Volume 1

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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"The Practice of Coexistence in Islamic Culture"

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PREFACE

From The Rector of UIN Sunan Kalijaga

Assalamu'alaikum wr.wb.

Dear audience,

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

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

> *Welcome to UIN Sunan Kalijaga, Yogyakarta, Indonesia.*

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

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

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

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

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

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

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

Wish you all the best.

Wassalamu'alaikum wr.wb.

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

Rector of UIN Sunan Kalijaga,

Yogyakarta, Indonesia.

PREFACE

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

Assalamu'alaikum wr.wb.

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

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

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

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

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

Wassalamu'alaikum wr.wb.

Prof. Dr. Muhammad Wildan, MA.

Dean of Faculty of Adab and Cultural Sciences

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Does Quizlet Work? Evaluating its Impact on Vocabulary Learning

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This study explores how vocabulary acquisition, a critical aspect of learning English, can be enhanced through online learning tools. Given the digital age, teachers can leverage online resources to support students' vocabulary development. One alternative program to meet the need to acquire English vocabulary is Computer Assisted Language Learning (CALL). To provide a profound understanding of how online learning resources improve vocabulary acquisition, this research investigates the effectiveness of Quizlet—an interactive vocabulary learning platform—on students' English vocabulary as part of CALL. The edges of Quizlet on students' English vocabulary were confirmed by several studies through quantitative approaches with a quasi-experimental method. In comparison, this present study used a pre-experimental method with one group pretest-posttest. Thirty-seven eighth graders from SMPN 46 Bandung participated. To assess the impact of using Quizlet, students completed pre- and post-tests on vocabulary from their school curriculum. After using Quizlet for a period of time, there was a significant improvement in post-test scores, as confirmed by the Wilcoxon signed-rank test ($p < 0.001$). Additionally, the N-gain score (0.08945) indicated a high level of improvement (typically > 0.70). These findings suggest that Quizlet is a valuable online tool for improving vocabulary acquisition specifically on form and meaning aspects in junior high school students.

Keywords: vocabulary acquisition; CALL; Quizlet; junior high school.

1. INTRODUCTION

Research by Chien (2015) highlights the positive impact of Computer-Assisted Language Learning (CALL) on vocabulary acquisition. Quizlet, a popular CALL program, has been recognized as an effective tool for vocabulary learning. The online version of Quizlet, as opposed to the mobile application, offers all features without limitations, making it a preferred choice for enhancing vocabulary mastery. This study seeks to evaluate students' English vocabulary proficiency before and after using Quizlet for vocabulary acquisition. The findings indicate a significant improvement in students' vocabulary skills following the implementation of Quizlet.

While previous studies have examined Quizlet's efficacy, this research aims to provide unique insights by focusing on students at SMPN 46 Bandung. Considering that Quizlet has proven to be a valuable tool for enhancing English vocabulary learning, this study aims to contribute to the understanding of its effectiveness in improving students' language skills. Also, utilizing online tools for English vocabulary learning has been a rarity in rural Indonesian schools, primarily due to limited internet access and educators' lack of capacity to provide updated learning materials. Turchyn (2020) suggests that incorporating various online tools for vocabulary learning can greatly engage students in the learning process and enhance their proficiency in English.

This study aims to assess the effectiveness of Quizlet as an online tool in improving students' English vocabulary and explore their experiences using Quizlet during the learning process. Vocabulary is crucial for non-native students, as they often struggle to remember words, letters, pronunciations, and other aspects of language learning. These difficulties can hinder their ability to comprehend and communicate in English, leading to demotivation in language learning. Therefore, the use of effective learning tools is essential to help students acquire vocabulary and improve their language skills.

This study aims to explore the impact of Quizlet on students' English vocabulary acquisition, both before and after its usage. While previous research has touched upon this topic, there remain gaps that need to be addressed. This study seeks to delve deeper into understanding why Quizlet's effectiveness may vary among different learners and subject matters. Additionally, it aims to expand the focus beyond just vocabulary acquisition to explore how Quizlet may influence other aspects of language learning such as grammar retention and fluency development. By shedding light on how students interact with Quizlet's various features and how these interactions affect learning outcomes, this study aims to provide a more comprehensive and insightful analysis of Quizlet's potential benefits in language acquisition.

2. LITERATURE REVIEW
2.1 LEARNING ENGLISH VOCABULARY
2.1.1 VOCABULARY ACQUISITION

The term "vocabulary acquisition" can be used interchangeably with "vocabulary learning." According to Razali and Razali (2013), it refers to the process of increasing one's knowledge of new words when learning a language. On the other hand, Alqathani (2015) defines vocabulary learning as acquiring the meanings of new words in a foreign language. While the human brain unconsciously learns the meanings of words, Hanson and Padua (2011) argue that explicit vocabulary learning can help students intensively learn new words. By recognizing new words in advance, students can understand their definitions within the context of the language.

Learning vocabulary is essential for any language, particularly English, which has countless words to acquire. Nation and Nation (2001) suggest that language learners should strive to learn as many words as possible to expand their vocabulary. Without vocabulary learning, it is difficult to retain words in one's memory, which can hinder language production. As UR (1995) notes, communication can only occur with a rich vocabulary. This is due to the fact that vocabulary serves as the foundation for sentence construction and idea expression. A large vocabulary enables students to not only understand others, but also to express themselves clearly and precisely.

Nation (2017) states that the acquisition of vocabulary hinges on two crucial factors: the quality of mental processing and repetition. When learning new words, mental processing quality pertains to the extent to which learners engage with them. This can involve breaking down word components, relating them to existing knowledge, and practicing their usage in different situations. In contrast, repetition entails encountering a word multiple times to reinforce its meaning and structure in memory. Although both are vital, studies suggest that in terms of long-term retention, the quality of mental processing has a more significant effect than repeated exposure.

Learning new words becomes easier as students become more familiar with them. To fully acquire new vocabulary, it is important for students to repeat them as often as possible. However, overdoing repetition can lead to diminishing returns (Nation, 2017). Achieving the right balance of repetition is crucial and should be based on individual student needs. Furthermore, students are more likely to master new words when they are highly motivated

and have better mental focus, compared to those who are burdened with stress from learning.

2.1.2 FUNDAMENTAL ASPECTS OF VOCABULARY LEARNING

Jumatri et al. (2022) define vocabulary as a person's ability to comprehend a set of words in a language. This receptive vocabulary enables us to decode meaning while reading or listening. Hatch and Brown (1995) define vocabulary as a set of terms used by specific speakers. This includes our productive vocabulary, or the words we can confidently use when speaking and writing. Vocabulary includes all of the terms that people use to communicate (Hornby, 2006). Our vocabulary's size and depth have a direct impact on our ability to express ourselves clearly and understand communication nuances.

Vocabulary acquisition can be divided into two parts: receptive and productive (Nation & Nation, 2001). Receptive vocabulary is like constructing a mental dictionary, which helps us comprehend words when we hear or read them. It's crucial for processing incoming language. On the other hand, productive vocabulary empowers us to confidently use words when speaking and writing, allowing us to communicate meaningfully and express ourselves. To master a language, you need to be adept in both aspects. Memorizing definitions is not enough to learn English vocabulary. Students need to go beyond that and consider the word's form (spelling, pronunciation), meaning (including synonyms and antonyms), and grammatical function (part of speech, sentence usage). By exploring these different dimensions, students can gain a deeper and more nuanced understanding of vocabulary, allowing them to use it more effectively in various contexts.

Students can avoid misunderstandings when encountering a new word by using the SEEL method. However, learning a word's orthography focuses on its pronunciation and spelling. By understanding orthography, students can accurately pronounce a word based on its phonological form and spell it correctly. It is crucial for students to learn a word's form as it is the first step in mastering a new language. Even if students already know the meaning of a word, they may struggle with pronunciation, spelling, or writing. According to Nation and Nation (2001), the more familiar learners are with a word's form, the easier it is for them to understand its meaning. Once students have mastered a word's form, they can move on to learning its meaning, which can be explicitly taught to them.

Mastering form, which includes a word's pronunciation (phonological aspects) and spelling (orthographic aspects), is frequently the first challenge for language learners (Schmitt & Schmitt, 2020). Understanding spoken words requires the recognition of each phoneme, which is the building block of spoken language. Surprisingly, familiarity with form can aid in meaning acquisition. According to Nation and Nation (2001), the more students are exposed to the form of a word, the easier it is to understand its meaning. Meaning, or the definition of a word, can be learned explicitly (Nation and Nation, 2001). This usually occurs after form acquisition. For example, by understanding the individual words "hungry" and "angry," students can grasp the combined concept of "hangry" - demonstrating the power of mastering form to unlock meaning.

Grammatical knowledge is one of the types of knowledge utilized in vocabulary learning. However, it has yet to become the main focus of this study. Nation and Nation (2001) state that the use of knowledge assists students in understanding the patterns in which a word commonly occurs. By learning this knowledge, students can implicitly comprehend the grammatical functions. Nation and Nation (2001) state that grammar is appropriately learned using implicit learning with repetition as the activity.

2.2 CALL (COMPUTER ASSISTED LANGUAGE LEARNING)

2.2.1 THE DEFINITION OF CALL (COMPUTER ASSISTED LANGUAGE LEARNING)

CALL is a valuable tool for language learning, promoting a shift towards student-centered teaching and facilitating teachers in guiding their students towards learning objectives. It encompasses a range of elements, such as tutorials, games, simulations, drills, and information databases. To enhance the effectiveness of CALL, Lolita (2018) identifies a variety of drilling techniques, including repetitive, expansion, chain, single-slot substitution, multi-slot substitution, transformation, and question and answer drills. The repetitive drill involves students repeating a single word, while the expansion drill requires students to repeat the last two words of a sentence fragment. Both drills are supported by CALL programs, which model the language for students to imitate and practice.

Chain drills are a helpful tool for individual expression during communication exercises. These drills allow students to practice repeating words and phrases that may be as long as a sentence. The goal of the drill is to improve expression skills. Another helpful drill is the single-slot substitution drill, which requires students to repeat a dialogue and replace certain words with cues provided by the teacher. This drill not only helps with pronunciation, but also serves as a useful exercise. A multi-slot substitution drill is similar, but requires students to fill in blank parts of a sentence with appropriate cues. These drills are useful regardless of the number of words involved.

Liow, Olii, and Rorimpandey (2022) propose the transformation drill as a way to reform sentence structure. In this drill, students convert active voice to passive voice or vice versa. Unlike question-and-answer drills, the transformation drill presents two distinct positions for students to work with. Another component of CALL is the tutorial, which allows for effective interaction between students and teachers using a computer (Heift & Schulze, 2015). Even when physically distant, they can still connect and transfer information anytime and anywhere. Tutorials often involve sentence-based practice tasks, such as multiple choice, fill-in-the-blank, match/rank, and reassembling/translating small portions of text. These tasks can be used to evaluate students' vocabulary learning, one of them through games.

Games are commonly seen as enjoyable and relaxing activities that have a measurable end result (Juul, 2003). They possess certain key features that contribute to effective learning, such as engagement, motivation, and flexibility. Players actively participate and make an effort to influence the outcome, which creates a sense of control and makes the learning experience more gratifying. Games also usually have adjustable difficulty levels, which can be personalized to match each learner's pace and provide appropriate challenges. Incorporating games into vocabulary learning allows students to benefit from these elements, feeling invested and involved in the learning process and achieving better results.

According to Ginting (2021), students who are highly engaged are enthusiastic about learning and practicing. As a result, they can effectively master vocabulary usage in a language. To promote student engagement, teachers can incorporate real-life experiences into learning activities. This approach enables students to apply language in context based on their personal experiences. CALL simulations facilitate this process by providing a virtual interface that mimics real-world scenarios. Simulations allow students to safely explore a variety of experiences without any resistance. The simulation element also supports an autonomous learning process, making vocabulary acquisition less burdensome through repeated attempts. Learning materials should be stored in a database to enable efficient processing and recording of information. This approach provides powerful search capabilities, dynamic webpage content, and an active database structure for multiple

languages. Students can track their progress in learning activities and make multiple attempts to practice vocabulary at any time thanks to information databases.

2.2.2 BENEFITS AND CHALLENGES OF USING CALL IN LEARNING ENGLISH VOCABULARY

The world of language learning is divided in its view of CALL, or Computer Assisted Language Learning. While some believe it to be a valuable tool, others view it as a hindrance. Those in favor of CALL, such as Riwayatiningsih and Sulistyani (2020), cite its ability to promote self-learning in students and encourage them to take risks. By using CALL, students can track their progress and teachers can easily provide access to learning materials. Students are more likely to take on challenging material when they have a clear record of their progress. Additionally, Nst and Daulay (2023) list several other benefits of CALL, including support for teachers, motivation for students, improved English proficiency through online access, and better student engagement.

On the other hand, Gündüz (2005) argues against CALL, raising concerns about cost-effectiveness and technological barriers. They argue that the time and resources invested in preparing CALL lessons might not be justified by the learning gains. Additionally, Gündüz suggests that CALL might only benefit learners who are unfamiliar with technology, potentially neglecting students who are already comfortable with digital tools.

The use of computers to aid language learning in Indonesia is met with obstacles related to expenses and accessibility. Obtaining and maintaining computers for classrooms is a significantly more costly endeavor than acquiring textbooks. This cost disparity can create a lack of digital infrastructure, which prevents widespread implementation of computer-assisted language learning. In addition to these issues, some educators and students may face difficulties with CALL software due to a lack of experience or training with educational technology. Establishing digital learning environments can also be challenging in areas with unreliable internet connectivity. The integration of CALL can also increase teacher preparation time as they adjust their teaching methods and learn new software. These challenges pose a threat to the smooth implementation of CALL and its potential to enhance language learning in Indonesia.

2.3 BLENDED LEARNING METHOD IN LEARNING ENGLISH VOCABULARY
2.3.1 THE DEFINITION OF BLENDED LEARNING METHOD

Blended learning is a teaching approach that strategically combines traditional classroom instruction with online learning activities (Djiwandono, 2013). This method capitalizes on the strengths of both environments. Face-to-face interaction in the classroom fosters social connection, allows for immediate feedback and clarification from teachers, and provides opportunities for collaborative learning (Cleveland-Innes & Wilton, 2018). Online platforms, on the other hand, offer flexibility, personalization, and access to a wider range of resources. Students can learn at their own pace, revisit materials for review, and engage in interactive exercises that cater to different learning styles. By merging these approaches, blended learning creates a unique and potentially more effective learning experience for students.

The foundation of language communication lies in vocabulary, and the acquisition of new words requires effective tools. Technology's presence in students' lives offers a significant opportunity to enhance vocabulary learning. Blended learning is the optimal approach for incorporating virtual learning into the traditional classroom setting (Bath & Bourke, 2010). This method combines face-to-face interaction, which encourages social connections, immediate feedback from teachers, and opportunities for group learning

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(Cleveland-Innes & Wilton, 2018) with online platforms that provide flexibility, customization, and access to a wider range of resources. Students can learn at their own pace, revisit materials for review, and participate in interactive exercises that cater to different learning styles. By merging these approaches, blended learning creates a distinctive and potentially more effective learning experience for vocabulary acquisition.

2.3.2 THE IMPACT OF BLENDED LEARNING METHOD FOR ENGLISH VOCABULARY

Blended learning has a significant impact on students' learning, particularly when it comes to vocabulary acquisition. According to Albatti (2023), the process of learning becomes more engaging and enjoyable for both teachers and learners, as new words are connected with digital stimuli, leading to longer retention and quicker recall. The use of online tools also enhances students' ability to speak a language (Grishaeva, 2015). Pearson (2014), cited in Albatti (2023), further suggests that technology can boost students' confidence and improve their awareness of learning new words.

In addition to these benefits, other researchers have noted that blended learning has several advantages when it comes to vocabulary acquisition. For instance, students become more active and responsible during learning (Pardede, 2012), thanks to the learning media that provides self-paced learning. With this approach, students can monitor their progress and take charge of their learning. Indah (2015) also highlights that students tend to be more interested and enjoy learning new vocabulary, which reduces stress levels. As a result, students are more likely to meet learning objectives and successfully complete their lessons.

2.3.3 THE WAYS TO IMPLEMENT BLENDED LEARNING TO IMPROVE ENGLISH VOCABULARY

This research utilized a combination of face-to-face and online learning known as blended presentation and interaction. According to Lyons, Hannon, and Macken (2014), there are three types of blended learning: blended block, entirely online, and blended presentation and interaction. Each model has its own distinct approach. The first, blended block, involves concentrated in-person sessions with weekly online tutorials or seminars. The second, blended presentation and interaction, combines focused face-to-face learning with online resources, such as podcasts. The final model, entirely online, is a fully virtual class that utilizes online interactions and resources for collaborative learning activities and tutorials. For the purposes of this study, the focus is on the blended presentation and interaction model.

The researcher uses a blended learning approach to effectively teach students vocabulary acquisition. This method combines the advantages of traditional classroom instruction with the power of online learning platforms such as Quizlet. In the classroom, new vocabulary can be introduced through a variety of engaging activities, including discussions, games, and real-world examples. Quizlet's flashcard feature then serves as a valuable post-class resource. Students are given access to an online Quizlet set with the newly learned words. This allows them to review the vocabulary at their own pace, using Quizlet's spaced repetition system to reinforce their comprehension and retention. This blended approach aims to provide an optimal learning experience for students, catering to different learning styles and optimizing vocabulary acquisition through a combination of in-person guidance and self-directed online practice.

2.4 QUIZLET AS AN ONLINE TOOL IN LEARNING ENGLISH VOCABULARY
2.4.1 QUIZLET AS AN ONLINE TOOL TO LEARN ENGLISH VOCABULARY

This study explores the use of Quizlet, an online tool, to assist students at SMPN 46 Bandung in acquiring new English vocabulary. Quizlet is a popular digital platform known for its user-friendly flashcard system, which has shown promise in enhancing vocabulary acquisition for students (Kurtoğlu & Cengizhan, 2021). Beyond flashcards, Quizlet offers a variety of features that can support vocabulary learning, such as learning games, listen-and-write exercises, and matching activities. While Quizlet excels in vocabulary acquisition, it's important to note that it's primarily focused on this specific aspect of language learning and may not be a comprehensive solution for general English language development.

Quizlet offers two versions: a mobile application and a web-based program. This study focuses on the latter version, as research suggests it can be particularly effective for engaging students in classroom instruction (Djiwandono, 2013). One advantage of the web-based program is its accessibility. Students can easily access their vocabulary sets through a shared link, eliminating the need for individual downloads. This streamlines the learning process and ensures all students have equal access to the materials. Additionally, the web-based program offers the full suite of Quizlet's learning modes, which goes beyond traditional flashcards. Students can utilize features like "Learn," a personalized study mode that adapts to their learning pace, or "Match," a game-based activity that reinforces vocabulary recognition through timed challenges. These diverse learning modes cater to different learning styles and can make vocabulary acquisition more engaging and interactive.

2.4.2 ELEMENT OF QUIZLET TO LEARN ENGLISH VOCABULARY

To support learning new vocabulary, Quizlet provides essential features. Both versions of Quizlet have distinct study modes to use. In mobile applications, there are four learning modes able to be used. On the other hand, users are allowed to exploit six modes of study sets in Quizlet. Here are the tables to illustrate the most updated and completed modes in Quizlet.

Table 1 Quizlet Modes (Quizlet, 2024)

No.	Modes	Descriptions
1.	Classic Live	It is a collaborative in-class game that allows students to practice hard and soft skills interactively. The first team to successfully answer specific questions wins, and the rest of the class will beg to continue playing for their shot at glory.
2.	Match	When students play Match, students must race against the time to match students' terms and definitions as rapidly as possible. Quizlet keeps track of high scores, allowing students to compete against their classmates for the highest score.
3.	Checkpoint	Checkpoint provides an alternative to competitive gameplay. Teachers select the questions and phrases that students should be quizzed on, and Checkpoint offers detailed feedback to help shape future sessions.
4.	Flashcards	On the Quizlet website and mobile apps, use Flashcards mode to review concepts and definitions or questions and answers in the same way that students would with standard paper flashcards. Shuffle allows stuents to examine their terms in a random order or enable text-to-speech audio, making it simple to customize students' study sessions.

5.	Learn	Learn mode eliminates the guesswork from studying by establishing a unique study plan based on the student's familiarity with a study set, allowing users to learn what they need to know effortlessly. When studying with Learn, Quizlet will present the students with various questions, including flashcards, multiple choice, and written. As students answer questions correctly, they will see more difficult question kinds (written, flashcards) than easy question types (multiple choice).
6.	Test	Test mode allows students to examine how they might perform on a test in class. Students can quiz themselves using several questions based on what works best for them or how their teacher wants to conduct tests.

