, message, idea, and suggestion clearly; people have to learn

by practicing their communication or speaking skills. Besides, speaking is also the main skill compared to other skills in English because it measures the ability of people in the language (Ratnasari, 2020, p. 21). Then, to help the students to get the skills, they need easy strategies in learning speaking. They can learn the easy strategies from successful students in speaking so that they can imitate and take the advantage of it.

One of the strategies is the metacognitive strategy. The metacognitive strategy is the strategy to help students to understand what they learn and process their thinking (Kolaric, 2017, p. 1). Also, as students, they have to understand how they will learn, their ability, and the effectiveness of their learning strategies (Rivai, 2019, p. 151). It is so that students can know and understand their role, standards or indicators of achievement, and methods that can facilitate their learning in the 21st century based on their metacognitive strategy. Therefore, it is important to research the study area of the English Learners Profile in the 21st Century.

Research on the profile of English learners is very diverse. Several studies involved the student's profile in learning English (Muslimin, 2018, Aziz, 2020, Vercellotti, 2018, Refyal, 2018), specific language learning strategies (Amir, 2018, Ang, 2017, Lee, 2016, Mitits, 2016), the successful English learners (Mardiyah, 2020, Raufman, 2019, Gubbins, 2018, Mun, 2016, Nunez, 2016), the metacognitive strategy of students in learning speaking (Karim, 2019, Nafiulfaqih, 2018, Adam, 2016) and the latent profile of students (Li, 2018, Hickendorff, 2018). The study about profile students in learning English, specific language learning strategies, the successful English learners, and the latent profile of students do not focus on the needs of the

In learning, there are two strategies. They are cognitive, metacognitive, and social-affective strategies (Khezrlou, 2012, p. 52). The cognitive and metacognitive strategies help learners learn independently and remember what they will learn (Khezrlou, 2012, p.51). However, the surplus of the metacognitive strategy rather than cognitive and social-affective strategy is that the metacognitive strategy can monitor the cognitive strategy (Kolaric, 2017, p. 4). Thus, this study focuses on the metacognitive strategy. Further, the metacognitive strategy involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating the learning process (O'Malley & Chamot, 1990, as cited in Putra, 2018, p.80). Then, there are three set strategies of metacognitive strategy, they are centering the learning, arranging and planning to learn, and evaluating learning (Oxford, 1990, p. 156). Thus, a metacognitive strategy also supports achievement in student learning.

From the explanation above, it can be seen that students' speaking skills in English are needed in this 21st century. Especially for the needs of 21st - century speaking, every student must be skilled in learning these skills because of course; it will be very useful later. However, learning speaking skills in the 21st century is also very difficult; therefore it is needed strategies that can be used by the students. One of the main supporting strategies is the metacognitive strategy. Thus, it is important to know the students' needs to use the metacognitive strategy in learning speaking in the 21st century.

2. RESEARCH METHOD
The research methodology is a qualitative research approach Then, the researcher chooses a descriptive qualitative research as the research design. A descriptive qualitative research is a form of qualitative research that focuses on defining phenomenon and its features

rather than on how or why something happened (Nassaji, 2015, p. 130). Then, the steps to conduct the research are in two stages: **Stage 1**: Selecting topics to be reviewed, searching for and selecting relevant articles, conducting literature reviews, organizing review writing (Ramdhani, Ramdhani, & Amin, 2014 as cited in Ulhaq, & Rahmayanti, p. 6,2020). **Stage 2**: Identifying the participants, collecting the data, analyzing the data, and interpreting and concluding (Fraenkel, Wallen & Hyun, 2012, pp.429-431).

the data of the research is primary data comes from journals, books, and internet sites as documents for first research question and an interview for asking the students to use metacognitive strategy for speaking skills in the 21st century because those data are obtained by researcher directly (p. 135). The secondary data took from document as one of the requirement to select the participant. Then, the documents are obtained by the researcher to support the existing sources (p. 136). Further, the participant of the data research is EFL students at one of the Universities. It is because, at the level of college students who will later enter the outside world, it is necessary for the ability, especially English students, who are demanded more.

The researcher chose documents as of data collection techniques to answer the first research question. The researchers 'reason is that for a qualitative analysis, documents are a good source of text data (Cresswell, 2012, p. 217). The documents collecting are such as journals, articles, and books. Then, for the documents, researcher has criterias to select it. There are 2 criteria, namely inclusion and exclusion criteria. Inclusion criteria are the criteria for articles, journals, or books that the researcher chooses to conduct a literature review and the exclusion criteria are the criteria for articles, journals, or books that are not included in the literature to be reviewed (Ulhaq, & Rahmayanti, p. 18, 2020). So, the criterias are: Inclusion criteria**:** The data taken from databases such as google scholar, science direct, elsevier, jstor, eric, and libgen, the theories related to the topics selected based on research questions, full text manuscripts and journals, articles or books over the 2006 published year (except Oxford book, 1990), and minimum resources required are 40 journals, articles or books. Exclusion criteria**:** All journals, articles, or books that are not included in the inclusion criteria

Interviews were chosen as data collection techniques in this study to answer research questions. The researchers' reason is that interviews is conducted when the researcher asks general, open-ended questions and record their answers (Cresswell, 2012, p. 217). Further, through interviews, the researcher obtained answers from students who were successful of the development in using the 21st-century metacognitive speaking strategy. Then, the type of interview used by the researcher is in-depth interviews. There will be 11 main questions asked to the interviewees, they are about the use of the metacognitive strategy of students in learning speaking.

There are 3 steps of data analysis in the first stage**.** They are clustering and synthesizing, and analysis. Then, according to Creswell, there are 5 steps of data analysis techniques, namely the organizing and preparing of data that has been collected, reading data that has been prepared, coding data, generating data that has been coded into data descriptions, and developing descriptions and interpretations of data to be presented (Creswell, 2009, pp.185-189). Then, it will be explained well below.

3. FINDINGS AND DISCUSSION

Every of learning will definitely need a strategy to be able to achieve goals or targets in learning. From there it can be seen how important the position of learning and strategy is and cannot be separated each other. Learning strategies are behaviors and thoughts that a learner participates in intending to influence the learner's encoding process (Qasimnejas, & Hemmati, 2013, p. 27). Besides, according to Rubin (1987), learning strategies are any collection of operations, measures, plans, or routines used by the learner to facilitate the acquisition, storage, retrieval, use of information (as cited in Yilmaz, 2010, p.682), and have learning facilitation as a goal and are intentional on the part of the learner (O'Malley, & Chamot, 1990, p. 205). The goals and intentions of strategy use are to affect the learner's motivational or affective state or how the learner selects, acquires, organizes, or integrates new knowledge (p. 205). In sum, learning strategies are any collection of operations, measures, plans, or routines with the goals and intentions of influencing the learner's encoding process.

Language learning strategies are complex, nuanced thoughts and behaviors chosen and used in particular ways by learners with some degree of consciousness to control various facets of themselves (such as cognitive, emotional, and social) for (a) completing language tasks; (b) improving language ability or use; and/or (c) enhancing long-term proficiency (Thomas, & Rose, 2018, p. 3). To summarize, English language learning strategies are specific behavior that learners choose and use in specific ways to communicate effectively with others, which they refer to as interactional competence and specifically for this study is for English Foreign Language (EFL).

Rubin (1987) distinguishes between strategies that contribute directly to learning and those that contribute indirectly (as cited in Hardan, 2013, p. 1718). The strategies are learning strategies, communication strategies, and social strategies. Sequentially, the three strategies are the ones that contribute the most directly, less directly, and indirectly in the language (p. 1718). Rubin subdivides learning strategies into 2 types of language learning strategies, namely cognitive and metacognitive strategies.

According to O'Malley and Chamot language learning strategies are divided into 3 main strategies, these are cognitive, metacognitive, and socio-affective strategies. Cognitive strategies, on the other hand, are distinct learning practices that learners use to comprehend linguistic information and acquire knowledge (Serri, Boroujeni, &Hesabi, 2012, p. 844). Then, the behaviors that learners use actively when learning is referred to as metacognitive strategies (p. 844). Knowing about learning is the subject of metacognitive strategies. It means that learners learn how to learn by thinking about the learning process as they prepare, track, and evaluate their learning, similar to pre-task exercises with metacognitive strategies. Last but not least, social/affective strategies refer to approaches that students use to learn by communicating with their peers and asking questions of their teachers to better understand a topic or to relieve or reduce their anxiety (p. 844).

Oxford divides language learning strategies into 2 types of strategies, namely direct and indirect strategies Direct strategies consist of cognitive, memory, and compensation strategies and indirect strategies consist of metacognitive, affective, and social strategies (1990, p. 15). Each of these strategies has its subset of strategies. Direct strategy is a strategy that directly encourages students' mastery of the target language. Then, indirect strategies are strategies that indirectly provide during the target language mastery of students (p. 15). First, direct strategies are memory strategies that include storing and retrieving new information; cognitive strategies that include manipulating or transforming the target language and compensation strategies that include using the new language for

comprehension and production (Khoshsima, & Tiyar, 2015, p. 65). Then, indirect strategies are metacognitive strategies that go beyond cognitive devices and enable students to control their learning process, affective strategies focus on learners' mental, behaviors, motivation, and beliefs, while social strategies focus on learners' communication with others who speak the target language (p. 65). So, the strategic division according to Oxford is of more type than the other two experts above but basically has the same strategy, they are cognitive, metacognitive, social, and affective strategies. Then, language learning strategy is also really needed in learning speaking so that it becomes a language learning speaking strategies

There are several literatures discussing language learning speaking strategies and their effects on students. *First,* according to Mistar (2014) some studies in the area of speaking ability use theories of learning strategies as their theoretical foundations, and they use Oxford's theory as the key instrument, demonstrating that in speaking class, students prefer metacognitive, social or affective, and compensation strategies. Meanwhile, academic achievement, attitudes toward speaking English, tasks at hand, discussion subjects, and techniques used by teachers are thought to have an impact on strategy selection (p. 204).

Second, one of language learners' goals would be to use the foreign language in various oral exchanges and eventually become a qualified speaker. A capable speaker, according to Hedge (2000), understands how to employ speaking strategies. These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully, and are important because they give foreign language learners useful tools for communicating in the target language in a variety of situations (as cited in Lopez, 2011, p. 3).

Third, high speaking performance students used all six strategy elements, namely memory, cognitive, compensation, metacognitive, affective, and social strategies, to improve their speaking skills more equally, as evidenced by their frequency (Gina, Fajrina, &Hanifa, 2015, p. 29). They used the various strategies in a more balanced manner (p. 29). Then, these findings suggest that students with high speaking performance are more aware of their language needs, and as a result, they are more likely to use strategies that will help them master the target language, such as practicing, reasoning, and evaluating, through planning strategies and strategies that allow them to control their learning assessing the outcomes (p. 30). Furthermore, by increasing their motivation levels, these students spent a significant amount of time exercising to gain control over their emotions and attitudes (p. 30).

Fourth, students use a variety of strategies to become active speakers, as evidenced by the differences in learning speaking strategies. Learning Strategies are the mental processes that learners use to learn and use the target language, and they provide a reflection on how they learn English as well as an input for them to be aware of their learning strategies (Syafryadin, 2020, p.45).

Finally, it was discovered that the majority of EFL students use strategies for two main reasons: to help them communicate more effectively while speaking and to improve their oral production abilit y before or after speaking (Razmjoo, & Ardekani, 2011, p. 132). The five points above indicate that strategic language learning has a strongly effect on improving students' speaking skills Then, it can be concluded that one of a language learners objectives is to use the foreign language in a variety of oral interactions and ultimately become a qualified speaker. According to Hedge (2000), a good speaker

knows how to use speaking strategies (as cited in Razmjoo, &Ardekani, 2011, p. 132). The mental processes that learners use to learn and use the target language are referred to as learning strategies. They provide both a reflection and an example of how they learn English and provide feedback on how they learn English as well as suggestions to help them beco me more aware of their learning strategies. Then, the majority of EFL students employ strategies in speaking for two reasons: to increase their oral production ability and to help them communicate more effectively while speaking. Then, metacognitive strategy is one of the crucial points in the strategies.

Students' metacognition includes these learning skills as well as knowledge of when, how, and which approach to use (De Boer, Donker, Kostons, Van derWerf, 2018, p. 3). Beyond cognition, above cognition, beyond perception, thinking about thinking, and consciousness are some of the concepts of metacognition (Al qaisi, 2016, p. 349). Thinking and metacognition are synonyms for the notion of (metacognition), which refers to an individual's knowledge of cognitive operations, mental tasks, learning practices, and self-control that is applied to the learning processes of memory, comprehension, planning, managing, and problem solving (p. 349). In sum, metacognition is the awareness of cognitive operations, mental tasks, learning habits, and self- control that is applied to the learning processes of memory, understanding, planning, managing, and problem solving by a person.

Students who can use self-regulation are expected to use metacognitive strategies to monitor their learning. In addition, Borkowski, (1992), to choose appropriate and feasible problem-solving strategy students must be taught how to develop self-regulation skills so that they can evaluate and size up their tasks (as cited in Tajalli, & Satari, 2013, p. 141). That is why metacognitive strategies are connected with the students' metacognition. Metacognitive strategies (Oxford 2003) are important in English language learning because they allow students to effectively control, regulate, monitor, and assess their progress (as cited in Phaiboonnugulkij, 2018, p. 87). Then, in metacognitive strategies, there are three main points in learning, namely planning, monitoring, and evaluating. Planning entails careful consideration of a new situation to identify possible solutions, making plans to achieve results, and making efficient use of available resources and time (Reisoglua, Toksoya, &Erenlerb, 2020, p. 3). Monitoring refers to a person's awareness of her performance to a predetermined procedure (p. 3). Finally, the appraisal process encompasses the individual's assessment of her learning outcomes as well as the organization process (p. 3). Then, also all of three points are equally important and are related to one another.

According to Al Shammari (2015), apart from the advantages of metacognitive strategies, there are several disadvantages that could be stumbling block and if students do not pay attention and deal with them properly (p. 51-52). Here are the disadvantages of metacognitive strategies:

1. Sticking with metacognitive strategies is not too good for our performance when learning something because it will lead to overconfidence in these strategies which may not suit the conditions and needs of students (Norman, 2020, p. 3)
2. Too many processes that involve metacognitive strategies in learning can create confusion in the cognitive processes of students themselves because in metacognitive strategies there are several steps that students must take in their learning (p. 4).

3. Too many thing students have to do and too much confidence in each student's self-analysis will make students have a negative effect on student psychology such as low motivation, lack of confidence in their learning performance (p. 4).

Therefore, the solution is almost all the same. Then, it can also be concluded that there are 11 activities of the 3 indicators for successful students in applying metacognitive speaking strategies in their learning. *First* is **arranging and planning learning,** by setting the goals of speaking namely, to improve communicative in target language efficiently based on the context, and short term goals (certain task), making a schedule namely, plan to practice in-outside classroom, make a good physical environment, and planning task, namely prepare knowledge, information, and strategy linking with the task or short term goals. *Second* is **centering learning** by monitoring and controlling, namely practice with talking and interacting with other people (natives, lecturers, peers), pay attention to linguistics aspect of speaking such as pronunciation, vocabulary, grammar, accuracy and fluency, and non linguistics aspect of speaking such as confidence, motivation, bravery, eagerness, and so on, and aware of the process (mistake) of the speaking performance. *The third* is **evaluating learning** by **s**elf-evaluating, namely aware of progress, strength, and weakness, get feedback and result (by note-taking or recording) from oneself or others in aspect of linguistics and non-linguistics, evaluate the appropriate strategies for a certain task or whole learning. Thus, language learning speaking with metacognitive strategies is very crucial for students in improving their speaking skills.

The application of metacognitive speaking strategy used by participants of 8th semester students and the student's needs' in applying metacognitive strategy for learning speaking in the 21st century show some findings. In the first stage of arranging and planning learning, most of the participants did almost of all acitivities, even though all activities were not the same. First, participants have long-term and short-term goals. For long-term goals, namely to communicate in English, in this case, the world of education and work, because according to one of the participant, Isti said that *"The main goal is to master an English, and also speaking skills today because of the demands of the outside world including the world of work and education then English is also an international language as communication tools"*. The difference is only in the initial motivation to learn English for the first time.

Second, in learning speaking, all participants do it in their free time. There is no fixed schedule to do it, but it is a commitment for them to have to do activities to increase their speaking skills in their free time. Like Rahmi said *"There is no schedule but at least a day there is only one sentence from English that is pronounced and other practical things too"*. Then, for Verentina, even though she does not have a specific schedule, she always plans her activities in a day including the practices of speaking skills. Third, regarding a good environment in supporting their speaking learning, they need a good environment including people who can support them in improving speaking, namely being able to understand, can speak English, want to learn speaking, and do not give negative responses which make in loss of motivation and self-confidence even though they do not have specific time relating it.

Finally, they also really felt that they needed a strategy to improve their speaking skills even though the strategies used were varied but they chose strategies that were suitable and fun for them. Then, even though there are no specific strategies for tasks, they said *"the strategy for tasks in class usually is not patent but it adapts to the situation and the first, i know what*

I want to do when in the class". It means they must have an actual strategy to enhance their speaking skills. Meanwhile, Verentina is more concerned with each task, meaning that she prepares linguistic and nonlinguistic aspects of each task and provides possible more than one strategy if she knows the type of task. Then, to prepare the information and knowledge, the other 4 participants said *"I am looking for information or anything about the material if there are only practical and written tests".* It means they do it based on the situation and just as an additional knowledge if they do it in their free time specifically about the linguistics aspect in English. Hence, in the third point of arranging and planning, participants prepare knowledge, information strategy linking with the task or short term goals, even though for the strategy some participants just have general strategies to enhance their speaking skills.

It can be concluded that 3 of the 5 activities on the arranging and planning indicators were carried out by all participants, namely points by setting the goals of speaking, namely, to improve communicative in target language efficiently based on the context, and short term goals (certain task), and make a good physical environment. While the other two points, namely making a schedule, namely, plan to practice in-outside classroom, and planning task, namely preparing knowledge, information, and strategy linking with the task, not all participants carried it out in the process of improving their speaking skills.

In the second stage, centering learning or controlling and monitoring learning, the focus is on the direct learning process. Each of participants practices speaking in various ways. All participants practiced more with other people and most often they communicated with their real and virtual friends. 4 participants (Verentina, Atikah, Wiwin, and Rahmi) tend to interact frequently with virtual friends, some of them are native speakers, some are not native but use English as their second language or they are proficient in English. In their free time, they practice speaking through special applications for interaction with foreigners by audio chat, telephone, and video call. Apart from their interactions, they also often practice speaking in private. According to Rahmi, *"The practice is like I said before, the strategy is a lot of watching YouTube and then practicing, talking in front of the mirror, interacting with people who can or use or communicate in English directly or online. So that in a day there are only English sentences that come out of my mouth and I think I practice a lot".* Besides, all participants watch English films and vlogs, listen to English songs, and look for information related to vocabulary, pronunciation, grammar through social media such as Instagram to support the linguistics and non linguistics aspect of speaking. So that in this first point of the centering learning, namely practice with talking and interacting with other people (natives, lecturers, peers), they are suitable with the theory in various ways.

It can be concluded that of the 3 activities in the centering learning stage, all participants did all the activities, even though they did not give the exact same answer with the existing theory. They also gave quite a variety of answers. These points are practice with talking and interacting with other people (natives, lecturers, peers), pay attention to linguistics aspects of speaking such as pronunciation, vocabulary, grammar, accuracy and fluency, and non linguistics aspects of speaking such as confidence, motivation, bravery, eagerness, and so on, and aware of the process (mistake) of the speaking performance. Then, at this stage, the participants carry out all centering or controlling and monitoring learning activities with the direction from the first stage they had planned.

In the evaluating stage, first the participant is aware of their current speaking progress because they feel to understand more about linguistic speaking aspects such as grammar,

vocabulary, and pronunciation then can respond more quickly to conversations with the other person by the context even though it is not yet perfect, even according to Verentina, *I really care about the progress of speaking myself, usually I am aware of the progress of the native interlocutors because I start to understand more and speak fluently with them, I can even justify the interlocutor who keeps making some mistakes because I feel there is a change too from The first time I learned English in junior high school, until now, in college, I saw from adding vocabulary or pronunciation*. Meanwhile, according to Wiwin, *the progress is that those who don't know much about English are now adding everything about aspects of speaking and now in college, I realize that when I can balance my English conversation with my friends, when I participate in a competition about speaking, I can win.* It means, participants are aware of their progress in speaking skills even though there is a bit difference in aspect of the progress. Hence, it is still correlated with the theory.

On the evaluating learning stage, participants carried out 2 of 3 activities. Then, the activities are being aware of progress, strength, and weakness, and getting feedback and results (by note-taking or recording) from oneself or others in aspects of linguistics and non- linguistics. Meanwhile, to evaluate the appropriate strategies for a certain task or whole learning, participants only do it for general strategies in improving their speaking skills, not for specific tasks and of course this is done according to the needs of each participant. So that in this last stage they did all evaluating activities as a continuation of the first and second phase activities, although there were slight differences in self-evaluation and progress awareness activities.

All participants have different problems in speaking and one way toovercome them; they use the metacognitive speaking strategy with three stages even though the backgrounds of the participants are a bit different. First, at the arranging and planning stages they did not have a special learning schedule but the rest of activities, they did it. Second, they mostly use their metacognitive speaking strategy process consciously outside the classroom. Third, they use these 3 stages with metacognitive speaking strategy activities that adjust their learning styles to be more responsive in improving their speaking skills. Despite this fact, most of their metacognitive speaking strategies are almost the same for them. Furthermore, Of the 5 participants, Verentina is the participant who almost perfectly matched the theory in chapter 2, out of 11 overall points in the three stages of metacognitive speaking strategy, she did 10 points very well. But that doesn't mean the other 4 participants didn't apply it well, they also applied it well, it is just that they were not very close to the theory.

Then, it means that the need for students to be able to apply their metacognitive speaking strategy very well are following points in the arranging, centering and evaluating stages, namely **setting the goals of speaking namely**, to improve communicative in target language efficiently based on the context, and short term goals (certain task), **making a schedule** namely, plan to practice in-outside classroom, make a good physical environment, **planning task**, namely prepare knowledge, information, and strategy linking with the task or short term goals, **monitoring and controlling**, namely practice with talking and interacting with other people (natives, lecturers, peers), pay attention to linguistics aspect of speaking such as pronunciation, vocabulary, grammar, accuracy and fluency, and non linguistics aspect of speaking such as confidence, motivation, bravery, eagerness, and so on, and aware of the process (mistake) of the speaking performance, **self-evaluating**, namely aware of progress, get feedback and result (by note-taking or recording) from oneself or others in aspect of linguistics and non-linguistics, evaluate the appropriate strategies for a certain task or whole learning.

4. CONCLUSION

There are 11 activities of the 3 indicators for successful students in applying metacognitive speaking strategies in their learning. *First* is **arranging and planning learning,** by setting the goals of speaking namely, to improve communicative in target language efficiently based on the context, and short term goals (certain task), making a schedule namely, plan to practice in- outside classroom, make a good physical environment, and planning task, namely prepare knowledge, information, and strategy linking with the task or short term goals. *Second* is **centering learning** by monitoring and controlling, namely practice with talking and interacting with other people (natives, lecturers, peers), pay attention to linguistics aspect of speaking such as pronunciation, vocabulary, grammar, accuracy and fluency, and non- linguistics aspect of speaking such as confidence, motivation, bravery, eagerness, and so on. *The third* is **evaluating learning** by **s**elf-evaluating, namely aware of progress, strength, and weakness, get feedback and result (by note-taking or recording) from oneself or others in aspect of linguistics and non-linguistics, evaluate the appropriate strategies for a certain task or whole learning. Thus, that is students should do in the learning speaking using metacognitive strategies.