As learning sets have various modes and unique functions, the researcher allowed students to access them all. By opting for the web-based Quizlet, students are allowed to obtain the entire benefits of Quizlet as an online tool in assisting them to acquire vocabulary. Storage saving is also being considered to make Quizlet more accessible.

2.5 PREVIOUS STUDIES

The current research refers to four previous studies. One of the previous studies is from Rahma (2022), in which the research aimed to determine if Quizlet significantly affects students' vocabulary mastery using a quasi-experimental method. Quizlet is considered as an effective media to use for learning vocabulary. The research participants were eleventh-grade students at SMA Negeri 2 Trenggalek with two groups comprising control and experimental group. This study correlates with this present study examining Quizlet as a learning media to improve students' vocabulary mastery.

This present study is also related to a research project by Ho and Kawaguchi (2021), which examined using Quizlet and traditional paper flashcards to improve students' receptive vocabulary mastery. The previous study was conducted in tenth grade at a Vietnamese senior high school using a quantitative methodology with a quasi-experimental design consisting of control and experimental group. Finally, it was stated that Quizlet is more recommended for the implementation of learning vocabulary than traditional paper flashcards.

Setiawan and Putro (2021) also argue that Quizlet application is more recommended than conventional media in learning vocabulary. The research attempts to discover if there is any significant difference between using Quizlet Application (QA) and using media learning. There were 110 students at 10th grade in a senior high school participated in this study. A quasi-experimental study was employed with a control and experimental group.

The last referred research is from Sanosi (2018) who investigated the effect of Quizlet use in improving students' vocabulary acquisition. After assigning a pre-test and post-test, the research identified that Quizlet significantly improves how students acquire English vocabulary. This study had 42 participants from Prince Sattam bin Abdulaziz University in Saudi Arabia. By using an experimental study, two groups including a control and experimental group were opted to examine Quizlet on students' English vocabulary mastery.

This present study is similar to the four previous researches. However, this study is slightly distinct from the previous ones, where the focus of this present study is to investigate the use of Quizlet on students' English vocabulary at a junior high school in

Bandung, Indonesia. A pre-experimental study is also used with a single group pretest-posttest.

3. METHODOLOGY

3.1 METHODS

This study employed pre-experimental with one group pretest-posttest design. It aims to discover the influence of particular treatments on others under controlled conditions (Sugiyono, 2012). By adopting a one-group pretest-posttest, there was only one group in which treatments were implemented. The same independent variable is assessed in a group using a pre-test before the treatments and a post-test after the treatments (Khoiriyah, 2021).

Table 2 Pre-Experimental Design Table

Participants	Pre-Test	Treatment	Post-Test
G	O_1	X	O_2

Note:

G   :   Experimental Group
O_1 :   Pre-Test
X   :   Treatment
O_2 :   Post-Test

3.2 PARTICIPANTS

There were 37 students from two classes in the same grade participated in this study. The students do not have transition issues from the previous or next school. They also take the same English subject, learn with the same teacher, and never exploit Quizlet for learning vocabulary. The participants were selected by employing random sampling—definitely simple random sampling. Based on Bhardwaj (2019), immensely homogenous populations are selected to participate in research using simple random sampling. In other words, all students at the eighth grade in SMPN 46 Bandung have the same probability of contributing to this research.

3.3 INSTRUMENTS

This study used three kinds of instruments: pre-tests and post-tests, to investigate Quizlet's effectiveness in improving students' English vocabulary. There were valid and reliable 25 questions consisting of eight multiple choices followed by 17 gap fillings on the pre-test and post-test. Creswell (2012) argues that a pre-test measures some attributes or characteristics that can be assessed for participants before giving a treatment. The pre-test aims to determine the students' vocabulary mastery before using Quizlet as the medium for learning vocabulary. On the other hand, a post-test measures some attributes or characteristics assessed for participants after treatment (Creswell, 2012). It was used to find the ability of students' vocabulary after using Quizlet as a medium for learning to improve their vocabulary mastery.

3.4 VALIDITY AND RELIABILITY

There is a stage where this research is required to be undertaken before the treatments are implemented. It is validating the pre-test and post-test items to representative students with similar characteristics to the participants of this study in order to discover whether the

quality of each tested item reflects students' learning abilities, which are needed to be measured (Brown, 2002). To add to that, the reliability value of a pre-test and post-test is conducted along with the validity test, which attempts to check if each item of a test is feasible to implement for students. Both pre-test and post-test were based from a school book English for Nusantara specifically chapter 5 at unit 1 entitled Embrace Yourself: Be Yourself. As stated by Ary, Jacobs, and Razavich (2002), a test should contain the values of validity and reliability. SPSS 27.0 is utilized to check the validity and reliability scores after the test is completely finished. Here is the result of validity testing:

Table 3 Validity Testing Result

This research employed SPSS version 27.0 to check the validity of each item in trial questions before being determined as pre-test and post-test items. SPSS 27.0 can be used to see a test measurement is valid or invalid (Darma, 2021).

No. Item	Pearson Correlation	Interpretation	No. Item	Pearson Correlation	Interpretation
1	0.273	LOW	26	0.355	LOW
2	0.177	VERY LOW	27	0.483	ENOUGH
3	0.361	LOW	28	0.660	HIGH
4	0.476	ENOUGH	29	0	VERY LOW
5	0.352	LOW	30	0.117	VERY LOW
6	0.418	ENOUGH	31	0	VERY LOW
7	-0.326	VERY LOW	32	0.339	LOW
8	0.163	VERY LOW	33	0.202	VERY LOW
9	0.417	ENOUGH	34	0.689	HIGH
10	0.351	LOW	35	0	VERY LOW
11	0.446	ENOUGH	36	0.775	HIGH
12	0.324	LOW	37	0.684	HIGH
13	0.43	ENOUGH	38	0.832	VERY HIGH
14	0.321	LOW	39	0.729	HIGH
15	0.471	ENOUGH	40	0.714	HIGH
16	-0.092	VERY LOW	41	0.771	HIGH
17	0.168	VERY LOW	42	0.708	HIGH
18	0.197	VERY LOW	43	0.803	VERY HIGH
19	0.224	LOW	44	0.674	HIGH
20	0.651	HIGH	45	0.481	ENOUGH
21	0.063	VERY LOW	46	0.500	ENOUGH
22	0.246	LOW	47	0.424	ENOUGH
23	0.411	ENOUGH	48	0.659	HIGH
24	0.078	VERY LOW	49	0.179	VERY LOW
25	0.082	VERY LOW	50	0.65	HIGH

There were 25 items from 50 questions including number 4, 6, 9, 11, 13, 15, 20, 23, 27, 28, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, and 50 fulfill the indicator valid in which recognized by the word enough, high, and very high in the interpretation. From 25 items, 11 questions belong to "ENOUGH", 12 questions are "HIGH", and only two questions which are considered "VERY HIGH". The rest of 50 questions are invalid in which 15 items are "LOW" and 15 items else are "VERY LOW".

Table 4 Instrument Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
,729	51

To check the consistency of an instrument, reliability is operated specifically Cronbach's Alpha feature in SPSS version 27.0. The Table 4 demonstrates the result of Cronbach's Alpha and items total in an instrument. Based on Sugiarta's measurement, an instrument is reliable if the value of Cronbach's Alpha reaches more than 0.7. In this study, a reliability value of the instrument is 0,729 which means the instrument is consistent and reliable.

5.   DATA COLLECTION PROCEDURES

There were several important steps taken in this research. Before giving treatments, pre-tests were administered to students in the first step of conducting this research. The pre-test data were recorded for being correlated to post-test results. In the second step, treatments were implemented in the process of learning vocabulary. The participants learned particular vocabulary through the features Flashcards, Match, Learn, Test, and Classic Live. They merely opened a link that was shared by the researcher to be able to access the features. The study set was created in which each word was presented with a picture and meaning in the students' second language. In Figure 1, the set and features of the learning material from Chapter 5, entitled Embrace Yourself, are illustrated.
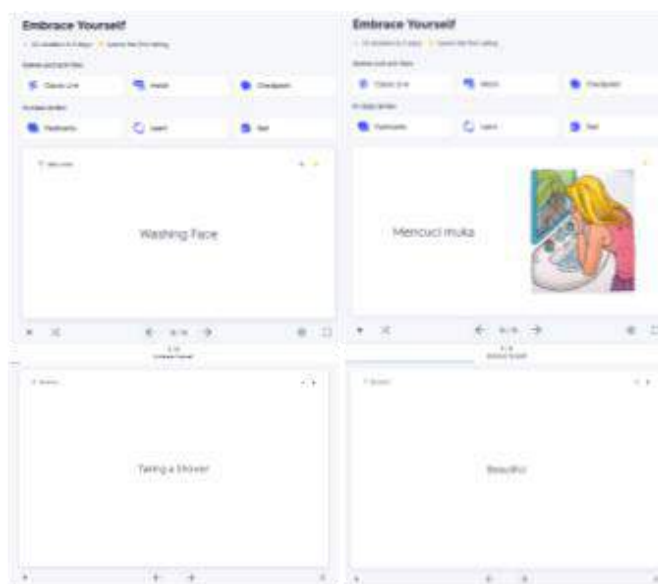
Figure 1: Learning Set & Features on Web Based Quizlet

3.5 DATA ANALYSIS

In this research, data were analyzed using the SPSS version 27.0 through several tests after the data were collected by pre-test and post-test. Several steps were applied in this data analysis, such as the normality test, the wilcoxon test, and the N-gain test. The result of pre-test and post-test analysis is to uncover whether there is a significant improvement on students' English vocabulary mastery after using Quizlet in their learning vocabulary process. The following tables present the output of data analysis using SPSS version 27.0.

Table 5 Pre-Test & Post-Test statistics Computation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	37	1	68	29.47	14.043
Post-Test	37	60	100	89.19	8.478
Valid N (listwise)	37				

The Table 5 above shows students' scores are improved from pre-test to post-test.

Table 6   Normality Test Result

Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	37[b]	19.00	703.00
	Ties	0[c]		
	Total	37		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Since the participants of this study less than 50 samples, Shapiro Wilk was used to consider the normality distribution of pre-test and post-test scores.

Table 7 Pre-test & Post-test Ranking Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.186	37	.002	.905	37	.004
Post-Test	.252	37	<.001	.871	37	<.001

a. Lilliefors Significance Correction

According to Banuwa and Susanti (2021), Wilcoxon Matched-pairs Test in a non-parametric measurement can be exploited if scores of pre-tests or post-tests are not normally distributed. The output of Wilcoxon Signed Ranks Test is demonstrated below:

Table 8 Wilcoxon Signed Ranks Test Result

Test Statistics^a

	Postest-Pretest
Z	-5,315^b
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

To see how significant the improvement of using Quizlet in vocabulary acquisition is, N-gain was calculated using SPSS version 27.0 as well.

Table 9 N-gain Test Result

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	37	,52	1,00	,8495	,10556
Ngain_Percent	37	52,38	100,00	84,9466	10,55564
Valid N (listwise)	37				

4. FINDINGS AND DISCUSSIONS

Based on Table 7, participants in this research had improved their scores comparing the pre-test and post-test scores. There is a significant difference between the minimum of pre-test and post-test scores, which is 59, the maximum is 32, and the mean score of pre-test and post-test is 59.72. The descriptive statistics in Table 7 answer the first question of this research. The lowest point of students before using Quizlet in learning English vocabulary is 1, the highest is 60, and the mean score is 29,47. On the other hand, students' scores increase after learning English vocabulary using Quizlet, where the greatest score in the post-test is 100, the smallest is 60, and the mean score is 89,19. However, the data was not normally distributed. One of the causes is that extreme values exist in the data distribution (Sainani, 2012).

Due to the abnormal distribution of data, the Wilcoxon Signed Ranks Test or Wilcoxon Matched-Pairs Test was applied to examine whether there is a significant improvement between before and after using Quizlet in learning English vocabulary. Table 8 shows the development where the post-test score does not experience any downturns. On the other hand, there is a significant improvement in students' English vocabulary ability. This is proved by the fact that the mean rank of positive ranks is 19.00 and the sum of ranks is 703,00. In addition, the significance (*p-value*) of the test statistics is less than 0,001. According to Banuwa et al. (2021), the significant value of the Wilcoxon test is marked < 0.05. This supports the improvement in students' ability to acquire English vocabulary.

To answer the last question of this study, the N-gain score is used. Table 9 demonstrates that the minimum N-gain score is 0,52, the maximum is 1,00, and the mean is 0,8495. Meanwhile, the percentage of the N-gain score reaches 52,38% for the lowest point, 100,00% for the highest point, and 84,9466% for the mean point. Therefore, the significant improvement between before and after using Quizlet in learning English vocabulary is considered high. As believed by Anisa and Astriani (2022), N-gain scores can be interpreted as follows:

Table 10 N-gain Interpretation

Score	Interpretation
g > 0.7	High
0.3 δ g ≥ 0.7	Average
g < 0.3	Low

5.   CONCLUSIONS

As part of CALL (Computer Assisted Language Learning) programs, Quizlet is recommended to be exploited in assisting students to learn new English vocabulary. There is a significant development in students' English vocabulary ability, as all participants got higher scores in the post-test. The significant improvement also reaches 0,085 (>0.70), which can be considered highly improving students' English vocabulary mastery. This study approves Quizlet as an online tool for learning English vocabulary at SMPN 46 Bandung.

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Exploring the Bonds: Cohesion Analysis of Perempuan Jawa in the Novel *Hati Suhita Bulletin*

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This research was conducted to analyze cohesion categories in a *Perempuan Jawa dalam Novel Hati Suhita* bulletin. The bulletin was collected from an internet source and conducted in January 2024. In conducting the research, the researchers followed qualitative descriptive research. Researchers obtained data by finding a bulletin from the Macapat Bulletin and then analyzed it based on the categories of cohesion. The categories followed by the researchers were grammatical and lexical cohesion category. Grammatical cohesion included in this research was reference, substitution, conjunction, and ellipsis. Then, the lexical cohesion category was repetitions, synonymy, antonymy, collocation, and hyponymy. At the end of the study, it was revealed that two kinds of grammatical cohesion types were not found in the bulletin, which were substitution and ellipsis. The cohesion categories found by the researchers were references, substitution, conjunction, repetition, synonymy, antonymy, collocation, and hyponymy. This means an ellipse category is not revealed in the *Perempuan Jawa dalam Novel Hati Suhita* bulletin. By finishing this study, the researchers expect that this research will contribute to the studies related to cohesion and assist readers in identifying categories of cohesion, especially in the bulletin.

Keywords: novel; bulletin; cohesion analysis.

1. INTRODUCTION

Language is a means of communication for humans. Humans produce spoken or written utterances when communicating. Through these utterances, humans express attitudes and feelings to convey something. The person being communicated with will hear or see what is being communicated and try to understand what is being said or written down.

Written text is different from spoken interaction. The writer must organize the text to compile a piece of writing so readers can understand it easily (Rohim, 2009). Therefore, in written interaction, the text has very essential aspects. Apart from that, in communication, the use of language is closely related to discourse. The proper discourse consists of a series and arrangement of sentences with each other relationship of meaning, between one sentence linked in meaning to other sentences from start to finish. In other words, discourse is a unit of language, a complete one that contains an idea with cohesion elements (Hanafiah, 2014). Then, communication, discourse, writing, and text form cohesion in one scope.

The term cohesion refers to meaning coherence and wholeness. The part of writing can be easy to read and understand if it has neatness of form and coherence of meaning (Hanafiah, 2014). According to Tarigan (2009), Cohesion is an aspect of form that refers to the formal aspect of language, namely how propositions relate to each other to form a text. Cohesion is essential in preparing a discourse arranged in an integrated manner to

produce interconnected relationships between sentences. Hanafiah (2014) argued that discourse is just a series whose meaning is difficult to understand or interpret without cohesion.

Discourse can be delivered well-written or oral. In written form, discourse can be a complete essay, paragraph, sentence, or word. Discourse can be realized as a complete essay in a novel, book, or other. The novel Hati Suhita is one of the novels by Ning Khilma Anis, published in 2019 and included in written discourse. Besides that, Bulletins are also included in written discourse.

Bulletins are periodic publications in the form of leaflets or books published regularly by an organization containing publications related to notifications that are useful for others (Sari, Handayani, & Putra, 2017). Bulletins function as disseminators of scientific and educational information, as social control, and can influence opinion (Utami, Rohmadi, & Septiana, 2022). Using bulletin media can help influence the desire to read and help students understand learning material at school. One of the bulletins is the Macapat Bulletin. The Macapat Bulletin is one of the essays written in the form of articles because the content in the essay discusses a problem or theme concisely and straightforwardly so that it is easily understood by the reader to increase the reader's knowledge, educating and influence the reader according to the expectations that are intended to be addressed. Therefore, Novels and Macapat Bulletins can be categorized as written discourse.

Based on the explanation above, the researcher concludes that cohesion is essential in spoken and written discourse. Recognizing the importance of cohesion in discourse, especially in novels and bulletins, which include written discourse and are supported by research by Rohim (2009), cohesion cannot be lost in a discourse involving text. Thus, researchers are interested in identifying and analyzing categories in the "Perempuan Jawa dalam Novel Hati Suhita" bulletin.

2.   RESEARCH METHODOLOGY

This study used qualitative descriptive research to analyze cohesion in the "Perempuan Jawa dalam Novel Hati Suhita" bulletin. The qualitative descriptive method is called the interpretive method because the research results are related to interpreting the data found in the field. (Sugiyono, 2013). Descriptive research does not aim to test particular hypotheses but only describes several variables and conditions in nature (Arikunto & Suharsimi, 2007). So, the researchers describe and explain anything related to this analysis.

The data collection method was carried out by studying documents that were not addressed directly to the research subject. Researchers obtained data by finding a bulletin from the Macapat Bulletin and then analyzed it based on the categories of cohesion.

3.   FINDINGS AND DISCUSSION

The finding of this study showed that "Perempuan Jawa Dalam Novel Hati Suhita" on the MACAPAT bulletin is divided into two types below.

1. Grammatical Cohesion

Table 1. Grammatical Cohesion Type

Type		Word
Reference	Personal	*Nya, Dia, Saya, Mereka, Kami, Ia,*
	Demonstrative	*Ini, Itu, Tersebut*
	Comparative	*Sedikit, Banyak, Sesama, Lebih Jauh, Seperti,*
Substitution	Nominal	*Wanita, Penulis, Cah Ayu*

	Verbal	-
	Clausal	-
Ellipsis	Nominal	-
	Verbal	-
	Clausal	-
Conjunction	Additive	*Tetapi, Dan, Meskipun, Demikian Juga, Walaupun*
	Adversative	*Namun,*
	Temporal	*Kemudian*
	Causal	*Sehingga, Oleh Karenanya, Karena, Dikarenakan*

According to Halliday and Hasan (1976), there are four grammatical cohesion categories: reference, substitution, ellipsis, and conjunction. Based on what was found in the bulletin, all grammatical cohesions were found.

1. References

According to Halliday and Hasan (1976), reference is the specific nature of the information signaled for retrieval. Masithoh and Fadlilah stated that reference is a system that introduces the identity of the participant and tracks it through the text (Afriliani & Cahyati, 2022).

Reference refers to a semantic relation in which the meaning is defined by identifying the referent, where the situation becomes the source of identification (Maulida, Harjadijaya, & Nugraha, 2020). Hence, reference is a section of Grammatical Cohesion that focuses on connecting the previous and the following item of text to create semantics.

Table 2. Reference

Type		Total of word
Reference	Personal	76
	Demonstrative	34
	Comparative	11
Total		**121**

The examples of references are as follows:

*"Tentu saja **Suhita** didera cemburu dan perasaan**nya** semakin ambyar."* (paragraph 5)

In the sentences above, the word "**nya**" in bold refers to the word "**Suhita**" with the meaning that "**perasaannya**" in the sentence is what the character feels from the word "**Suhita**", so the sentence has a relation with each other and connection between the previous to the following word of text to create sentences. This example refers to the personal type.

Cerita **itu** membuat Alina Suhita sadar bahwa keinginan untuk meninggalkan Gus Birru adalah langkah yang keliru dan segala kesedihan yang dihadapi selama tujuh bulan pernikahannya adalah suatu bentuk ujian terhadap kesetiaan cintanya kepada Gus Birru." (Paragraph 6)

The word **"itu"** in the sentence above refers to the demonstrative reference. Demonstrative reference is done by pointing physically or through words to indicate the location or existence of something (Maryati & Suprapti, 2018). The word **"itu"** refers to the story that has been mentioned previously.

> *"Ia seperti Srikandi. Cantik, santun, berpengetahuan, dan dicintai mas Birru.* (Paragraph 15)

The word "**seperti**" is classified into comparative references. This term refers to the type of grammatical cohesion that compares two or more things; the common words used are like, similar to, not different from, exactly like, and exactly the same as (Muhyidina, Solihatib, Hamidiyah, & Senjayad, 2020). The word "**seperti**" in the sentence refers to comparing the similarity between two entities or concepts.

2. Substitution

According to Halliday and Hasan (1976), substitution is a relation in the wording rather than the meaning. Substitution is a relation between linguistic items, such as words or phrases on the lexical grammatical level, the level of grammar and vocabulary, or linguistic 'form".

Table 3. Substitution

Type		Total of word
Substitution	Nominal	7
	Verbal	-
	Clausal	-
Total		**7**

In the bulletin "Perempuan Jawa dalam Novel Hati Suhita," the sentences containing substitutions refer to the word "**Cah Ayu**". An example of this word can be seen below.

> "Hal ini Nampak Ketika Suhita memberanikan diri membuka pesan whatssap suaminya untuk Rengganis "Selamat tidur, **Cah Ayu**. Malam ini Mas kirim Puisi." (Paragraph 5)

The word **"Cah Ayu"** in the sentence above refers to the nominal substitution. Nominal substitution is defined as the replacement of a noun or noun phrase. In this context, the word **"Cah Ayu"** substitutes Renggis as a person.

3. Ellipsis

Halliday and Hasan (1976) stated that Ellipsis is omitting an item structure where something necessary is unmentioned. The bulletin "Perempuan Jawa dalam Novel Hati Suhita" has no ellipsis because the author uses simple language and sentences.

4. Conjunction

Conjunction is a word that connects words, phrases, and clauses in sentences (Rihi, Dewi, & Kamayana, 2023). Conjunctions are one way to show how the meanings between sentences are related to another sentence.

Table 4. Conjunction

Type	Total of word

Conjunction	Additive	62
	Adversative	2
	Temporal	3
	Causal	16
Total		**83**

In the bulletin "Perempuan Jawa dalam Novel Hati Suhita," there are many conjunctions as follows:

> "Tidak hanya dari sisi Suhita saja, **tetapi** dari sisi Gus Birru **dan** Rengganis."

In the following sentence, the word "**tetapi**" is a contradictory conjunction that is used to a difference or contrast between two sentences. For example, in the sentence above, "**tetapi**" becomes a form of conflict between the "**Suhita side**" and "**Gus Birru side**". Meanwhile, the word "**dan**" is a connecting word used to mark additional relationships in the sentence" **Gus Birru**" and "**Rengganis**".

> "Dia tersakiti luar biasa **karena** ditinggal menikah ketika cintanya masih begitu besar terhadap Gus Birru, namun dia menghormati pernikahan Gus Birru dengan Suhita."

The sentence above with the bolded word "**karena**" indicates the existence of a cause or provides a reason behind something. Then, "**karena**" is a conjunction to express the cause or reason for a sentence.

> "Dari sudut pandang Gus Birru kita bisa memahami alasan kenapa **kemudian** dia tidak bisa menyentuh Suhita. Padahal Suhita berusaha untuk memikatnya,"

The word **"kemudian"** in the sentence above refers to the problem of time, where the word **"kemudian"** indicates the presence of a connecting word that marks a time statement.

> "Rengganis digambarkan sebagai seorang ksatria karena bisa menenerima kekalahan dengan legawa. **Meskipun** dia tersakiti luar biasa karena ditinggal menikah **ketika** cintanya masih begitu besar terhadap Gus Birru, **namun** dia menghormati pernikahan Gus Birru dengan Suhita."

In the sentence above, there are three conjunctions, namely "**meskipun**", "**ketika**", and "**namun**". The conjunctions "**meskipun**" and "**namun**" in the sentence express the conflict experienced by the character "**Rengganis**". These two words become connecting words between two equivalent sentences that contradict each other. The position of the second sentence is more important than the first sentence. Meanwhile, the next sentence in the word "**ketika**" explains the time relationship that occurred to her (Rengganis).

2. **Lexical Cohesion**
   Lexical cohesion involves vocabulary choices. This has to do with relationships that exist between lexical items in text, such as words or phrases.

Table 5. Conjunction

No.	Lexical Cohesion Type	Quantity	Results
1.	Repetitions	12	Gus Birru, aku, dia, perempuan, cinta, suhita, novel, Rengganis, jawa, nilai, hati, cerita
2.	Synonymy	4	Perempuan = wanita Tapak = telapak Aku = saya Peran = tokoh
3.	Antonymy	5	Perempuan x lelaki Putra x putri Suka x duka Lemah x kuat Baik x jahat
4.	Collocation	10	Tokoh + utama Latar + belakang Perang + batin Orang + tua Sudut + pandang Lemah + lembut Luar + biasa Suka + duka Darah + daging Rumah + tangga
5.	Hyponymy	1	"Novel ini mengisahkan cerita cinta dan pergolakan batin antara ketiga **tokoh utama** yakni Alina **Suhita**, **Gus Birru**, dan **Rengganis**."

1. Repetitions

According to Halliday and Hasan (1976), repetition is repeating the same words with the same references mentioned previously in the text.

Table 6. Repetition

No.	Word	Total Repetitions
1.	Gus Birru	28 repetitions
2.	Aku	26 repetitions
3.	Dia	24 repetitions
4.	Perempuan	15 repetitions
5.	Cinta	13 repetitions
6.	Suhita	13 repetitions
7.	Novel	13 repetitions
8.	Rengganis	12 repetitions

9.	Jawa	12 repetitions
10.	Nilai	10 repetitions
11.	Hati	9 repetitions
12.	Cerita	9 repetitions

There are many repetitions of words in "Perempuan Jawa Dalam Novel Hati Suhita" in the MACAPAT bulletin. The following words are like; is repetition that has been used before or after it. The word repeated most often is "**Gus Birru,**" one of the important figures discussed in the bulletin. Then, the words "**Gus Birru**" are repeated in the text sentence to describe the third-person singular point of view.

2.   Synonymy

Synonymy is used to refer to words with the same meaning. Synonym contains the meaning of the term or expressions (words, phrases, sentences) whose meaning is more similar to the meaning of the expression other (Chaer, 2002).

Table 7. Synonymy

No.	Word	Synonym
1.	Perempuan	Wanita
2.	Tapak	Telapak
3.	Aku	Saya
4.	Peran	Tokoh

3.   Antonymy

Antonymy is the relationship between the opposite meanings of words. An antonym is another name for something else that has meaning in opposition to the word, which can be used to connect sentences with another sentence in a speech (Chaer, 2002). Below are the findings that researchers got.

Table 8. Antonymy

No.	Word	Antonym
1.	Perempuan	Lelaki
2.	Putra	Putri
3.	Suka	Duka
4.	Lemah	Kuat
5.	Baik	Jahat

4. Collocation

Collocation is lexical cohesion achieved through associating lexical items that regularly occur (Halliday & Hasan, 1976). Those are as follows:

Table 9. Collocation

No	Collocation	Meaning
1.	Tokoh + Utama	The main character in a film or book
2.	Latar + Belakang	The basis for providing an understanding of what want to covey
3.	Perang + Batin	War with own self
4.	Orang + Tua	Older people who are respected, like father and mother
5.	Sudut + Pandang	The direction of a person's POV in telling a story
6.	Lemah + Lembut	Gentleness, both of word and act
7.	Luar + Biasa	Something that is outside normal limits
8.	Suka + Duka	Feelings of happiness and sadness in the heart
9.	Darah + Daging	People who are still related by blood or biological children
10.	Rumah + Tangga	Group of people living together in a residence, consisting of a family.

Collocation is the tendency of several words to join regularly in a language, but words can collocate with words that are not logically related (Beker, 1997). Based on this statement, the sentences in the table above are consistent with the meaning of Baker's statement. These words collocate even though they logically have no relationship if described from just one word.

5. Hyponymy

Hyponymy is a relationship between meaningful specific and generic meaning words. Hyponyms are words or phrases whose meanings include the meaning of another word or phrase (Chaer, 2002). An example of hyponymy is as follows:

"Novel ini mengisahkan cerita cinta dan pergolakan batin antara ketiga **tokoh utama** yakni Alina **Suhita**, **Gus Birru**, dan **Rengganis**."

The sentence above explains the meaning relationship between the words in bold. The word "**tokoh utama**" means a person or character with an important role in a story, while "**Alina Suhita**, **Gus Birru**, dan **Rengganis**" are the important character who plays in the story described in the bulletin. Then the relationship meaning, is that "**Alina Suhita**, **Gus Birru**, dan **Rengganis**" is an important character or "**tokoh utama**" in the novel Hati Suhita.

4. CONCLUSION

After analyzing the collected data, two categories of cohesion were found in the bulletin "Perempuan Jawa dalam Novel Hati Suhita". The first category is grammatical cohesion, including references, substitution, ellipses, and conjunctions. The second category is lexical cohesion, including repetitions, antonym, synonymy, collocations, and hyponymy. There are 121 words for reference in grammatical cohesion, 83 words including a conjunction in grammatical cohesion, 7 words for a substitution in grammatical cohesion, and 0 for ellipsis in grammatical cohesion. For lexical cohesion categories, there are twelve sentences including a repetition, four sentences including a synonymy, five sentences including an antonym, ten sentences including collocations, and one sentence including hyponymy. It can be concluded that the most common grammatical errors in the scope of this research are substitution errors, which lead to the use of grammatical forms and another grammatical form so that it becomes the correct grammar. In addition, it was stated that two categories did not have cohesion sentences in the bulletin "Perempuan Jawa dalam Novel Hati Suhita".

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The Efficacy of Blended Project-Based Learning on the Reading Proficiency of English Language Teaching College Students

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This conceptual paper delves into the efficacy of Blended Project-Based Learning (BPBL) as a pedagogical approach in enhancing the reading proficiency of college students majoring in English Language Teaching (ELT). Drawing upon a comprehensive synthesis of theoretical frameworks and empirical studies, this paper scrutinizes the multifaceted dimensions of BPBL and its potential impact on the development of reading skills within the context of ELT education. By amalgamating traditional face-to-face instruction with online learning components and project-based activities, BPBL offers a dynamic and interactive learning environment conducive to fostering critical thinking, collaboration, and autonomous learning among students. Through a critical analysis of existing literature and pedagogical practices, this paper elucidates the theoretical underpinnings and practical implications of BPBL implementation in ELT college settings. Furthermore, it explores various factors influencing the effectiveness of BPBL, including instructional design, technology integration, learner autonomy, and assessment strategies. By elucidating the intricate interplay between pedagogical theories, technological advancements, and educational practices, this paper aims to provide valuable insights and practical recommendations for educators, curriculum developers, and policymakers striving to optimize instructional approaches and enhance the reading proficiency of ELT college students in an ever-evolving educational landscape.

Keywords: Blended Project-Based Learning, Reading Proficiency, English Language Teaching

1. INTRODUCTION

The significance of technology has grown in the twenty-first century. Technologies are used for a variety of tasks. The twenty-first century, with its use of technology-based instruction, has also had an impact on the educational environment. Acquiring proficiency in technology usage has to be complemented by the capacity to exhibit and convey acquired knowledge. Students can learn to use technology meaningfully and successfully when they are able to express their ideas and thoughts in a clear and effective manner across a range of contexts and objectives (Wuryantari Winasih et al., 2019). Curriculum is seen as a way to help integrate ICT and communication skills as part of 21st century competencies in the classroom, according to the Indonesian Ministry of Education and Culture (2017). Developing a teaching technique to meet the requirements of the 21st-century Indonesian curriculum presents a challenge for educators.

Teachers can share knowledge with students and their peers by using technology. On the other hand, technology is essentially a tool for information dissemination. Learning involves more than just information transfer; it also involves activities like reading references, watching, and doing experiments. In the twenty-first century, communication and information technology play a major role in education. It is necessary to start and grow

ICT use in education as a result. To ensure that pupils possess information literacy skills and are familiar with technology. According to Subekti et al. (2018), it will be helpful for upcoming careers.

Learning models that demand that students take ownership of their activities, study actively and independently, and communicate well with peers must be incorporated in order to maximize blended learning (Kokotsaki et al., 2016). Among these is the project-based learning (PjBL) paradigm. The PjBL paradigm supports creativity, critical thinking, problem-solving, and independent learning (self-regulated learning) (Bell, 2001; Rahardjanto et al., 2019; Zubaidah et al., 2017). One of the teaching strategies that could assist EFL students thrive in the modern classroom is project-based learning (PjBL). This study combines blended learning and PjBL to deliver a critical reading course in compliance with the technological approach.

Project-Based Learning (PjBL) is an educational approach where project-based activities dictate the curriculum. Most of the time, projects are intricate assignments built around challenging core topics or issues that call for students to spend a significant amount of time designing, solving difficulties, making decisions, or conducting investigative work that results in a final product or presentation (Almulla, 2020). After finishing their assignments, students evaluate their project-based learning experiences on their own. PjBL can help students become more creative in their project pursuits while also enhancing their critical thinking and problem-solving skills (Guo et al., 2020).

With the use of intuitive media, like smartphones and portable workstations, the PjBL integrated blended learning model can produce more effective, efficient, and enticing learning patterns that follow students' interests. This should help students retain theoretical material better and address any problems they may be having with science learning. Anazifa and Djukri (2017) claim that PjBL instruction can affect students' innovative learning activities and proficiencies. Sensing, observing, speculating, evaluating, and testing hypotheses are the first steps in the creative process during learning. The process yields results, passes tests, and makes further adjustments. Simplifying the learning process and connecting the training and learning of creativity can both improve creativity (Bertoncelli et al., 2016). Project activities, according to Rahardjanto et al. (2019), inspire students to use their imagination and address problems in their surroundings by fusing their knowledge and abilities to produce original and innovative goods.

Thinking creatively is a sophisticated and distinctive way to make complicated items. Since it starts with a single problem and involves multiple answers that have a wide range of potential applications, it is frequently referred to as divergent thinking. A collection of cognitive processes that humans use in response to certain things, issues, and circumstances is known as creative thinking. It also refers to different responses to situations and issues depending on personal capacities. Mursid et al. (2022) define creative thinking as having the capacity to come up with novel concepts that are unexpected and beneficial in a number of ways. It is linked to innovation, the capacity to construct something new, use fresh approaches to development, and transform an existing object into a new product.

Based on the previous studies, there are researchers studying project-based learning, according to earlier research, however there are a few different gaps. Prior research has largely concentrated on teaching productive language skills, such as PjBL in speaking and writing instruction. It encourages researchers to carry out studies on blended learning, project-based learning, and teaching reading to students' capacity for original thought. In order to enhance the standard of higher education as well as the reflective process, the current study adds to the body of research acknowledging and incorporating the viewpoints of lecturers into planning, decision-making processes, and instructional methods. The

primary goal of this study is to find out how well blended learning works for students with varying levels of creative thinking when it comes to project-based learning in EFL reading proficiency.

2.   PURPOSE OF RESEARCH

The conceptual paper is intended to identify utilization blended project-based learning to students reading proficiency. The goal of this study is to produce useful findings for theory and practice. The study's findings should, in theory, be able to provide significant understanding to the theories of English language teaching (ELT) in general and teaching practicum in particular.

In practical terms, the study's outcome will support the effectiveness of the learning process. Blended learning holds promise for bringing cutting-edge teaching strategies into EFL classrooms. PjBL in particular promotes immersive and active learning, which has the potential to be very engaging for students.

The goal of this research is to theoretically advance the teaching and learning of English, particularly as it relates to teaching reading through blended learning and project-based learning. Research on blended learning's efficacy in PjBL for reading proficiency may theoretically have an impact on the creation of curricula and instructional resources. Teachers can incorporate these strategies into their courses to better fulfill the requirements of their pupils.

3.   SIGNIFICANCE OF THE RESEARCH

The conceptual paper is significant as it explores the implications of integrating technology into Blended Project-based learning. It addresses challenges such as limited time for English reading, students' reading proficiency deficiencies, and the importance of the reading process in English learning. This paper aims to supplement existing literature, serving as a valuable reference for academic research. The anticipated outcomes of future research may shed light on the potential of utilizing technology for teaching reading using a project-based method. This research is particularly relevant for educators struggling with teaching reading effectively. Notably, there is limited exploration on the effectiveness of blended project-based learning in enhancing students' reading proficiency.

4.   FINDING AND DISCUSSION

In this chapter, the writer shows the result and discussion on this conceptual paper. The sub-header that are used in this chapter consist of Blended learning, Project-based learning, and Blended Project-Based Learning.

A.   BLENDED LEARNING

Blended learning is an educational approach that combines traditional face-to-face classroom instruction with online learning activities. It involves integrating online educational sources and opportunities for interaction online with the traditional classroom method. The blended learning activities involve students' face-to-face activities and using Google Classroom to support their activities while conducting their project.

B. PROJECT-BASED LEARNING (PjBL)

PjBL, according to Krajcik (2015), is an instructional approach that immerses students in a comprehensive, interdisciplinary project aimed at addressing real-world challenges. This method involves a cyclic process, starting with defining a problem, followed by research, brainstorming and selecting solutions, implementing and testing those solutions, and finally reflecting on the entire process. Brundiers and Wiek (2013) discuss the advantages and obstacles associated with project-based learning (PjBL). They suggest that PjBL fosters critical skills such as critical thinking, problem-solving, communication, and collaboration among students, yet they acknowledge the considerable time and effort required from both students and teachers.

Guo et al. (2020) delve into the impact of technology on PjBL. They assert that technology can enrich PjBL by granting students access to a vast array of resources and tools, while also facilitating collaboration and communication across various locations. However, they stress that the interaction between project-based learning (PjBL) and technology is intricate. While technology can significantly support PjBL by providing access to information and resources for learning and problem-solving, they caution against overreliance on technology, emphasizing that it should not substitute face-to-face interaction and hands-on learning experiences.

According to Krajcik and Shin (2014), project-based learning (PjBL) encompasses six distinctive features. Firstly, it prioritizes addressing real-world issues, focusing on solving genuine problems or authentic challenges that are pertinent to students' daily lives. Secondly, PjBL projects are meticulously designed to be both demanding and captivating, requiring students to draw upon knowledge and skills from various disciplines to tackle complex problems effectively. Thirdly, these projects offer students avenues for intellectual stimulation and inquiry, encouraging them to delve deeply into problems and questions. Collaboration among students is also a key component of PjBL, fostering teamwork in problem-solving and solution development. Additionally, technology is seamlessly integrated into PjBL, providing students with access to a wide range of digital tools and resources to enhance their learning and problem-solving capabilities. Finally, PjBL incorporates reflection opportunities for students to contemplate their learning journey and project process, aiding in the consolidation of understanding and identification of areas for improvement. The emphasis on addressing real-world problems and fostering collaboration among students in project-based learning (PjBL) underscores the importance of preparing students with practical problem-solving skills applicable beyond the classroom. By integrating technology seamlessly and providing opportunities for intellectual stimulation and reflection, project-based learning (PjBL) not only enhances students' engagement and learning outcomes but also cultivates their ability to adapt to evolving challenges in diverse contexts.

C. BLENDED PROJECT-BASED LEARNING

Blended learning often involves incorporating a learning management system (LMS), and in this context, Google Classroom stands out as the ideal LMS for teaching critical reading. This aligns with the findings of Susanti et al. (2021), who note that Google Classroom significantly facilitates students' completion of assignments by offering flexible access times. Employing innovative learning methods can enhance students' creativity in the English as a Foreign Language (EFL) reading class.

Google Classroom Media is designed to enhance instructional quality and is adaptable for both synchronous and asynchronous learning formats. Its implementation positively impacts teaching and learning processes, providing an integrated environment in schools that streamlines paperwork and grading, as noted by Susanti et al. (2021). Its features

include the ability to post materials, assignments, and job sheets, facilitate group discussions or class meetings, and share learning resources among students and teachers or between teachers themselves.

Combining Project-based Learning (PjBL) with blended learning strategies can lead to significant educational advantages, as illustrated by Kokotsaki et al. (2016). This integration, known as Blended Project-Based Learning, merges online resources with traditional classroom instruction to facilitate the creation, refinement, and presentation of project-based learning tasks. Blended learning, an innovative approach, blends traditional face-to-face instruction with online learning, aiming to offer students a hybrid learning experience. In contrast, project-based learning (PjBL) immerses students in real-world projects to deepen their comprehension and develop essential skills. The online aspect offers personalized and adaptive learning experiences, catering to individual student needs, while face-to-face interactions foster collaboration and deeper comprehension. The combination of PjBL and online learning brings several benefits. Incorporating online resources into educational settings fosters personalized learning experiences tailored to individual student needs, enabling some to advance at their own pace while offering support to others who may require additional assistance or instruction. This level of personalization, one of the key advantages of blended learning, empowers students to engage with course materials in ways that best suit their learning styles and abilities. Additionally, blending traditional classroom instruction with online components enhances the feedback loop, allowing educators to accurately assess student mastery and pinpoint areas where intervention may be necessary. By providing timely and targeted feedback, blended learning environments facilitate student growth and improvement, ultimately contributing to enhanced learning outcomes.