Most of the participants are only missing at the stage of setting the schedule, because they do activities in their free time, there is no specific schedule. Then, there are only variations or additions in some activities according to the needs of the learning objectives, problems, and understanding of each participant, such as more varied short-term goals, practice strategies, and how to evaluate their speaking. Therefore, the needs of students applying metacognitive strategy for learning speaking in the 21st century are students have to do the activities at three stages of arranging and planning, centering or controlling and monitoring, and evaluating learning. Then, for students who want to make sure the implementation run well, at least they do of 10 of the 11 activities in the three stages of metacognitive speaking strategy. So that, those are things that students must pay attention and do in their metacognitive speaking strategy.

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Artificial Intelligence in Second Language Learning

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In accordance with the times, learning models are also developing. Students need for learning methods are also different in each generation. Currently, the younger generation likes to use artificial intelligence because it makes it easier for them to find new information. Therefore, this research discusses the use of artificial intelligence in second language learning. The research method used is the interview method with questionnaire techniques. From the results of the questionnaire distributed, it was found that the use of artificial intelligence had a positive influence on student motivation. The percentage of students who stated that they were happy with the use of artificial intelligence in learning was in the positive area.

Keywords: artificial intelligence; second language learning.

INTRODUCTION

Artificial intelligence is a new term that appears frequently with the rapid development of technology, especially in the computer field. Programs provided by artificial intelligence make it easier for humans to do work, especially those related to human intelligence. Things related to learning, using patterns, language processing, data processing, and drawing conclusions can be done with artificial intelligence. The convenience available in this artificial intelligence program opens up opportunities for humans to learn and understand things more quickly. On the other hand, artificial intelligence also opens up opportunities for humans to delegate work to programming so that a person's real intelligence is not used optimally.

However, every new thing in the development of the times always has two sides of the coin which can be seen from the positive and negative sides. Likewise with artificial intelligence, there are those who use it for crimes such as fraud or theft. There are also those who use it to search for information, translate languages, and build interesting teaching models.

We cannot avoid the rapid development of artificial intelligence. What must be done is to adapt to the times and become an agent of change that has a positive impact on development itself. One of the positive things we can do from the development of artificial intelligence is to use it in the world of education. Currently, there are many artificial intelligence platforms that make it easy to prepare interesting and informative teaching materials. We can choose one platform from the many available. Apart from making it easier to organize teaching materials, the platform can also be designed to be as attractive as possible and can be adapted to class needs. Not only for designing learning materials, artificial intelligence also provides assignment models that make it easier for teachers to provide grades in a measurable and automatic manner. Students also feel happy because the

features available are features that are in line with current developments and can be updated regularly. Assignments via artificial intelligence can be adjusted to the level of pressure and difficulty. The time duration that can be set and the question model that can be randomized allows for a higher level of assessment accuracy.

Of the many existing artificial intelligence platforms, researchers chose the wordwall.com platform because it provides features that are suitable for language lessons. This platform provides many features that can be used to compile teaching materials and assessments. The feature is interesting because it is similar to several familiar games played by young people. Learners can experience playing while learning when introduced to learning using this platform. So that this statement does not become a one-sided statement, namely from the researcher's side as a teacher who uses artificial intelligence, this research is seen from the side of the learner who receives teaching using artificial intelligence. Are students happy or satisfied with learning using artificial intelligence or not?

METHOD

The research data comes from students who are taking the *chuukyuu enshuu* course or beginner training class. This year 1 student is used as an experimental class because the game features are certainly familiar to those who have just finished high school. This student comes from the Japanese Literature Study Program at Andalas University, in 2024. One batch consists of 2 classes, namely class A and B. The determination of students who enter classes A and B is done randomly, without considering the student's grades or abilities. Therefore, these two classes are filled with students with relatively similar abilities. This means that the final results will not affect their language skills.

Of the two existing classes, one of the classes was used as the experimental class and the other was used as the control class. The experimental class is a class that is used as an experimental class in the application of artificial intelligence in learning. Meanwhile, the control class is a class whose learning is like the previous semester, namely without including artificial intelligence in the learning.

After learning, the next step is to fill out a questionnaire which is an effort to collect data to determine the level of student satisfaction in the 2 learning models. The learning model in question is learning that integrates artificial intelligence in learning and those that do not. Data collection was carried out in lectures over 4 meetings. In the 4 class meetings that were used as experiments, learning models that used artificial intelligence were always included. The experimental class and control class were carried out alternately for classes A and B. This was done to obtain balanced research results between the two classes.

To analyze the data obtained from the experimental class and control class, theories such as the following are needed:

1) Learning Model

A learning model is a plan or pattern that is used as a guide in planning learning in the classroom. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management (Arends in Trianto, 2010: 51).

Furthermore, Joyce & Weil (1971) in Mulyani Sumantri, et al (1999: 42) state that a learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and has a function as a

guide for learning designers and teachers. teachers in planning and implementing teaching and learning activities.

Based on the two opinions above, it can be concluded that a learning model is a conceptual framework that describes systematic procedures for organizing learning experiences to achieve certain learning goals and functions as a guide for learning designers and teachers in designing and implementing the teaching and learning process.

2) Learning Method

The method according to Djamaluddin and Abdullah Aly in Capita Selekta Islamic Education, (1999:114) comes from the words meta meaning through, and hodos path. So a method is a path that must be followed to achieve a goal.

According to WJS. Poerwadarminta in *Kamus Besar Bahasa Indonesia*, (1999:767) Method is a way that has been organized and well thought out to achieve a purpose. Teaching is a very complex endeavor, so it is difficult to determine how to actually teach well. A method is one of the tools to achieve a goal. While learning is an activity carried out by the teacher in such a way that the behavior of students changes for the better (Darsono, 2000: 24). According to Ahmadi (1997: 52) the learning method is a knowledge of the teaching methods used by the teacher or instructor.

According to Gagne, Briggs, and Wagner in Udin S. Winataputra (2008), what is meant by learning is a series of activities designed to enable the learning process for students.

Based on the description above, it can be concluded that what is meant by learning method is the method or path taken by the teacher to convey learning material so that learning objectives can be achieved. It can also be concluded that learning methods are learning strategies used by teachers as a medium to achieve predetermined learning goals. This will encourage teachers to look for the right method in delivering the material so that it can be absorbed well by students.

Types of teaching methods according to Sudjana (2013):

a. Lecture method
b. Question and answer method
c. Discussion method
d. Study assignment and recitation methods
e. Group work method
f. Demonstration and experimental methods
g. Sociodrama method
h. Problem solving method
i. Team system method
j. Training method (drill)
k. Field trip method
l. Resource person method
m. Community survey method
n. Simulation method

The learning method described by Sudjana (2013) above is a learning method that can generally be used by any learner. Meanwhile, for language learning there are special methods as stated by Tarigan (2009: 23) below:

a. Grammar translation method (traditional method)
b. Direct method

c. Reading method

d. Audiolingual method

e. Audiovisual method

f. Cognitive theory

g. Community language learners

h. How to be silent

i. Suggestopedia

From the learning theories above, the researcher concluded and developed a learning model that is likely to be liked by today's young people. The learning model in question is to include artificial intelligence models in learning activities. Artificial intelligence models have many options ranging from voice features, videos and quizzes that can be used in learning, especially language learning. In this research, the feature used is the quiz feature. The quiz was taken from one of the artificial intelligence platforms, namely wordwall.com. On this platform there are various quizzes as seen in the image below.

Picture 1. Quizzes example 1

Picture 2. Quizzes example 2

Picture 3. Quizzes example 3

Picture 4. Quizzes example 4

By including several quiz features that match with the lecture material, we can see whether students feel happy or satisfied with the learning. To find out, a questionnaire was used containing questions that measured the level of student satisfaction with the learning model. In the first hour of lectures, the lecturer opens the lecture with greetings, conveys the learning objectives and repeats the previous material. Then it continues with the day's lesson material and then includes a quiz model from the wordwall.com platform to test students' understanding of the material provided. In detail, the following is a description of the learning unit in one meeting:

Learning Model by Integrating Artificial Intelligence

Process	Action		Time
	Learning activities	Learner activities	

Opening	a.memberi salam, absensi sambil melakukan pendekatan personal kepada mahasiswa b. explain the day's material in general to students c. deliver learning objectives	Pay attention and answer greetings Pay attention and respond to learning	10 minutes
Presentation	a. provides an explanation of new sentence patterns and their implementation in sentences and conversations b. Give students chance to ask questions c. answer student questions accurately and easily understood	Pay attention Ask questions to the lecturer	45 minutes
Assigments in class	Provide new vocabulary quizzes found in the chapter being studied and quizzes on understanding new sentence patterns using the wordwall.com platform with appropriate feature	Take vocabulary and sentence quizzes	20 minutes
closing	Check and provide feedback from quizzes completed by students Closing the meeting, presenting next week's material and giving closing greetings	Pay attention and check friends' answers in class Observe and respond to greetings	15 minutes

Tabel 1. Model Pembelajaran di kelas eksperimen

STUDENT SATISFACTION QUESTIONNAIRE
TOWARDS THE INTEGRATION OF ARTIFICIAL INTELLIGENCE
IN LEARNING

Subject   :   Shochuukyuu   Semester   : 2 (Two)
Enshuu   Class   : …………………
Date and time   : ……………..

Instructions for Filling Out the Questionnaire
1. The questionnaire consists of 20 statements. Carefully consider each statement in relation to the translation II course, give an answer that really suits your choice.
2. Put a check mark (√) in the column that corresponds to your answer.

SD   = Strongly Disagree   A   = Agree
DA   = Disagree   SA   = Strongly gree
D   = Doubtful

NO.	STATEMENT	ANSWER				
		SD	DA	D	A	SA
1	Quizzes via artificial intelligence can be accessed easily					
2	Directions for taking quizzes through artificial intelligence can be understood well					
3	Quizzes via artificial intelligence, given according to lecture material					

NO.	STATEMENT	ANSWER				
		SD	DA	D	A	SA
4	Quizzes using artificial intelligence can help understanding in mastering lecture material					
5	Quizzes via artificial intelligence are fun.					
6	Quizzes via artificial intelligence are varied so they don't get boring.					
7	There are not many obstacles in taking quizzes via artificial intelligence.					
8	Taking quizzes through intelligence can increase creativity.					
9	Taking quizzes through artificial intelligence can improve speaking skills					
10	Taking quizzes through artificial intelligence can improve listening skills					
11	Taking quizzes through artificial intelligence can improve reading skills					
12	Taking quizzes through artificial intelligence can give you writing skills					
13	The results of the quiz assessment via artificial intelligence are in accordance with the student's abilities					
14	Quizzes via artificial intelligence are done honestly					
15	Taking quizzes via artificial intelligence can be done in a relaxed manner					
16	Taking quizzes via artificial intelligence is full of stress					
17	Quiz grading via artificial intelligence is satisfactory					
18	Taking quizzes via artificial intelligence can be done anywhere					
19	Taking quizzes via artificial intelligence is more practical					
20	Taking quizzes via artificial intelligence is better than in-class or offline quizzes					

Table 2. Student satisfaction level questionnaire

The table above has been distributed to the experimental class with a total of 24 students. The answers returned or accepted were 19 students or respondents. From the answers received, they are then analyzed and seen how students' answers tend to relate to the learning that has been implemented. The following section describes how students responded to the questionnaire that was distributed.

FINDING

From learning during 4 meetings that used artificial intelligence, a questionnaire was created to determine student responses to the learning. The questionnaire contains 20 questions that can show whether students are satisfied or not with the learning provided. Questionnaires are given at the end of class time. Students are not required to write their names or personal data on the questionnaire provided, so that they do not have any concerns about the answers given. This is very important to get honest questionnaire results and has an impact on questionnaire analysis.

After distributing the questionnaire, the answers received from respondents were calculated and transferred into table form, and the figures obtained were as follows:

NO.	STATEMENT	ANSWER				
		STS	TS	R	S	SS
1	Quizzes via artificial intelligence can be accessed easily	0	1	0	10	8
2	Directions for taking quizzes through artificial intelligence can be understood well	0	0	5	8	6

| NO.	STATEMENT	ANSWER				
		STS	TS	R	S	SS
3	Quizzes via artificial intelligence, given according to lecture material	0	0	1	8	10
4	Quizzes using artificial intelligence can help understanding in mastering lecture material	0	0	4	10	5
5	Quizzes via artificial intelligence are fun.	0	0	1	7	11
6	Quizzes via artificial intelligence are varied so they don't get boring.	0	0	2	8	9
7	There are not many obstacles in taking quizzes via artificial intelligence.	0	4	2	9	4
8	Taking quizzes through intelligence can increase creativity.	0	0	4	8	7
9	Taking quizzes through artificial intelligence can improve speaking skills	0	2	7	8	2
10	Taking quizzes through artificial intelligence can improve listening skills	0	2	7	7	3
11	Taking quizzes through artificial intelligence can improve reading skills	0	0	3	7	9
12	Taking quizzes through artificial intelligence can give you writing skills	0	3	5	7	4
13	The results of the quiz assessment via artificial intelligence are in accordance with the student's abilities	0	0	4	11	4
14	Quizzes via artificial intelligence are done honestly	0	0	7	7	5
15	Taking quizzes via artificial intelligence can be done in a relaxed manner	0	0	11	10	7
16	Taking quizzes via artificial intelligence is full of stress	2	6	8	1	2
17	Quiz grading via artificial intelligence is satisfactory	0	1	1	10	7
18	Taking quizzes via artificial intelligence can be done anywhere	0	0	0	9	10
19	Taking quizzes via artificial intelligence is more practical	0	0	0	11	8
20	Taking quizzes via artificial intelligence is better than in-class or offline quizzes	0	2	3	7	7

Table 3. Results of the student satisfaction level questionnaire

From the table above, it can be seen that the tendency of answers given by respondents is in the right range, namely the variables who agree and strongly agree. Most of the questions were directed at student satisfaction with the use of artificial intelligence in learning. In contrast to the question in point 18 where the question tends to lead to disagreement with the use of learning, the answer that appears is a smaller number on the right side. The question was "Is taking quizzes with artificial intelligence stressful?" It turns out that 2 students answered strongly disagree and 6 students answered disagree. This means that 42.1% of the answers were in the left variable and the same percentage answered undecided. This indicates that learning by integrating artificial intelligence does not make students feel stressed when doing it. Only 2 people answered strongly agree or in other words full of pressure plus 1 more person answered agree. Meanwhile, in other questions, as can be seen in the table, most of them are in the variables on the right.

DISCUSSION

The findings above were obtained from a questionnaire with a total of 20 questions. Of the 20 questions, several questions were chosen as questions that represent student answers and can show the level of student satisfaction with learning. The analysis is as follows:

Data 1
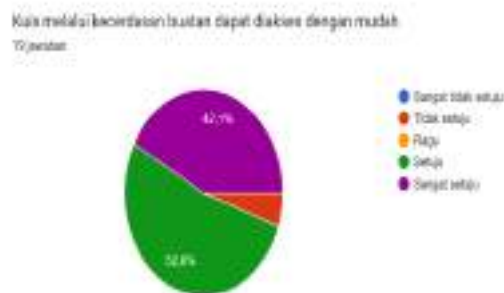
Data analysis diagram 1

In the diagram above, it can be seen that 42.1% of students answered strongly agree. The question asked was "Can artificial intelligence quizzes be accessed easily?" This question was asked to find out whether students can access learning through artificial intelligence easily or not. This is asked because not all places have a good signal. Therefore, to ascertain whether there are problems when accessing learning, this question is asked. From the results obtained, the majority of respondents were able to access it well. Only 1 respondent answered in doubt. This may be caused by several times where learning cannot be accessed properly in the place concerned.

Data 2

Data analysis diagram 2

The questions for the diagram above are regarding directions in taking the quiz. Around 31% of respondents answered "strongly agree" and 31% answered "agree. This means that the instructions can be understood well. Meanwhile, another 26% were of the opinion that they were doubtful, which could mean that students were sometimes doubtful about the directions given. However, none of the respondents answered that the directions could not be understood.
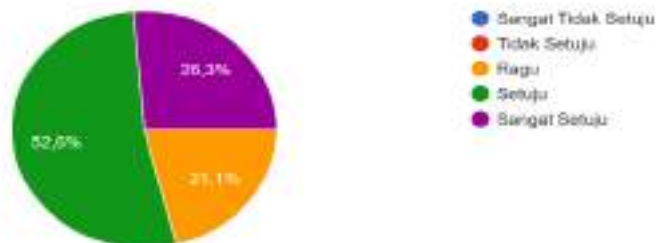
Data 3
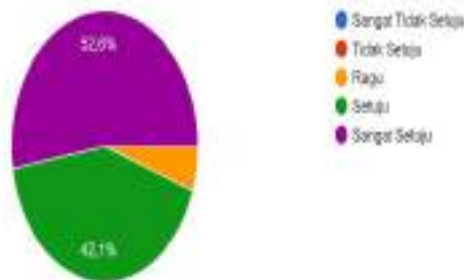
Data analysis diagram 3

The diagram above is almost the same as the other diagrams, namely it only consists of 3 colors. The three answer variables are on the right side, which indicates that the majority of respondents answered positively. The question asked was about "whether the quiz given is appropriate to the material or not".

Data 4

Data analysis diagram 4

Next is the 4th diagram which is still dominated by the same colors as the previous diagram. The question asked in this diagram is whether learning by integrating artificial intelligence can help understand lecture material. It turns out that the majority of respondents answered in the affirmative. This indicates that they are satisfied with the use of artificial intelligence in learning. Although around 21% or 4 respondents answered doubtful. However, none of the respondents answered "disagree" or "strongly disagree".

Data 5

Kuis melalui kecerdasan buatan menyenangkan
19 jawaban
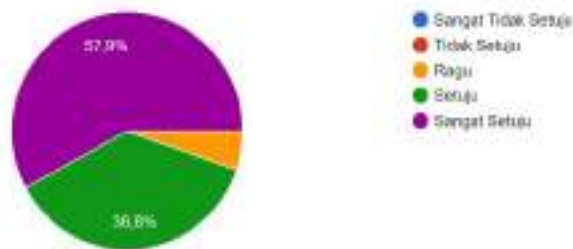
Data analysis diagram 5

The questions in this diagram really indicate the level of student satisfaction with the use of artificial intelligence in learning. The question is "are quizzes via artificial intelligence fun or not". The word "pleasant" here can of course be equated with the word "satisfied". From the diagram, it is clear that the majority are happy with the use of artificial intelligence, and only 1 person or 5.3% of respondents answered that they were doubtful.

Data 6

Kendala dalam mengerjakan kuis melalui kecerdasan buatan tidak banyak.
19 jawaban
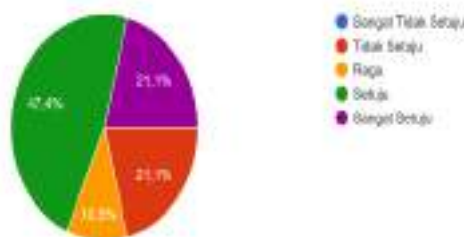
Data analysis diagram 2

There are a variety of answers to the questions shown in this diagram. The question is about the obstacles in implementing learning with artificial intelligence. There were 21.1% of respondents or 4 students who did not agree that the implementation of learning did not experience many obstacles. The obstacles referred to here may be related to access or signals, understanding the directions of the questions and several other difficulties. This of course adds enthusiasm for teachers to create and choose better artificial intelligence in learning.

Data 7
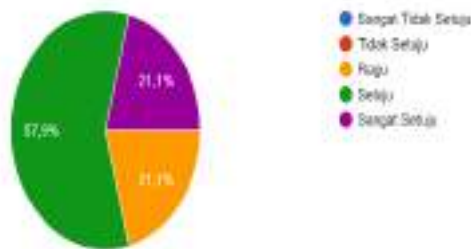
Data analysis diagram 7

The next question is regarding assessment. "Whether the quiz via artificial intelligence is appropriate to the student's abilities or not. Most respondents answered that they agreed with this assessment through artificial intelligence. This can be seen from 21.1% of respondents answering strongly agree, and 57% answering "agree".

Data 8
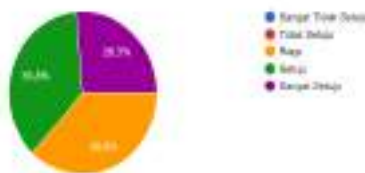
Data analysis diagram 8

A relatively similar diagram addresses the question of whether the quiz was done honestly or not. From the diagram, it can be seen that there were no respondents who answered "disagree" or "strongly disagree". This shows that respondents agree with the quiz using artificial intelligence. Although some respondents answered in doubt whether they were honest or not.

CONCLUSION
Based on the results of the questionnaire that was distributed to respondents in the experimental class, it can be concluded that the majority of students are satisfied with the integration of artificial intelligence in learning. This can be seen from the percentage trend towards the answer "satisfied".

Like other case study research, this research requires support from other case study research which has similar theories but different objects. Will the integration of artificial intelligence also have the same impact on student satisfaction in learning in other courses or not? Of course, the question arises as to what if it is applied to courses or other subjects. For this reason, teachers and other researchers can use the same theories and methods as this research, but test them on different students or subjects. The results of other case study

research will certainly add to the hypotheses so that later they will be able to add references for teachers in general.

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An Analysis of Slang Used by the Kdrama Community in Drama "Queen of Tears" in the Instagram Reels

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The objective of this study is to analyze the slang used by the Kdrama community in the Instagram Reels. Slang as informal language often used by people especially young generation as new varieties of language. Slang words are usually only understood by people who are part of a certain community. This study uses the qualitative method with document analysis as a research instrument. To analyze the slang words, the researchers use the theory proposed by Allan and Burridge (2006) in Ardianta, Rajeg, & Dwi (2022) that divided slang into five types: 1) fresh and creative, 2) flippant, 3) imitative, 4) acronym, and 5) clipping. The result of this study shows the highest data was found on the analysis is fresh and creative with 83 data or 55.7%. Along with the times, many people, especially young generation use new contemporary vocabulary. In addition, the Kdrama community on Instagram is dominated by Gen Z, so the type of slang most often used by them is fresh and creative.

Keywords: sociolinguistics; slang; language variation; instagram; kdrama.

1.   INTRODUCTION

Language is a set of conventional spoken, manual (signed), or written symbols by which people express themselves as members of a social group and participants in its culture. Language performs many functions, including communication, identity expression, play, imaginative expression, and emotional release.

Language is a systematic tool for conveying ideas or feelings by using agreed signs, sounds, gestures, or signs that contain understandable meanings (Zadeh, 1975; Tseng, 2018) in (Oviogun & Veerdee, 2020). According to this definition, language includes all things that are used as a means of communication, both in the form of verbal and non-verbal signs. Non-verbal signs include the sound of a bell, car bell, morse, and limb movements (gestures) and so on. Slang is a non-standard use of the word in the language of a part social group.

Slang is something that everyone can easily detect but nobody can define it. According to Partridge (1950: 69) in Hafiza & Rosa (2020), slang is mainly in spoken form, which is used in social milieus and popular media, and to certain externs, it is used in the movie script. Slang words also could be found in a movie script, it means that slang is used in an informal situation and people usually use slang to talk with their friends or their society but it is not polite to talk to elders.

Inspired by earlier research, the researchers decided to look at the vernacular employed by viewers of the play "Queen of Tears" in Reels videos on Instagram. This study aims to examine the many slang terms that the viewers of the film use. Because the Instagram

account is a community account that discusses all the ongoing Korean dramas on Instagram, the researcher decided to utilize the Reels video as the research subject. The chosen video reels is a teaser or spoiler trailer for the popular Korean drama "Queen of Tears" in Indonesia, produced by Dramaspoiler21.