Incorporating online tools into education offers the potential for greater time efficiency, as it allows teachers to streamline administrative tasks and devote more classroom time to in-depth instruction focused on developing higher-order skills. This approach enables educators to leverage technology to automate routine tasks, such as grading and record-keeping, freeing up valuable time for engaging with students in more meaningful ways. Additionally, blending Project-based Learning (PjBL) with online content provides students with the best of both worlds: the depth and real-world relevance of PjBL projects combined with the breadth and accessibility of online resources. This synthesis creates a comprehensive learning experience that empowers students to explore complex concepts deeply while also accessing a wide range of educational materials and opportunities for collaboration and self-directed learning.

Blending Project-based Learning (PjBL) with online learning presents exciting opportunities to enhance student engagement and academic performance. According to Alammary (2019), blended learning comprises five components, two of which involve face-to-face interaction and three that occur online. These components are as follows: (1) Face-to-face instructor-led sessions, where students receive instruction from the teacher with limited interaction, experiential learning, or practice. (2) Face-to-face collaboration, where students engage in learning activities together in the classroom. (3) Online instructor-led sessions, where teaching occurs over the internet, with the teacher assessing students' progress and facilitating interactions throughout the learning process. (4) Online collaboration, encouraging students to participate in learning activities virtually. (5) Online self-paced learning, enabling students to study at their own speed, with flexibility in time and location.

5.   CONCLUSION

In conclusion, integrating blended project-based learning into the teaching process, particularly for enhancing reading proficiency, holds immense potential for transforming the learning experience. By combining traditional classroom instruction with online components, such as Googleclassroom, educators can create a dynamic and interactive learning environment that caters to the diverse needs of students. The use of technology not only addresses limitations in time and reading skills but also enriches the learning process by providing access to a wealth of resources and collaborative opportunities. The genre-based approach further enhances the effectiveness of blended project-based, as it offers a structured framework that can be seamlessly implemented in both face-to-face and online settings. However, successful implementation requires teachers to possess a strong understanding of technology integration and adapt their teaching methods accordingly. While challenges such as inadequate school facilities or students' readiness for online learning may exist, the benefits of integrating blended project-based into teaching, especially for improving reading proficiency, outweigh the challenges, paving the way for a more engaging, effective, and inclusive learning experience.

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The Potential of Using Webtoon to Improve Students' Reading Comprehension

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Webtoons are digital comics read from top to bottom. As a form of visual narrative presented in a digital format, they offer an innovative approach to improve students' reading comprehension. This study aims to investigate the effectiveness of webtoons as a tool for improving students' reading comprehension. The research method used in this study is literature review with library research to provide the latest insights into the use of webtoons to enhance reading comprehension. Evidence suggests that webtoons can effectively boost students' reading comprehension by utilizing visual elements and captivating narratives. Increased student engagement and interest in reading can be achieved through the use of webtoons in education. Webtoons have the potential to improve students' reading comprehension, as shown by research. However, further studies are necessary to determine the most effective ways to integrate webtoons into educational contexts and to enhance their benefits for overall student learning. Recommendations for webtoon integration in the learning curriculum can make a positive contribution to reading learning in this digital era. The data revealed significant differences in test scores and reading proficiency between groups exposed to webtoon media and those who were not. The study demonstrated that webtoons, or digital comics, enhanced literal comprehension, narrative text reading, and overall learning outcomes. Furthermore, the study revealed that students displayed increased interest and motivation to improve their reading comprehension when they participated in webtoon-based teaching methods. Overall, evidence indicates that webtoons are a valuable and effective tool for enhancing students' literacy and comprehension.

Keywords: Webtoon, Reading, Comprehension

1. INTRODUCTION

Reading involves interpreting written symbols to derive meaning. To do so, our brains convert these symbols into understandable words, sentences and paragraphs, with the eyes serving as receptors for them. This process can be done silently or aloud for audible comprehension. (Uniqbu, 2022). (Pustika & Wiedarti, 2019) is convinced that Indonesian students need to learn English so that they can read texts that are relevant to their careers and studies. Reading has become an essential aspect of everyday life and a skill necessary for students to acquire as a foreign language.

Yahya in (Ghulam et al., 2023) discovered that Indonesian students encounter inadequate motivation to learn and struggle to locate suitable reading materials. This difficulty is primarily attributable to the lag in media technology integration within the teaching and learning process. The issue in Reading is that students exhibit a dearth of

motivation in learning English. They perceive English learning as onerous work. They lose interest and abandon reading when confronted with text lacking illustrations which further undermines their reading comprehension. Furthermore, their reading comprehension is also hindered by a lack of vocabulary and grammar skills (Karsa et al., 2021). Some students may struggle to comprehend certain written materials. Unfortunately, some students are reluctant to read works written in English or even in their native language. This lack of awareness has resulted in a decreased interest in reading among students. In this instance, educators must incorporate various forms of media to engage students in reading texts or stories. This approach has the potential to enhance student interest.

(Erya & Pustika, 2021) The students were attracted to something digital, online, and unique. Thus, the researcher centered this study on utilizing Webtoon Comics to improve reading instruction. (Uniqbu, 2022) states on their paper that Webtoon is a series of animated cartoons and comic strips published online primarily for recreational reading. As a collection of images, Webtoon has the potential to boost students' interest in reading compared to traditional print comics. It is a South Korean creation featuring long, color strips that are distributed via the internet network. Unlike manga, Webtoon is typically depicted in full color. It is a South Korean creation featuring long, color strips that are distributed via the internet network.

2. METHOD

In this paper, the author uses the literature review research method. A literature review is an analysis of books, journals, and other materials related to a specific subject, field of research, or theory, with the goal of offering a description, summary, and critical evaluation of these works. (Ramdhani et al., 2014).

In literature study research, researchers do not need to go out into the field, find respondents, or do experiments in the laboratory because all of the data required is contained in library sources that have been searched for as research material. According to (Zed, 2008), in library research, literature searches are used not only for the beginning phases of constructing a study framework (research design), but also to gather research data. The ensuing research will be descriptive in character, focusing on systematic explanations and results from the sources or scientific publications chosen by the author.

3. RESULT AND DISCUSSION

Comics are a valuable medium for teaching reading comprehension in the classroom. With the advancement of technology, teachers can now replace heavy comic books with comic applications that students can access. Line Webtoon, for instance, is an application that offers a collection of comics in various languages, including English and Indonesian. (Amalia, n.d.). The use of comic media is intended to enhance students' understanding of learning, in accordance with research on digital comics that replace real-life images with animated graphics. As a result, children can visualize their learning experiences more vividly, facilitating their comprehension of the study material (Syarah & Yetti, 2018).

Previous objective of this study is proven that when students use webcomics, they are more interested and driven to improve their reading skills. These studies can be accessed on the internet at (Ghulam et al., 2023) The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension at The Eighth Grade of SMP Negeri 11 Mataram. According to the research findings, the webtoon application is effective in teaching reading to increase reading skills, particularly students' reading comprehension. The substantial effect means that when the material was delivered using the Webtoon application, students became more interested in the content, resulting in higher text comprehension. (Erya &

Pustika, 2021) Students' Perception Towards the Use of Webtoon to Improve Reading Comprehension Skill. The results of the research show that students are more interested in and motivated to enhance their reading comprehension skills by utilizing Webtoon. (Uniqbu, 2022) Improving Students Reading Ability by Using Webtoon at Seventh Grade of Mts Ddi Kulo. Based on the findings, the researcher concluded that teaching reading through webtoons enhances students' reading skills at MTS DDI Kulo's seventh year students. (Asmara, 2021) The Implementation of Extensive Reading Using Line Webtoon to Enhance Students' Reading Comprehension in Narrative Story. The results of the study indicated that implementing extended reading utilizing LINE Webtoon could improve students' comprehension of a narrative story. Students agreed that reading text with pictures helps students understand the meaning of the story, especially when they meet unfamiliar vocabulary. Future researchers can conduct additional research on various types of reading texts, as well as listening, writing, and speaking skills. (Rafida et al., 2023) Webtoon's Effect on Students' Reading Comprehension at School. The study looked into the impact of the Predicting Strategy with Webtoon. According to the findings, students reading comprehension improved after being treated with the Predicting technique with Webtoon. (Hartati et al., n.d.) Webtoon Comic Media to Improve Reading Comprehensions for Students with Hearing Impairment in Special Primary Schools. According to research findings, using webtoon comic media can improve reading comprehension skills, as seen by the improvement in scores received by each student. The increase happened when students with hearing impairments were assisted in understanding the order of stories by reading a webtoon comic. As a result, it is possible to conclude that webtoon comic media can increase the reading comprehension abilities of kids with hearing impairment.

The Definitions of Webtoon

As claimed by (Ghulam et al., 2023) that Webtoon is an application provides various helpful features for English language learners. It is a prime example of an application that can aid in language acquisition.

Based on (Uniqbu, 2022)'s statement, A webtoon is an animated cartoon or series of comic strips that are released online for anybody to read. A webtoon is made up of images. (Rafida et al., 2023) states that the name "Webtoon," a combination of the words "web" and "cartoon," was coined in Korea to refer to webcomics (Cho, 2016). In this article, "web" refers to "network," and "cartoon" refers to any and all sorts of comic series made available to customers over a network known as the "internet" (Yeobyu, 2016; Kiflaini, 2019). Webtoons are electronic comics, online comics, or digital comics that may be downloaded onto cellphones, computers, and other electronic devices.

In the opinion of (Erya & Pustika, 2021) that Webtoon is an online platform that offers readers access to a vast collection of digital comics. Unlike traditional print comics, Webtoons are readily accessible anytime, anywhere. Distinctively, Webtoons boast unique features not found in webcomics elsewhere, such as voice narration integrated into the comic panels. According to (Rosmiana et al., 2023) state that Comics are a combination of art that uses a series of static images in a fixed order and contains an interesting story.

(Karsa et al., 2021) state that Webtoon is a comic from South Korea used internet networks where the Webtoon uses many colors. In Webtoon there are also many language choices, one of them is English. (Amalia, n.d.) state that Line webtoon is an application that provides a collection of comics with various languages including English and Indonesian.
According to (Pujiastuti, n.d.), Webtoon is a part of comic strips type that was used among years ago by many people in all around the world.

In summary, the statements collectively assert that Webtoon serves as a valuable tool for language learning, specifically English acquisition. The term "Webtoon," coined in Korea, refers to digital comics available online, downloadable on electronic devices. Notable for its accessibility and distinctive features, Webtoon incorporates voice narration and offers a diverse collection of digital comics, contrasting with traditional print formats. The platform allows readers flexibility with anytime, anywhere access. Webtoons are characterized by vibrant colors and language options, including English. Acknowledged for democratizing comics, Webtoon represents a modern and easily accessible form of comic consumption, transitioning from conventional print to online platforms while accommodating diverse languages.

Advantages and Disadvantages

According to Ghulam, Karsa, Rafida, Pustika, and Uniqbu state that the use of Webtoon applications offers various advantages for students in terms of enhancing their reading skills. These advantages include a significant impact on reading abilities, improved comprehension, and increased motivation and engagement in the learning process. The highlighted importance of modern media, particularly Webtoon, emphasizes its role in fostering students' interest in reading and enhancing their comprehension skills. The incorporation of captivating images along with words in Webtoon contributes to making the reading process both interesting and enjoyable for students. Overall, these findings underscore the positive impact of Webtoon applications as a valuable tool for promoting literacy and academic success among students.

Other advantages as stated by Hartati, found that students with hearing impairments in special primary schools have demonstrated improved reading comprehension skills when exposed to webtoon comics.

As recorded advantages by Rosmania and Amalia, the study employed a control group for the purpose of comparing and isolating the specific influence of Line Webtoon on reading comprehension. The article underscores a notable benefit by revealing that the utilization of webtoons led to enhanced reading comprehension in the experimental group, indicating the effectiveness of this method in improving educational outcomes.

On the report advantages of Asmara and Pujiastuti, on employing LINE Webtoon for extensive reading to boost students' comprehension of narrative texts. The study found that this strategy effectively improved reading comprehension, and the incorporation of webtoon techniques enhanced the learning environment, motivating students. However, a small percentage of students remained doubtful about the effectiveness of webtoons in teaching narrative reading skills, as indicated in the questionnaire.

And then, the disadvantages as seen from the articles above, Webtoons for the enhancement of reading comprehension skills is accompanied by certain drawbacks. Since webtoons predominantly rely on visuals, they offer limited exposure to written language, potentially hindering the robust development of reading abilities. The heavy emphasis on visuals may encourage readers to rely more on images than on text, thereby impeding the crucial skill of extracting meaning from written words. Moreover, the dynamic and interactive elements of webtoons, such as animations and sound effects, may introduce distractions that diminish focus on comprehension. The inconsistency in quality across webtoons, encompassing variations in art style, narrative structure, and language usage, presents a challenge in finding consistently suitable content for linguistic development. Additionally, the absence of direct interactivity with the text in webtoons, such as highlighting or annotating, may restrict the application of interactive reading strategies recommended for comprehension improvement. While webtoons can be captivating, it is

essential to acknowledge these drawbacks and strike a balance by incorporating other forms of reading materials to ensure a well-rounded approach to literacy development.

The Ways of Using Webtoon to Improve Reading Comprehension

(Ghulam et al., 2023) The study administered a pretest to both the experimental and control groups. Following this, the experimental group received specialized instruction in reading comprehension utilizing Webtoon media during a subsequent session. The control group did not receive any such instruction. The application of Webtoon media occurred during learning activities only in the experimental group. To assess learning outcomes, a post-test will be conducted for both groups during the final meeting.

(Hartati et al., n.d.) in the learning process, children with hearing impairments face unique challenges that include difficulty in communication and understanding abstract language. To address these challenges, it is necessary to develop learning strategies that are customized to their abilities, particularly by emphasizing visual aids. The stages of the learning process are as follows: In Session 1, the teacher organized a Google Meet to provide guidance to students. In Session 2, the teacher demonstrated how to complete the pretest using sign language. Session 3 featured a webtoon comic media treatment that the teacher presented through Google Meet. The teacher then guided students in completing the post-test questions. Finally, the evaluation stage involved processing the pretest and posttest results.

(Uniqbu, 2022) The process of data collection will be presented in chronological order as follows. First, a pre-test was administered to assess students' prior knowledge. In this section, the researcher assigned tasks for students to answer the questions that were prepared by the researcher. The procedures for the pre-test in this research study will be discussed as follows: a) Before giving the reading test, the researcher explained the purpose of the test and how to administer it. b) The student has approximately 50 minutes to complete his or her work on the instrument. b) After the pupils' work is completed, the researcher will collect it. d) The researcher graded the student work. 2. Follow-up test the post-test was administered following treatment. The post-test had the same substance as the presentations. The purpose of the post-test is to determine the student's reading skills following treatment. 3. Treatment approach a) At the first meeting, the researcher entered the classroom and introduced the material to the students, after which the researcher demonstrated how to play the webtoon (described in the lesson plan). b) At the second meeting, the researcher asks the student to read the new topic in the webtoon for 40 minutes using a particular letter. The researcher requests that the student respond to the questions. c) In the third meeting, the researcher and the student discussed the subject. The researcher requested that the student play webtoon (explained in the lesson plan) d) At the fourth meeting, the researcher provided each student the opportunity to clarify any unclear information, and then scored the students using Webtoon (as specified in the lesson plan).

(Rafida et al., 2023) A simple random sample technique is used for sampling. To get the required outcomes, students are given a pre-test and post-test with 20 multiple-choice questions. They get one hour (60 minutes) to finish the exam. The results of their tests are then reviewed and recorded in a table. A pretest was given before the action to examine students' initial understanding; thus, the pretest was administered before the first meeting. After the completion of this procedure, various therapies were administered to the experimental and control groups. The authors employed a webtoon to teach the predictive technique to the experimental class, while the researchers taught focused strategies to the control class. The author then gave both groups a post-test to compare the findings before and after therapy. The normalcy test, homogeneity test, hypothesis test, and effect size test are used to calculate four tests.

According to (Karsa et al., 2021) 1. The use of webtoon illustration media can help to develop learning outcomes for class X SMA Negeri 3 Jeneponto's literal understanding. This is demonstrated by the increase in average student scores from pretest to posttest. The students mean pre-test literal comprehension score was 56.90. Meanwhile, the posttest average score was greater than the pre-test average, and the posttest literal comprehension was 75.52. It may be stated that using webtoon media illustration can help students improve their reading ability in literal comprehension. 2. The use of webtoon illustration media can boost class X SMA Negeri 3 Jeneponto's interpretive reading learning achievement. This is demonstrated by an increase in the average score of students from pre-test to post-test. On the pretest, the students' mean score in interpretive understanding was 60.34. The posttest score for interpretative understanding was 79.31, which was greater than the mean pre-test score. It may be stated that using webtoon media illustrations can help students improve their reading ability in interpretive understanding.

In (Asmara, 2021) The observations were carried out in two meetings, on Tuesday, March 9th, 2021 and Tuesday, March 16th, 2021. It was carried out by using a check-list and a field note to observe the teaching and learning process in a classroom of 36 students, with the English instructor already implementing extensive reading using LINE Webtoon. Their discussion activities were the focus of the observation. The first meeting began at noon on Tuesday, March 9, 2021. The meeting began with the teacher greeting the students and distributing the online attendance list. The teacher then reviewed the preceding subject, Historical Recount, and gave the module the following Narrative Text study material. The students were instructed to first read the material. After everyone had finished reading the module, the teacher provided several possibilities for online conversation. The students were initially inactive throughout the debate, so the teacher attempted to initiate it. The teacher assigned the students to read the module, which includes a lesson plan, an overview of the subject, a guide for utilizing the module, narrative text material, learning exercises and their aims, practices, and a summary. Because of the pandemic, the students read by themselves at home. The teacher also allowed pupils to ask questions in the comments section if they didn't grasp something. The teacher waited for a few students to inquire, but nothing came of it. The teacher then asked them to answer some questions about the material once more. The teacher asked them many questions about the material near the end of the discussion time. As a result, they will be able to have an active debate during this meeting. The teacher sent a link to the LINE Webtoon "7 Wonders," which tells the narrative of "Jaka Tarub and Nawang Wulan." The teacher assigned them to read certain Webtoon episodes. The teacher also went over how to use the Webtoon and told students that they may read more episodes to better comprehend the plot. The teaching and learning process concluded with the teacher reflecting on the materials that day and reviewing the general grasp of the narrative text. The teacher also urged students to read the Webtoon in their spare time because it will be relevant to the discussion that follows. The second meeting began at noon (12 p.m.) on Tuesday, March 16, 2021. The teacher convened a meeting via Microsoft Teams, and just a few pupils arrived on time. The learning process, according to the teacher, would begin in 15 minutes. After 15 minutes, during which the students had yet to fully participate in the discussion, the teacher began to recall the materials from the previous meeting. The content has been prepared by the teacher through presentation slides and is ready to be shown to the students. The teacher thoroughly discussed today's material, which is a narrative text. Every slide, the teacher checked the students' comprehension. The teacher next demonstrated a narrative text about "Jaka Tarub and Nawang Wulan." The pupils read the story from a book. After they read the material, the teacher initiated a discussion about the primary issue of the text, highlighted the new words, and attempted to decipher the meaning together. The teacher used Kahoot! to

administer a quiz for the following exercise. The code was given by the teacher, and the students were requested to write their names. Unfortunately, due to technical difficulties, numerous students are unable to participate in the quiz. As a result, even though only a few students took the quiz, the teacher continued with it. The quiz was on the Webtoon "7 Wonders" and the story "Jaka Tarub" in a text. They took the quiz seriously, and the competition was fierce. Several students answered properly on this quiz. After the quiz, the teacher reviewed the correct answer and awarded the highest score to two students. This quiz's score was determined by how quickly students answered the questions and had the correct answer. The teacher addressed the difficulty of the quiz after the students completed it to ensure they understood the story. They reviewed what they had learnt about Narrative Text in the last task. The teacher asked them to study each character, the lessons that students could glean from the story, and the contrasts between the LINE Webtoon story and the Jaka Tarub text. The teacher then provided the students a reflection of the material related to the generic structures of the text, the language elements of narrative text, and urged them to read more about narrative text. Finally, the teacher provided information regarding the following subject in the following meeting.

In (Amalia, n.d.) The test was made up of multiple-choice questions regarding daily activities comics. This is done to assess pupils' reading comprehension in order to discover some characteristics of reading. The areas of reading comprehension that were tested included word, phrase, paragraph, and text meaning comprehension. The test consists of 70 items for practice. The audition will last 90 minutes. After assessing the results of the try our test, the researcher administers the test twice in written form, once for the experimental group and once for the control group. The pretest is used to determine the students' abilities prior to treatment, and the posttest is used to determine whether or not there is a substantial effect after treating the students with line webtoon. For reading comprehension pretest and posttest, an objective multiple-choice test is used.

In (Erya & Pustika, 2021) Questionnaires were used to collect information. All responders were given the questionnaires. The questionnaires are made up of seven numbers, five statements, and two questions. Each statement has "agree" and "disagree" scores, as well as paragraph responses.

(Pujiastuti, n.d.) The data collection was selected by the sample in this study. The 50 students from classes 8 C and 8 D were picked using the sampling technique. Furthermore, they were divided into two groups. The first was as an experimental group of 25 students, while the second was as a control group of 25 students. The research was carried out at one of Ciamis' junior high schools. Then two instruments were used. Then two instruments were used. They included a reading test and a closed-ended questionnaire.

The Effectiveness of Using Webtoon to Improve Students' Reading Comprehension

(Ghulam et al., 2023) state that Webtoon application as effective in teaching reading to increase reading skills, particularly students' reading comprehension. The substantial effect means that when the material was delivered using the Webtoon application, students became more interested in the subject, resulting in higher comprehension of the text.

(Hartati et al., n.d.) state that the efficacy of webtoon comics as a tool to enhance reading comprehension among hearing-impaired students. The study's findings revealed a notable improvement in comprehension scores when students were exposed to webtoon-based learning materials. This underscores the potential of webtoons as an engaging and effective pedagogical approach for students with hearing challenges.

According to (Uniqbu, 2022) using webtoons as media can help students enhance their reading abilities. This demonstrated that there was a significant difference in students' scores before and after being taught via webtoon. The study concluded that the first-year

students at MTS DDI Kulo had improved reading skills as a result of using webtoon. As a result, first-year students at MTS DDI Kulo were interested in improving their English reading skills through the use of webtoon.

(Rafida et al., 2023) state that students' reading comprehension improved after being treated with the Predicting technique with Webtoon.

According to (Rosmiana et al., 2023) The use of webtoon media in group settings effectively enhances student engagement and interest during reading lessons. The incorporation of webtoon media fosters a dynamic and engaging learning environment, alleviating student boredom and fostering a more confident and active learning experience. The positive impact of webtoon media extends to improved reading comprehension, as students become motivated and engaged in the learning process.

(Karsa et al., 2021) state that the effectiveness of webtoon illustration media in enhancing students' literal comprehension skills. The implementation of webtoon illustrations demonstrably improves students' reading achievement in literal understanding. Additionally, webtoon illustration media positively impacts students' interpretive comprehension skills, leading to improved reading achievement overall.

According to (Asmara, 2021) the students who used LINE Webtoon for extensive reading showed improved comprehension of narrative stories. The visual nature of LINE Webtoon helped students quickly grasp the context of the story and understand unfamiliar words without the need for a dictionary. Additionally, students found LINE Webtoon to be an engaging and enjoyable reading experience, which reduced the pressure associated with traditional extensive reading activities.

Another research by (Amalia, n.d.) state that Line Webtoon as an instructional tool would enhance students' reading comprehension. This suggests that the experimental group's students would outperform their control group counterparts in reading comprehension. By incorporating Line Webtoon into classroom instruction, students were motivated and enthusiastic about learning English, particularly in their endeavors to read and comprehend the comics they encountered.

(Erya & Pustika, 2021) state that students are more interested in and motivated to improve their reading comprehension skills by using Webtoon.

According to (Pujiastuti, n.d.) incorporating digital comic webtoons into the curriculum can enhance students' reading proficiency, especially when it comes to understanding narrative texts. Furthermore, the implementation of webtoon techniques fostered a more engaging learning environment, stimulating students' motivation and enthusiasm for the subject matter. Nevertheless, a minority of students expressed skepticism towards the questionnaire's claim regarding the effectiveness of webtoons in teaching narrative reading skills.

According to the statement above, it can be concluded that the use of webtoons as a pedagogical tool has shown consistent positive effects on students' reading comprehension in various studies. The visual and engaging nature of webtoons appears to increase student interest, motivation, and overall comprehension, making it a promising approach in educational settings.

4. CONCLUSION

In conclusion, multiple studies consistently demonstrate the positive impact of utilizing web comics as a medium for teaching and enhancing reading comprehension skills, even among hearing-impaired students. The data revealed significant differences in test scores and reading proficiency between groups exposed to webtoon media and those who were not. The study demonstrated that webtoons, or digital comics, enhanced literal comprehension, narrative text reading, and overall learning outcomes. Furthermore, the

study revealed that students displayed increased interest and motivation to improve their reading comprehension when they participated in webtoon-based teaching methods. Overall, evidence indicates that webtoons are a valuable and effective tool for enhancing students' literacy and comprehension.

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Slang Word Analysis in The Grand Final of Stand-Up Comedy Indonesia IX on Kompas TV

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Sociolinguistics explores the intricate connection between language and society, aiming to enhance our understanding of language structure and its role in communication. It encompasses various forms of language variation, including the use of slang word2. This study explores the intricate dynamics of slang usage within stand-up comedy, employing a sociolinguistic lens to unravel its socio-cultural implications. the use of slang terms taken in the form of "punchline", "one liner", "no debat", etc., which are taken from the YouTube video playlist of the grand final Stand-Up Comedy Indonesia IX 2021 between Ali Akbar and Rio Dumatubun. Through qualitative analysis with the case study research design and the data collected by document analysis, it delves into the nuanced nuances of slang employed by stand-up comedians, focusing on meanings, functions, and socio-linguistic dimensions. Examining a diverse range of comedic performances, the research reveals how slang serves as a tool for humour, identity expression, and audience engagement, strategically utilized to evoke laughter, challenge social norms, and navigate cultural boundaries. Additionally, it explores the role of slang in mediating power dynamics, contributing to a deeper understanding of sociolinguistics and emphasizing the significance of qualitative methodologies in unpacking the complexities of slang usage within stand-up comedy, enriching our comprehension of language's role in entertainment and social commentary in contemporary society.

Keywords: *slang, stand-up comedy, sociolinguistics, entertainment, grand final*

INTRODUCTION

According to William Labov (2001) Sociolinguistics is the study of the interplay between language and society, focusing on how social factors such as class, ethnicity, and gender influence language variation and change within communities. Peter Trudgill (2000) Sociolinguistics investigates the social aspects of language, including how language varieties are distributed among different social groups and how language use reflects and shapes social identities and relationships. In summary sociolinguistics is the interdisciplinary study that examines how language and society interact, exploring how social factors such as class, ethnicity, and gender influence language variation and change within communities, as well as how language varieties are distributed among different social groups and how language use reflects and shapes social identities and relationships.

According to Eble in Hudson (1996, p. 1), "slang is an ever-changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large. Holmes (1992) states that this language variation is a pattern of youth speech, people can find slang words in teenager's conversation from all around the world. It aims to make sentences shorter and easier to say though it has more negative meaning, than the positive one. Leech and

Svartvik in Wardhaugh (2000, p. 26) said that language which is very familiar in style, and is usually restricted to the members of a particular social group.

Slang is incredibly diverse and evolves rapidly within different cultures, communities, and even subcultures. Ethnic or Cultural Slang: This is slang used by specific groups of people who share the same background or culture. For instance, African American Vernacular English (AAVE) has words like "lit" or "fam," which are commonly used in African American communities. Professional or Industry Slang: This slang is used within certain jobs or fields. It's like a secret language that people in that profession understand. For example, in software development, they might call a programmer a "code monkey," but people outside that field might not get what it means.

Stand-up comedy has emerged as a popular form of entertainment globally, offering a platform for comedians to showcase their linguistic prowess, creativity, and social commentary. In the Indonesian context, Stand Up Comedy Indonesia (SUCI) has gained remarkable traction, captivating audiences with its unique blend of humour, wit, and cultural insights. The ninth season of Stand-Up Comedy Indonesia, aired on Kompas TV, featured a diverse array of comedians competing for the coveted title.

Central to the artistry of stand-up comedy is the adept manipulation of language, including the strategic incorporation of slang words. Slang, characterized by its informality, creativity, and dynamism, serves as a linguistic resource for comedians to establish rapport with their audience, convey nuanced meanings, and evoke laughter. In the Indonesian socio-cultural landscape, slang reflects the rich tapestry of local dialects, youth culture, and societal trends.

This study identifies slang words in the YouTube videos of the grand finale of Stand-Up Comedy Indonesia (SUCI) IX on Kompas TV, categorizing these slang words by type and attempting to determine their meanings. Through this interdisciplinary investigation, we aim to contribute to the burgeoning field of sociolinguistics by highlighting the dynamic interaction between language, humour, and sociocultural dynamics within the context of Indonesian stand-up comedy.

METHODOLOGY

The methodology used in this research encompasses qualitative research, case study, and document analysis. It specifically focuses on investigating the utilization of slang words in Stand-Up Comedy Indonesia (SUCI) IX YouTube videos. The data collection process involved selecting a video playlist featuring finalists Ali Akbar and Rio Dumatubun from Stand-Up Comedy Indonesia (SUCI) IX, watching four videos of the finalists, identifying slang words, recording them, and elucidating their meanings. For analysis, document analysis, a qualitative method emphasizing textual material examination, was employed. This approach entails meticulous observation to discern various forms of slang words and analyze them within the context of communication. By employing this methodology, the research endeavors to offer insights into the utilization, intents, and sociolinguistic ramifications of slang words within the realm of stand-up comedy.

FINDINGS

There are five slang words in the video featuring finalist Ali Akbar and four slang words in the video featuring finalist Rio Dumatubun, and some have the same slang words in one video. The researcher will categorize these slang words into different types:

Table 1 The Slang Word from Video

No	Video	Findings	Type
1	Ali Akbar	One liner	Ethnic or Cultural Slang
		Punchline	
		Call Back	
		Tak-Tak Gerr	Professional or Industry Slang
		No Debat	
2	Rio Dumatubun	Bite	Ethnic or Cultural Slang
		Dark Jokes	
		Punchline	
		No Debat	Professional or Industry Slang

Overall, in the videos featuring Ali Akbar and Rio Dumatubun, there are three types of Ethnic or Cultural Slang. For the Professional or Industry Slang type, there are two instances in Ali Akbar's video and only one in Rio Dumatubun's video.

Next, the researcher will select several slang words for analysis based on their widespread usage and potential to offer valuable insights into sociolinguistic trends in the stand-up comedy community:

Table 2 Description About Slang Word

No	Findings	Description
1	One Liner	In stand-up comedy, a one-liner is a type of joke that is succinct and to the point, often delivering the punchline in just a single line or sentence. These jokes rely on clever wordplay, unexpected twists, or witty observations to generate laughter quickly.
2	Punchline	The punchline is the culmination of a joke, where the humorous or unexpected element is delivered. It's the payoff that brings the joke to its comedic climax. A well-crafted punchline often subverts expectations or plays with language in a clever way to elicit laughter from the audience.
3	Call Back	In stand-up comedy, a callback refers to the technique of referencing a joke, premise, or event that was previously introduced in the comedian's set. By bringing back elements from earlier in the performance, comedians can create continuity, reinforce humor, and engage the audience in a shared comedic experience.
4	*Tak-Tak Gerr*	"*Tak-tak ger*" is a term used in stand-up comedy to describe a joke that starts slowly at the beginning and becomes funny towards the end, eliciting laughter from both the audience and the judges.
5	*No Debat*	In that context, "*no debat*" is used by the judges to indicate that the comedian's performance at that moment is so funny that there is no competition or debate about it. It signifies that the performance is considered outstanding, and there is no doubt that the comedian is the best in that moment.
6	Bite	In the context of humor, "bite" can refer to the sharpness or edginess of a joke. A joke with "bite" is one that is particularly incisive, provocative, or daring, often pushing the boundaries of social norms or addressing taboo subjects with humor.
7	Dark Jokes	Dark humor involves making light of subjects that are typically considered serious, grim, or taboo, such as death, illness, tragedy, or

		social issues. A dark joke might employ irony, absurdity, or irreverence to find humor in morbid or unsettling situations, challenging the audience to laugh at the darker aspects of life.

Overall, these slangs play significant roles in shaping communication and community dynamics within the context of stand-up comedy. They facilitate efficient communication among comedians and audiences, express shared comedic interests, and navigate the nuanced humor and cultural discussions inherent in the stand-up comedy community.

CONCLUSION

The exploration of slang words within the realm of Indonesian stand-up comedy, particularly in the context of Stand-Up Comedy Indonesia (SUCI) IX, sheds light on the intricate interplay between language, humor, and sociocultural dynamics. Through qualitative research, case study methodology, and document analysis, this study has unearthed valuable insights into the usage, purposes, and sociolinguistic implications of slang words in stand-up comedy performances.

The findings reveal a rich tapestry of linguistic creativity and cultural expression, as evidenced by the diverse array of slang words utilized by comedians such as Ali Akbar and Rio Dumatubun. These slang words, categorized into Ethnic or Cultural Slang and Professional or Industry Slang, reflect not only the linguistic diversity within Indonesian society but also the unique linguistic subculture of the stand-up comedy community.

Key slang words such as "one-liner," "punchline," "callback," "*tak-tak gerr*," and "*no debat*" play pivotal roles in shaping comedic discourse, facilitating audience engagement, and eliciting laughter. Furthermore, the analysis of slang words like "bite" and "dark jokes" highlights the subversive nature of stand-up comedy, where comedians often push the boundaries of social norms and address taboo subjects with humor.

Overall, this study underscores the importance of slang as a linguistic resource for comedians to establish rapport with their audience, convey nuanced meanings, and navigate the complex terrain of stand-up comedy. By examining the sociolinguistic dimensions of slang in stand-up comedy performances, this research contributes to a deeper understanding of the dynamic relationship between language, humor, and cultural identity within Indonesian society.

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THE EFFECTIVENESS OF INSTAGRAM TOWARD THE STUDENTS' SPEAKING SKILL AT MA AL-AZHAR ASY-SYARIF SUMATERA UTARA

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The adoption of online learning has led to significant changes in EFL instruction in Indonesia. Teachers now need to employ creativity in devising methods that engage and captivate students during lessons. This research aims to explore the effectiveness of utilizing Instagram as a platform for enhancing students' speaking skills and to gauge their reactions to this approach. The study, which employed Classroom Action Research (CAR) include two cycles, involved 27 students from MA Al-Azhar Asy-Syarif Sumatera Utara. As part of the treatment, students were tasked with creating videos on selected topics and subsequently provided feedback through Instagram implementation questionnaires. The data analysis revealed notable improvements in students' speaking abilities, along with positive feedback regarding the use of Instagram as an instructional tool in English learning.

Keywords: Instagram; motivation; social media; speaking

INTRODUCTION

In the contemporary era, technology plays a crucial role in our daily lives. This is because it renders everything more accessible, convenient, and time-efficient. The influence of technology permeates various facets of our existence, including education. According to Raja and Nagasubramani (2018), the trajectory of technology usage in education is positively inclined, evident in its growing presence in teaching and learning endeavors. Presently, the integration of technology for innovation is deemed essential, even in educational institutions such as schools, universities, and colleges, to facilitate a seamless and efficient educational experience.

The integration of technology into the field of education presents considerable challenges that educators must confront. One of these challenges pertains to teachers' attitudes towards computers and the internet, which are pivotal factors in the effective incorporation of Information and Communication Technology (ICT) in education. According to Seraji, Ziabari, and Rokni (2017), there is evidence to suggest that teachers' attitudes towards technology usage tend to become significantly more positive over time, as technology in education can be acquired and honed through continuous learning and practice. The adoption of educational technology, which supports the teaching and learning process through innovative methods or media, has the potential to cater to students' diverse needs. Teachers must devise engaging approaches or mediums that bolster students' motivation to learn the material. As per Rao (2019), platforms like social media, a byproduct of technological advancements, can have a positive impact on enhancing students' English vocabulary, rendering class activities more enjoyable, and facilitating seamless engagement with the material.

Furthermore, the chosen social media platform should inspire students to be self-motivated learners, both within and outside the classroom setting. The aim is to cultivate a love for language learning without imposing undue pressure on the students. According to Khotimah, Widiati, Mustofa, and Ubaidillah (2019), teacher education programs should advocate for autonomous learning, potentially through online platforms for greater accessibility. To address students' learning needs in English, teachers must comprehend their preferences and requirements. According to Keser and Yavuz (2018), certain teachers, especially pre-service English instructors, encounter challenges in managing talkative, noisy, and overcrowded classrooms, stemming from students' low motivation in learning the language. This results in reduced motivation, fear of speaking, and passive learning.

Similar issues arose in the teaching and learning of English at MA Al-Azhar Asy-Syarif Sumatera Utara. The students displayed a lack of motivation towards English learning. To investigate, the researcher conducted a preliminary study and discovered that some students were hesitant to speak English during online activities. Additionally, during Zoom meetings, they exhibited shyness in front of peers, fearing making mistakes, all of which contributed to diminished motivation and adversely impacted their speaking proficiency.

Speaking is an essential skill for effective communication in English, yet some English instructors do not afford ample opportunities for learners to practice intensive speaking. This necessitates that students actively engage in improving their speaking skills. As outlined by Samad, Bustari, and Ahmad (2017), speaking entails the articulation of ideas, thoughts, and intentions through oral expression. Furthermore, Harmer (2007) underscores that effective speaking involves not only clear pronunciation, but also the adept use of stress, intonation patterns, and coherence in diverse contexts and scenarios. The complexity and challenge of learning to speak English arise from the multifaceted nature of the skill. It encompasses not only conveying information but also encompasses various elements that necessitate study.

In light of the challenges that can impact students' motivation to speak English, it's equally crucial to understand what teachers should provide in the classroom. Several elements must align with the students, emphasizing the significance of close interaction between the teacher and students. As Harmer (2007), encouraging students to speak in class is a manageable task. The key for the teacher lies in fostering a conducive classroom atmosphere, ensuring students are familiar with one another, presenting English materials at an appropriate level, incorporating active participation, selecting engaging topics and tasks. In instances where shy students may hesitate to speak in front of their peers, Harmer (2007) offers strategies to address this issue:

1. Preparation

Preparation refers to the steps taken to ensure readiness before undertaking a task. This applies to speaking as well, involving activities like gathering relevant information related to the topic. Equipped with factual knowledge, the speaker can actively participate in the discussion. Harmer's study illustrates this with a story of an Australian man residing in Germany. Prior to visiting a restaurant, he consulted the menu on Google and planned how to place his order. This preparation instilled confidence in him, demonstrating the value of being well-prepared.

2. The Significance of Repetition

In literature, repetition involves intentionally reusing certain words and phrases. This isn't a one-time endeavor, but a practice that should be repeated multiple times. Repeating specific words or phrases serves several purposes; it allows students to reinforce their memory and deepen their understanding of new vocabulary.

3.   Large Groups vs. Small Groups

Regular practice of speaking skills in everyday situations is crucial. Forming groups, whether large or small, offers an alternative approach to bolstering students' speaking abilities. Within these groups, students have the opportunity to engage in English conversation with peers, facilitating the exchange of ideas and ultimately boosting their motivation to learn the language.

4.   Compulsory Participation

Cultivating a habit of speaking English routinely creates a positive classroom atmosphere. Students become more comfortable using English, free from the fear of making mistakes. To encourage active engagement in the English class, teachers can assign tasks that necessitate continuous English practice.

There are methods that students can employ to enhance their English proficiency, but it still requires guidance and support from their teacher to develop their speaking skills. This is because the teacher serves as a parental figure for students within the school environment, and also acts as a role model during the teaching and learning process. The researcher deems social media as a fitting and effective solution to address students' challenges. This is due to the widespread use of social media as a communication tool. Utilizing social media proves to be an efficient means to boost students' confidence in public speaking. The surge in popularity of social media, particularly among the younger generation, including students, further supports this approach.

Various forms of social media have been harnessed to aid in the improvement of all four English skills—listening, speaking, reading, and writing. Platforms like Facebook, Podcasts, and Instagram have been leveraged to enhance students' speaking abilities. Dzakiria and Jassim's research (2019) delved into the potential of Facebook as a medium for enhancing English language proficiency. Their findings revealed that students can indeed enhance their speaking skills when using Facebook, particularly when coupled with competitive elements. Instagram has gained significant popularity than Facebook. It serves as a platform for sharing images, videos, captions, and quotes. While some researchers have focused on using Instagram to enhance students' writing skills, rather than their speaking skills, studies by Rahmawati and Sulistyorini (2019) and S. Renaldi (2017) demonstrated that Instagram can effectively bolster students' writing abilities, particularly prior to the onset of Covid-19. These studies affirm that Instagram usage can significantly benefit and meet students' educational needs.