Several previous studies have addressed the topic of slang, including Boylu & Kardaş (2020) discussed about find out what the teacher' and students' opinions are regarding the use of slang in the instruction of Turkish to foreign speakers; Batmang & Gunawan (2020)) discussed how students at one Islamic university in Southeast Sulawesi, Indonesia, utilize Arabic slang; Lutviana & Mafulah (2021) discussed about the use of slang words in online learning context of EFL class; Siahaan, Herman, & Purba (2021) discussed about slang word in song lyrics by "Billie Eilish on When We All Fall Asleep, Where Do We Go? Album". Unfortunately, the application of slang analysis used by a community on social media has never been studied in previous research.

Sociolinguistics

Sociolinguistics is the study of the relationship between language and society, of language variation, and of language attitudes. It also studies how language varieties differ between groups with different social backgrounds like different ethnicity, religion, status, gender, level of education, age, etc., and how people can be categorized into different social classes (Jahromi & Mobaraki, 2019)

Bosede Sotiloye (1992) said in Emike, Sanni, Agu, & Olusanya (2021), sociolinguistics is a field of study that relates societal problems to linguistic/language problems. It answers the question: how do our social and cultural backgrounds affect our use of language? It is a branch of linguistics that tries to answer questions like who says what to whom, when, where how and why. One of the major aims of sociolinguistics is the study of the use of language in its social and cultural contexts. It studies the norms of society at large and examines how the individual exploits his awareness of society's norms to achieve particular effects.

In summary, sociolinguistics is a subfield of linguistics that studies how language functions in society, how languages vary, and how people feel about language. It seeks to comprehend how language usage is influenced by social and cultural contexts and how people employ their understanding of society standards to accomplish certain goals. Sociolinguistics also looks at how people may be classified into various socioeconomic classes and how language variations vary across groups with varied social backgrounds, including ethnicity, religion, status, gender, and age.

Slang

According to Fromkin, Romdan, & Hyams (2003) Slang is something that nearly everyone uses and recognizes, but nobody can define precisely. It is more metaphorical, playful, elliptical, vivid, and shorter-lived than ordinary language. The use of slang has introduced many new words into the language by recombining old words into new meanings. Spaced out, right on, hang-up, and rip-off have all gained a degree of acceptance. Slang also introduces entirely new words such as barf, flub, and dis. Finally, slang often consists of ascribing entirely new meanings to old words.

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Slang language is one of the examples of language variation. Situmorang (2021) in Panuntun & Hayati (2020) state that slang language is generally used as a means of communication among a group of adolescents during a certain period. Those slang language generally can be understood by the people in a community, especially for adolescent communities. They often used certain language in a certain community as well. Actually it is used in a television and social media too.

Claire (1998), states in Wiartati, Sulatra, & Utami (2022) that "Slang is used in social situation where a person feels comfortable with friends or associates". Where, slang words are often used to interact socially with each other to express people's feelings and the used of slang words are often used in speaking rather than writing. Slang words that are often heard such as: "kinda" (kind of), "watcha" (what are you), "OMG" (Oh My Gosh)" "OTW" (On The Way), there is little example of slang word that often heard nowadays. Slang word is informal language which is created to communicate with other people.

The researcher can conclude that slang is a unique form of language that is often used by adolescents and is often used in social situations to express feelings and interact with others. It is more metaphorical, playful, elliptical, vivid, and shorter-lived than ordinary language. Slang has introduced new words, such as spaced out, right on, hang-up, and rip-off, as well as new words like barf, flub, and dis. It is also used in television and social media. Slang words are often used in speaking rather than writing, and are often used to express feelings in social situations. Examples of slang words include "kinda," "watcha," "OMG," and "OTW." Overall, slang is an informal language created for communication with others.

Types of Slang

Allan and Burridge (2006) in (Ardianta et al., 2022) stated that there are five different types of slang the result is fresh and creative, flippant, imitative, acronym, and clipping and the explanation of slang type can be seen as follows.
Partridge (2004: 204) in Sinaga, Herman, Purba, & Hutahaean (2020) clarified that there are eleven types, there are:
a. Cockney Slang
b. Public House Slang
c. Workmen's Slang
d. Tradesmen's Slang
e. Slang in Art
f. Slang in Publicity
g. Slang in Theatre
h. Slang in Public School and University
i. Society Slang
j. Slang in Medicine
k. Soldier's Slang
Bloomfield (1933) and Guth (1962) in Agsa & Ambalegin (2020) proposed the forms of slang:
a. Abbreviation.
b. Funny Mispronunciation.
c. Shortened forms.
d. Interjection
e. Figurative Expression.

    f.   Nickname.

2.   METHODOLOGY

The method that the researchers used in this research is qualitative research with document analysis as a research instrument. Document analysis is used to analyze the type of slang that appears in the Instagram Reels on the dramaspoiler21 account. The Instagram Reels contains a preview from the drama ongoing "Queen of Tears" posted on April 18, 2024. This approach can help the researchers systematically identify and analyze every type of slang that used by the Kdrama community on Instagram Reels in the drama "Queen of Tears". The data were gained from 500 comments written by the Kdrama community on Instagram Reels in the drama "Queen of Tears". The researchers used the theory proposed by Allan and Burridge (2006) in (Ardianta et al., 2022) to analyze this research that consists five types of slang, namely fresh and creative, compounding/flippant, imitative, acronym, and clipping.

3.   FINDINGS AND DISCUSSIONS

Regarding the result, the researchers found types of slang used by the Kdrama community on Instagram Reels namely: fresh and creative which appears in 83 data or 55.7%; flippant which appears in 4 data or 2.7%; imitative which appears in 28 data or 18.8%; acronym which appears in 8 data or 5.4%; and clipping which appears in 26 data or 17.4%. The highest data found in this analysis is fresh and creative type with 83 data or 55.7%. Fresh and creative is the most often used by the Kdrama community on Instagram Reels because along with the times, many people, especially young generation use new contemporary vocabulary. In addition, the Kdrama community on Instagram is dominated by Gen Z (people born between 1997 and 2012), so the type of slang most often used by them is fresh and creative.

Table 1 Total of Slang Used by the Kdrama Community

Types of Slang	Token	Percentage
Fresh and creative	83	55.7%
Flippant	4	2.7%
Imitative	28	18.8%
Acronym	8	5.4%
Clipping	26	17.4%
Total	**149**	**100%**

3.1 Fresh and Creative

Fresh and creative is a type of slang that contains new language, informal variation, ingenuity, inventiveness, and sometimes even current terms (Nuraeni & Pahamzah, 2021). This type of slang is most often used by the Kdrama community on Instagram Reels. Table 2 is the examples of this type where the Kdrama community on Instagram used new vocabulary or up-to-date words that are widely used today.

Table 2 Fresh and Creative Slang Used by the Kdrama Community

Slang Words	Indonesian Basic Words	Meaning
Meleyot	Ungkapan tersipu	Indication of melting
Reog	Ungkapan semangat berlebihan	Indication of over excited
Uwu	Ungkapan romantis	Indication of romantic
Ubi	Meninggal	Died
Ommo	Ya ampun	OMG
Menyala	Ungkapan menakjubkan/semangat	Indication of being amazed/excited

3.2 Flippant

Types of slang composed of two or more phrases where the written term has no bearing on its denotative sense (Manurung, Heriansyah, & Achmad, 2020). Table 3 is the examples of this type where the Kdrama community on Instagram used the combining words which cannot be interpreted word for word because it is relate to connotative meaning.

Table 3 Flippant Slang Used by the Kdrama Community

Slang Words	Indonesian Basic Words	Meaning
So sweet	Romantis	Romantic
Moodboster	Penyemangat	Moodboster
Kasih kendor	Ungkapan jangan dilepas/patah semangat	Indication of don't give up

3.3 Imitative

Slang words that are created by fusing two distinct phrases into one are known as imitative (Ardianta et al., 2022). Table 4 is the examples of this type where the Kdrama community on Instagram used combining two or more words that are abbreviated into one word.

Table 4 Imitative Slang Used by the Kdrama Community

Slang Words	Indonesian Basic Words	Meaning
Cegil	Cewek gila	Fanatic girl
Romcom	Komedi romantis	Romantic comedy
Drakor	Drama Korea	Korean Drama
Salting	Salah tingkah	Act fool/blushing
Baper	Bawa perasaan	Feeling into it
Pasutri	Pasangan suami istri	Married couple

3.4 Acronym

An acronym is a type of slang that is created by combining the initials of several words or syllables to form a word or group of words (Nuraeni & Pahamzah, 2021). Table 5 is the examples of this type where the Kdrama community on Instagram used the initial letters from a group of words to become one word.

Table 5 Acronym Slang Used by the Kdrama Community

Slang Words	Indonesian Basic Words	Meaning
RL	Kehidupan sebenarnya	Real Life
OT	Kepikiran	Over Thinking
OMG	Ya tuhan/Ya ampun	Oh My God
BTS	Dibalik layar	Behind the Scene

3.5 Clipping

Clipping is the process of reducing a lengthy word to a shorter form with the same meaning to create slang words (Manurung et al., 2020). Table 6 is the examples of this type where the Kdrama community on Instagram used the term that was reduced to a shorter form and usually began in casual speech.

Table 6 Clipping Slang Used by the Kdrama Community

Slang Words	Indonesian Basic Words	Meaning
Sub	Terjemahan	Subtitle
Eps	Episode	Episode
Auto	Otomatis	Automatic
Mantu	Menantu	Son-in-law/Daughter-in-law
Min	Admin	Admin
Manteman	Teman-teman	Friends

4.   CONCLUSION

One of the functions of language is to communicate ideas or thoughts between humans in social groups. The study of language and society is called sociolinguistics. Slang is one of the varieties from the umbrella of sociolinguistics in the form of informal language that is usually used for some communities. The theory from Allan and Burridge (2006) in (Ardianta et al., 2022) divided slang into five types, namely fresh and creative, flippant, imitative, acronym, and clipping. Data analysis from slang used by the Kdrama community on Instagram Reels revealed a total of 149 data from 500 comments that have been analyzed. There are 83 instances or 55.7% were categorized as fresh and creative, 4 instances or 2.7% were categorized as flippant, imitative type appears 28 instances or 18.8%, equivalent to 8 instances or 5.4% were categorized as acronym, while 26 instances or 17.4% were classified as clipping. From the findings, Kdrama community most often uses fresh and creative slang on Instagram Reels in the form of new vocabulary that is widely used today. The use of slang is also influenced by foreign words from both English and Korean. Some slang words are usually only understood by people who are part of a certain community.

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Integrating Social Justice and Critical Language Awareness in English Teacher Training Programs in Java, Indonesia

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This academic article explores the essential need to incorporate social justice and critical language awareness into English teacher training programs in Java, Indonesia. While English is globally acknowledged as a common language, teacher training often overlooks the socio-political aspects of language education, which can contribute to societal inequalities. Through an extensive review of existing literature, this article identifies the theoretical foundations that advocate for the integration of social justice and critical language awareness in language instruction and points out the existing deficiencies in teacher training syllabi. It suggests a new framework for redesigning curricula that not only focuses on linguistic skills but also nurtures an understanding of language as a tool for social transformation. The article elaborates on the additional competencies' teachers must possess to confront and challenge linguistic biases, as well as the potential obstacles and solutions in implementing these curriculum modifications. The outcomes indicate that such integration could greatly enhance teacher readiness and student involvement, resulting in more inclusive and just educational advancements. The article concludes with a plea to educational stakeholders to embrace these changes, stressing the role of English education in advancing social fairness and justice. This article sets the stage for future empirical studies to validate and enhance the proposed integration, with the overarching objective of reshaping English language education into a force for societal change in Indonesia.

Keywords: *Social Justice, Critical Language Awareness, English Teacher Training*

INTRODUCTION

English language proficiency has emerged as a crucial element in global communication, shaping educational policies and programs for worldwide (Eser, Ordem., 2022; Naomi, Nkealah., 2023). Within Java, Indonesia, the training of English teachers plays a vital role in molding the skills of educators who will pass on these fundamental abilities to future generations (Eser et al., 2022). Despite this, the incorporation of social justice and critical language awareness in these programs remains a topic that is not adequately covered (George, M., Jacobs., 2022).

The idea of social justice in education promotes equal chances and just treatment for every student, regardless of their backgrounds (Emilie, Lavoie., Martine, Cavanagh., 2023). It is a fundamental principle that ensures educational strategies contribute to breaking down societal inequalities. On the contrary, critical language awareness involves understanding language as a social practice that can mirror and perpetuate power dynamics (Andréa et al., 2023). This concept urges educators and students to thoughtfully examine language use and its impacts on fairness.

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The explicit incorporation of essential concepts in English teacher training programs in Java has been limited despite their acknowledged significance. This deficiency can result in teachers being ill-equipped to navigate and address the intricate social issues that surface in multilingual and multicultural classrooms (Iwan, Jazadi., Iga, Widari., 2023; Arini, Nurul, Hidayati., Santiana, Santiana., 2020). There is a risk that without a critical grasp of language, educators might unintentionally perpetuate societal disparities (Margaretha et al., 2020). Embedding social justice themes in current courses has the potential to advance diversity, equity, and inclusion through subtle educational messages (Vidya, Mandarani., Ahmad, Munir., 2021). Therefore, it is crucial to integrate social justice and critical language awareness into teacher training programs to empower instructors with the necessary tools to handle complex social issues and promote equity in diverse educational environments (Sahril, Nur., Ismail, Anas., Reski, Pilu., Nur, Hidayah, Basri., 2022).

This article aims to suggest a framework for integrating social justice and critical language awareness into English teacher training programs in Java, Indonesia, with the goal of fostering inclusive and reflective educational strategies. This proposed integration is significant as it can enhance the efficiency of English language instruction and cultivate an educational setting that supports social fairness.

This article will address the following research questions: How are social justice and critical language awareness currently represented in English teacher training programs in Java? What are the benefits and challenges of integrating these concepts into the training curriculum? How can such integration be achieved effectively?

The inclusion of social justice and critical language awareness in training is not solely a matter of education but also one of morality, as it corresponds with broader societal aims of fairness and justice (C, H, Neville., 2023). Equipping educators with the skills to analyze language and its social impacts enable us to establish a society that is more just and fair.

FINDINGS

Theoretical Insight

The examination of existing literature emphasizes the increasing agreement regarding the significance of incorporating social justice and critical language awareness into the training of teachers. The theoretical viewpoints of Freire (1998) and Giroux (2011) indicate that education is not a neutral endeavour but rather a political one that has the potential to either sustain or challenge societal disparities. Within the realm of language education, academics like Kumaravadivelu (2003) contend that language serves not only as a tool for communication but also as a mechanism of power that can either marginalize or empower individuals and communities. These foundational theories present a convincing case for the essential integration of social justice and critical language awareness within teacher education programs to cultivate an equitable learning atmosphere.

Current Practices and Gaps

Existing teacher training programs in Java often focus on linguistic proficiency and pedagogical skills, neglecting the incorporation of critical language awareness and social justice aspects in their curriculum (Qianqian, Zhang-Wu., Zhong, Tian., 2023; Eser, Ordem. 2022). This gap could result in teachers being unprepared to navigate the socio-political complexities in their classrooms, unintentionally perpetuating social inequities (Iris,

Groher., et al., 2021). Research underlines the significance of integrating critical perspectives into language teacher education to enable educators to effectively handle genuine socio-political issues (Elisabet et al., 2022). The absence of this critical awareness may lead teachers to unknowingly contribute to social disparities. This emphasizes the need for a more holistic approach to teacher training that incorporates critical language awareness and social justice elements. Despite the focus on linguistic proficiency and pedagogical skills, these programs often overlook the socio-political dimensions of language teaching. Failure to address this aspect might leave teachers ill-equipped to recognize and address the intricate social issues emerging in their classrooms. The literature suggests that without this critical awareness, teachers might inadvertently perpetuate social inequities.

Benefit of Integration

The advantages of incorporating social justice and critical language awareness into teacher training are significant. By providing teachers with the necessary tools to establish inclusive classrooms that appreciate diversity, this method enhances teacher readiness (Basim, Y., Jasim., Suha, Ibrahim, Yahya., 2023). It enables educators to actively address linguistic biases and advocate for social justice, establishing them as catalysts for change (Ni, Made, Ratminingsih., I, Gede, Budasi., 2023). For students, this integration can lead to improved academic results and heightened engagement, fostering a deeper comprehension of language's societal influence (Dominique, Charpin., 2023). Additionally, it fosters critical thinking abilities and promotes students to be engaged, well-informed citizens who make positive contributions to society (Andréa et al., 2023). This approach not only enhances the educational journey but also fosters a fairer and socially aware learning environment.

In conclusion, the outcomes of the literature review underscore the theoretical and practical significance of embedding social justice and critical language awareness into English teacher training programs. Despite the existing implementation gaps, the potential advantages for both teachers and students are evident and persuasive, providing a strong rationale for the recommended curriculum modifications.

DISCUSSION

Implications for Designing Curricula

The incorporation of social justice and critical language awareness into English teacher training programs requires a thorough reassessment of curriculum design. Rather than solely focusing on linguistic correctness and teaching methods, the curriculum needs to encompass content that delves into the socio-political dimensions of language usage (Sabrina, Retnasari, Iswahyudi., 2022; Emilie, Lavoie., Martine, Cavanagh., 2023). This necessitates the inclusion of modules that investigate the historical context of language policies, the significance of English in both global and local settings, and the influence of language on identity and power dynamics (Isna, Humaera., 2022).

Curriculum planners should consider integrating themes of social justice throughout all courses instead of isolating them in specific units. This may involve evaluating language materials for fairness and partiality, creating lessons that prompt critical conversations regarding language and power, and participating in community-centred projects that enable educators to practice teaching from a social justice perspective (Marlia, Marlia., 2022). Furthermore, the curriculum should remain flexible and adaptable, evolving to mirror the evolving societal environments in which language education occurs (Reskyani, Reskyani.,

Haryanto, Atmowardoyo., 2022). By introducing modules focusing on the history of language policies, the global and local roles of English, and the impact of language on identity and power dynamics, curriculum design can better equip teachers in addressing intricate language challenges.

Teacher Competencies

In order to effectively incorporate social justice and critical language awareness, teachers need to broaden their competencies beyond just linguistic and pedagogical knowledge. They should also possess sociocultural and political consciousness (N., T., Nguyen., 2023). Teachers must have the skills to thoughtfully analyse their teaching materials and methods, identify and challenge stereotypes and biases, and cultivate an inclusive classroom atmosphere (Thi, Bich, Ngoc, Nguyen., Thi, Phuong, Thao, Trinh., Thi, Minh, Hien, Nguyen., Thi, Dieu, Ha, Nguyen., Thi, Oanh, Pham., 2023). Professional growth opportunities such as workshops, seminars, and collaborative learning communities are essential for teachers to engage with social justice issues, exchange insights, and devise strategies for inclusive teaching (So-oabeb, Josef & Du Plessis, Andre., 2023). Moreover, it is crucial to update teacher evaluation criteria to reflect these extended competencies, ensuring that educators are acknowledged and appreciated for their dedication to promoting fairness and inclusivity in their classrooms (Alifia et al., 2023). By enhancing competencies in these areas, teachers can establish more inclusive learning environments that empower students from various backgrounds.

Challenges and Resolutions

Implementing the proposed changes in curriculum and competencies may face obstacles. Some stakeholders, accustomed to traditional language teaching methods, may resist or fail to recognize the importance of social justice in language education (Adani, Shabrina., Utari, Praba, Astuti., 2022). Additionally, limited resources and lack of institutional support could impede the incorporation of new teaching approaches and content.

To address these hurdles, it is crucial to present a compelling case for the value of integrating social justice and critical language awareness, backed by research demonstrating enhanced educational outcomes. Promoting advocacy and raising awareness can help change perspectives and foster a common vision among educators, administrators, and policymakers (Yusuf et al., 2021).

Engaging with external experts and organizations can offer further assistance and resources for developing the curriculum and training teachers. Pilot programs can act as examples, showcasing the feasibility and advantages of the proposed alterations. It is also important to establish continuous evaluation and feedback mechanisms to monitor the effectiveness of the integration and make continuous enhancements (Steven, H., Urueta., 2023).

In summary, infusing social justice and critical language awareness into English teacher training programs in Java, Indonesia, offers a chance to elevate the quality and relevance of language education. By addressing curriculum design implications, enhancing teacher skills, and tackling challenges with strategic approaches, we can advance towards a more equitable and fairer educational environment.

CONCLUSION

Summary of Key Points

This article has discussed crucial importance of incorporating social justice and critical language awareness into English teacher training programs in Java, Indonesia. The research highlights the significant value, both in theory and practice, of this integration as it can improve teacher readiness and promote fairer educational results. It underscores the need to revise curriculum structures to encompass socio-political language aspects, broaden teachers' competencies to include sociocultural and political awareness, and tackle challenges through strategic resolutions and stakeholder involvement.

Recommendations for Future Research

While this theoretical framework lays the groundwork for integration, further empirical studies are necessary to validate and enhance these suggestions. Future research should concentrate on the following areas:

1. Longitudinal Studies: Carry out longitudinal research to evaluate the prolonged effects of incorporating social justice and critical language awareness on teacher effectiveness and student achievements. This will offer deeper insights into the sustainability and influence of these curriculum modifications over time.
2. Comparative Studies: Conduct comparative analyses to assess the outcomes of programs that have integrated these concepts compared to those that have not. Such comparisons could help quantify the advantages and pinpoint best practices in curriculum design and teacher training.
3. Implementation Challenges: Investigate the specific obstacles faced during the implementation of these curriculum changes. Research should address the barriers at various levels – individual, institutional, and systemic – and propose effective strategies to overcome them.
4. Stakeholder Perspectives: Examine the viewpoints of different stakeholders, including teachers, students, administrators, and policymakers, on the incorporation of social justice and critical language awareness. Understanding their perspectives and experiences can offer valuable insights for refining and enhancing the proposed framework.

Call to Action

Incorporating social justice and critical language awareness into teacher training programs is not just an educational adjustment; it is a moral obligation that aligns with broader principles of fairness and justice in society. Education stakeholders – policymakers, curriculum developers, teacher trainers, and school leaders – are encouraged to acknowledge the significance of these integrations and actively implement the recommendations outlined in this article.

By embracing these changes, stakeholders can ensure that English teacher training in Java develops educators with strong linguistic skills and social consciousness, capable of fostering inclusive and equitable learning environments. Let us unite in our commitment to transforming English language education in Java, Indonesia, into a potent tool for societal transformation.

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APPLYING SELF-SPEAKING TASK IN TIKTOK APPPLICATION TO IMPROVE STUDENTS' SPEAKING SKILLS

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Speaking skill becomes a parameter to measure a person's ability to communicate. This research investigates the application of self-speaking task in TikTok App. to determine if applying such a task improves students' speaking skills. The researcher uses a quantitative research method with a pre-experimental design (one-group pre-test and post-test). The research sample comprises 20 Class Plus students (10th grade) at MA Al-khairiyah Pontang in the academic year 2023/2024. The study involves a non-random or purposive sampling method. The researcher employs a t-test for data analysis, revealing a pre-test average score of 53.40 and a post-test average score of 78.60. The findings indicate that ttest (t0) is higher than ttable (tt) at a 5% significance level (-10.447 > 2.093). Consequently, H0 is rejected, and Ha is accepted. In conclusion, applying self-speaking task in TikTok application improves students' speaking skills, the improving aspects such as fluency, vocabulary, pronunciation, grammar, and comprehension.

Keyword: Self-speaking task, TikTok application, Speaking skill.

INTRODUCTION

English is one of various languages that widely use in the world. People use it to communicate with others from many parts of the world. English also has some basic skill that must be owned by the language. There are four skills in English, that are commonly regarded as listening, speaking, reading, writing. Baker (2001) claimed that speaking skill becomes a parameter to measure a person's ability to communicate. The evident is when someone speaks, people will easily assess the language ability of a person wheter the person is mastering the language that uses. Meanwhile Bahadovar and Omidvar (2014) state that speaking is a skill that involves generating, acquiring, pro cessing data and generating meaning.

According to Nila (2015), speaking is the oral production of statements in words and sentences to communicate with others. However, speaking is communicating one's thoughts, ideas, and feelings through a person's capacity to pronounce words, organize them into phrases or sentences, and select terms relevant to the issue.

In addition, when someone can speak a language, it means that they can conduct a conversation reasonably competently. Speaking skill needs to be developed and practiced independently from the other aspect of language, such as grammar and listening. In that case, the teaching and learning process will be carried out very interestingly in each classroom in order to make the students become more interest in learning the other aspect of language.

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Consequently, this research focused on the use of TikTok as media for the students to do their self-speaking task to improve their speaking skill. The research formulated the objectives of the research such as: to find out the students' speaking skill before and after applying the self-speaking task using TikTok application. And to know the improvement of applying self-speaking task using TikTok application on students' speaking skill.

According to Aji (2018), TikTok application is a Chinese social network and music video platform launched in September 2016. This application allows users to create their own short music videos. The majority of TikTok application users in Indonesia are of millennial generations. Currently, based on the Dewanta (2020) statement, TikTok is not only a medium of entertainment but also a medium of education, especially those related to the English language.

 According to Mahnun (2012), the first thing teachers must do in effective use of media is to find and select media that meet children's learning needs and attract children's interests. This is in accordance with the definition of mobile learning stated by O'Malley in Setyadi (2017), which is a learning that learners do not stay in one place or learning activities that occur when learners make use of mobile technology devices.

In conclusion, the utilization of the TikTok application as a learning media presents a dynamic and engaging approach, harnessing the platform's interactive features to enhance the educational experience.

According to Nunan (2004) a pedagogical task as a piece of classroom work that involves different activities that students have to perform such as to comprehend, manipulate, produce on interaction in the target language. In doing so, their focus lies on utilizing their grammatical knowledge to express or communicate meaning.

In this research, the task that used was self-speaking task, it is an assignment given to students to record themselves speaking on a specific topic. This task aims to improve the student's speaking skill and confidence in public speaking. Self-Speaking Task in the context of the TikTok app refers to student tasks or activities where students actively speak or voice themselves in videos shared on the platform. This includes the use of the user's voice, speech, or monologue in the video, which can serve as a narrative or visual companion in the shared content.

To support this research, researcher found preliminary research that related to this research, by Zhai Xiuwen and Abu Bakar Razali (2021) entitled "An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students" The results of this study could reveal the potential of using TikTok for international undergraduate Chinese students out of EFL classroom in improving their English Communication Competence and for increasing their interests of speaking English. this paper aims to explore the potential on the utilization of TikTok and how it impacts on English language communication competence acquisition among Chinese international undergraduate students by reviewing previous and recent studies focusing on TikTok as well as other social medias such as Facebook, YouTube, WeChat and so on.

It is important to note that even though previous relevant studies have showcased the positive effects of using social media as learning aids in English language communication acquisition, very few literatures having been published focusing on the utilization of TikTok in English language communication acquisition. The expected findings of this paper could reveal the potential of using TikTok for international undergraduate Chinese students out of EFL classroom in improving their English Communication Competence and for increasing their interests of speaking English.

Another study that related of this context is from Mandasari, Kosassy, and Yeni (2022), untitled "Incorporating of Social Media in Distance Learning: A Case Study on How Tiktok Improve Speaking Skill Among Esp Students". This research is motivated by the

importance of using technology in the teaching and learning process during the Covid-19 pandemic. The results showed that the use of Tik Tok application as a medium to develop ESP students' speaking ability in online learning can increase students' confidence in speaking English because they can express themselves freely in Tik Tok.

METHOD

The research method used is quantitative method. According to Sugiyono (2018), Quantitative research examines the relationship between variables using instruments that produce statistically analyzed data. The researcher uses a one-group pretest-posttest pre-experimental design. The researcher focuses on determining the probable cause-and-effect relationship between the dependent and independent variables. Moreover, this study was classified as a pre-experimental design because there was no control variable. As a result, the researcher only uses one group to establish the test results. Researcher chose this design because there is only one class plus that exists at each grade level. So it cannot be used control class because of the difference in characteristics between the regular class and the class plus.

Table 1: Research design

Group	Pre-test	Treatment	Post-test
Class	O1	X	O2

Source: Sugiyono (2018)

Description:
Class   :Pre-experimental class
X   :Treatment, by using video
O1   :The pre-test score of each individual
O2   :The post-test score of each individual

MA Al-Khairiyah Pontang is the place where the research conducted. It is located on Jl. Ciptayasa No. Km, RW.13, Pontang, Serang regency, Banten. The research was conducted in 3 meetings, starting from 12 October 2023 until finished it.

According to Creswell (2012), population is a group of people with similar characteristics can be called. He says that a target population (also known as a sampling frame) is a set of people (or organizations) that share a trait that the researcher can examine. The participants in this study were all first-year class plus students at MA Al-Khairiyah Pontang in 2023. In one grade level there is only one class plus and the others are regular classes, because regular classes have different characteristics from class plus where regular classes do not have additional English language learning, so the population determined is all class plus students in 10th grade.

According to Creswell (2012), a sample is a subset of people the researcher seeks to explore to generalize the group. The researcher used purposive sampling in this study. Moreover, purposive sampling, sometimes called judgment sampling, is a participant's purposeful selection based on their characteristics. It is a non-random technique that requires neither underlying concepts or a predetermined number of players. The sample is the same as the population, consisting of 20 students as a pre-experimental class.

The research instrument was a speaking test with a pre-test and post-test to determine the students' scores. Before receiving treatment, the pre-test evaluates the speaking skills of the students, and the post-test measures the students' speaking skills after the following treatment. Pre-Test: In this section, the researcher gives intstruction for the students to make

a dialogue in partner and present it in front of the class. The post-test assesses students' speaking skills after applying self-speaking task. In this section, the students asked to describe their activity called "A day in my life" as the self-speaking task with the TikTok application. According to Sugioyono After the research data is collected, the next step taken by the researcher is to analyze the data obtained.

To analyze the research data, data analysis is carried out, then a correct and accountable conclusion obtained. In this study, researcher used the following data analysis techniques: Statistical Analysis, the prerequisite test of the analysis used is data normality test, and a paired sample t-test. To calculate the data, researcher utilize the computer program SPSS 29.0. This enables the obtained results to be directly described by the researcher.

DISCUSSION

The self-speaking task created videos about their daily lives is the technique that can encourages students to write scripts, practice speaking on social media, foster creativity and confidence. The video recordings uploaded on their respective TikTok accounts were scored by trained raters using standardized speaking assessment criteria. Quantitative data from the pretests and posttests were analyzed using statistical methods, including paired sample t-tests, to assess pre-test and post-test differences for the same sample. This analysis aimed to identify whether the experimental sample, which was subjected to the application of the self-speaking task in TikTok application, showed significant improvement in speaking skills compared to the state before the sample was subjected.

The results of the study were presented in the form of quantitative improvement in speaking skills. Statistical analysis determined whether the experimental sample score after application significantly outperformed the pre-experiment score in terms of speaking proficiency. The discussion interprets the findings in the context of existing literature on language teaching and speaking skill development. The discussion explores the implications of the results for language educators and suggests recommendations for incorporating self-speaking task in TikTok applications. The improvement can be seen from the comparison of pre-test and post-test results of the research sample depicted in the table below:

Table 2: Result of pre-test and post-test

No	Nama	Pre-Test Score	Post-Test Score
1	AIA	44	88
2	AM	52	64
3	AS	52	88
4	ASY	44	60
5	AT	56	76
6	AZ	44	64
7	FIR	64	76
8	FAZ	44	84
9	FA	52	64
10	KK	64	92
11	LH	60	84
12	MA	64	76

13	MK	52	84
14	MSR	60	88
15	NN	52	60
16	NU	56	88
17	OL	48	72
18	RA	56	88
19	SY	56	92
20	YD	48	84
N=20	**Total**	**1068**	**1572**
	Mean	**53.40**	**78.60**

Source: Results of research (pre-test and post-test)

After the researcher calculate the the pre-test of experimental class, based on the table 2 the researcher take the entire score of pre-test it is 1068 with the mean score of pre-test it is 53.40. and for the score of the post-test it is 1572 and the average result is 78.60.

The post-test scores after implementing instructional videos are higher than the pre-test scores. The use of video media during the learning process makes students more engaged and facilitates their understanding of the material, especially in practical learning. In this context, teachers not only impart knowledge but also facilitate students in constructing their own understanding independently, enabling them to comprehend systematic and correct methods of making strapless. The combination of visuals, sound, and text in video media enhances attractiveness and facilitates information comprehension for students. Students can also pause and replay the video when they find certain parts challenging. This aligns with Daryanto's (2013) view that video is a highly effective medium for aiding the learning process, whether for mass, individual, or group learning. Additionally, video adds a new dimension to learning due to its characteristic ability to present moving images and accompanying sound to students.

The paired calculation in this study uses SPSS 29.00, this test is used to test the average value before and after treatment whether there is a significant effect or not. the following are the results of the Ouput t-Test using SPSS 29.00

Table 3: Result of Paired Sample T-test

		Mean	t	df	Sig.One-Sided p	Sig. Two-Sided p
Pair 1	Pretest - Posttest	-25.200	**-10.447**	19	.000	**.000**

Source: Result of paired sample t-test from SPSS.

Table 3 is the important output, because it is in this part we will find the answer to what is the question in the case example above, namely whether or not there is an improvement of applying self-speaking task in TikTok Application on learning outcomes in English language subjects for Class Plus students of MA Al-Khairiyah Pontang. However, before we discuss the interpretation of the numbers contained in the Paired Samples Test

output table above, we first need to know the formulation of the research hypothesis and decision-making guidelines in the paired sample t test. Research Hypothesis Formulation:
1. The null hypothesis (H0): There is no improvement of students speaking skill after applying self-speaking task in TikTok Application (H0 is accepted when ttest < ttable)
2. Alternative hypothesis (Ha): There is an improvement of students speaking skill after applying self-speaking task in TikTok application. (Ha is accepted when ttest > ttable)

Based on the ttest value from the SPSS results in table 3 amounting to -10.447 and the ttable obtained a value of 2.093 so that ttest > ttable then H0 is rejected, then Ha is accepted. However, according to the significance value, which is in table 3, the result of the two-tailed (two-sided) significance value is 0.000, thus the significant value is < 0.05 (0.000 < 0.05), it can be concluded that H0 is rejected and Ha is accepted, it means that there is an improvement in students' speaking ability after applying self-speaking tasks in TikTok Application.

Normalized gain or N-gain score is designed to determine the effectiveness of the method or treatment. The calculation of the value is obtained from the ability or mastery of the concept of material that has been understood by students after the learning process seen from the pretest and posttest scores. The following are the results of the N-gain score calculated using SPSS 29.00.

Table 4: Result of N-Gain Score

	N	Mean	Std. Deviation
NGain_score	20	**.5979**	.20581
NGain_percent	20	**59.7859**	20.58134
Valid N (listwise)	20		

Source: Result N-Gain from SPSS.

Based on the results of the N-gain score test calculation in table 4, it shows that the average N-gain score is 59.7859, it is included in the category medium, in addition, the percentage value of the N-Gain score in table 4 is 59.7%, including the category quite effective. So it can be concluded that applying the self-speaking task in TikTok Application is quite effective in improving students' speaking skills in Class Plus at MA Al-Khairiyah Pontang.

As is generally known, the aim of this study is to determine whether Applying Self-Speaking Task in TikTok Application has an improvement on the speaking skill of the students. After conducting this research, students experienced improvements, primarily in vocabulary and speaking skills. This was achieved through the creation and uploading of "A day in my life" videos on the TikTok application. In the process, students learned many new words that they could use to express their thoughts and feelings in the video while explaining their daily activities.

Before students create their self-speaking task, the researcher provides sample videos related to what the students will learn or as reference examples for future assignments. These samples pay attention to grammar, vocabulary, pronunciation, and video aesthetics. Students then create their "a day in my life" video with their own words. This process encourages them to internalize vocabulary, sentence structures, and overall language flow. By narrating their daily lives in line with the video they create, students activate their speaking skills, practice grammar rules and vocabulary in a meaningful context.

Additionally, this task facilitates the development of critical speaking skills. When students provide explanations within the video, they learn to express their ideas clearly, organize their thoughts logically, and communicate effectively. This technique also nurtures creativity as students edit their videos in current and trendy styles. Moreover, students reinterpret and personalize story elements during the video creation process.

Importantly, Self-Speaking tasks on TikTok provide valuable opportunities for students to hone their speaking skills. In this context, students are asked to create a short video in which they talk about a specific topic. This can be a topic relevant to the curriculum or even a free topic of the student's choice. There are several reasons why this is so important:

a. Speaking Skill Development: By creating their own speaking video, students have to plan, organize, and express their thoughts in a clear and coherent manner. This is an excellent practical exercise to improve speaking skills.

b. Self-Confidence Boost: Uploading videos to platforms like TikTok requires courage. Students will feel more confident when they see positive reactions from their friends or even from a wider audience. This can boost their confidence in speaking in front of others.

c. Active Engagement: Students are not only passive listeners, but also producers of content. They are actively involved in the learning process, which often makes the learning experience more enjoyable.

d. Connection with Popular Culture: TikTok is a very popular platform among teenagers and young people. By using a platform that they know and love, language teaching can become more relevant and engaging for students.

Therefore, applying self-speaking task in the TikTok app is a good move in an effort to improve students' speaking skills. It is not only an innovative teaching method, but also an effective way to develop students' speaking skills and provide a more engaging learning experience.

CONCLUSION

Based on the calculation of the data calculated in this research, a result of this research showed that the self-speaking task in TikTok improving students' speaking skills, it was shown that the result of t-test to test the hypothesis of this research had significance degree of 5%. The result by score of pre-test and post-test. Meanwhile, the mean score of pre-test was 53.40 and the mean of post-test was 78.60. Results indicate a significant improvement of 25.20 points.

The hypothesis test used paired sample t-test, the result of this research showed that ttest > ttable (-10.447 > 2.093). It means that ttest was higher that ttable. However, according to the significance value, which is in table 3, the result of the two-tailed (two-sided) significance value is 0.000, thus the significant value is < 0.05 (0.000 < 0.05). So, the null hypothesis (H0) is rejected. It means alternative hypothesis (Ha) is accepted. In addition to the results of the paired sample t-test, the N-gain score also indicates that applying the self-speaking task on the TikTok application is quite effective in improving students' speaking skills. The results show an improvement of 59%, which falls into the category of being quite effective. Based on these results of the researcher, the researcher concluded that there is an improvement in students' speaking ability after applying self-speaking tasks in TikTok Application of 10th grade Class plus at MA Al-Khairiyah Pontang.

There are various factors to take into account when making recommendations for additional study. merely expanding this research to include a bigger and more varied sample might give the results more credence. Furthermore, it could be worthwhile to do further

research to learn more about the motivation and engagement levels of students when using the TikTok application's self-speaking activity. A closer look at how this approach affects speech in a virtual learning environment is warranted given the substantial advances in education that have occurred in recent years. Furthermore, comparing one way of teaching speaking to another can yield a more thorough knowledge.

By keeping these recommendations in mind, educators may improve the way they teach speaking, students can learn speaking more effectively, and researchers can learn more about this topic. With cooperating with others, we can boost students' language acquisition in a way that lasts.

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An Analysis of Teachers' Pedagogical Competence in Teaching English at Seventh Grade of SMPN 03 MAJA

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The research aims to know the pedagogical competence in teaching English in the seventh grade of SMPN 03 MAJA and to analyze the student's perspectives on the teachers' pedagogical competence. This research used descriptive qualitative methods with observation, interviews and administering questionnaire to obtain the data. The subjects of this research are two English teachers and 120 students in the seventh grade of SMPN 03 MAJA. There are four kinds of instruments in this research, there are observation, interview, questionnaire and documentation. The findings of this research show the English teachers apply seventh aspects of pedagogical competence in the classroom. There are mastering the characteristics of students, learning theory, curriculum development, learning activities, development of students' potential, communication with students, and assessment and evaluation. While the most students answered affirmative in perception of the teachers' pedagogical competence, and the responses ranged from 72% to 85%.

Keywords: Teachers, Pedagogical Competence, Teaching English

INTRODUCTION

Pedagogical competence is typically used to describe the minimal professional requirements for someone to perform various educational jobs. Unskilled refers to teachers with low levels of teaching ability, while skilled and pedagogically competent refers to teachers with high levels of teaching ability.

A professional teacher is a person who has the ability and expertise in the field of teacher or in other words he has educated and trained well. Comprehension is educated and trained to master the various strategies or techniques in teaching and learning activities and master the foundations of education as contained within the competence of teachers. In the percent situation the duty and responsibility of teachers in professional development seems not many do. The most prominent is only the duties and responsibilities as a teacher and administrator class. In this connection, states that essentially served as a teacher competency of teachers, counselors, as well as class administrator.

One of the factors that influences student learning outcomes is the teacher's ability to carry out learning activities. Optimal learning activities and good student learning outcomes are the hopes of all parties, but the reality in the field still shows that teacher activities are not running optimally and there are still quite a lot of student learning outcomes that are below the KKM. There are still some teachers who do not use learning media to support their teaching, such as power points and teaching aids that support other learning

activities. Apart from that, limited learning media and the dominant use of the lecture method make the learning process less varied. Although students in learning activities can still participate in learning in a conducive manner, it is felt that this needs to be improved by using more varied media and methods.

Considering the importance of the teacher's pedagogical competence in the learning process, the researcher is interested in conducting research to learn more about the application of the pedagogical competency indicators of English teachers in SMPN 03 MAJA. The researcher adopts the title, "An Analysis of Teachers' Pedagogical Competence in Teaching English at Seventh Grade of SMPN 03 MAJA".

THEORETICAL SUPPORT

Teachers have broad influence in the world of education. Teacher is the executive of education administration that responsible education can take place well. Therefore, the teacher must have competence in teaching. Pedagogic competence is one of the competencies that must be possesses by every teacher in the level any education. Other competencies are personality competencies, social competence and professional competence.

Pedagogical is a educational theory that questions what and how to educate it as well as possible. While education according to Greek understanding is pedagogic, namely the science of guiding a child who discuss problems or problems in education and educational activities, such as educational goals, tools education, how to carry out education, students, educators and etc.

In addition, pedagogical ability also shown in help, guide and leading students. According to permendiknas number 17 of 2007, the pedagogical competence of subject teachers consist of 37 competencies which are summarized in 10 core competencies as presented below:

1. Mastering students' characteristics from physical, moral, spiritual aspects, social, cultural, emotional, and intellectual.
2. Mastering learning theories and principles of learning that educate.
3. Develop a curriculum that is bound to the subjects being taught.
4. Organizing education learning.
5. Utilizing information and communication technology for the benefit of learners.
6. Facilitating the development of potential learners to actualize the various potentials they have.
7. Communicate effectively, emphatically, and politely with students.
8. Organizing assessment and evaluation of learning processes and results.
9. Utilizing the results of assessment and evaluation for the benefit of learning.
10. Take reflective actions to improve the quality of education.

From the description above it can be interpreted that pedagogical competence is the ability of a teacher in carrying out his obligations in a manner responsible and decent. This is because the teacher will be able to carry out education and teaching activities well, it's able to plan and evaluate the teaching and learning process and be able to use evaluation results to improve the quality of teaching, which will ultimately able to improve performance.

Pedagogic Competency Indicators and Aspects
1. Mastering the characteristics of students

The teacher is able to record and use information about the characteristics of students to help the learning process. These characteristics are tied to the physical, intellectual, social, emotional, moral, and socio-cultural background aspects. The teacher can identify the learning characteristics of each student in his class.

   a.   The teacher ensures that all students get the same opportunity to actively participate in learning activities.
   b.   Teachers can organize classes to provide equal learning opportunities to all students with physical disabilities and different learning abilities.
   c.   The teacher tries to find out the causes of deviant behavior of students to prevent this behavior from harming other students.
   d.   Teachers help develop potential and overcome the shortcomings of students.
   e.   The teacher pays attention to students with certain physical weaknesses in order to participate in learning activities, so that these students are not marginalized (marginalized, ridiculed, insecure, etc.).

2.   Mastering learning theory and teaching learning principles

Teachers are able to determine various approaches, strategies, methods, and learning techniques that educate creatively in accordance with teacher competency standards. Teachers are able to adjust learning methods according to the characteristics of students and motivate them to learn.

   a.   Teachers provide opportunities for students to master learning material according to their age and learning abilities through the arrangement of various learning processes and activities.
   b.   The teacher always ensures the level of students' understanding of certain learning material and adjusts subsequent learning activities based on that level of understanding.
   c.   The teacher can explain the reasons for carrying out the activities / activities he does, both appropriate and different from the plan, related to the success of learning.
   d.   Teachers use various techniques to motivate students' willingness to learn.
   e.   The teacher plans learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of students.
   f.   The teacher pays attention to the responses of students who do not / do not understand the learning material being taught and use it to improve the next learning design.

3.   Curriculum development

The teacher is able to compile a syllabus according to the most important objectives of the curriculum and use lesson plans according to the objectives and learning environment. teachers are able to select, compile, and organize learning materials according to the needs of students:

   a.   The teacher can compile a syllabus according to the curriculum.
   b.   The teacher designs a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve established basic competencies.
   c.   The teacher follows the sequence of learning materials by paying attention to the learning objectives.
   d.   The teacher chooses learning material that: (1) is in accordance with the learning objectives, (2) is accurate and up to date, (3) is in accordance with the age and level of learning abilities of students, (4) can be implemented in class and (5) is in accordance with the context of daily life-day learners.

4.   Learning activities

The teacher is able to compile and implement a complete educational design. teachers are able to carry out student activities. the teacher is able to compile and use a variety of learning materials and learning resources according to the characteristics of students, if relevant, the teacher uses information communication technology (ICT) for learning purposes.

a. The teacher carries out learning activities in accordance with a complete design and the implementation of these activities indicates that the teacher understands the purpose.

b. The teacher carries out learning activities that aim to help the learning process of students, not to test so that it makes students feel depressed.

c. The teacher responds to the mistakes made by students as a stage of the learning process. It is not merely an error that must be corrected, for example: by knowing in advance other students who agree / disagree with the answer, before providing an explanation of the correct answer.

d. Teachers carry out various learning activities with sufficient time for learning activities that are appropriate to the age and level of learning abilities and pay attention to the attention of students.

e. Teachers manage the class effectively without dominating or busy with their own activities so that all students' time is used productively.

f. Teachers are able to audio visual (including ICT) to increase students' motivation to achieve learning goals. Adjust learning activities designed to class conditions.

g. The teacher provides many opportunities for students to ask questions, practice and interact with other students.

h. The teacher arranges the implementation of learning activities systematically to help the learning process of students, for example; the teacher adds new information after evaluating students' understanding of the previous material.

i. Teachers use teaching aids, and / or audio visuals to increase students' motivation to achieve learning goals.

5. Development of the potential of students

The teacher is able to analyze the learning potential of each student and identify the development of the potential of students through learning programs that support students to actualize their academic potential, personality, and creativity until there is clear evidence that students are actualizing their potential:

a. The teacher analyzes learning outcomes based on all forms of assessment of each student to determine the level of progress of each.

b. The teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns.

c. The teacher can correctly identify the talents, interests, potential, and learning difficulties of each student.

d. The teacher focuses on interactions with students and encourages them to understand and use the information conveyed.