The outbreak of Covid-19 significantly impacted students' learning routines. The utilization of Instagram emerges as a valuable tool not only for enhancing students' writing proficiency but also for refining their verbal communication abilities. This assertion is supported by Wulandari's prior investigation in 2019, focused on students in the public relations department. She observed Instagram's effectiveness in showcasing the public relations skills of college students, affirming its role in augmenting their English speaking capabilities, including vocabulary expansion and bolstered self-assurance. In this particular study, the researcher opted to employ "Instagram" as a means to elevate students' speaking prowess. Based on the findings of Apriyanti, Syofiani, Mukhaiyar, and Ramadhan in 2018, the integration of Instagram demonstrated positive effects on public speaking skills at Padang University. The introduction of Instagram into the learning environment infuses a fresh dynamic into the teaching and learning process. Mercy's research in 2020 further underscores the high engagement levels of learners on Instagram, indicating the potential for English instruction through this platform to heighten motivation. Moreover, utilizing Instagram for sharing photos and videos can fortify students' self-assurance.

However, these studies affirm Instagram's potential as a learning tool to facilitate regular practice in spoken English. It not only amplifies motivation for learning English, particularly in terms of confidence in public speaking, but also differs from previous studies that favored Facebook as a medium for video sharing. The study poses two central research questions: How does the use of the social media platform Instagram enhance students' speaking skills at MA Al-Azhar Asy-Syarif Sumatera Utara.

METHODOLOGY

This study employs the Classroom Action Research (CAR) design, chosen for its focus on developing innovative strategies to address specific problems in an educational setting, rather than solely generating knowledge. According to Kemmis and Mc Taggart (1998), CAR is particularly geared towards improving teaching practices within the classroom. The CAR process involves four key stages: planning, implementation, observation, and reflection.

The researcher assumed the role of an English teacher at MA Al-Azhar Asy-Syarif Sumatera Utara during the academic year 2023/2024. Instagram, a popular social media platform, was integrated into the teaching process within the classroom. The study focused on fourth-semester students for the academic year 2023/2024. This group was selected due to identified challenges in their speaking abilities during the preliminary study. The class comprised 27 students, with two 50-minute English lessons per week, totaling 100 minutes of instruction.

FINDING AND DISCUSSION

The CAR process is cyclical, encompassing planning, observation, evaluation, and reflection (Latief, 2003:106-110). This research implemented two cycles to comprehensively address teaching and learning challenges in the classroom. This iterative approach allowed for adjustments based on observed outcomes, ensuring a dynamic and responsive research methodology.

By analyzing the scoring rubric and accumulated data, it was determined that 23 students, or 85% of the participants, exceeded the minimum criteria. The study also established that for the Islamic Preaching and Communications program, success was defined as at least 80% of students achieving a minimum score of 75. This benchmark was met, rendering the next cycle unnecessary. This underscores the effectiveness of using Instagram in enhancing students' speaking abilities, as evidenced by the comparison between the preliminary study and the final test scores, it can be seen in Table 1.

Table 1 The Progress of Students Speaking skill

No	Data	Preliminary Study	The Final Scores
1	The average score	69	82.6
2	The number of students that passed the minimum scores	10 students	23 students

Based on the data above, the average score in the preliminary study was 69 where 10 students passed the minimum scores. While in the final test, the scores were increasing where their average score was 82.6 and 23 students got scores that were higher than the minimum scores. It means that the criteria of success had been achieved. For knowing students' responses through the use of Instagram as an online learning media, the researcher used a questionnaire that had been distributed in the final test or the fourth meeting. The results showed that 87% students agree that the use of Instagram may enhance students speaking skills and it is fun to be implemented in the teaching and learning process.

The results encompass the performance of students in their speaking skills and their feedback regarding the use of Instagram for online learning. The study spanned two cycles, commencing with the first cycle on August 22, 2023, comprising four meetings: August 22, September 19, October 15, and October 25, all in 2023. The research followed the four stages of Classroom Action Research: Planning, Implementing, Observation, and Reflection.

Planning

The instructional materials in this study were aligned with the stated objectives in the lesson plan, which were developed based on the syllabus. These materials covered various chapters, including topics such as introducing friends and describing objects, individuals, and locations. The content was sourced from the students' workbook, chosen for its relevance to the research objectives. The lesson plan, adhering to the institute's format, included details like the institute's name, class, academic year, subject, class schedule, standard competences, indicators, learning activity stages, and assessment methods. The research methodology adopted the Communicative Teaching Language (CLT) approach.

Implementation

During this phase, the researcher assumed the role of a teacher in the English class. Following the lesson plan, the researcher employed the Communicative Teaching Language for four sessions. The initial session on August 22, 2023, focused on acquainting students with the art of self-introduction and introducing friends. The researcher elaborated on key phrases, delved into the usage of the simple present tense and pronouns, and supplemented the explanation with PowerPoint presentations and relevant videos. The students were then provided with exercises to reinforce their comprehension.

The second meeting on September 19, 2023, further expanded on the theme of introducing friends, incorporating grammar instruction. The teacher furnished students with dialogues and a paragraph as examples, guiding them in creating individualized, creative videos on introducing their friends. These videos were subsequently submitted via Google Classroom. The third meeting, held on October 15, 2023, began with a brainstorming session, involving students in generating words associated with describing objects, individuals, or locations. The teacher used PowerPoint presentations to further elucidate the topic, followed by exercises to enhance understanding. The final meeting on October 25, 2023, concentrated on expounding dialogues or texts centered on the description of objects, individuals, and places. The researcher presented videos to bolster visualization, which served as a foundation for post-class assignments. The students were tasked with creating videos as part of this assignment.

Observation

Throughout the Instagram implementation, the researcher employed three evaluation tools: speaking tests, field notes, and questionnaires.

Reflection

In the reflection phase, the researcher meticulously scrutinized the outcomes gathered from all assessment tools utilized in this study. This comprehensive analysis sought to identify both the strengths and weaknesses of the teaching and learning process. The decision to continue or modify the use of Instagram was contingent on the identified challenges and successes. The study established success criteria, requiring that at least 80% of students at the Islamic Institute achieve a score surpassing 15 points in the final test. A preliminary study preceded the main research, involving tasks such as student introductions and reading exercises. The final study involved students submitting videos related to previously discussed topics.

Based on the evaluation data, the researcher concluded that integrating Instagram at MA Al-Azhar Asy-Syarif Sumatera Utara yielded positive results. The preliminary assessment revealed that students encountered difficulties in speaking English, including shyness, fear of making mistakes, and negative attitudes towards learning the language. The introduction of Instagram aimed to foster a sense of competition among students in creating impressive videos, thus addressing various aspects of their speaking skills. Additionally, this approach encouraged students to practice speaking English outside of the classroom.

DISCUSSION

Social media is a technology facilitating interactions among individuals, serving as a platform for generating, exchanging, and disseminating information within virtual communities or networks. Its integration into daily life is now pervasive. Previously viewed primarily as a source of entertainment rather than education, there has been a paradigm shift towards recognizing social media's potential as an educational tool. This shift is attributed to its ability to energize and engage users, making it a valuable resource for collaborative learning and interaction. Consequently, the use of social media has demonstrated promise in enhancing students' engagement and enjoyment in the learning process. Various social media platforms, including Facebook, WhatsApp, and Instagram, offer potential for educational application. For this study, Instagram was chosen as the medium.

Several studies have highlighted the beneficial impact of incorporating social media into English language learning. For instance, Mercy's (2020) research indicates that employing platforms like Instagram can enhance students' vocabulary by using idiomatic expressions as captions. Another study by Handayani, Cahyono, and Widiawati (2018) found that utilizing Instagram contributes to the improvement of students' writing skills and garners positive feedback in English writing classes. This study involved 34 EFL students at an Indonesian university, where Instagram was employed as an instructional tool for crafting opinion essays. The results indicated a significant improvement in students' essay writing skills, endorsing the effectiveness of Instagram as a learning medium.

Similarly, Wulandari's (2020) study showcased Instagram's potential in enhancing the speaking abilities of public relations students. Her research conducted at Sanata Dharma University, Indonesia, revealed that Instagram utilization led to increased vocabularies and confidence among students. Various activities such as basic conversational exercises, simulation videos, presentations, speeches, and discussions were conducted to bolster speaking proficiency. The study outcome indicates a substantial enhancement in students' speaking skills, as evidenced by the notable improvement in pre-test and post-test scores. Moreover, students' responses through

questionnaires overwhelmingly expressed positivity towards Instagram's implementation as a medium for enhancing speaking proficiency.

CONCLUSION

The preliminary study identified significant challenges in English language learning, particularly a reluctance to engage in speaking activities during online classes, coupled with a fear of making mistakes and a lack of confidence. These hurdles stemmed from infrequent English-speaking practice and a perceived disincentive to do so in an online learning environment. In response, Instagram was selected as a social media platform to serve as a medium for enhancing students' speaking skills. This choice was motivated by the widespread use of Instagram among the MA Al-Azhar Asy-Syarif Sumatera Utara student body.

The results unequivocally demonstrate the study's success, with 85% (23 students) surpassing the established minimum score threshold. Additionally, the students' questionnaire responses reflected an impressive 87% in favor of Instagram's role in enhancing speaking skills. The study's findings offer practical recommendations for English educators, students, and future researchers. Teachers are encouraged to incorporate social media platforms, including Instagram, as tools to foster real-world English language practice. This approach emphasizes the importance of habitual language usage beyond classroom settings. For students, leveraging platforms like Instagram for language practice is advised, promoting the integration of English into daily life. Future research endeavors may explore alternative filters or features within Instagram, such as dubbing, diverse proficiency levels, or a focus on other language skills.

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Cultivating Students' English by *Pengasuhan*: Challenges and Barriers in Islamic Boarding School

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The purpose of this paper is to find out how the challenges, and barriers Pengasuhan owns the role to assist and become a leader to cultivate English in Pondok Pesantren Al-Kautsar, so that the English-language culture of students can take part in this era by preaching religious knowledge in English. With its role, Pengasuhan as a determinant of the success of institutional cultivate English with management functions which include: Planning, organizing, movement, control and evaluation. This research uses desciptive qualitative approach. Data collection conducted by researchers is interview techniques. The object of research is the English-language culture which in this case is the leadership role of the Pengasuhan. The results of this research are Caregivers with their role, such as using a democratic style, providing motivation and giving awards to santri so that students can carry out an English-language culture within the Foreign Language Development Institution. Challenges, and barriers: is Care in equipping students to apply English-speaking culture is busy with extracurricular activities, so Care has little time to implement English-speaking culture, and the biggest obstacle is due to the decline in commitment from the students and the care itself. Indeed, if an ordinary human being is faced with something routine, he or she will be at a saturation point and this is experienced by all students and their teachers.

Keywords: Leadership, English Culture and Santri, Challenges, and Barriers

INTRODUCTION

Islamic boarding school or can be called Pesantren is a place where students and kiai settle, which functions as a place to study religious knowledge. (Mujab, 2016) Furthermore, the term Pesantren is an institution that accommodates santriwan and santriwati to study religious knowledge under the responsibility of Kiai (Herman, 2015) In boarding schools, students study religious knowledge with various books related to religious knowledge. That is why boarding schools are also called typical education owned by the Indonesian State. In addition, judging from its history, Pesantren is also a milestone place in the struggle for independence of the Republic of Indonesia (Al-Baikani, et al 2017).

Luckily for the generations who still take part in studying at an Islamic boarding school, because as a santri, they must study and even be equipped with religious knowledge. Thus, Pesantren can produce students in the scope of knowledge about religion as well as their morals. However, this will be of positive value and get added value, if the santri can be equipped with a foreign language, namely English. Until the role of santri is very potential in navigating the developing era, the current life of santri has inevitably entered the era of industrial revolution 4.0. By equipping the santri with religious knowledge and English, the santri's ability to get a combination of knowledge, namely religious knowledge and English language knowledge. As Saidna Zulfiqar and Bin Tahir stated in their research, *This educational institution's learning system is developed and modernized by applying the combination of religious and general subjects. Especially, Arabic and English in teaching*

and learning process which is used in daily communication inside the Pesantren. The obligation to use foreign languages was intended to improve the students' knowledge in Islamic studies and science through their language skills." (Zulfikar S, 2015)

One of the main requirements in responding to the challenges of this globalization era is that santri are expected to be able to speak English and be able to practice it from an early age (Al-Baikani, et al 2017). Therefore, the application of foreign languages is very much needed in the stage of da'wah to the *Muslimin Wal Muslimat*. This is as exemplified by the figure of William Henry Quilliam, a native of England who embraced Islam in 1887 at the age of 31, and changed his name to the designation Abdullah. Quilliam became the leader of the British Muslims who issued many fatwas, to foster extraordinary Islam in Britain and published a book entitled "*Faith of Islam*". At one time, he migrated to leave England on the basis of persecution and hostility to experience "*Islamophobia*" in the British state (Mundir, 2015) This means that Quillim carries out his preaching in the British State.

Therefore, with the demands of this era, santri are expected not only to be able to understand technology well but are also required to be skilled in English, as English is an international language used as a means of communication between countries (Wijayanti, 2016). To develop English for the generation, the presence of the Boarding School Language Development Institute under the auspices of the Boarding School is highly expected to develop boarding school values by speaking English. As the first Kyai's hope to produce students who are able to compete in the international world arena who are reliable and of high quality in the field of English while still strengthening religious understanding, this is a characteristic of the students of the Al-Kautsar Modern Islamic Boarding School.

As the leader of the institution under the auspices of the Al-Kautsar Modern Islamic Boarding School, which is commonly called "*Pengasuhan*", plays its role as the person responsible for the realization of institutional programs to create an English-speaking environment in the Al-Kautsar Modern Islamic Boarding School environment. The role of nurturing is to be able to move subordinates towards the goals of the institution (Harsono, et al. 2012) Because without good leadership it will be difficult to achieve the goals of an institution (Indriyanti, 2017). When an institution is accompanied by such leadership, it will get great benefits for the institution itself. With a good management order, *Pengasuhan* also encourages and builds management principles such as planning, organizing, implementing activities or programs, supervising, so that it can be ascertained that the management in the institution will be well managed due to leaders who are able to control the institution (Asifudin, 2016). This is what makes the attraction of researchers to continue to examine more deeply about the role of *Pengasuhan* to be able to give birth to an English-speaking culture at the Al-Kautsar Modern Islamic Boarding School.

RESEARCH METHODS

The purpose of this research is to find out how the *Pengasuhan* method plays a role in implementing a foreign language culture with programs at the Al-Kautsar Modern Islamic Boarding School and to find out the inherent culture of the Al-Kautsar Modern Islamic Boarding School environment. The subject of the research is the Al-Kautsar Modern Islamic Boarding School located in Pane District, Pane Tongah Village, Simalungun Regency. The object of the research is the English-speaking culture which in this case with the leadership role of *Pengasuhan*. This research uses a descriptive-qualitative approach. Data collection conducted by researchers is an interview technique in order to obtain information directly and get a picture of the role of *Pengasuhan* with its leadership and with the management functions applied in accordance with the vision and

mission of the Al-Kautsar Modern Islamic Boarding School. *Pengasuhan* also plays its role with its own style, namely with a democratic style, providing motivation and giving appreciation to students.

RESULTS AND DISCUSSION
The Role of Nurturing in the Al-Kautsar Islamic Boarding School Environment
The highest policies, decisions and leadership in the boarding school area are of course controlled by the caregiver or called Kiai who is the center of pesantren leadership. To divide the task, the role of the *Pengasuhan* becomes the second person in charge who is given direct trust by the Kiai. So that the *Pengasuhan* plays his role as an educator as well as a leader for students in cultivating English, namely by means of:

1. Democratic leadership. The characteristics that exist in the *Pengasuhan* leadership through a democratic leadership style. The democratic leadership style carried out by the *caregivers* is to go directly to the students which is done repeatedly and provide affection for the students. So that the role of *Pengasuhan* can be a mother as well as a consulting board for students. For example, receiving the outpouring of santri's hearts to continue their studies and problems related to language activities at the institution so that the santri feel equipped with input through sharing stories.

   The democratic leadership style is also consistent with the theory presented by Mardiana that the democratic style is a way for leaders to be open to their subordinates by discussing their existence in carrying out their duties in accordance with a mutual agreement (Mardiana, 2014). So that the leader is responsible and plays his duties to control, direct and coordinate his subordinates (Umam, 2015).

2. Providing motivation. By providing motivation to santri, they will be more equipped to remain strong in carrying out language in the institution. For example, the caregivers continue to enlighten how important it is to learn religious knowledge and speak English, so that the caregivers can provide motivation through stories that arouse their enthusiasm to remain ready to face the challenges of life in English. By reducing the sense of openness to the students, *Pengasuhan* also play a humorous role in their personalities so that the feeling of wanting to continue to provide motivation feels even stronger to be given.

   The provision of motivation is also in line with the theory conveyed by Harini Fajar et al. that motivation is a human mental attitude that provides encouragement aimed at specific goals (Fazar, et al. 2018) So that by getting motivation someone will be encouraged to do new things, so that it can be directed towards goals.

3. Awards. With the award for the most active language and good in speaking English will get an award as a form of increasing enthusiasm in cultivating English. With that, students will be more active in speaking English.

   In the form of rewards is a key word in order to increase the motivation of students to do something expected, in order to reduce fatigue in carrying out work (Araujo, et al. 2019).

Intelligence of Pengasuhan in the Al-Kautsar Islamic Boarding School Environment
The progress and development of the institution can be caused by who the leader is. So, the quality of the leader is often considered the most important factor in the success or failure of the organization (Raharjo and Durrotun, 2006). The role of environmental care at Al-Kautsar Islamic Boarding School has management functions which include *Planning, Organizing, Actuating, Controlling and Evaluating*, which are as follows:

1. *Planning*

The planning carried out by the *Pengasuhan* leadership at Al-Kautsar Islamic *Boarding School* in implementing English language culture begins with the formation of the Al-Kautsar Modern Islamic Boarding School organization (OPPMA), which consists of a chairman who will oversee the course of extracurricular activities per-devision; scientific, linguistic and artistic divisions. So that with the formation of this task can be continued by compiling a work program (PROKER) which will carry out daily, weekly and monthly activities. And in the PROKER is done by deliberating with members (OPPMA), so that the results of the deliberation can be used as a reference or as a guide in carrying out institutional missions and carrying out activities to achieve institutional vision in Foreign Language Development at Modern Islamic Boarding School Al-Kautsar. Research in the field when compared to the theory taken by researchers is not much different. That in the organization is needed a plan to think about present and past conditions and think about the future and try to realize what is thought (Masik, A. 2005). Brooks also explained his opinion in his research Agustomi that planning is absolutely necessary and how the implementation of the plan (Yudha, et al. 2017).

2.   Implementation of *Organizing*
        As a leader, you must be able to choose the right personnel to be responsible for, so that those responsible work according to their skills and abilities. Therefore, the leadership of the *Pengasuhan* can choose members (OPPMA) as people who can be responsible for their duties well in accordance with the skills of the division. This will help leaders in their duties as well as selecting members (OPPMA) per division such as: the task of the chairman who can control all extracurricular activities of the institution with an English base, the education division that can organize the course of activities with scientific quality, the arts division that can improve art skills by speaking English and the language division that can control pronunciation and grammar right and wrong in English. So it can be concluded that in essence the role of *Pengasuhan* can place those responsible for the running of institutional activities to the maximum extent possible and understand the job description of the position held by each division.
        With the results of research that has been conducted by the leadership of *Pengasuhan which* divides tasks in the organization (applying *job description*) which can be carried out in accordance with the duties and authority per-devision. Giving positions can be done in order to know the obligations or responsibilities of individual positions (Pastika, et al. 2016). As a *caregiver, it is* necessary to provide direction so that there is communication to subordinates so that subordinates can work in accordance with the plans that have been set (Zannah and Sulaksana, 2016).

3.   Implementation of Movement (*Actuating*)
        The development of an English-speaking culture should certainly rely on orders that are in accordance with existing regulations for the implementation of linguistic activities such as: Speech, debate, translation, storytelling, composing, translating, poetry parade, discussion, listening, drama, audio visual, and conversation. The process of direction can be carried out by the leadership of the *Care* in Foreign Language Development at Al-Kautsar Islamic Boarding School which causes subordinates or OPPMA members to understand and understand what their responsibilities are as members of the organization. So that with the direction, the *Pengasuhan* can guide and teach OPPMA members in accordance with the instructions of organizational regulations, both in writing and orally. When compared to George R. Terry's theory of the directing process, the directing process is an action taken by all members of the organization and tries to achieve goals in accordance with the organization's plan. This is very important for a leader to mobilize his

subordinates so that his subordinates work according to their duties and full of responsibility (Zannah and Sulaksana, 2016).

4.   Implementation of Supervision (*Controling*)

        The role of *Pengasuhan is* to oversee the course of activities at the Al-Kautsar Islamic Boarding School Foreign Language Development Institute by monitoring and supervising the course of extracurricular activities carried out by OPPMA members. So that with supervision, the *caregivers* will know activities that are still not going well, which are still not in line with PROKER planning. And for students who violate the language, they will be subject to sanctions as applicable regulations, and it is not running.