6. Communication with students

Teachers are able to communicate effectively, empathically and politely with students and are enthusiastic and positive. Teachers are able to provide complete and relevant responses to students' comments or questions:

a. Teachers use questions to determine understanding and maintain student participation, including providing open-ended questions that require students to answer with their ideas and knowledge.

b. The teacher pays attention and listens to all questions and responses to students, without interrupting, unless necessary to help and clarify the questions / responses.

c. Teachers respond to students' questions appropriately, correctly and up-to-date, according to learning objectives and curriculum content, without embarrassing them.

d. The teacher presents learning activities that can foster good cooperation between students.

e. The teacher listens and pays attention to all students' answers, both right and wrong, to measure the level of understanding of students.

f. The teacher pays attention to the questions of students and responds completely and is relevant to eliminate confusion in students.

7. Assessment and Evaluation

Teachers are able to carry out process assessments and learning outcomes on an ongoing basis. The teacher evaluates the effectiveness of the process and learning outcomes and uses the information from the assessment and evaluation results to design remedial and enrichment programs. The teacher is able to use the results of the assessment analysis in the learning process:

a. The teacher prepares an assessment tool in accordance with the learning objectives to achieve certain competencies as written in the lesson plan.

b. Teachers carry out assessments with various techniques and types of assessment, in addition to formal assessments carried out by schools, and announce the results and implications to students regarding the level of understanding of the learning material that has been and will be studied.

c. The teacher analyzes the results of the assessment to identify difficult basic competencies so that the strengths and weaknesses of each student are known for remedial and enrichment purposes.

d. The teacher uses input from students and reflects on it to improve further learning, and can provide it through notes, learning journals, learning designs, additional material, and so on.

e. The teacher uses the results of the assessment as material for the preparation of learning designs that will be carried out next.

Kind of Teachers' Competence

Competencies that must be mastered by teachers at least include pedagogic competence, personality competence, social competence and professional competence obtained through professional education. Main competence the four teacher competencies as above can be described as follows:

1. Pedagogic competence

Pedagogic competence is the ability of teachers to manage learning, at least includes: Understanding of insight or educational foundation, understanding of students, curriculum / syllabus development, learning design, implementation of educate and dialogical learning, utilization of learning technology, evolution of learning processes and results, development of students to actualize various potentials they have.

2. Personality competencies

Personality competencies are competencies that include the personality abilities possessed by a teacher. Everybody clearly has different personalities, and that is a human nature.

3. Social competence

Social competence is a competency that can be seen from how a social teacher and collaborates with students or other teachers. Social competencies that must be mastered by teachers include: how to communicate verbally and in writing, how to use communication and information technology functionally, interact effectively with students, fellow educators, educational staff, parents / guardians and socialize politely with the surrounding community.

4. Professional competence

Professional competence is competence which includes mastery of the material, extensive and deep learning. The success of this competency can be seen from the extent to which the ability of teachers to follow the development of science that is always dynamic. A teacher must also understand the concepts, structures, and teaching methods in the classroom. Because the teacher's professional attitude in teaching and learning activities is absolute.

RESEARCH METHOD

A. Design of the Research

This research applied descriptive qualitative method. Margono (2010) says that descriptive research is collecting data or information that will be compiled, criticized and analyzed. and research methods that seek to give seriousness and caution to the actual facts and the nature of a particular population aimed at solving the actual problems faced today. In this research, the researcher to describe the teachers' pedagogical competences in teaching English at SMPN 03 MAJA.

In obtaining accurate data on the analysis of pedagogical competence of teachers in teaching English in seventh grade of SMPN 03 MAJA, to decipher the data that has been accumulated from the beginning of the study to the end of the study by using data reduction techniques, data presentation and conclusions. The researchers used data collection techniques through observation, interviewed, questionnaire and documentation.

B. Research Subject

This research was conducted to find out how the teacher's pedagogical competence practices when teaching in the classroom. The subjects of this research are two English teachers and students at seventh grade of SMPN 03 MAJA.

C. Instrument of the Research

1. Observation

To determine the teacher's ability in the learning process, the observation requirements used in the free structure do not have to be answered, but what appears to support the results of this study includes citing participant and non-participant forms of observation. To get real data about the teachers' pedagogical competence, the observation used was a checklist observation.

2. Interview

In this case, the researcher presents an instrument in the form of a recording and the researcher also used structured interviews as his research instrument, about the teachers' pedagogical competences in teaching English at SMPN 03 MAJA.

3. Questionnaire

The questionnaire is filled by students and given to all students in the class at seventh grade in SMPN 03 MAJA. There is 14 questionnaire and every question or statement in the questionnaire has four answer choices. The answer from the respondent written by giving the checklist on the available questionnaire. There are strongly agree, agree, sometimes, and never.

In this study, the researcher use like scale for the questionnaire and used this formula in analysis data obtained from the questionnaire as follow:

$$p = \frac{n}{N} \text{ x } 100\%$$

In which:

P = Percentage of questionnaire

n = The number of respondents who answer strongly agree, agree, sometimes, and never

N = The total number of respondents

4. Documentation

The research requires documentation to know the results teachers teach during class and to find out about the school situation. The documentation includes observation sheets and lesson plan.

D. Research Procedure
1. Preliminary research

Preliminary research is regarded a very important thing decided whether this research is possible or not, the researcher does observation to the classroom and interview to English teacher to gathering information about the process of teaching English.

2. Planning

In planning step the researcher makes a preparation for the research and makes some questions for two English teachers and students.

3. Implementing

The researcher does this step after completing the planning step, in this step the researcher conducted classroom observation two times meetings when the teacher teaching English in the class, in the last meeting the researcher interviewed English teachers.

4. Concluding data

The researcher discusses all information concerning the research to get the research findings and finally the researcher concluded the research findings to answer the research questions.

E. Technique of Data Analysis

Data analysis in qualitative research, carry out at the time of data collection take places, and after the completion of data collection in a particular period. According to miles, huberman and saldana (2014), suggest that activity in the qualitative data analysis perform interactively and run continuously until the data complex, so that the data is

already saturated. Activities in the data analysis, namely: data reduction, displays data, and the data conclusion drawing. As in the picture below:
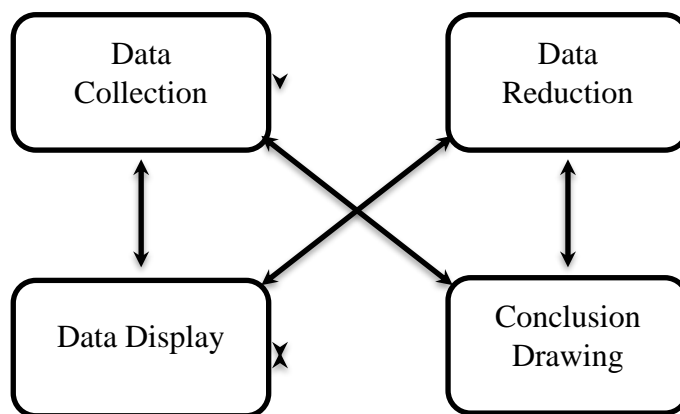

Figure 3.1 Model Interactive Analysis Techniques

RESULT AND DISCUSSION
1. Teachers' pedagogical competence

According to the result of observation which consist of seventh aspects of teachers' pedagogical competence (theory of lexy torar):

    1) Mastering the characteristics of students

        a. The teacher ensures that all students get the same opportunity to actively participate in learning activities.

            Based on the result of observation, the first teacher ensured that all students could actively participate in learning even though there were usually less active. Then, the second teacher also confirmed that all students must be involved in the class.

        b. Teachers help develop potential and overcome the shortcomings of students.

            Based on observation, the first teacher looked in the class to see which students had potential and which students had deficiencies. The students who had potential in English could be helped to develop it and for the students who had defects, the teacher asked what needed to be understood. Meanwhile, the second teacher looked at the student's abilities and then the teacher directed and helped the students develop their skills or potential. When students had difficulties in learning, the teacher asked the students about what was not understood, so they were helped to solve until understood.

    2) Mastering learning theory and teaching learning principles

        a. Teachers provide opportunities for students to master learning material according to their age and learning abilities through the arrangement of various learning processes and activities.

            Based on the result of observation, from the first teacher gave the opportunity for students to read the material that had been discussed so that

the students could master the learning material. While, the second teacher also gave the opportunity for students to learn the material had been previously described.

 b. Teachers use various techniques to motivate students' willingness to learn.

   Based on the result of observation, the first teacher used various techniques to motivate the willingness of students by matching techniques and classroom conditions. Meanwhile, the second teacher only used one technique to motivate the willingness of students.

3) Curriculum development

 a. The teacher can compile a syllabus according to the curriculum.

   Based on the result of observation, the first and second teachers have a syllabus from the school based on the curriculum that applied by the school.

 b. The teacher designs a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve established basic competencies.

   Based on the result of observation, the first and second teachers to design lesson plan based on syllabus, because they think the syllabus was guidelines to make lesson plan.

4) Learning activities

 a. The teacher carries out learning activities in accordance with a complete design and the implementation of these activities indicates that the teacher understands the purpose.

   Based on the result of observation, the first teacher used to conducted learning activities based on the design that had been prepared because the teacher liked to improvise when teaching in the classroom. While, the second teacher remains to conduct learning activities based on the design without improvisation.

 b. Teachers use teaching aids, or audio visuals to increase students' motivation to achieve learning goals.

   Based on the result of observation, the first teacher always used teaching aids, including ICT such as LCD and laptop, in teaching to motivate the students more. Meanwhile, the second teacher sometimes used teaching aids, including ICT.

5) Development of the potential of students

 a. The teacher analyzes learning outcomes based on all forms of assessment of each student to determine the level of progress of each.

   Based on the result of observation, the first teacher analyzed the result of learning by used the knowledge and skills assessment. While, the second teacher analyzed the result of learning at the end learning by observed the level of difficulty questions.

 b. The teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns.

   Based on the result of observation, the first and second teachers sometimes designed and implementing learning activities to bring the power of creativity and critical thinking abilities of the students.

6) Communication with students

a. Teachers use questions to determine understanding and maintain student participation, including providing open-ended questions that require students to answer with their ideas and knowledge.

Based on the result of observation, the first and second teachers used questions to get answers in accordance with students' ideas and knowledge about the material that had been percented by the teachers.

b. Teachers respond to students' questions appropriately, correctly and up-to-date, according to learning objectives and curriculum content, without embarrassing them.

Based on the result of observation, the first and second teachers always responded to the questions from the students well so that no students felt less understood about the material.

7) Assessment and evaluation

a. The teacher prepares an assessment tool in accordance with the learning objectives to achieve certain competencies as written in the lesson plan.

Based on the result of observation, the first and second teachers designed lesson plans and assessment tool appropriate to the purpose of learning, and based on the assessment the teachers could see the students success in specific competencies.

b. The teacher uses the results of the assessment as material for the preparation of learning designs that will be carried out next.

Based on the result of observation, for two English teachers can be showed that the first and second teachers utilized the results of the assessment as ingredients for the future.

2. Students' perception in teachers' pedagogical competence

Data on teachers' pedagogical competence in teaching English obtained through a questionnaire. The students' questionnaire of teachers' pedagogical competence has four alternatives that are strongly agree, agree, sometimes, and never. The research was conducted in class VII A-D consisted of 120 students and two English teachers of SMPN 03 Maja. Some of questionnaire about students perception on teachers' pedagogical competence, the first teacher taught in class VII A-B (consisted of 60 students) and second teacher taught in class VII C-D (consisted of 60 students). In analyze the questionnaires, the researcher used seventh aspects as follow:

1) Mastering The Characteristics of Students

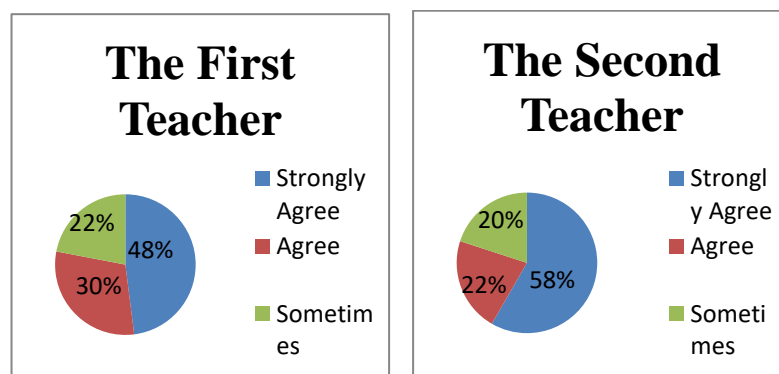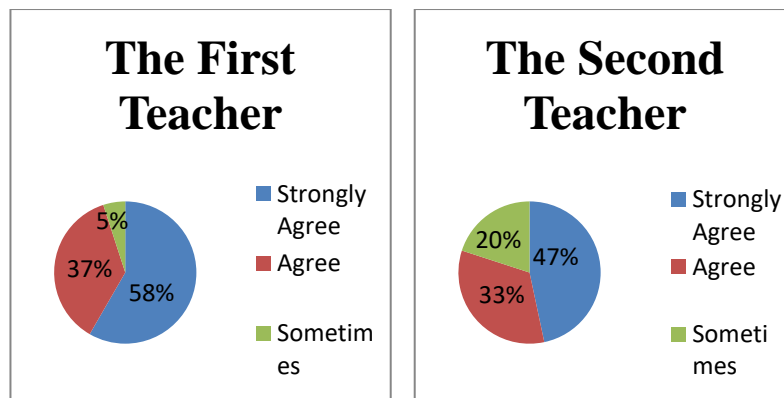a. Your English teachers helps students develop students' abilities

Table 4.1
The Questionnaire percentage of Number 1 about Mastering The Characteristics of Students

From the first teacher, the data results are about *Strongly Agree* 29 (48%) the respondent who answered *Agree* 18 (30%), respondent who answer *Sometimes* 13 (22%) and none who answer *Never*. The data shows that the respondents who answer *Strong Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 35 (58%) the respondent who answered *Agree* 13 (22%), respondent who answer *Sometimes* 12 (20%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent.

b. Your English teachers help develop potential and overcome the shortcomings of students.

Table 4.2
The Questionnaire percentage of Number 1 about Mastering The Characteristics of Students

From the first teacher, the data results are about *Strongly Agree* 35 (58%) the respondent who answered *Agree* 22 (37%), respondent who answer *Sometimes* 3 (5%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 28 (47%) the respondent who answered *Agree* 20 (33%), respondent who answer *Sometimes* 12 (20%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent.

2) Mastering Learning Theory and Teaching Learning Principles
   a. Your English teachers gives material according to ability of students
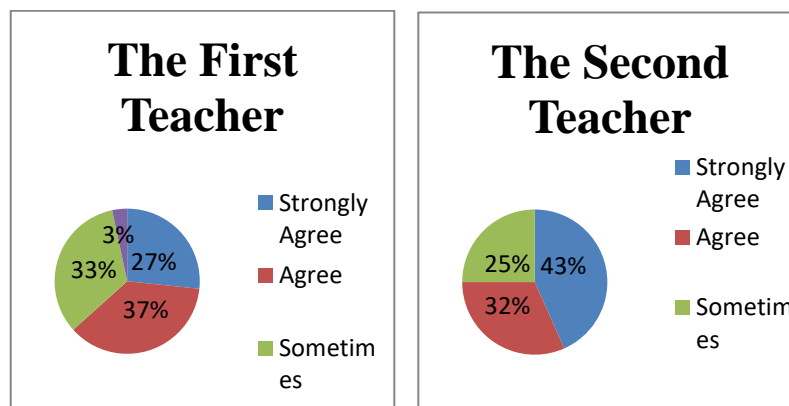
Table 4.3
The Questionnaire percentage of Number 2 about Mastering Learning Theory and Teaching Learning Principles

From the first teacher, the data results are about *Strongly Agree* 16 (27%) the respondent who answered *Agree* 22 (37%), respondent who answer *Sometimes* 20 (33%) and who answer *Never* 2 (3%). The data shows that the respondents who answer *Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 26 (43%) the respondent who answered *Agree* 19 (32%), respondent who answer *Sometimes* 15 (25%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent.

b. Your English teachers always ensures the level of students' understanding of certain learning material and adjusts subsequent learning activities based on that level of understanding.
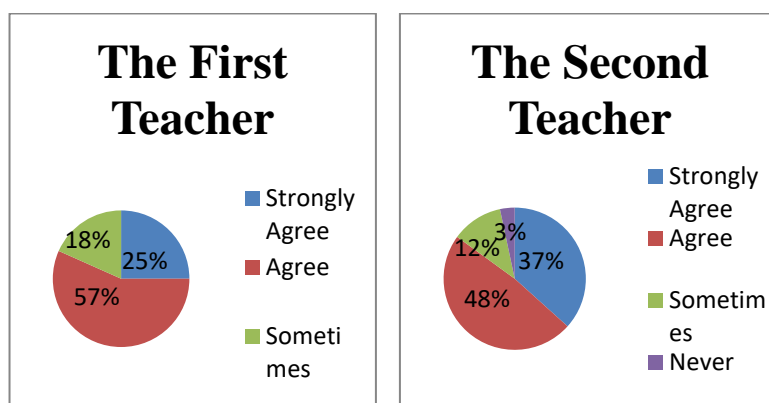

Table 4.4
The Questionnaire percentage of Number 2 about Mastering Learning Theory and Teaching Learning Principles

From the first teacher, the data results are about *Strongly Agree* 15 (25%) the respondent who answered *Agree* 34 (57%), respondent who answer *Sometimes* 11 (18%) and none who answer *Never*. The data shows that the respondents who answer *Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 22 (37%) the respondent who answered *Agree* 29 (48%), respondent who answer *Sometimes* 7 (12%) and who answer *Never* 2 (3%). The data shows that the respondents who answer *Agree* are more frequent.

3) Curriculum Development
   a. Your English teachers designs a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve established basic competencies.
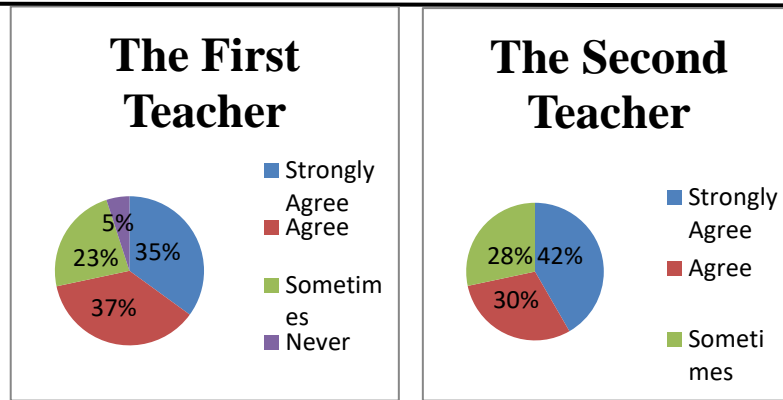
Table 4.5
The Questionnaire percentage of Number 3 about Curriculum Development

From the first teacher, the data results are about *Strongly Agree* 21 (35%) the respondent who answered *Agree* 22 (37%), respondent who answer *Sometimes* 14 (23%) and who answer *Never* 3 (5%). The data shows that the respondents who answer *Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 25 (42%) the respondent who answered *Agree* 18 (30%), respondent who answer *Sometimes* 17 (28%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent.

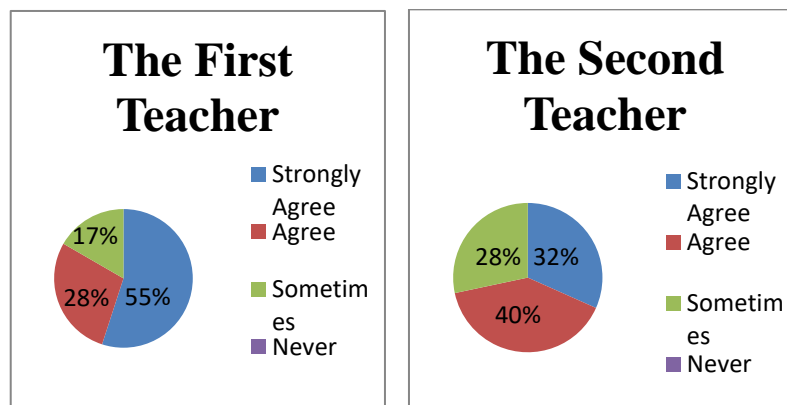b. Your English teachers follows the sequence of learning materials by paying attention to the learning objectives.

Table 4.6
The Questionnaire percentage of Number 3 about Curriculum Development

From the first teacher, the data results are about *Strongly Agree* 33 (55%) the respondent who answered *Agree* 17 (28%), respondent who answer *Sometimes* 10 (17%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 19 (32%) the respondent who answered *Agree* 24 (40%), respondent who answer *Sometimes* 17 (28%) and none who answer *Never*. The data shows that the respondents who answer *Agree* are more frequent.

4) Learning Activities
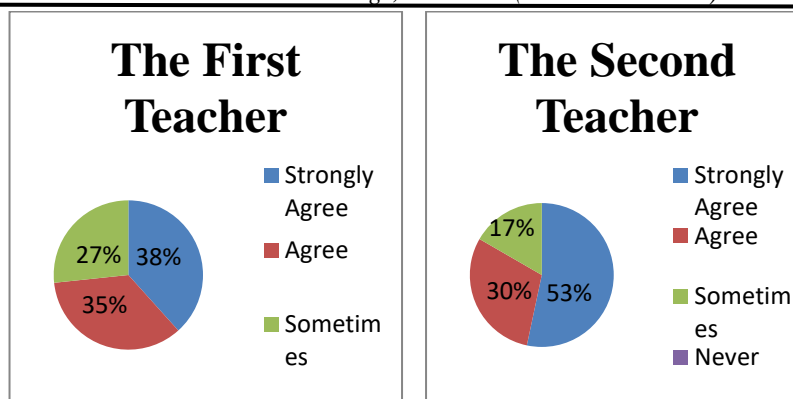a. Your English teachers carries out learning activities in accordance with a complete design.

Table 4.7
The Questionnaire percentage of Number 4 about Learning Activities

From the first teacher, the data results are about *Strongly Agree* 23 (38%) the respondent who answered *Agree* 21 (35%), respondent who answer *Sometimes* 16 (27%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 32 (53%) the respondent who answered *Agree* 18 (30%), respondent who answer *Sometimes* 10 (17%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent.

b. Your English teachers provides many opportunities for students to ask questions, practice and interact with other students.
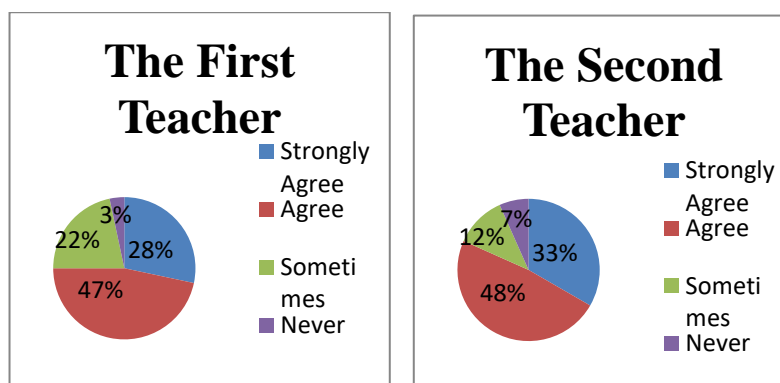

Table 4.8
The Questionnaire percentage of Number 4 about Learning Activities

From the first teacher, the data results are about *Strongly Agree* 17 (28%) the respondent who answered *Agree* 28 (47%), respondent who answer *Sometimes* 13 (22%) and who answer *Never* 2 (3%). The data shows that the respondents who answer *Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 20 (33%) the respondent who answered *Agree* 29 (48%), respondent who answer *Sometimes* 7 (12%) and who answer *Never* 4 (7%). The data shows that the respondents who answer *Agree* are more frequent.