        Language activities carried out by OPPMA members will be sanctioned twice as much as the students as per the policy of the *Boarding*. So that the language culture and activities can be supervised daily by the leadership of the *Pengasuhan*. However, when the *Pengasuhan* experiences obstacles in supervision, there are already those who handle it, namely members of the management who also supervise it. It is in this supervision that the *Pengasuhan* gets additional information or experience and gets criticism from OPPMA members as an evaluation event.

        With supervision, it is very important to do so that activities do not deviate from the objectives. Supervision also does not only take place during implementation, but supervision needs to be carried out when planning work programs and organizing (Zannah and Sulaksana, 2016).

5.   *Evaluating*

        In carrying out the evaluation process at the institution, the *Guidance* describes activities that have gone well and those that have not. And of course, in an evaluation, it does not only explain the obstacles but also provides input on the development of students so that they continue to cultivate foreign languages at Al-Kautsar Islamic Boarding School. The evaluation is carried out twice a week so that monitoring is continuous.

        The hope of evaluation is to find out the causes and find efforts to overcome the shortcomings of activities that are still not optimal, so that the final goal can be achieved (Sholihah and Setya, 2014) So that with evaluation can make improvements from previous work programs.

        The English Language Cultural Environment at the Foreign Language Development Institute of Al-Kautsar Islamic Boarding School

1. English-speaking culture
   a. With the English-speaking culture at the Foreign Language Development Institute, as the institution's students do in their daily lives, they use English for 24 hours, and are not allowed to speak any other language except English in the institutional area, so that the slogan presented by the *Pengasuhan* is "*No speaking without English, No reading without English and No singing exept English*" so that this culture remains embedded in a good mindset that how important English is in everyday life. So that the mindset to continue learning English remains a habit of the students every day.
   b. Students are also required to always communicate actively in English and use the language of the "*Native Speaker*" so as not to get used to the mother tongue. For example, students use the language "ah, ouch, anyway, beh, woy, mah".
   c. With the "*Reading day on new paper*" activity carried out by institutional students every day in order to get more information and get additional vocabulary so that students are accustomed to reading readings in English texs.

2. Conducting Intensive Studies

By carrying out intensive studies, students who are in foreign language development institutions learn to focus on English. So as to cultivate English speaking in Al-Kautsar Islamic Boarding School more.

3. Applying Islamic Values

In accordance with the institutional vision for learning English is as a tool to participate in the da'wah media based on boarding school values. Therefore, the application of extracurricular activities such as: speeches, dramas, poetry, discussions, conversations, translations, writing and quizzes are not far from the themes related to the basis of boarding school.

Factors that Support and Obstruct the Santri Language Development Program
1. Challenge

Based on the results of data analysis, the researcher noted that *Pengasuhan,* in this case as the driving force, has challenges to the process of fostering language culture outside of formal English classes. Culture is often interpreted as art and data, compared to matters concerning daily life. Another challenge faced by the *Pengasuhan* in equipping students to apply English-speaking culture is the density of extracurricular activities, so that the *Pengasuhan* have little time to apply English-speaking culture. A further challenge faced by the *Pengasuhan* is that OPPMA members are not native English speakers, so they lack sufficient knowledge about language culture.

2. Inhibiting Factors

The *Pengasuhan* is a role model that must be followed by the students, so the *Pengasuhan* and OPPMA members must be able to show good examples in fostering the character of the students. So that obstacles and problems will be resolved if the *Pengasuhan is* able to show a good attitude towards students. The obstacles to fostering an English-speaking culture at Al-Kautsar Islamic Boarding School include:

From the results of the interview obtained information that: The biggest obstacle is the lack of commitment from the *Pengasuhan* themselves. Indeed, it is normal for humans to be faced with one routine thing at some point to reach a saturation point and this is experienced by all sangtri and *Pengasuhan*.

The obstacle of the students is that they are often at a saturation point with feelings of anger, boredom, tiredness because they are too busy with the schedule that has been determined. Furthermore, students have different backgrounds, then family backgrounds include, some are from disciplined families and there are also students who come from relatively free families, from a variety of backgrounds these students enter Al-Kautsar Islamic Boarding School. The next obstacle is students who feel burdened with everything that has been arranged so that many students are not ready for that condition, some are not at home, some protest, some are sick (psychological / physical). Then, the time management obstacles owned by the *Pengasuhan* who also have activities outside of their duties as coaches, which sometimes experience a clash of activity schedules. The biggest obstacle is the decline in commitment from the students and the caregivers themselves. Indeed, ordinary humans if faced with one routine thing must be at a saturation point and that is experienced by all the students and teachers.

CONCLUSIONS

The role of *Pengasuhan* has a very big opportunity to create an English-speaking environment in the Language Development Institute at Al-Kautsar Islamic Boarding School. Through the leadership pattern and intelligence of the *Pengasuhan,* it can further improve the environment that is very close to the language, so that it can be said that the cultivation of foreign languages in the institution can be appreciated effectively and efficiently. Because with the increasingly well-systemized *Pengasuhan* leadership, it will increasingly foster a good foreign culture so that the generation of students is increasingly equipped with English and also their religion.

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Linguistics Development in Islamic Boarding School: A Case Study for EFL Teacher

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The study of language, whether monolingual, bilingual, or multilingual, in public settings is a specific focus of sociolinguistics' linguistic field. An EFL Teacher-based linguistic phenomena is classified and based on Islamic boarding schools, which are geographically segregated Islamic Educational Institutions. This study focuses on how English as a Foreign Language (EFL) teachers in Islamic boarding schools influence students' understanding of Islam and English language skills. The research involves a descriptive analysis and examines the impact of students' attitudes on their English-speaking abilities. Participants include 15 students in Islamic boarding schools. The findings highlight the importance of factors like the learning environment, Islamic values, and cultural aspects in shaping students' English language development.

Keywords: Education, EFL, Islamic boarding

INTRODUCTION

Language is a tool for conveying ideas and emotions. To live and advance in life, everyone requires language. Some people communicate entirely in their native tongue and have little contact with others. But in order to achieve more success in life, many people work hard to learn or acquire new languages. Due of its strategic role in the world, English is one of the languages being considered. Due to its status as the most cosmopolitan tongue in the world, millions of individuals study English as a second or foreign language. To that end, attempts have been made to improve the effectiveness of English instruction. For people to be able to use the language in both written and oral forms, teaching English has become a crucial activity.

Studies on how to properly communicate have been carried out for the last 20 years. The language environment of each location is typically distinct, as is the case with Islamic boarding schools, which serve the community's socio-cultural needs as educational institutions. Akhmad & Firmansyah (2020) Pesantren, of course, has its own linguistic environment that is distinct from other regions and emphasizes the social context, forms, and purposes of language in it. The pesantren's public space serves as a tool to assist the intellectual activities that take place there, starting with the pesantren's educational objectives, curriculum, and instructional strategies, among other things. Authentic resources must be used in order to provide learning that is meaningful and in context. Suardi & Emzir (2017) genuine material has a naturalness of form and correctness of the social, cultural, and historical setting. The records of the class's activities are used as the teaching material when teaching a foreign language. An explanation of the teacher's responsibilities, cultural context, necessary activities, and other elements are all included in good teaching materials for English.

This study's premise is supported by the findings of numerous studies, which demonstrate the dynamic nature of the field of study on the relationship between linguistics in English as a foreign language and Islamic boarding schools. Comprehensive research is still required to assess the relationship of that, nevertheless. How Islamic boarding schools play a significant part in the linguistic development of students in nations where English is a second language and how the attitudes of students there have an impact on English language usage.

METHODOLOGY

This study uses library research, which is a series of research by collecting library data or collected based on various sources of information (books, encyclopedias, scientific journals, newspapers, magazines, and documents). Library research to analyze questions that will be analyzed based on the questions that have been formulated. This research is descriptive analysis, namely an explanation of the data that has been obtained, then an explanation of the explanation is given so that this research is easily understood by readers and can take the knowledge their in.

The approach used in this research is a philosophical and pedagogical approach. The philosophical approach is an approach taken to reason and compile data systematically based on a certain point of view (in this case the point of view used is the historical point of view in learning). Meanwhile, the pedagogical approach is an approach to explain data in more detail by using the theory of locating historical genetic moments in learning.

RESULT AND DISCUSSION

The academic and methodical study of language is known as linguistics. When analyzing, it functions as a system for simultaneously linking form, meaning, and context. Whatever we do in our daily lives, linguistics is engaged in practically every aspect of human communication. Daneva and Rahmat (2017) said Learning more about linguistics allows us to gain a deeper understanding of one of the most fundamental aspects of being a human our capacity for speaking. Learning about linguistics will enable one to understand how language functions, how it is used, how it is altered, and how it is kept. Language study is conducted scientifically in linguistics, which goes beyond just form, meaning, and context. The study of linguistics lies at the nexus of all academic fields. It is important to clearly distinguish between linguistic research and research on a specific language.

The study of linguistics is necessary in the teaching of the English language because it aids teachers in explaining to students the elements and structures of the language. Theories about the structure and organization of language can be found in linguistics, and they can be used to inform teaching strategies. By using situations to contextualize new teaching points, applied linguistics can assist teachers in creating a methodology that is based on a carefully graded grammar and vocabulary syllabus. The syllabus is structured with graded vocabulary levels, meaningful presentation of structures in contexts, and a sequence of classroom activities that moves from presentation to controlled practice to freer production.

The relevance of location and method of articulation in producing sounds is frequently highlighted in introductory linguistics textbooks, but as you can see, there are a lot more options. The location and style of articulation, as well as the air stream mechanism, voicing, and nasality, are all under the speaker's control. As Ralph & Jeje (2013) each sound is made up of smaller parts that can be mixed and matched to create other sounds, and each of these parts presents a (ussually binary) opposition: voiced or voiceless, nasal or oral, open or closed, front or rear, etc. Language is considered by linguists to be a fundamental

instrument. Therefore, Saiful & Rahmat (2017) makes sense to assess language in terms of the roles it plays at all linguistic levels (phonology, semantic, syntactic, and pragmatic). The following is a perspective on linguistics:

Macro linguistics is the study of language using significant changes as the criterion for evaluation. It covers comparative linguistic studies, general linguistics, language branches, or language evolution. They were intrigued by the outward features of language. Micro linguistics is the study of how little linguistic shifts can affect broader social circumstances. Greater emphasis is placed on phonetics, grammar, and the internal level of language analysis in micro linguistics.

The evolution that started in the 18th century is what modern linguistics is all about. The development of the structural list school of language studies at this period was notable for linguistics research. The ancientness of ancient manuscripts from the first printed versions and translations of human communication is supported by classical linguistics. The primary topic was classical philology, which refers to written historical sources like books and documents.

a.   Boarding School

Islamic boarding schools are leading the charge in preparing for change due to the fact that Islamic boarding schools are seen as a source of morality and moral education for both individuals and groups. History shows that pesantren occasionally experience quick development and transformation in addition sofyan & firmansyah (2022) being able to live despite the challenges of the time. The development of history and culture from its inception is closely related to the existence of pesantren.

Islamic boarding schools are inextricably entwined with society as a whole since they are designed to prepare students for immediate entry into society. As Lu & Rohmani (2023) In order to meet the problems of our day, Islamic boarding schools must be viewed as a unit that is inextricably linked to the social realities. Therefore, it is not surprising that education promotes the development of social traits like helping, peace and harmony, responsibility, etc. at Islamic boarding schools. As a result, it is impossible to separate the attitudes of students in Islamic boarding schools from their application of English language learning. Additionally, pupils get a broad understanding of how to behave, communicate, and use appropriate language while interacting with others. Every student views learning a foreign language, particularly English, differently. One of the most important elements affecting the study of English as a foreign language is the attitudes of the students. In this situation, individuals require a positive outlook towards learning English.

As Imam Machali (2018), Islamic schools as educational institutions must overcome the following challenges: on the one hand, Islamic schools must work to raise their quality in accordance with National Education Standards in order to meet stakeholder expectations, including those of parents, society, the workplace, and the government. However, Islamic institutions of higher learning continue to be characterized as inferior. It must also overcome the challenge of adapting to the cultural norms of the society. The issue benefits social customs economically. The development of reading habits, a culture of study, critical thinking, and a creative, humanist person are all advantages for society. Islamic schools must continuously improve the quality of their teaching in addition to their efforts to meet the National Education Standards if they are to satisfy the demands and expectations of their customers, which can result in the satisfaction of their pupils. The Islamic school principal's leadership is one of the additional crucial elements that might influence the choice of educational quality.

Some parents disregard Islamic boarding schools and choose to enroll their children in formal education because they believe they will ensure their future employment. It is the main impediment to the growth of Islamic residential schools. Panggah (2023) pesantren is the community's second choice because of government restrictions pertaining to elementary and secondary school students being required to attend class. The fact that many graduates of Islamic boarding schools have a beneficial impact on society serves as evidence that the existence of formal institutions under the auspices of Islamic boarding schools provides a significant contribution to the nation and state.

The principal of an Islamic school has the most sway and is ultimately responsible for the policies that Islamic schools adopt in an effort to raise academic standards. The major responsibility of the teacher, who is a professional resource, is to educate, instruct, guide, direct, train, assess, and evaluate the students. In the process of raising the standard of learning, teachers play a crucial role. Infrastructures affect both direct and indirect learning tools and equipment in various ways.

b.	English Foreign Language (EFL)

One of the foreign languages that Indonesian students study at school is English. As Euis et all (2020) some schools introduce new ideas to help kids learn English more effectively. The way people speak matters a lot at this boarding school since everyone - staff, teachers, and students—must employ formal language on a regular basis. Eka (2020) through specific educational activities, students can develop and enhance their positive language attitudes toward other languages. The purpose of this study is to examine students' attitudes about English as a foreign language at an Indonesian Islamic boarding school.

Since the establishment of the country's educational system, Hidayati (2016) English has been taught in schools as a foreign language. It was selected to replace Dutch, the language of the colonizers, which had little international usage, because of its widespread international recognition and usage. Despite the inclusion of other foreign languages, English is still the only one on the general public school curriculum that is tested in the national exam for junior and senior secondary schools at the end of the academic year.   English Foreign Language (EFL) classes, teachers, students, the school, and parents all contribute to the challenges of teaching English. Marita (2023) English teachers face challenges such as inadequate teaching materials, poor classroom management, lacks of ICT knowledge, various teaching administration, a large workload, and memory loss. From the viewpoint of the student, language acquisition challenges include a dearth of vocabulary, problems with motivation, and juvenile delinquency. Additionally, one issue with the teaching and learning four processes is the lack of school infrastructure to support educational activities.

CONCLUSION

Despite the wide variety of teaching strategies available to English teachers, it is important to choose those that are appropriate for our teaching objectives. Our instruction and focus must shift to the needs of the pupils. The achievement of the students in relation to the goals set before the program begins determines the success of our English education. English teachers need to be flexible, willing to pick up new skills, and driven to improve their classroom performance. To successfully teach English, it is imperative to make use of all available knowledge and information. English teachers need to be aware that the pupils have various learning preferences and backgrounds. As a result, the teacher must offer a variety of strategies to help the students as they learn. Because linguistics is a scientific study of language, English instructors can benefit from using it in their classrooms. Every language has a system, and linguistic expertise can explain it. To enable language learning

so that the students can attain affective language learning, English teachers must be allowed to choose instructional materials including books, journals, audio-video tape recorders and cassettes, self-access, and computerized language education.

We must be aware that, like trends, language education techniques might change over time. However, we can always determine whether a particular approach is appropriate for our needs. To improve the caliber of our English instruction, it is crucial for us to be flexible and willing to try new things. It takes a lot of skills and expertise to teach English. To do his job well, a competent English teacher needs to be extremely driven. A teacher of English will benefit if they enjoy what they do since they will be better able to inspire their students to study. He needs to build relationships with the pupils and inspire them.

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IMPROVING ENGLISH TEACHING SKILL TROUGH TAKING ESP COURSE: CASE STUDY AT FUTURE ENGLISH EDUCATION CENTER KAMPUNG INGGRIS PARE

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The teacher is a person who plays a very important role in education. Being a professional teacher is an attitude that educators must have, while a teacher is said to be professional if he is able to carry out his duties as an educator by being open to both accepting students' questions and being asked for opinions and correcting it. This research aims to find out whether a teacher's teaching skills can develop only through the ESP course to become an English teacher. The method used is qualitative research with case study design at Future English Education Center, kampung Inggris Pare Kediri. Sampling technique using cluster random sampling technique for EIE (English Instructor Education) students at the Future English Education Center. Data collection techniques through observation, interviews and documentation.

Keywords: ESP, Teaching skill, Teacher attitude.

A.   INTRODUCTION

Basically, language skills are mandatory for everyone. In the face of fast-paced developments, the ability to be proficient in English is an added value when looking for work. The highly competitive demands of the global market make people compete to improve their skills. People also need to learn quickly and on target. According to Ethnologue, in 2015 English also had the largest number of learners worldwide, namely 1.5 billion learners. With such a large number, it shows the importance of English in the development of science, technology, politics, economics and culture in international relations.Therefore, there is an increasing need for teaching and learning English, especially English for specific purposes, not only for communication purposes. English courses for specific purposes receive a lot of attention. Courses may be an option for those who need a relatively shorter time than formal undergraduate education.

Dudley 1997 suggests that English for certain purposes is understood as the process of teaching and learning English as a foreign language used in a certain domain or region. So, it can be concluded that English for specific purposes refers to the use of English that is adapted to the specific needs of learners, which includes language skills and vocabulary appropriate to their field or profession. For example, English for medicine, English for engineering, English for tourism, etc. In this case study, the aim is to find out whether a teacher's teaching skills can develop only through the ESP course to become an English teacher. To this end the following research question were formulated: How does participation in an English for Specific Purposes (ESP) course impact the development of teaching skills to become English teachers?

B.   REVIEW OF LITERATURE

1.   English for Specific Purposes

ESP itself is defined to meet specific needs of the learners; make use of underlying methodology and activities of the discipline it serves, and it is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skill, discourse and genre (Dudley, 1997).

English for specific purposes is understood as the process of teaching and learning English as a foreign language used in a particular domain or area (Paltridge & Starfield, 2013).

Dudley-Evans and St John (1998) said that English for Specific Purposes (ESP) has several characteristics that cover various aspects. First, ESP aims to meet the special needs of students. This is supported by the use of methodology and activities that are relevant to the scientific discipline studied. In addition, ESP also emphasizes the use of language that is appropriate to the context, including grammar, lexis, register, and necessary learning skills. Characteristics of ESP variables also include their association with specific disciplines, the possibility of using different methodologies, and a target audience that can include adult learners both at the college level and in professional settings. Although generally aimed at intermediate or advanced students, ESP can also be adapted for high school students, even for beginners assuming that they have a basic knowledge of the language system.

2.   Teaching Skill

Teaching skills are fundamental skills for a teacher, in accordance with the provisions of UU no. 14 of 2005 concerning Teachers and Lecturers article 1, *Guru mempunyai kedudukan sebagai tenaga profesional sebagai tenaga profesional pada jenjang pendidikan dasar, pendidikan menengah, dan pendidikan anak usia dini pada jalur pendidikan formal yang diangkat sesuai dengan peraturan perundang-undangan.* Teachers are professional individuals who are responsible for the education, guidance and assessment of students at various levels of education. To carry out this task effectively, teachers must have basic teaching skills. This includes the ability to organize learning to make it meaningful for students, as well as the ability to guide and educate them according to individual needs. This skill is considered the main foundation in the teaching profession, which must be mastered by every teacher regardless of the field of study taught. This is because basic teaching skills play a key role in shaping the quality of education provided by teachers. There are two main abilities that teachers must have in teaching, namely mastery of the material being taught and mastery of the learning method. Basic teaching skills are included in the second aspect, namely how to effectively teach the material to students. This involves more than just conveying information, but also cultivating students' attitudes, emotions, character, habits and values. Thus, basic teaching skills are very important in ensuring quality education for every student.

3.   Teacher Attitude

According to the definition presented by Allport (1935) as quoted in Elina (2016), attitude refers to a mental condition that is ready, regulated through experience, and has a directed or dynamic influence on how individuals respond to various objects and situations they encounter. Furthermore, attitudes include an individual's general tendency to respond positively or negatively to certain objects, people, groups of people, institutions, or events.

A teacher's attitude towards their work can have an impact on how students perceive the teaching provided. If a teacher feels satisfied with their work, they tend to show a positive attitude, and this can influence students' motivation to be interested in the teaching profession. Research by Elina (2016) shows that teachers who have higher quality tend to show more positive attitudes than those who have lower quality.