5) Development of The Potential of Students
   a. Your English teachers teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns.
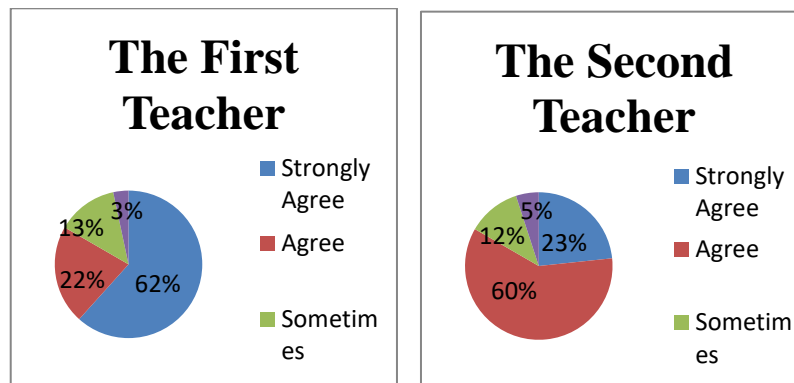
Table 4.9
The Questionnaire percentage of Number 5 about Development of The Potential of Students

From the first teacher, the data results are about *Strongly Agree* 37 (62%) the respondent who answered *Agree* 13 (22%), respondent who answer *Sometimes* 8 (13%) and who answer *Never* 2 (3%). The data shows that the respondents who answer *Strongly Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 14 (23%) the respondent who answered *Agree* 36 (60%), respondent who answer *Sometimes* 7 (12%) and who answer *Never* 3 (5%). The data shows that the respondents who answer *Agree* are more frequent.

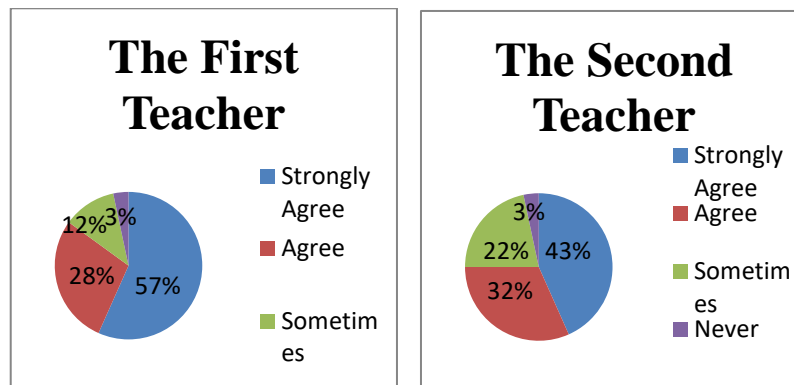b. Your English teachers encourages students to study harder.

Table 4.10
The Questionnaire percentage of Number 5 about Development of The Potential of Students

From the first teacher, the data results are about *Strongly Agree* 34 (57%) the respondent who answered *Agree* 17 (28%), respondent who answer *Sometimes* 7 (12%) and who answer *Never* 2 (3%). The data shows that the respondents who answer *Strongly Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 26 (43%) the respondent who answered *Agree* 19 (32%), respondent who answer *Sometimes* 13 (22%) and who answer *Never* 2 (3%). The data shows that the respondents who answer *Strongly Agree* are more frequent.

6) Communication with Students

a. Your English teachers use questions to determine understanding and maintain student participation, including providing open-ended questions that require students to answer with their ideas and knowledge.
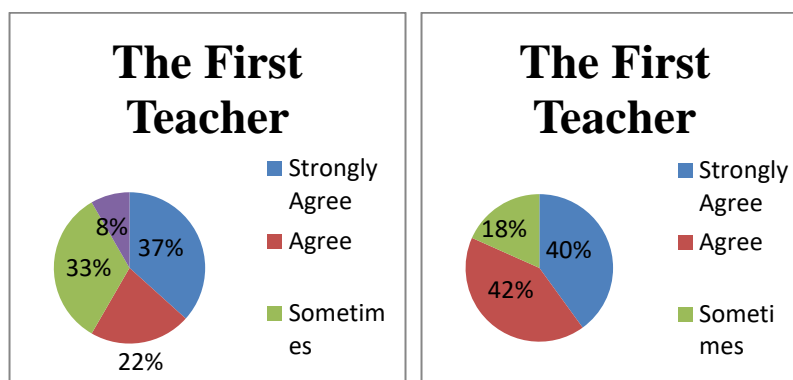

Table 4.10
The Questionnaire percentage of Number 6 about Communication with Students

From the first teacher, the data results are about *Strongly Agree* 13 (22%) the respondent who answered *Agree* 22 (37%), respondent who answer *Sometimes* 20 (33%) and who answer *Never* 5 (8%). The data shows that the respondents who answer *Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 24 (40%) the respondent who answered *Agree* 25 (42%), respondent who answer *Sometimes* 11 (18%) and none who answer *Never*. The data shows that the respondents who answer *Agree* are more frequent.

b. Your English teachers respond to students' questions appropriately, correctly and up-to-date, according to learning objectives and curriculum content.
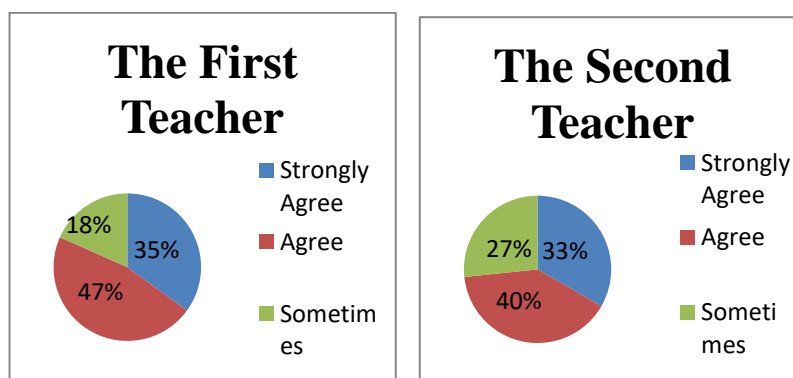

Table 4.11
The Questionnaire percentage of Number 6 about Communication with Students

From the first teacher, the data are about *Strongly Agree* 21 (35%) the respondent who answered *Agree* 28 (47%), respondent who answer *Sometimes* 11 (18%) and none who answer *Never*. The data shows that the respondents who answer *Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 20 (33%) the respondent who answered *Agree* 24 (40%),

respondent who answer *Sometimes* 16 (27%) and none who answer *Never*. The data shows that the respondents who answer *Agree* are more frequent.

7) Assessment and Evaluation
   a. Your English teachers uses the results of the assessment as material for the preparation of learning designs that will be carried out next.
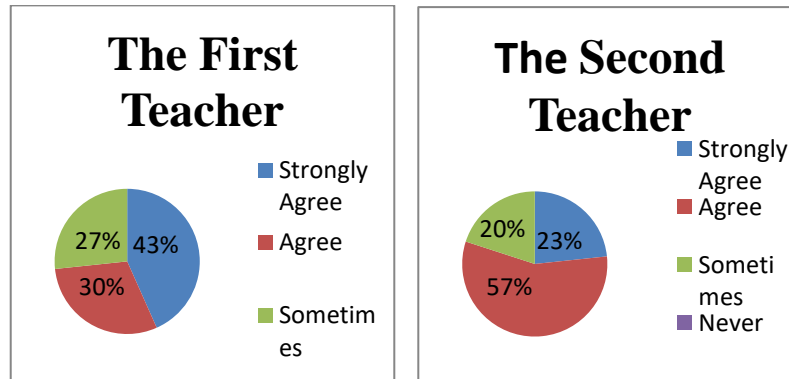

Table 4.13
The Questionnaire percentage of Number 7 about Assessment and Evaluation

From the first teacher, the data results are about *Strongly Agree* 26 (43%) the respondent who answered *Agree* 18 (30%), respondent who answer *Sometimes* 16 (27%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 34 (57%) the respondent who answered *Agree* 14 (23%), respondent who answer *Sometimes* 12 (20%) and none who answer *Never*. The data shows that the respondents who answer *Agree* are more frequent.

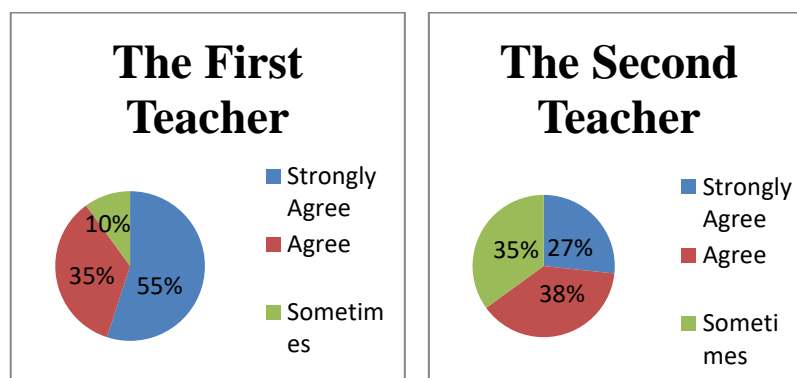   b. Your English teachers gives an evaluation using a simple test so it doesn't cause difficulties for students.

Table 4.14
The Questionnaire percentage of Number 7 about Assessment and Evaluation

From the first teacher, the data results are about *Strongly Agree* 33 (55%) the respondent who answered *Agree* 21 (35%), respondent who answer *Sometimes* 6 (10%) and none who answer *Never*. The data shows that the respondents who answer *Strongly Agree* are more frequent. While from the second teacher, the data results are about *Strongly Agree* 16 (27%) the respondent who answered *Agree* 23 (38%), respondent who answer *Sometimes* 21 (35%) and none who answer *Never*. The data shows that the respondents who answer *Agree* are more frequent.

CONCLUSION AND SUGGESTION

Based on the finding and discussion above, it can be concluded that two English teachers apply seventh aspects teachers' pedagogical competence in teaching English in the classroom. The seventh aspects are: Mastering the characteristics of students,. mastering learning theory and teaching learning principles, curriculum development, learning activities, development of the potential of students, communication with students, assessment and evaluation. While the results from the students' perception on teachers' pedagogical competence about the seventh aspects of pedagogical competence is that most students answered in the affirmative and the responses ranged from 72% to 85%.

Researchers recommend several suggestions based on the results of data analysis and conclusions, the suggestions are: English teachers should increase students' motivation and interest in learning by being given equal opportunities to students. The teachers should know what are the difficulties of students to learn English and help solve their problems.

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Slang in Mobile Legends Bang Bang: A Linguistic Analysis

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This study presents a linguistic analysis of slang usage within the context of the popular mobile multiplayer online battle arena game, Mobile Legends Bang Bang (MLBB). As an emerging domain of digital communication, gaming environments like MLBB provide a rich platform for the evolution and proliferation of slang terms and expressions. Through a comprehensive examination of in-game communication channels, including chat messages, voice chats, and character interactions, this research aims to uncover the linguistic patterns, social dynamics, and cultural implications of slang usage among players. Drawing upon sociolinguistic theories and methodologies, the study explores how slang in MLBB reflects and shapes social identities, group affiliations, and interpersonal relationships within the gaming community. Furthermore, it investigates the role of slang as a means of expressing creativity, establishing solidarity, and negotiating meaning in the fast-paced and competitive environment of MLBB. By shedding light on the intricacies of slang in digital gaming contexts, this analysis contributes to a deeper understanding of language variation and communication practices in contemporary online communities. The findings of this study have implications for linguistic research, game design, and the broader discourse on digital sociolinguistics.

Key Words: Slang, Linguistic, Mobile Legends Bang Bang (MLBB)

Introduction

Over time, linguistics—the scientific study of language—has made substantial strides. This study of the literature attempts to give a broad overview of significant advancements in the subject of linguistics, with a particular emphasis on the contributions made by different subfields to our knowledge of language evolution, acquisition, and structure.

Within the discipline of linguistics, sociolinguistics studies the interaction between language and society. Sociologists study the ways in which different social factors—like age, gender, ethnicity, class, and context—affect how people use, learn, and understand language in both individual and group contexts. Sociolinguistics is the study of language and society, according to William Labov (2001). He places a strong emphasis on how language interacts with social constructs including gender, class, race, and place of origin. Labov's method entails examining how social variables impact language variation and change, and how language in turn influences and reflects social interaction and identity.

Slang is an ever-changing collection of colloquial terms and phrases that speakers employ to develop or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large, according to Eble in Hudson (1996, p. 1). Holmes (1992) claims that this language diversity is a pattern of adolescent speech and that slang phrases

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from all around the world can be heard in teenage conversations. Slang is a term used to describe colloquial language that is distinguished by unusual vocabulary and idioms that are frequently connected to particular social groupings or subcultures. Slang words frequently defy accepted linguistic conventions and can have complex connotations that are only understood in specific social circumstance.

Mobile Legends Bang Bang (MLBB) has emerged as one of the most popular multiplayer online battle arena (MOBA) games, captivating millions of players worldwide with its immersive gameplay and vibrant community. Within this digital realm, players engage in intense strategic battles, collaborating with teammates and competing against adversaries in real-time combat scenarios. However, beyond the strategic gameplay lies a rich linguistic landscape characterized by the use of slang—a phenomenon that has received limited attention in academic discourse.

Slang, defined as informal language comprising unconventional vocabulary and expressions, plays a significant role in shaping communication dynamics within online gaming environments. In the context of MLBB, players utilize slang terms and expressions to convey meaning, express emotions, and establish camaraderie among fellow gamers. Despite its prevalence and importance, the linguistic intricacies of slang in MLBB remain largely unexplored.

This study seeks to address this gap by conducting a comprehensive linguistic analysis of slang usage in MLBB. By delving into the various communication channels available within the game, including chat messages, voice chats, and character interactions, this research aims to uncover the underlying patterns, social functions, and cultural implications of slang in the gaming community. Drawing upon sociolinguistic theories and methodologies, the analysis will examine how slang reflects and influences social identities, group affiliations, and interpersonal relationships among players.

Understanding MLBB slang isn't just important for academics—it can also help game developers create more fun and inclusive experiences. This study aims to shed light on the language of gaming communities, making gaming even more enjoyable for everyone involved.

Methodology

Utilizing a qualitative approach and document analysis, this study looked into the slang terms in Mobile Legends Bang Bang. Data will be collected from in-game chats and character interactions in Mobile Legends Bang Bang, ensuring representation across player ranks and regions. Text data will be transcribed and annotated for slang usage. Linguistic analysis will identify and categorize slang, examining phonological, morphological, and syntactic features. Sociolinguistic analysis will contextualize slang within social dynamics and cultural norms, considering its role in identity formation and social interaction. Through this methodology, the study aims to provide insights into the linguistic and social dimensions of slang in MLBB.

Findings

The data used in this study are written reports. Because the data is analyzed in the form of words and phrases based on the findings, the researcher presents the research findings in an informal manner. Using Leech's (1981) theory of meaning, the researcher examined the meaning of each slang phrase used by gamers.

Word Slang	Free Morpheme	Bound Morpheme	Type of Slang
NU	No and Ultimate	-	Acronym
U	Ultimate	-	Acronym
MM	Marksman	-	Acronym

NR	No and Retribution	-	Acronym
GG	Good and Game	-	Acronym
YSS	Yi, Sun,and Shin	-	Acronym
Ulti	Ultimate	-	Clipping
Retri	Retribution	-	Clipping
WS	Win and Streak	-	Acronym
NT	Nice and Try	-	Acronym

Information gathered from Mobile Legends Bang Bang character interactions and in-game discussions, guaranteeing representation across player levels and geographical areas.

Conclusion

In conclusion, this linguistic analysis of slang in Mobile Legends Bang Bang (MLBB) has shed light on the rich and dynamic linguistic landscape within the gaming community. Through the examination of in-game chats and character interactions, we have identified a plethora of slang terms and expressions used by players to communicate, express emotions, and build social bonds. Our analysis has revealed patterns in the phonological, morphological, and syntactic features of slang, reflecting its adaptability and creativity within the digital gaming environment.

Moreover, sociolinguistic exploration has highlighted the social functions of slang in MLBB, illustrating its role in shaping group identity, fostering camaraderie, and negotiating social hierarchies among players. Slang serves as a linguistic marker of belonging and shared experience, facilitating communication and collaboration within the gaming community.

By uncovering the nuances of slang in MLBB, this study contributes to a deeper understanding of language variation and communication practices in online gaming contexts. The findings offer valuable insights for game developers, community managers, and researchers seeking to enhance player experiences, promote inclusivity, and foster positive social interactions within gaming communities.

Moving forward, further research could explore the evolution of slang in MLBB over time, its cross-cultural variations, and its impact on player behavior and attitudes. Additionally, investigating the integration of slang into game design and community moderation strategies could offer practical implications for enhancing player engagement and community cohesion in online gaming environments. Overall, the study of slang in MLBB underscores the dynamic interplay between language, culture, and technology in shaping contemporary digital interactions.

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The Role of ESP in Meeting the Specific Language Needs of Vocational High School Students: Teachers' Perspectives and Experiences

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English for Specific Purposes (ESP) has emerged as a significant pedagogical approach in Vocational High Schools (SMK), aiming to cater to the specific language needs of students preparing for the professional world. This study adopts a descriptive case study method to explore the perspectives and experiences of English teachers regarding the implementation of ESP in SMKs. Through interviews and document analysis, data were collected from English teachers across eleven SMKs. The findings reveal that ESP is recognized by teachers as a valuable approach in addressing the specific language needs of SMK students, aligning language learning with vocational interests. Despite facing challenges such as resource limitations and insufficient training in ESP pedagogy, teachers demonstrate a commitment to adapting ESP principles to suit the unique needs of SMK students. Teachers report positive experiences in implementing ESP, noting its effectiveness in enhancing students' language proficiency and confidence within vocational contexts. The study underscores the importance of continuous professional development and support to address challenges and improve the quality of ESP instruction in SMKs. This research contributes to understanding the implementation of ESP in vocational education settings, highlighting opportunities and challenges in meeting the specific language needs of SMK students. The findings emphasize the need for targeted interventions to enhance ESP instruction and support students' success in the competitive job market.

Keywords: English for specific purposes, vocational school, specific language needs

1. INTRODUCTION

Vocational High Schools (SMK) play a significant role in preparing students to enter the competitive job market. One key aspect of this preparation is language proficiency, especially in specific professional contexts. In the SMK environment, students are introduced to skills and knowledge relevant to their future careers, which often require specialized and advanced language competencies (Majewska, 2023).

However, challenges arise for teachers when attempting to integrate specific language learning with students' vocational needs (Bridgstock et al., 2019; Syakur et al., 2020). The language needs of SMK students often differ from the general language programs taught in regular high schools (Sari & Wirza, 2021). This creates a demand for a more focused approach to language learning, introducing students to vocabulary, situations, and contexts relevant to their chosen career fields.

English for Specific Purposes (ESP) has emerged in response to this need, providing an approach tailored to the specific language requirements of SMK students. ESP enables students to acquire language skills appropriate to their professions, thereby enhancing their ability to participate and succeed in the workforce (Gestanti et al., 2019; Tuzlukova & Heckadon, 2020).

However, implementing ESP in the SMK environment is not without its challenges. The lack of resources and adequate training for language teachers poses a major obstacle to effectively implementing this approach. Additionally, there is a need to better understand teachers' perspectives and experiences in addressing these challenges and improving their teaching practices.

Based on Donald A. Schön's theory, as explained in the important work "The Reflective Practitioner: How Professionals Think in Action" emphasizes the transformative role of practical experience in shaping educators' professional development (Schön, 2017). This suggests that effective teachers are those who engage in reflective practice, continually refining their teaching strategies through critical reflection on their experiences in the classroom (Farrell, 2019; McDonagh et al., 2019). This process involves a dynamic interaction between theory and practice, where teachers utilize their experiential knowledge to inform decision making and problem solving in real-time educational contexts.

In the context of this research, Schön's theory of teaching experience provides a theoretical framework for understanding how English teachers in vocational high schools utilize their practical experiences to inform their perspectives and practices regarding teaching English for Specific Purposes (ESP) (Schön, 2017). By examining how teachers reflect on and adapt their teaching approaches based on their experiences in the classroom, this research seeks to explain the factors that influence the implementation and effectiveness of ESP in meeting the specific language needs of vocational high school students.

In addition, Schön's concept of reflective practice underscores the importance of continuous professional development and learning through experience (Schön, 2017). Through ongoing reflection on their teaching experiences, educators will be better equipped to identify areas for improvement, experiment with new teaching strategies, and ultimately increase their effectiveness as teachers (Darling-Hammond et al., 2005; Desimone, 2009; Kennedy, 2016). In the context of vocational high schools, where students' language needs are diverse and specialized, the application of reflective practice can facilitate the refinement of ESP teaching to better align with students' evolving needs and the demands of their chosen profession.

By basing the study on Schön's theory of teaching experience, this research aims to contribute to a deeper understanding of the dynamic interaction between practical experience and teaching practice in the context of ESP education in vocational high schools. Through an exploration of how teachers reflect on and respond to their experiences of implementing ESP, this research seeks to inform the development of more effective pedagogical approaches tailored to the specific language needs of vocational students, thereby enhancing their language proficiency and preparation for future careers.

In this context, research that explores language teachers' perspectives and experiences regarding the implementation of ESP in SMKs is crucial. Understanding how teachers face

challenges, overcome barriers, and perceive the impact of ESP on student learning will provide valuable insights for enhancing vocational education quality.

Therefore, this research aims to address gaps in understanding the implementation of ESP in SMK, with a focus on language teachers' perspectives and experiences. By gaining a better understanding of the challenges and opportunities faced by teachers, we can design more effective interventions to improve the quality of specific language learning in SMKs.

By deepening our understanding of how ESP is adopted and implemented in the vocational education context, we can identify more effective strategies and policies to support student-centered language education and meet their future career requirements. This will help create a more responsive and relevant learning environment for SMK students, better preparing them for success in a diverse job market.

2. LITERATURE REVIEW
a. Overview of English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is a branch of English language teaching that adapts language teaching to meet the specific needs of learners. In contrast to typical English courses, which focus on developing overall language proficiency, ESP courses are designed to equip students with the language skills necessary for a specific field or profession (Basturkmen, 2019; H. Fitria et al., 2019; Gestanti et al., 2019). This targeted approach allows students to communicate effectively in their specific areas of interest, such as business, medicine, engineering, or aviation. ESP courses typically involve a needs analysis to identify learners' language needs, followed by the development of materials and activities tailored to meet those needs (Axmedovna et al., 2019; Basturkmen, 2019).

According to Hyland & Jiang (2021), one of the key aspects of ESP is its focus on the language used in a particular discipline or professional context. This often involves specialized vocabulary, grammatical structures, and communication styles that may not be commonly encountered in everyday language use. Therefore, ESP instructors must have a strong understanding of the language requirements of their learners' fields in order to effectively teach relevant linguistic skills and concepts.

Another characteristic of ESP is its emphasis on task-based learning and authentic materials. Rather than relying solely on traditional language practice, ESP courses often integrate real-world assignments and materials relevant to the learner's professional context (Dou et al., 2023; Hyland, 2022). This approach not only improves learners' language skills but also helps them develop the ability to apply language knowledge in practical situations they may encounter in their professional life.

ESP courses can vary greatly in terms of content and methodology depending on the specific needs of the learners and the requirements of their chosen field. For example, an ESP course for medical professionals might focus on developing language skills for patient consultations, medical histories, and written reports, while a course for engineers might concentrate on technical vocabulary, reading schematics, and writing project proposals (T. N. Fitria, 2020).

In recent years, the use of technology has played an increasingly important role in ESP teaching. Online platforms, multimedia resources, and specialized software can provide students with additional opportunities for language practice and skill development tailored to their specific field (Hennessy et al., 2022; Kianinezhad, 2023). Virtual simulations, interactive exercises, and online forums can also facilitate collaborative learning and communication between students with similar professional interests.

Furthermore, it can be said that ESP plays an important role in helping students achieve their language learning goals in certain professional contexts. By providing targeted instruction and authentic learning experiences, ESP courses enable students to develop the language skills they need to succeed in their chosen field and communicate effectively in a variety of professional environments.

b. Language Needs

In vocational high schools, English language needs are intricately connected to the specific career paths and industries that students are preparing to enter (Satpathy et al., 2020). Unlike general English language education, which focuses on developing overall proficiency, English language instruction in vocational high schools must be tailored to meet the unique linguistic demands of various vocational fields (Hutchinson & Waters, 1987). One prominent language need in vocational high schools is the acquisition of industry-specific vocabulary and terminology. Students need to learn the specialized language used in their chosen vocations, whether it's automotive mechanics, culinary arts, nursing, or information technology (Heyward, 2019; Wyner, 2019).

Another crucial aspect of English language needs in vocational high schools is the development of communication skills relevant to the workplace (Oliveri & McCulla, 2019; Sumaiya et al., 2022). Students must be able to effectively interact with colleagues, customers, and supervisors in English, whether it's through face-to-face communication, phone conversations, or written correspondence. This includes mastering the appropriate language for giving instructions, asking questions, and conveying information accurately and professionally.

Furthermore, English language needs in vocational high schools often extend to comprehension and production of technical documents and manuals. Students may encounter English-language manuals, safety protocols, equipment specifications, and other technical documents in their future careers. Therefore, they must be equipped with the reading and writing skills necessary to understand and create these documents effectively.

In addition to technical language skills, vocational high school students also benefit from English language instruction that emphasizes cross-cultural communication and intercultural competence. As many vocational fields involve interaction with diverse colleagues and clients from around the world, students need to develop an understanding of cultural differences in communication styles, norms, and etiquette (Allen, 2023; Sydorenko, 2020).

English language needs in vocational high schools also encompass the ability to use English for career advancement and lifelong learning. Students should be equipped with the language skills necessary to pursue further education, training, or certifications in their chosen fields, both domestically and internationally (Menggo et al., 2019). This includes

proficiency in academic English, such as writing research papers, giving presentations, and participating in discussions.

Ultimately, English language needs in vocational high schools are closely aligned with the goal of preparing students for success in their future careers. By addressing these language needs through targeted instruction and authentic learning experiences, vocational high schools can empower students to communicate effectively, collaborate with others, and thrive in the global workforce.

c. ESP in Indonesia

The development of English for Specific Purposes (ESP) in Indonesia has been influenced by various factors, including globalization, economic growth, and the increasing demand for specialized language skills in professional contexts (Axmedovna et al., 2019). While the teaching of English in Indonesia has historically focused on general language proficiency, there has been a growing recognition of the need to tailor language instruction to meet the specific needs of learners in various fields such as business, tourism, hospitality, and technology.

One significant milestone in the development of ESP in Indonesia was the establishment of vocational high schools (Sekolah Menengah Kejuruan or SMK) that offer specialized education and training in specific industries. These schools recognize the importance of equipping students with not only technical skills but also the English language skills necessary for success in their chosen vocations. As a result, ESP has become an integral component of the curriculum in many vocational high schools across the country.

Additionally, the Indonesian government has implemented various policies and initiatives to promote the teaching and learning of ESP in educational institutions nationwide. These efforts include curriculum reforms, teacher training programs, and the development of ESP materials and resources tailored to the needs of specific industries and professions (Fadlia et al., 2020). The government has also encouraged partnerships with international organizations and institutions to enhance the quality of ESP education in Indonesia.

The proliferation of technology has also played a significant role in the development of ESP in Indonesia. The use of digital resources, online platforms, and multimedia materials has provided educators and learners with additional tools and opportunities for language learning and skill development (Agustiani et al., 2021; Alhaj & H Albahiri, 2020; Chen et al., 2019; Nugroho et al., 2022; Rodríguez-Peñarroja, 2022). Virtual simulations, interactive exercises, and online forums enable students to engage in authentic language practice and collaborative learning experiences tailored to their specific fields.

Moreover, the globalization of the Indonesian economy has created a growing demand for professionals who possess both technical expertise and English language proficiency. As Indonesia continues to integrate into the global marketplace, professionals in fields such as business, finance, engineering, and information technology require strong English communication skills to compete effectively on an international level (Isadaud et al., 2022; Pajarwati et al., 2021). This has further underscored the importance of ESP education in preparing Indonesian students for success in the global workforce.

Despite the progress made in the development of ESP in Indonesia, challenges remain, including the need for qualified ESP instructors, access to resources and materials, and the alignment of ESP curricula with industry standards and requirements. Addressing these challenges will be crucial in ensuring the continued growth and effectiveness of ESP education in Indonesia, as the country seeks to equip its workforce with the language skills needed to thrive in an increasingly interconnected world (Aniroh, 2019; Jande & Ibrahim, 2021; Mannong et al., 2024). Overall, the development of ESP in Indonesia reflects a concerted effort to meet the evolving language needs of learners in diverse vocational contexts and contribute to the country's economic development and competitiveness on the global stage.

3. RESEARCH METHODOLOGY

a. Participants

This research utilizes a qualitative descriptive method with a case study approach, involving 11 English teachers from 11 vocational high schools in the city of Parepare. The qualitative descriptive method aims to provide a detailed and in-depth understanding of the phenomenon under investigation, in this case, the role of English for Specific Purposes (ESP) in addressing the specific language needs of vocational high school students. Through the case study approach, the researchers delve into the perspectives and experiences of the participating teachers, seeking insights into how ESP is perceived, implemented, and its effectiveness in catering to the linguistic requirements of students in vocational education (Mills & Gay, 2016).

The study title, "The Role of ESP in Meeting the Specific Language Needs of Vocational High School Students: Teachers' Perspectives and Experiences," succinctly captures the focus and scope of the research. By exploring the viewpoints and experiences of English teachers working in vocational high schools, the study aims to shed light on the efficacy of ESP in fulfilling the language needs of students pursuing various vocational pathways. Through qualitative analysis of the data gathered from the teachers' perspectives and experiences, the research seeks to contribute to the understanding of how ESP can be optimized to better serve the linguistic requirements of vocational high school students, ultimately enhancing their language proficiency and preparing them for success in their chosen careers.

b. Research Instruments

The instruments employed in this study encompass observation, interviews, and documentation. Through observation, the researcher focuses on specific topics of inquiry, allowing for an in-depth understanding of the phenomenon under investigation. In this case, the researcher conducts observations in vocational high schools in Parepare city, selecting relevant topics related to the role of English for Specific Purposes (ESP) in meeting the language needs of students.

Additionally, interviews with English teachers from 11 vocational high schools provide valuable insights into their perspectives and experiences regarding ESP implementation. These interviews serve to complement and enrich the observational data by offering nuanced insights into the teachers' practices, challenges, and perceptions. Furthermore, documentation analysis, involving the examination of materials used by teachers in their

ESP instruction, serves to corroborate and validate the findings obtained from observations and interviews, providing a comprehensive understanding of ESP practices in vocational high schools. Through the triangulation of these three instruments, the study aims to offer a multifaceted exploration of ESP in vocational education, drawing upon multiple sources of data to ensure the validity and reliability of the findings.

c. Procedures

The data collection procedure for this study involves a multifaceted approach, utilizing observation, interviews, and documentation to gather comprehensive insights into the role of English for Specific Purposes (ESP) in vocational high schools. Firstly, the researchers conduct on-site observations in 11 vocational high schools located in Parepare city. During these observations, the researchers focus on specific aspects related to ESP implementation, such as classroom practices, instructional materials used by teachers. By immersing themselves in the teaching-learning context, the researchers gain firsthand knowledge of how ESP is integrated into the curriculum and delivered in vocational education settings.

Secondly, the researchers conduct semi-structured interviews with 11 English teachers from the participating vocational high schools. These interviews provide an opportunity to delve deeper into the teachers' perspectives, experiences, and practices regarding ESP instruction. Through open-ended questions, the researchers explore various aspects of ESP, including teaching methodologies, challenges faced by teachers, and perceived effectiveness in meeting the language needs of students. The interviews allow for rich qualitative data to be gathered, offering nuanced insights into the complexities of ESP implementation in vocational high schools.

Lastly, the researchers analyze documentation related to ESP instruction, including syllabi, lesson plans, teaching materials, and student assessments. By examining these documents, the researchers seek to corroborate and supplement the findings obtained from observations and interviews. Documentation analysis provides valuable context and validation for the observational and interview data, offering a more comprehensive understanding of how ESP is structured and delivered within the vocational high school curriculum. Through this triangulation of data collection methods, the study aims to provide a robust and holistic exploration of ESP practices in meeting the specific language needs of vocational high school students.

d. Data Analysis

Data analysis for this research involved a systematic and rigorous process aimed at uncovering patterns, themes, and insights from the data collected. First, qualitative data obtained from observations, interviews, and documentation were transcribed, organized, and coded. This initial step allowed the researchers to systematically categorize the data based on key themes and concepts related to the role of English for Special Purposes (ESP) in vocational high schools. Through open and axial coding techniques, researchers identify recurring patterns, ideas, and perspectives that emerge from the data, allowing for a deeper understanding of the research questions and objectives.

Following the coding process, the researchers used thematic analysis to identify overarching themes and subthemes in the data. The themes include teacher perspectives and also about teachers' experiences in implementing ESP in the English classes they teach. By

systematically analyzing data through a thematic lens, researchers can uncover a variety of insights and connections, thereby providing a rich and comprehensive understanding of the phenomenon under investigation. Through continuous comparison and iterative refinement, researchers ensure the reliability and validity of identified themes, thereby increasing the credibility of research findings.

Finally, the researcher interprets the identified themes in relation to the research questions and theoretical framework, drawing conclusions and implications based on the analysis. This interpretation process involves synthesizing findings from multiple data sources, exploring relationships between themes, and generating meaningful insights that contribute to existing knowledge about ESP in vocational education. By triangulating data from various sources and using rigorous analytical techniques, the researcher aims to offer an in-depth and robust analysis of the role of ESP in meeting the specific language needs of vocational high school students, thereby informing educational practice and policy.

4. RESULTS AND DISCUSSION

Teacher perspective and teacher experience are two related concepts but have significant differences in the context of research or discussions about teaching practice. Following are the differences between the two:

a. Teachers' perspectives

Teacher perspective refers to the view or point of view that a teacher has on a particular topic (Everton et al., 2000), such as ESP teaching in vocational schools. It includes the teacher's beliefs, values, knowledge, and understanding of the subject. Teachers' perspectives can be influenced by a variety of factors, including educational background, work experience, professional training, and personal views.

With representatives from each school, one English teacher being interviewed, it was found that only 3 schools implemented ESP even though the curriculum did not prioritize this in learning. However, interestingly, the average teacher answered the need for ESP-based learning adjustments in vocational schools. The interview results of teachers' perspective about described below:

Extract 1:

"Saya percaya kalau pengajaran ESP di SMK memiliki peran yang sangat penting dalam membekali siswa dengan keterampilan bahasa yang relevan dengan karir mereka di masa depan." (Interview date: 1st January 2024)

"I believe that ESP teaching in vocational schools has a very important role in equipping students with language skills that are relevant to their future careers."

Extract 2:

"Saya lihat pengajaran ESP itu jadi kesempatan untuk mempersiapkan siswa supaya bisa sukses dalam dunia kerja dengan mengajarkan mereka bahasa dan keterampilan komunikasi yang spesifik untuk bidang profesi mereka." (Interview date: 2nd January 2024)

"I think ESP teaching as an opportunity to prepare students for success in the world of work by teaching them language and communication skills specific to their professional field."

Extract 3:

"Saya hargai itu nilai-nilai kerja samanya antara guru bahasa Inggris dan guru-guru kejuruan dalam mengintegrasikan materi ESP dengan kurikulum kejuruan yang ada jadi siswa dapat melihat relevansi langsung antara bahasa yang mereka pelajari dan bidang kerja mereka." (Interview date: 1st January 2024)

"I appreciate the value of collaboration between English teachers and vocational teachers in integrating ESP material with the vocational curriculum so that students can see the direct relevance between the language they study and their field of work."

Extract 4:

"Saya mengakui bahwa setiap siswa memiliki kebutuhan bahasa yang unik berdasarkan bidang kejuruan mereka, dan sebagai guru, tugas saya adalah untuk menyesuaikan pengajaran ESP agar sesuai dengan kebutuhan individu mereka." (Interview date: 1st January 2024)

"I recognize that each student has unique language needs based on their vocational field, and as a teacher, my job is to adapt ESP teaching to suit their individual needs."

Extract 5:

"Saya yakin bahwa pengajaran ESP haruslah berfokus pada pengembangan keterampilan bahasa yang praktis dan langsung dapat diterapkan dalam konteks pekerjaan, seperti menulis laporan teknis atau berkomunikasi dengan klien dalam bahasa Inggris." (Interview date: 3rd January 2024)

"I believe that ESP teaching should focus on developing language skills that are practical and directly applicable in a work context, such as writing technical reports or communicating with clients in English."

Extract 6:

"Saya memahami bahwa untuk berhasil dalam karir, siswa perlu tidak hanya menguasai keterampilan teknis tetapi juga keterampilan bahasa yang kuat. Oleh karena itu, pengajaran ESP harus memberi mereka dasar yang kokoh dalam kedua bidang ini." (Interview date: 3rd January 2024)

"I understand that to be successful in a career, students need to not only master technical skills but also strong language skills. Therefore, ESP teaching must give them a solid foundation in both of these areas."

Extract 7:

"Saya memahami bahwa untuk berhasil dalam karir, siswa perlu tidak hanya menguasai keterampilan teknis tetapi juga keterampilan bahasa yang kuat. Oleh karena itu, pengajaran ESP harus memberi mereka dasar yang kokoh dalam kedua bidang ini." (Interview date: 2nd January 2024)

"I understand that to be successful in a career, students need to not only master technical skills but also strong language skills. Therefore, ESP teaching must give them a solid foundation in both of these areas."

Extract 8:

"Pandangan saya tentang pengajaran ESP di SMK melibatkan kolaborasi dengan dunia industri untuk memastikan bahwa kurikulum dan materi pembelajaran mencerminkan kebutuhan aktual dan perkembangan terbaru dalam lapangan kerja." (Interview date: 2nd January 2024)

"My point of view about ESP teaching in vocational schools involves collaboration with industry to ensure that the curriculum and learning materials reflect actual needs and the latest developments in the workforce."

Extract 8:

"Saya akui kalau siswa SMK itu harus di ajarkan Bahasa Inggris sesuai dengsn kebutuhan nya. Itulah mengapa Kurikulum harusnya menyediakan hal tersebut, sehingga menjadi acuan untuk kami para guru" (Interview date: 1st January 2024)

"I admit that vocational school students must be taught English according to their needs. That's why the curriculum should provide this, so that it becomes a reference for us teachers."

Extract 9:

"Sebagai seorang pengajar ESP, saya percaya bahwa pendekatan praktis dalam pengajaran bahasa adalah kunci untuk mempersiapkan siswa SMK menghadapi tantangan di dunia kerja. Dengan fokus pada situasi nyata dalam profesinya, siswa dapat dengan cepat mengaplikasikan apa yang mereka pelajari dalam konteks yang relevan." (Interview date: 2nd January 2024)

"As an ESP educator, I believe that a practical approach to language teaching is key to preparing vocational school students for challenges in the workforce. By focusing on real-life situations within their profession, students can quickly apply what they've learned in relevant contexts."

Extract 10:

"Saya mendukung konsep pengajaran ESP yang menekankan pengembangan keterampilan berbicara, mendengarkan, membaca, dan menulis yang sesuai dengan kebutuhan karier siswa. Hal ini memungkinkan mereka untuk berkomunikasi secara efektif dalam berbagai situasi kerja." (Interview date: 3rd January 2024)

"I support the concept of ESP teaching that emphasizes the development of speaking, listening, reading, and writing skills tailored to students' career needs. This enables them to communicate effectively in various work situations."

Extract 11:

"Dalam konteks pengajaran ESP di SMK, saya percaya bahwa penggunaan teknologi dapat menjadi alat yang sangat efektif. Melalui penggunaan platform digital, siswa dapat mengakses materi pembelajaran yang relevan dengan bidang kejuruan mereka dan berlatih keterampilan bahasa secara interaktif." (Interview date: 1st January 2024)

"In the context of ESP teaching in vocational schools, I believe that the use of technology can be a highly effective tool. Through the use of digital platforms, students can access learning materials relevant to their vocational field and practice language skills interactively."

The ESP (English for Specific Purposes) approach in teaching at Vocational High Schools (SMK) has garnered attention from experts for its profound impact on addressing the language requirements of Indonesian students preparing for the workforce. In interviews, teachers in line with Gestanti et al. (2019) and (Tuzlukova & Heckadon, 2020) have underscored the necessity of tailoring language instruction to suit the distinct linguistic demands inherent in various vocational fields. They argue that ESP instruction at SMK transcends mere language proficiency acquisition and instead emphasizes the application of practical language skills directly pertinent to students' prospective careers.

Moreover, experts emphasize the importance of aligning ESP teaching with the evolving landscape of the job market this is supported by Basturkmen (2019) and Hyland & Jiang (2021). Collaborative efforts between English instructors and vocational educators aim to seamlessly integrate ESP content into existing curricula. This collaborative endeavor not only fosters students' comprehension of the immediate relevance of their language studies to their chosen vocations but also equips them with the requisite competencies for future success.

In Indonesia's dynamic context, experts advocate for a pragmatic approach to ESP teaching, emphasizing the cultivation of not only foundational language skills but also their pragmatic utilization in professional settings (Dou et al., 2023; Hyland, 2022). By immersing students in real-world scenarios relevant to their fields, this approach facilitates rapid assimilation and application of language skills, thereby enhancing students' competitiveness in the increasingly cutthroat job market.

Additionally, the integration of technology is hailed as a potent facilitator of ESP instruction at SMK. Digital platforms offer students access to tailored learning materials aligned with their vocational domains, enabling interactive language skill practice. Thus, ESP pedagogy at SMK not only embraces practical and contemporary teaching methodologies but also leverages technology to broaden accessibility and enrich the educational experience.

In summary, the convergence of insights into students' language requisites, collaborative synergy between English and vocational instructors, a pragmatic instructional approach, and technology integration constitutes the bedrock of effective ESP teaching at SMK in Indonesia. By heeding these insights, ESP education can substantially bolster students' readiness for future career endeavors.

b. Teachers' Experiences
Teacher experience refers to the practical experience a teacher has in carrying out teaching tasks in the classroom (Kini & Podolsky, 2016). It includes all aspects of the daily experience of teaching, such as interactions with students, use of teaching strategies, assessment of learning outcomes, and adjustment of teaching practices based on student responses. Teacher experiences can develop over time and can be influenced by a variety of factors, including additional training, reflection on teaching practices, and interactions with colleagues in the profession.

So, teacher experience is the accumulation of practical experience in carrying out daily teaching tasks. In the context of research on the implementation of ESP in vocational schools, research might explore both teachers' perspectives on the ESP approach and their practical experiences in implementing it in everyday teaching.

Extract 1:

"As an English teacher at a vocational school who focuses on culinary arts, I have difficulty finding sufficient special material to teach ESP effectively. Due to a lack of relevant resources, I relied on textbooks and general English materials, which, although useful for language acquisition, did not adequately address the specific language needs of students preparing for careers in the culinary field"

Extract 2:

"I find it difficult to integrate vocational content into English lessons. Although I recognized the importance of contextualizing language teaching, the lack of collaboration with vocational instructors hampered my ability to incorporate industry-specific languages and concepts into the curriculum. As a result, I was forced to teach general-purpose English, with a primary focus on grammar, vocabulary, and communication skills with no direct relevance to students' vocational aspirations."

Extract 3:

"As an English teacher who is currently teaching at a vocational school, I experience difficulties in implementing ESP due to a lack of training and understanding of special methodologies. Without adequate guidance on how to adapt language teaching to vocational contexts, I failed to use traditional teaching approaches that focused on general-purpose English. Although this approach provides a foundation in English language proficiency, it is still unable to meet the specific language needs of vocational school students in preparing for their future careers"

Extract 4:

"Teaching English in vocational schools with disengaged students presents challenges in delivering ESP effectively. Despite recognizing the importance of relevance and practicality in language teaching, students' apathy towards vocational subjects also extends to English language learning. In response, I resorted to teaching general-purpose English as a means of cultivating student interest and participation, even at the expense of vocational specificity".

Extract 5:

"Balancing the demands of a dense curriculum with the intricacies of ESP has proven to be a challenge for vocational English teachers. With the limited time allocated to language teaching and the large number of topics to be covered, I find it difficult to dedicate sufficient attention to developing ESP materials and activities tailored to students' vocational interests. As a result, I often forego teaching general-purpose English in favor of more time-efficient options"

Extract 6:

"The implementation of ESP into the curriculum faces resistance from both students and school administrators in vocational schools who have long used English for general purposes. Despite recognizing the potential benefits of ESP in preparing students for

their future careers, entrenched attitudes and institutional inertia hinder efforts to transition to more specialized approaches. As a result, I reluctantly continued teaching English for general purposes so as not to disrupt the teaching and learning process at school".

Extract 7:

"Teaching English to students with varying levels of language proficiency in vocational schools presents challenges in implementing ESP effectively. When some students struggle to understand basic English concepts while others excel, adapting instruction to meet students' varying needs can prove to be difficult. To accommodate this gap, I chose a more general approach, focusing on developing basic language skills that are accessible to all students, despite lacking vocational specificity".

Extract 8:

"As an English teacher with limited knowledge of vocational terminology, adapting ESP to meet the specific language needs of students in vocational schools proved to be a challenge. Despite recognizing the importance of incorporating industry-specific vocabulary and concepts into language teaching, my unfamiliarity with vocational jargon hampered my ability to develop relevant material. As a result, I do not teach general-purpose English, focusing instead on language skills that are more universal and within my comfort zone"

Extract 9:

"As an English teacher at a vocational school, I combine general English lessons with ESp. for example, when I teach automotive, I create my own learning tools tailored to students' needs to prepare for careers in the automotive industry. This includes vocabulary related to vehicle components, technical guides, and customer service dialogue commonly found in automotive repair shops. Through interactive activities and role plays that simulate real-world scenarios, students not only improve their English language proficiency but also gain confidence in using language skills that can be directly applied to their future careers.

Extract 10:

"In my experience teaching ESP in vocational schools that focus on hospitality and tourism, I try to integrate language learning with practical vocational skills. For example, students work on creating promotional materials for imaginary hotels or tourist destinations, which requires them to use English for tasks such as writing advertisements, designing brochures, and delivering presentations This interdisciplinary approach fosters teamwork, problem solving, and language mastery simultaneously, preparing students to face the diverse demands of the hospitality industry.

Extract 11:

"At the vocational school specifically for information technology, I facilitate students for internship preparation in terms of equipping students with the language skills necessary for professional communication in an IT environment. This learning focuses on technical writing, email etiquette, and effective communication with clients and colleagues. To increase relevance, I incorporate authentic materials such as software documentation, IT support tickets, and case studies from the industry Through simulated workplace scenarios and mock interviews, students hone their language proficiency

while gaining insight into expectations and norms in the IT field, ensuring their readiness for internships. and future employment opportunities.

Donald A. Schön's theory of "reflection-in-action" and "reflection-on-action" can provide a lens through which to analyze the experiences of English teachers in implementing ESP in Vocational High Schools (SMK) as depicted in the provided extracts.

In the first set of extracts, teachers encounter challenges stemming from the lack of specialized materials and collaboration with vocational instructors. Schön's theory emphasizes the importance of "reflection-in-action," which involves thinking on one's feet and adapting to emerging challenges in real-time. Teachers in culinary arts and construction engineering must constantly reflect on their teaching practices and make spontaneous adjustments to accommodate the absence of industry-specific resources, aligning with Schön's notion of ongoing problem-solving during teaching (Extracts 1, 2, and 3).

The second set of extracts highlights the struggles teachers face in addressing student disengagement, time constraints, and resistance to change. Schön's concept of "reflection-on-action" is relevant here, as teachers critically reflect on their teaching experiences after the fact to identify underlying issues and potential solutions. Despite recognizing the benefits of ESP, teachers must grapple with entrenched attitudes and institutional inertia, requiring thoughtful reflection to navigate these challenges effectively (Extracts 4, 5, and 6).

In the final set of extracts, teachers demonstrate innovative approaches to overcome obstacles in implementing ESP, such as combining general English lessons with ESP and creating custom learning tools tailored to vocational fields. Schön's theory emphasizes the importance of "reflection-in-action" in generating new knowledge and adapting practices in response to emerging situations. By integrating language learning with practical vocational skills and simulating real-world scenarios, teachers engage in reflective practice to enhance student engagement and readiness for the workforce (Extracts 9, 10, and 11).

Overall, Schön's theory provides a framework for understanding how English teachers in vocational schools engage in reflective practice to navigate challenges and innovate in their teaching approaches. By continually reflecting on their experiences and adapting their practices, teachers can enhance the relevance and efficacy of ESP instruction in preparing students for their future careers.

5. CONCLUSIONS AND IMPLICATIONS

The conclusion of the article highlights the critical role of English for Specific Purposes (ESP) in Vocational High Schools (SMKs) in equipping students with language skills tailored to their future careers. Through the perspectives of teachers, it is evident that ESP teaching should focus on practical language skills directly applicable in the workforce, such as communication with clients and writing technical reports. Collaboration with industry is essential to ensure that the curriculum and learning materials reflect current workforce needs and developments. Teachers recognize the importance of integrating vocational content into English lessons to address the specific language needs of students preparing for careers in various fields.

Implications of the study suggest that ESP educators in SMKs should engage in reflective practice to navigate challenges effectively and innovate in their teaching approaches. By

combining general English lessons with ESP and creating custom learning tools tailored to vocational fields, teachers can enhance student engagement and readiness for the workforce. Continuous professional development and support are crucial for ESP teachers to adapt their practices, improve the relevance and efficacy of instruction, and ultimately prepare students for successful careers.

In conclusion, ESP plays a vital role in preparing Vocational High School students for the demands of the workforce by providing them with practical language skills relevant to their chosen professions. By embracing collaboration with industry, integrating vocational content into English lessons, and engaging in reflective practice, ESP educators can enhance the quality of instruction and better equip students for their future careers.

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Phonological Interference of Japanese in the Pronunciation of English Phoneme /v/, /θ/, and /ð/

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Globalization has brought a need for bilingualism. Nowadays, people are urged to study either second or foreign language in order to communicate with people from other regions or countries. The contact of first language with the second or foreign language may result in the language interference, either in grammar or phonology. Phonological interference of the first language to the second or foreign language of the speakers may cause problem in the perception of speech and eventually becomes problem in communication. Literature reviews on the comparison of Japanese phonological system and English has resulted in the inventory of problems in the following phonemes, namely /v/, /θ/, and /ð/. Thus, conducting deeper analysis on the phonological interference of Japanese in the pronunciation of phoneme /v/, /θ/, and /ð/ will help identifying the cause of the problem of difficulty in pronouncing the aforementioned phonemes. This study aims in comparing Japanese phonological system with English phonological system which cause problem in the pronunciation of phoneme /v/, /θ/, and /ð/. By analyzing videos of the IELTS speaking mock test conducted by Japanese native speakers with a score range between 4.0 to 6.5, common errors and difficulties can be identified. Among the common errors is sound substitution where original sound in a word is replaced with another sound. This tendency in sound substitution has been mainly resulted by the differences in phonological system of Japanese and English. The differences include the inexistence several English phonemes in Japanese phoneme system.

Keywords: First language interference, phonological interference, English pronunciation.

INTRODUCTION

In this globalization era, English has been used as a lingua franca, a position which plays an important role in connecting communication among people with different languages in a wide range of settings and purposes (Björkman, 2013). In academic setting, English has become the world's most widely taught language, and in most countries, English seems to be the primary foreign language used in schools (Crystal, 2003). In defining the language used in certain country, Kachru and Nelson proposed different name for first, second and foreign language (Kachru & Nelson, 2006). Foreign language can be defined as the language which the speakers do not have direct contact with because it is used by foreign society outside the society of the speakers (Patel & Jain, 2008). While English as second language has been used to define countries whose national or official language is English as a result of civilization which includes India, Nigeria, Singapore, the Philippines, and others (Kachru & Nelson, 2006). With this distinction of terms, English acquisition and learning in those countries where English is used as second and foreign language will be different, with the first can be described as having less problems to the latter. This has been caused by the different contact of the two distinctive group of countries get with English language. Demanding challenges in countries that use English as a foreign language will be faced since they do not have a particular

environment that supports their familiarity with English (Widagdo, 2021). However, teaching English as a foreign language in a country where English is not spoken nationally is considered more profitable because although it is not as practical as teaching it in a situation of English as a second language, such as in the United States, teachers will better understand all the differences between English and their students' native language as experienced by English teachers in Japan, especially in phonological scope (Ohata, 2004).

In Japan, English is taught in schools for six years or more, but students still cannot reach the target of mastering English well. The difficulty of achieving this target occurs due to various factors. First, because of the lack of preparation, support, and qualifications teachers have when teaching, especially at the elementary school level (Tatsuki, 2015). The second factor involves the different writing system of Japanese and English. While English uses Latin letters, Japanese uses three kinds of characters, namely Kanji, Katakana, and Hiragana. Finally, the third is the differences in the phonemic system (Suski, 2010).

Japan has fewer phonemes than English, which makes it difficult for Japanese people to make certain sounds in English that are not in the Japanese phonemic system (Suski, 2010). The Japanese vowel system only consists of /a/, /i/, /u/, /e/, and /o/, while English has more than that. Long vowels and diphthongs in Japanese are not considered to be mono-syllabic phonemes as in English, but the succession of phonemes that correspond to two syllables. Vowels in English require a more comprehensive range of motion, and the rhythm of speech, such as pitch, volume, and length, requires more excellent contrast. In contrast, the Japanese may not be equipped with sufficient muscles of their articulation organs to produce sounds in English correctly and accurately (Noguchi, 2014).

These differences are some of the factors that make Japanese people face difficulties in speaking or learning English, which often causes phonological interference in their English speech production. Interference is an automatic transfer due to an overlap in habits between the first and target languages (Dulay et al., 1982). Having conflicting phonological system caused by the differences, in their speech production people second or foreign language production may have cross linguistic influences from their first language. This can also, in psycholinguistic perspective, be a result of mutually differentiating systems in the form of differentiating and non-differentiating features, optional phonemes, obligatory allophones, and the complete absence of sounds in one of the languages (Brière, 1968).

This study aims to know the phonological interference that occurs in the speech production of Japanese speakers taken from the IELTS speaking mock test. Furthermore, this study also intends to find out factors that cause the interference in their English pronunciation, especially in the pronunciation of phoneme /v/, /θ/, and /ð/. By analyzing the different phonemic systems of Japan and English, reason in the difficulty of pronouncing certain phonemes may be elaborated.

LITERATURE REVIEW

One of the previous studies used as a reference in this research is a study conducted by George (2013). In his research, he discovers that the occurrence of deviations made by Japanese speakers towards the phoneme /v/ by changing or substituting it into phonemes /b/ and phonemes /β/ will affect clarity in English conversation. The use of deviated phonemes does not affect it because speakers more often use the phonemes /b/ and /β/ in their native language speakers, so when they want to pronounce English words that contain the phoneme /v/, Japanese speakers usually use the substitution of phoneme /v/ the foreign becomes the phoneme /b/ or /β/ and it is not a problem because it can still be understood. However, replacing the phoneme /v/ can sometimes confuse

Japanese speakers. In other words, when Japanese speakers orient themselves towards phonetic substitution as normative in the context that the phonetic substitution is sufficient to complete a conversation between them, all of this, in another sense, causes articulatory incompatibility even though it conforms to Japanese speaker standards. The effect of substitution by native Japanese speakers in conveying the phoneme /v/ into a different phoneme, namely phoneme /b/ or /β/ and the effects that native speakers will face as a result of changing the phoneme /v/ to /b/ or /β/ were also explained.

The second study used as the base for this study is research conducted by Bencke (2018). He states that the most common consonant mispronounces made by native Japanese speakers are found in the consonant phonemes /v/, /θ/ and /ð/, /r/, and /l/. Because the consonant phonemes that are owned by the Japanese language itself are limited, there are several consonant phonemes which, through particular articulations, are difficult for native Japanese speakers to pronounce and for clear and correct pronunciation of these phonemes require consistent training so that native speakers who are initially unfamiliar become more accustomed and gradually will be able to say the phoneme correctly.

The researcher took some basis and foothold from the two studies for conducting this research. Their statement gave the researcher some new ideas and will be discussed more specifically by the researcher. The link between this research and previous studies is that in this study the researcher will analyze the phonemes /v/, /θ/, and /ð. Next, the object used in this study is also different from the previous research, where in this study, the object used was IELTS speaking mock test video of Japanese adult speakers.

METHODS

This research was conducted by using a qualitative inquiry design. The case study approach was selected among other qualitative inquiry research designs to analyze the case of phonological interference in a certain population. A case study is a qualitative inquiry research approach that investigates a case with defined limitations (Creswell & Poth, 2018). Defined limitations in this research include the sample that is Japanese who was doing an IELTS speaking mock test. In conducting the case study, the type of case study applied in the research is the instrumental case study which, according to Creswell, is a study concentrating on a certain problem on which the researcher decides a particular case in addressing the problem (Creswell & Poth, 2018). As in this study, the researcher chooses the case of Japanese IELTS test taker in their English speech production.

In deciding on the sample of the research, the researcher decided to use purposive sampling which is a sampling strategy used by a researcher who already has information that the sample will give the researcher access to certain data required in achieving the research purpose (Dattalo & Patrick, 2008). Samples are selected in regards to the similar first mastered. Thus, the participants in this research speak as the first language under the consideration that no bias may occur caused by the differences in the first language.

The data in this study was taken from several videos of IELTS speaking mock test gathered from www.youtube.com. The criteria in selecting the videos include (1) the speakers should be Japanese native speakers, (2) the IELTS band score should be between 4.0 to 6.5. in regards to the criteria, there are seven videos from several different channels collected. Seven participants took the IELTS speaking mock test, and all of them were adults. From the video, several errors in pronunciation can be found and examined, and the most common errors and difficulties experienced by native Japanese speakers were analyzed in this study.

Some steps were taken in conducting the research. The first is watching and listening to several videos of IELTS speaking mock tests. Then, the researcher observes and analyzes the pronunciation of each participant. Note taking was administered at the same time on words that were pronounced differently from the Received Pronunciation (RP) in consideration that this may indicate difficulty in pronunciation as a result of phonological interference of the first language. The words spoken by native Japanese speakers were then transcribed into the phonetic alphabet and compared with the RP phonetic transcription from the www.oxforddictionary.com. This method is used to see the difference in sound between the transcription of the RP pronunciation from Oxford Dictionary and transcription from Japanese speakers' pronunciation.

In the analysis, the researcher underlined the pronunciation that experienced differences and changes after being spoken by Japanese speakers. Next, observation on the sound pattern to find out the phonological interference of Japanese in certain phonemes was performed.

RESULTS AND DISCUSSION

The findings and discussion in this study are not much different from what has been stated by George (2013) and Bencke (2018), where the most pronunciation mistakes made by native Japanese speakers are located on the phonemes /v/, /θ/ and /ð/, /r/ and /l/. The difference that emerges from this study among the studies previously conducted is by explaining the patterns of errors, the phonological interferences that influence the occurrence of pronunciation errors by Japanese speakers.

After researching the object in the form of a video where six Japanese conducted an IELTS speaking mock test with a score range between 4.0 to 6.5, it can be concluded that there are several similarities in the pattern of mistakes made by these participants. Also, after looking at the frequency of errors, the most frequent mistakes are made, namely when pronouncing the phonemes /v/, /θ/, and /ð.

a. The Pattern of Pronunciation in Phoneme /v/

Several patterns can be easily found when researching and analyzing mistakes made by Japanese in pronouncing some words in English. After noting several words that seemed to have mispronunciations, the researchers checked the phonetic transcripts of the words that had been misspelled by looking at the Oxford Dictionary website. The data were divided into its phoneme distribution, whether the phoneme appears at the beginning of the word, in the middle, or at the end of the word pronounced.

Table 1. Phoneme /v/ Pronunciation Error in the Beginning

Word	Native Japanese Pronunciation	RP Transcript
Valentine	/ˈbalentaɪn/	/ˈvæləntaɪn/
Vacuum	/ˈbakjuːm/	/ˈvækjuːm/
Very	/ˈberi/	/ˈveri/
Vintage	/ˈbɪntedʒ/	/ˈvɪntɪdʒ/
Visit	/ˈbɪsɪt/	/ˈvɪzɪt/
Value	/ˈbæljuː/	/ˈvæljuː/

Examination from the data collected in Table 1. shows that there is a tendency in substituting phoneme /v/ at the beginning of a word with phoneme /b/. Sound substitution is a replacement of a sound or phoneme with another different sound in a specific place on form (Crystal, 2008).

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The following table shows Japanese variation in pronouncing phoneme /v/ in the middle distribution.

Table 2. Phoneme /v/ Pronunciation Error in the Middle

Word	Native Japanese Pronunciation	RP Transcript
Every	/ˈebəri/	/ˈevri/
Living	/ˈlɪbɪŋ/	/ˈlɪvɪŋ/
Favorite	/ˈfaborɪt/	/ˈfeɪvərɪt/
Activity	/akˈtɪbɪʈi/	/ækˈtɪvəʈi/
Television	/ˈtelɪbɪʒon/	/ˈtelɪvɪʒn/
Travel	/ˈtræbl/	/ˈtrævl/
Overseas	/ˌoʊbərˈsizə/	/ˌəʊvəˈsiːz/
Environment	/ɪnˈbaɪrənmənt/	/ɪnˈvaɪrənmənt/
Seven	/ˈsebən/	/ˈsevn/
Device	/dɪˈbaɪs/	/dɪˈvaɪs/
Level	/ˈlebəl/	/ˈlevl/
University	/ˌjuːnɪˈbɜːsəti/	/ˌjuːnɪˈvɜːsəti/
Provide	/proˈbaɪd/	/prəˈvaɪd/

The error made by the sample in pronouncing the sound /v/ located in the middle of the sound is similar to the error that occurs at the beginning of the sound. There is only a substitution of the sound /v/ for the sound /b/. However, in certain cases, such as in words /ˈevri/, where after the sound /v/ is a consonant instead of a vowel, the mistake made by native Japanese speakers in pronouncing the word is by adding a schwa sound or /ə/ after the sound. /b/, which is followed by the consonant and turns into /ˈebəri/. The addition or insertion of a new sound that did not exist before by native Japanese speakers is known as epenthesis (Fromkin et al., 2013).

Table 3. Phoneme /v/ Pronunciation Error in the End

Word	Native Japanese Pronunciation	RP Transcript
Have	/habə/	/hæv/
Expensive	/ɪkˈspensɪbə/	/ɪkˈspensɪv/
Love	/lʌbə/	/lʌv/
Serve	/sɜːbə/	/sɜːv/
Believe	/bɪˈliːbə/	/bɪˈliːv/

As explained in the second table, the pattern of errors made by native Japanese speakers is that if a vowel sound does not follow the /v/ sound, the native Japanese adds the /ə/ sound after the /v/ sound. The pattern is also found in the Table 3, where the phoneme /b/, at the end of a word, results in a substitution of the phoneme /v/ followed by the sound /ə/.

Several patterns can be seen in the mistakes made by Japanese in speaking English. The phoneme /v/ in English is substituted for a different phoneme, /b/. Another pattern that can be seen is if the phoneme /v/, which has changed to /b/, is in the middle, then it only changes the phoneme /v/ to /b/, but for some cases, such as the phoneme /v/ which is not followed by a vowel sound, it will add the

phoneme /ə/. This also applies if the phoneme /v/ is at the end, in which after the phoneme /b/, a vowel phoneme will be added, namely phoneme /ə/.

b. The Pattern of Pronunciation in Phoneme /θ/ and /ð/

In analyzing the pattern of pronunciation of words that contain the phonemes /θ/ and / ð/, the researcher conducted examination on the distribution of the phonemes, beginning, middle, and ending distribution. In the following, the forms of speech errors made by Japanese speakers have been distinguished as can be seen from the table.

Table 4. Phoneme /θ/ and /ð/ Pronunciation Error in the Beginning

Word	Native Japanese Pronunciation	RP Transcript
Think	/sɪŋkə/	/θɪŋk/
Thing	/sɪŋ/	/θɪŋ/
The	/diː/	/ðiː/
They	/deɪ/	/ðeɪ/
Them	/dem/	/ðem/
Three	/səriː/	/θriː/
That	/dæt/	/ðæt/
This	/dɪs/	/ðɪs/

The table above shows the mistakes made by native Japanese speakers in pronouncing the phoneme /θ/ and /ð/. The pattern that can be seen from the table is the substitution of phoneme /θ/ into /s/ as in the word /θɪŋk/, which changes to /sɪŋkə/. Substitution also occurs in the phoneme /ð/ which was substituted with phoneme /d/ as in the word /ðeɪ/, which is substituted for /deɪ/. The pattern found in this phoneme is also not much different from the previous phoneme /v/, in case a vowel phoneme is absent after a consonant phoneme, Japanese speakers usually perform epenthesis by adding the vowel sound /ə/, for example in the word /θriː/, which becomes /səriː/.

The following Table 5 is the data collected on phoneme /θ/ and /ð/ in the middle distribution.

Table 5. Phoneme /θ/ and /ð/ Pronunciation Error in the Middle

Word	Native Japanese Pronunciation	RP Transcript
Something	/ˈsʌmtɪŋ/	/ˈsʌmθɪŋ/
Father	/ˈfɑzər/	/ˈfɑːðər/
Mother	/ˈmʌzər/	/ˈmʌðər/
Brother	/ˈbrʌzər/	/ˈbrʌðər/
Grandmother	/ˈgrænˌmʌzər/	/ˈgrænmʌðər/
Weather	/ˈwɛzər/	/ˈwɛðə(r)/
Together	/tuˈgɛzər/	/təˈgɛðə(r)/
Rhythm	/ˈrɪzəm/	/ˈrɪðəm/

From Table 5, patterns of pronunciation for phoneme /θ/ and /ð/ in the middle distribution are quite varied. There are different phoneme substitution for phoneme /θ/ which includes phoneme /s/ as in

the word /ˈbersdeɪ/, or phoneme /t/ as in the word /ˈsʌmtɪŋ/. The pattern of differences in sound substitution can be seen from the phoneme following the phoneme /θ/, in which in the word /ˈsʌmtɪŋ/ the phoneme /t/ (the realization of phoneme /θ/) is followed by a vowel sound, while in the word /ˈbersdeɪ/ phoneme /s/ (the realization of phoneme /θ/) is not followed by a vowel sound. Thus, the substitution of phoneme /θ/ into /t/ or /s/ depends on the sound following it.

In contrast with phoneme /θ/, the phoneme /ð/ pattern found is not complicated because it only consists of one pattern. The Japanese speakers tend to substitute the phoneme /ð/ into phoneme /z/ as in words /ˈwɛzər/ and /təˈgɛzər/.

The next analysis is performed on the /θ/ and /ð/ at the ending distribution.

Table 6. Phoneme /θ/ and /ð/ pronunciation Error in the End

Word	Native Japanese Pronunciation	RP Transcript
Clothes	/kloʊz/	/kləʊðz/
With	/wɪs/	/wɪθ/
Month	/mʌns/	/mʌnθ/
Teeth	/tiːs/	/tiːθ/
Health	/hels/	/helθ/

In the ending distribution, phoneme /θ/ and /ð/ tend to experience substitution. The phoneme /θ/ was substituted for the phoneme /s/, and the phoneme /ð/ was substituted for the phoneme /s/ too.

From the table above, it can be seen that several patterns occur as a result of the substitution of the phoneme /θ/ to become the phoneme /s/ regularly, except for the word /ˈsʌmtɪŋ/ where the phoneme /θ/ is not substituted for /s/ but becomes /t/. The phoneme /ð/, in contrast, was substituted with phoneme /z/ such as in the word /kloʊz/.

To sum up the premonition pattern in the pronunciation of phoneme /v/, /θ/, and /ð/ can be classified into two phonological process, the substitution of phoneme and the addition of vowel phoneme or epenthesis.

c. Phonological Interferences influencing the pronunciation of Phoneme /v/, /θ/, and /ð/

Most Japanese people substitute phoneme /v/, /θ/, and /ð/ to other phonemes. This happens, especially if the Japanese is not fluent in speaking English. In this case, the English proficiency may cause higher phonological interferences in the English speech production. This is in line with what stated by Sales that "the greater the knowledge an individual acquires about certain language features, the easier it is to cope with and apply these features in the process of information exchange" (Sales, 2022).

The phonological interferences were also caused by different phonological system, including the phonemic system. Interdental phonemes are not common in Japanese, thus phonemes /θ/ and /ð/ are more difficult to Japanese and they attempt to substitute these phonemes to the most similar one in Japanese phonemic system that is /s/, /z/, /d/. Furthermore, Japanese also does not have a labiodental phoneme, which in English is the place of articulation of the phonemes /v/ and /f/. In this case, Japanese speakers find these sounds complicated, and mistakes are often made. This result supports

the idea that problems in the speech production may be caused by various factors including the use of mother tongue influenced by different phoneme system (Adinda et al., 2023).

The phonological interferences that cause the phoneme substitution and addition may be caused by several factors. One of the main factors is the existence of different phoneme systems. Different language may have differences in its phonemic system. Likewise, English and Japanese where Japanese has fewer phonemes than the English system. However, even though Japanese has a few phoneme systems, Japanese has very diverse allophonic variations that differ from English. Therefore, phoneme substitution may commonly occur in English speech production of Japanese.

CONCLUSION

The difference between the mistakes made by Japanese speakers based on their scores lies in the frequency of mistakes, where native Japanese speakers with lower scores have more apparent errors than native Japanese speakers with higher scores.

Besides that, the score obtained by each Japanese speaker is also seen from their ability to answer questions given by the test organizers, so the assessment is not only based on how they pronounce a word in English. Therefore, from the seven samples of native Japanese that the writer took, they all have the same error in pronouncing the phonemes /v/, /θ/, and /ð/.

The phonological process occurs due to the mispronunciation of a word in a foreign language. In this case, a pronunciation error was made by Japanese speakers in pronouncing a word in English. Furthermore, in this study, mistakes are more concerned and specified in the phonemes /v/, /θ/, and /ð/. After analyzing and comparing the pronunciation made by native Japanese speakers with RP phonetic transcription taken from the Oxford Dictionary, there are many pronunciation errors in the phonemes /v/, /θ/, and /ð/. Where among these errors have a pattern that is quite similar.

This pronunciation error occurs due to a phonological interference where the phonemic system of the first language differs greatly to those of the second or foreign language, which is known as sound substitution. The English phonemes are substituted to the closest similar phoneme in Japanese language.

The absence of certain phoneme in Japanese is the main cause of the phonemic substitution. Several phonemes in English phonemic systems do not exist in the Japanese phonemic system. However, the more the speakers know on the differences, in this case the higher the proficiency, the less phonological interferences occur. Meanwhile, thus having lower proficiency which results in the unfamiliarity in certain phoneme.

Limitation of this research lies on the number of participants of the study. The study is limited to only six IELTS speaking mock test samples. Thus, further research needs to be conducted in a greater number of participants. With this being controlled, a strong claim can be made.

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