According to Odike (2013), Olaitan and Agusiobo (1981) noted that teaching is often seen as a job that can be undertaken easily without much difficulty or facing risks in the educational process. Teachers who view teaching as only a temporary job tend to have a negative attitude towards the profession. This negative attitude can lead to dissatisfaction in teaching the subjects they teach, and can even affect student performance in various subjects.

C. METHOD

The author used a qualitative case study. This is carried out to identify and collect the data at Future English Education Center to find out how Future English Education Center can develop English teaching skills. The writer used a qualitative case study method to conduct this study. As (Yin 1996) states that Case studies are a process of seeking empirical knowledge to investigate various phenomena in real life. Also, (Pollit and Hungler 1990) state Case study is a research method whose focus lies in determining the dynamics regarding further questions about why someone thinks, does something or achieves that person's goals. And (Tellis 1997) elaborates, The case study method is a research method that has a unit of analysis that refers more to the system of actions carried out than to the individual himself or a particular institution.

It can be seen that case study is a qualitative design in which the researcher can explore a program, event, activity, process, an individual or more. The cases here are bound by time and activity and researcher collected the data in detailed information using data collection procedures in a sustained period of time.

D. RESULT AND DISCUSSION

1. Result

This part presents and discusses the finding of the research conducted to investigate the research problem teacher can develop their teaching skill only through ESP course or not.

This research was conducted at Future English Education Center which is placed in jl. Langkat singgahan no. 46 Pare Kediri. It is a course which provides ESP program development especially for English teacher. This research involved 5 EIE (English Instructure Education) that has taught English in some schools.

Based on the result of interviews with participants, the following was the description of the research question:

Can teaching English skills be developed after joining an English course at Future English Education Center?

According to the researcher's observations, there are some finding's that has been found by the researcher. The first participant state that "*kemampuan mengajar saya sangat berkembang setelah mengikuti kursus di Future English Education Center. Hal ini terjadi karena banyaknya pengalaman mengajar yang bisa di dapat di Future English Education Center*". And also the 3 others participants said the similar answer.

In the other hand another participant state " *sangat berkembang , terutama bagi yang kemampuan bahasa inggrisnya masih terbatas, di tambah lagi penyampaian tutornya*

yang seru jadi ngga bosen." It means that the ability of an English teacher can develop through joining an English course at Future English Education Center.

To support the main question of the interview, the researcher added two more questions to make sure that the teaching skill of an English teacher can develop by joining an ESP course at Future English Education Center.

Based on Dudley-Evans and St John (1998) state that "ESP aims to meet the special needs of students". Future English Education Center provides the needs of the students especially in teaching English, because the purpose of the students joining the program is to improve their teaching ability.

Can the teaching strategy which is applied at Future English Education Center develop the teaching Skill?

There are various anwer by the interviewees first participant said "*metode ini cocok untuk mengadakan (Fun Learning)dengan strategi meningkatkan kepercayaan diri dan kemampuan mengajar orang.*" While second participant state " *menurut saya teaching strategi yang diterapkan Future English Education Center sangat membantu saya untuk meningkatkan kemampuan mengajar saya . sejujurnya tidak hanya mengajar di dalam kelas tapi juga bagaimana membimbing siswa di luar kelas*." And also the third participant said the similar answer but she add a sentence "*namun juga diterapkan bagaimana menjadi pendidik yang benar benar dikatakan menjadi pendidik.*"

By those statements we also can say that Future English Education Center has it's own learning strategy that can be enjoyed by the students and make them easier to implement the knowledge of being a teacher in their real life.

How does Future English Education Center develope the teaching skill?

Answering this question almost all participants said the same thing they state that micro teaching class has a big impact for them to improve their teaching ability, by the observation the researcher also agree with that statement because in this class the students were asked to teach in a big class based on the strategy that has been implemented by Future English Education Center, the course also prepare the teaching steps to make the students easier to explain the materials.

The first participant said "*dengan adanya microteaching class yang menurut saya sangat membantu untuk meningkatkan kemampuan mengajar bahasa bahasa Inggris saya.*" The other participant also said " *pertama -tama, Future English Education Center sangat mendukung sumberdaya manusianya, terutama memfasilitasi para tutor untuk mengikuti pelatihan-pelatihan yang dapat meningkatkan kualitas pengajaran. Bukan hanya itu, bimbingan dari pimpinan Future English Education Center juga sangat membantu yakni dengan pemberian motivasi dan apresiasi secara berkala.*"

In this part the researcher can conclude that micro teaching class and also the motivations that has been given by the principles of Future English Education Center can build the teaching improvement of the students.

According to the researcher's observation there are similarities from one participant to another. The similarities here are that all participants agree that joining an English instructor program at Future English Education Center can develop their teaching ability with the strategy which is implemented at Future English Education Center. By micro teaching class the students can practice and they are facilitated to improve their teaching skill.

However, besides the teaching strategy and how the students practice the researcher also found that motivation also can build the students confidence, so their ability can be more shown.

2. **Discussion**

This research was conducted to find out whether a teacher's teaching skills can develop only through the ESP course to become an English teacher. Research that has been conducted by researchers indicates that the ability to teach English can be improved by just going through an ESP course. all participants had similar answers regarding this matter, their teaching abilities could improve by joining the program to become an English tutor.

Furthermore, from the results of interviews with all participants, they said that the teaching strategies implemented at the fee center were very helpful, apart from that, they were also taught to become true educators.

Talking about an ESP course is also talking about a process, as the previous study by area (Paltridge & Starfield, 2013) he said that English for specific purposes is understood as the process of teaching and learning English as a foreign language used in a particular domain or area.

According to Odike (2013), Olaitan and Agusiobo (1981) noted that teaching is often seen as a job that can be undertaken easily without much difficulty or facing risks in the educational process. This can happen if a teacher cannot appreciate their work, which in fact is really needed to present an educated and educated future generation of the nation.

And based on UU no. 14 of 2005 concerning Teachers and Lecturers article 1 a professional teacher is the one who is responsible for education, guidance and assessment of students at various levels of education. So, it is very important for teachers to continue to develop their teaching abilities.

E. CONCLUSION

From the results of research conducted by researchers, it can be concluded that English teaching skills can be developed through ESP courses at Future English Education Center. These abilities can be improved through micro teaching classes, fun teaching strategies and motivational support. However, the researcher has tried their best to conduct the research but there are some suggestions for the next researchers. This research is still lacking in exploring the problem due to time constraints. The next researcher maybe could spend more time doing research, apart from that there are still not enough participants to become informants in this research, the next researcher can add more participants so that the information can be more varied and complete. Besides that, this research can be a reference for readers who want to develop their ESP skills, especially to become English teachers. Readers can take courses to become professional and competent English teachers.

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Analysis of Students' Strategies in Improving Their English Skills: Case Study at Stain Bengkalis

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This research aims to analyze the strategies used by students to improve their English language proficiency. It explores various strategies employed by students. This research is categorized in qualitative research with a case study approach. This study employs various methods to analyze the strategies used by students in enhancing their English language proficiency at STAIN Bengkalis. The research methods used interviews, and document analysis. interviews are used to gain profound insights into their experiences in improving their English language skills. Additionally, document analysis is used to examine the learning programs and materials used by the students. The data collection method involved interviews with four respondents. The respondents were chosen by purposive sampling. The research findings indicate that students utilize diverse approaches in their efforts to enhance their English language skills, such as listening to music, reading using books or reading using a cellphone, watching movies, speaking English in daily life with people around them as well as with native speakers, writing simple sentences, and online courses. These findings could assist in curriculum development and offer guidance to educators to refine existing teaching methods, thereby enhancing the effectiveness of English language instruction at STAIN Bengkalis.

Keywords: Students strategies, Improving skills, Case study.

INTRODUCTION:

English is a language that has an important role in the modern world. Its existence is very important because it is an international language used in business, technology, communication and many aspects of global life (Ilyosovna, 2020). The ability to speak, read, and writes in English opens the door to access to information, employment opportunities, and connectivity with people from various cultures. In addition, English also supports international mobility, helping individuals to communicate while traveling, studying, or working in different countries. Therefore, proficiency in English can increase educational opportunities, careers, and understanding of today's global world (Crystal, n.d.).

General English proficiency among students in Indonesia is still a challenge that needs to be overcome. Although there has been improvement in English education in institutions, many students still face challenges in speaking and writing in this language (Gayo & Widodo, 2018) Factors such as the quality of teaching, access to learning resources, and a diverse curriculum influence the level of English proficiency among students (Lauder, 2008). However, many students also try to improve their English skills by taking additional courses and training programs. With greater attention to the

development of English language skills, it is hoped that this ability will continue to increase among Indonesian students to face increasingly complex global challenges.

English learning is the process by which a person acquires speaking, reading, writing and listening skills in English. These are very valuable skills because English is a global language used widely in international communication, business, technology, etc. Learning English can be done through a variety of methods, including formal courses, private tutoring, mobile apps, or even independently through online resources. This learning process not only allows one to communicate with more people around the world, but also opens the door to greater educational and professional opportunities (Nugroho & Anggani, 2019).

Teacher strategies in teaching English are very important to ensure effective learning. First, teachers must understand students' English proficiency levels and design the curriculum accordingly. They also need to create a supportive learning environment, including the use of interesting and varied teaching materials. In addition, active interaction in English should be enhanced through conversations, role-playing and collaborative projects. During instruction, providing constructive feedback and regular assessments help monitor student progress. Lastly, patience, empathy, and positive encouragement from teachers are very important in motivating students to learn English with enthusiasm. Overall, these teachers' strategies help create adequate and satisfying learning experiences for their students (Hidayati, 2016).

In addition to effective teaching strategies, the role of learning strategies cannot be understated as a crucial factor influencing the success of learning activities. These strategies, which encompass a student's approach to acquiring and retaining knowledge, play a pivotal role in determining the outcome of the learning process (Gayo & Widodo, 2018). By developing and employing appropriate learning strategies, individuals can enhance their comprehension, retention, and application of the material being taught, thereby contributing significantly to the overall achievement of educational goals (Nguyen & Terry, 2017).

There are various learning strategies that are effective in learning English. One common approach is learning through pronunciation and listening, where students listen to conversations and speak English to improve their speaking skills (Kacetl & Klímová, 2019). Additionally, learning through reading and writing is also important, with students reading texts in English and writing notes or essays to develop comprehension and writing skills (Ahmadi, 2018). The use of digital learning applications and resources is also growing in popularity, allowing easy access to study materials in a variety of forms (Jaikrishnan & Ismail, 2021). Lastly, participating in an English course or interacting with native speakers or online course can provide a learning experience (Ramalingam et al., 2022). This combination of strategies can help students master English more effectively.

There are some previous researches that have been done, related to Students strategies in improving their English skills. First, the study by Seli, Ranta, and Basilius (2021). Found that two main factors significantly influenced the improvement of the English language proficiency of the indigenous Papuan student. The sampe taken is a student named Daniela (18 years old). The reason she was chosen as the sample is because she had the highest grades in her class from the beginning to the end of the semester, and she was recommended by the school principal and her English teacher (Leba et al., 2021). The second research, Aunurrahman, Tri Kurniawati, and Yulia Ramadhiyanti (2013). The samples were 200 students. In this study, researchers found the strategy that had the most influence on English language coearning, namely social strategy. Where they tend to communicate with other people while learning English. Research Kamisah Ariffin, Norhajawati Abdul Halim, and Norizul Azida Darus (2021). This research involved 112

students enrolled in an English language proficiency course at the diploma level at a local state university (Aunurrahman, 2013). The course consists of four main areas of language skills: speaking, listening, reading and writing. Here it is explained that the most influential strategies are metacognitive strategies (or strategies that help students plan & organize their studies) (Woodeson et al., 2023).

From the previous research, it seems that they Focus on the high school education level, and not yet for the higher education level (collage). So, this research tries to get the strategies from Collage Students. Our research focuses on looking at students' strategies in improving their English skills at STAIN Bengkalis, apart from that it is still rare to find research that focuses on the same in this place, so, this research could be a new development.

METHOD:

This research is categorized into qualitative research with a case study approach. Qualitative research is a type of research aimed at describing and analyzing individual and group phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts (Wah, 2019). A case study is conducted on a specific system unit, which can be a program, activity, event, or a group of individuals in a particular situation or condition. This study employs various methods to analyze the strategies used by students in enhancing their English language proficiency at STAIN Bengkalis. The research methods used interviews, and document analysis. interviews are used to gain profound insights into their experiences in improving their English language skills. Additionally, document analysis is used to examine the learning programs and materials used by the students. The combination of these methods is expected to provide a comprehensive understanding of effective strategies for enhancing English language proficiency at STAIN Bengkalis. In collecting data, this study includes students from various levels, totaling 4 individuals. The researcher selected two students from each class, specifically those who achieved the highest grades in their respective classes. We use interview first than document analysis. Interview is a method of collecting data by asking questions orally to the subject under study (Wijaya Kusuma, 2010).

RESULTS AND DISCUSSION:

The data in this research was obtained from interviews with 4 respondents.
The results of the interviews can be seen below:

"Can you describe specific learning strategies that you have found effective in improving your understanding of the course material?"

This question intends to ask respondents to explain specific learning strategies that lead to particular methods or tactics they've used to help better understand the material. Some student explains that incorporating English into daily activities such as reading, listening, and writing helps in skill development.
As one student put it:

"I usually listen to, read, and use English in my daily life. I enjoy reading English books, listening to music, watching movies, and writing simple sentences using English. I believe this is the most effective way for many people." (Student 1)

Another student thinks that Associating English with Interests, it's mean Linking English with enjoyable activities like reading books, listening to music, and watching movies aids in effective learning.

"Watching English movies with English subtitles, speaking with native speaker friends, reading light materials like novels, articles, and comics." (Student 2).

Based on the explanation above, it can be concluded that they believe integrating English into daily activities and associating it with enjoyable interests are beneficial for effective skill development and learning.

"How do you ensure that the vocabulary you have learned is not easily forgotten?"

This question focuses on strategies or methods to retain learned vocabulary so it's not quickly forgotten.

Based on the responses from 4 participants regarding this question, they answered with the same idea, which is that they won't easily forget the vocabulary they learn if they continue to practice it every day. However, if they don't practice and repeat it for a long time, they will forget those words.

"How do you schedule your study time, and do you have a special routine that helps you stay focused?"

This question is aimed at understanding how students schedule their study time and whether they have any specific routines that help them stay focused while studying.

"I study English two to three times a week if there are no engagements or disturbances that affect my mood for learning." (student 1)
"I only do it in my free time." (student 2)
"If I have a lot of time, I'll study for 1 to 2 hours; if time is limited, then I only study for about 15 minutes." (student 3)
"I learn English during my free time and when I have the desire to learn."(Student 4)

From the explanations of the students, there are differences among each student regarding their study time. So, the first student tends to be diligent in learning English, especially if there are no disturbances or other engagements affecting their learning enthusiasm. The second student tends to study English only in their free time. The third student appears flexible. Meanwhile, the fourth student learns English in their free time and when they have the desire to learn.

"How do you assess the results of the learning strategies you use?

The question is seeking to understand how students assess or evaluate the results of the learning strategies they have applied. Differences in approach were found, as presented below:

"communicate using English with people around me and those who have good English proficiency. I believe this is the most effective way for many people, by associating English with things they like as a first step in learning."

"Continuous assessments aid in measuring progress, while tracking improvements in reading, writing, and speaking skills helps evaluate the effectiveness of the strategies employed."

From the explanation above, we can concluded that some students focuses on direct experience and using the language in everyday life, while the other student emphasizes the importance of continuous evaluation and monitoring progress in specific skills. The combination of both approaches can be a comprehensive strategy in learning English effectively.

"Is the strategy you use based on your personal experience?

The question asks whether the strategy being used is based on their personal experience or if there are other influencing factors.

Based on the interview results, all respondents entirely utilize strategies based on their personal experiences. They rely on methods such as reading, listening to music, watching movies, writing in English as the initial step in learning, making notes based on their learning, make conversation with native speakers, and having an inconsistent study schedule. Emphasis is placed on using materials like English webtoons, storybooks, and conversations, as well as leveraging content on TikTok and Twitter that focuses on learning English.

From the interview results, it is evident that the findings of this study align with the research conducted by Seli, Ranta, and Basilius in 2021. They discovered that respondents employed a similar learning strategy, namely engaging in conversations with native speakers. In this context, creating conversations with native speakers is recognized as one of the most effective methods for enhancing English language skills. This approach has proven to provide significant benefits in the development of language proficiency among interview respondents. Therefore, it can be concluded that the alignment between interview results and research findings reflects the importance of direct interaction with native speakers as an effective learning tool.

CONCLUSION:

In this study, the conclusion that can be drawn is that the variety of strategies used by STAIN BENGKALIS students to improve their English language proficiency is highly diverse. It was found that some students achieved success in developing their English language skills by incorporating English into their daily activities such as reading, listening, writing and speaking. These strategies provided direct experiences that assisted in enhancing their understanding and ability in English.

On the other hand, other students emphasize the importance of linking the English language with personal interests. They believe that connecting English with enjoyable activities such as reading books, listening to music, and watching movies helps them learn more effectively. This approach provides additional motivation for students to actively engage in their learning process.

Overall, the findings of this study indicate that there is no single approach suitable for every student in enhancing their English language skills. Students have different

preferences and learning styles, so a combination of various strategies such as integrating English into daily routines and linking it to their individual interests can be key to success in developing English language proficiency.

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LINGUISTICS IN LANGUAGE TEACHING: THE CASE OF INDONESIAN BATAK STUDENTS

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Because there hasn't been much research done on the Batak language, this study tries to fill the research vacuum by examining how the mother tongue and local language of Batak Toba students affect their ability in English as a foreign language. In order to find out how the linguistic traits of Batak Toba students affect their proficiency in both their third language—English—and their second language—Indonesian, this study used a qualitative descriptive approach. Data was gathered by observing students' speech and translations of sentences into Indonesian and English, with a focus on identifying transfer and interference from Toba Batak and Indonesian into English. Fifteen students were observed using snowball sampling, and their speech and translations were analyzed in both languages. Results show that students' performance in English is influenced by their first and second language ability, especially in the phonology, morphology, and the syntactic domains. The present research offers a thorough analysis of the ways in which students' first language, Batak Toba, and their secondary language, Indonesian, impact their learning of English, a subject that is mandatory in the country's educational system. Recommendations are offered for educators, especially those teaching bilingual and multilingual Indonesian students, to address these language influences effectively.

Keywords: Batak Toba Language; Language Interference; Language Transfer

A. INTRODUCTION

Numerous theories in language learning and acquisition have been formulated by experts over the course of linguistic history, encompassing both first language acquisition and second language learning. Despite the wealth of theoretical frameworks available, many learners remain unaware or uninformed about these theories (Gao, 2013). It falls upon language teachers to elucidate and guide learners on adopting practical learning approaches in acquiring the intended speech (Al-Rawahi & Al-Balushi, 2015; Shi, 2017).

Transfer and interference principles serve as essential frameworks in understanding second language acquisition, facilitating comparisons between individuals' first and subsequent languages. The acquisition of a new language is intricately tied to the phenomena of transferring and interfering (Derakhshan & Karimi, 2015). These theories explore how one's native or prior language impacts the learning process of another language. Typically, learners exhibit a tendency to transfer elements from their first language when acquiring an additional language, particularly during the initial stages of learning (Rahayu, 2012). Such transfer is considered advantageous when similarities exist between the languages, but detrimental if the linguistic structures vastly differ. Given the frequent occurrence of interference, many learners, educators, and language professionals perceive the first language as a potential hindrance in learning another language. This impression results from learners applying their native language's linguistic patterns, phonemes, and vocabulary to the language they are learning in class, whether consciously or unconsciously. As a result, teachers frequently see errors, switching codes, as well as other linguistic occurrences as flaws (Iswandi, 20).

The concept of transfer and interference has evolved through extensive scientific inquiry aimed at delineating the differences and similarities between two languages, a field known as contrastive linguistics. Within the broader realm of second language acquisition, much of this research has centered on comparing learners' original language with English, which is their secondary language. Nevertheless, little research has ever been done on students who are already proficient in two languages and how those languages affect their ability to pick up a third. The unique aspect of this study is how it compares students' Batak Toba native language with Indonesian secondary language, impact their learning of a foreign language, which is mandated in the country's educational system. The study aims to apply linguistic theories of transfer and interference to comprehend the production of a third language by Indonesian students from the Batak Tribe.

As per the Central Bureau of Statistics' 2010 census, 714 ethnicities in Indonesia speak about 1,001 different local languages (Azanella, 2019). Determining the extent of this language variation in one of the most multicultural countries on earth helps to advance the worldwide multicultural movement (Augoustinos, 2022; Fisher et al., 2020). The Batak Tribe's languages are distinguished by distinctive phonemes, which enable most Indonesians to identify them just by listening to them speak. These languages are categorized into Northern and Southern branches, with the Batak Toba dialect piquing the researcher's interest in studying how its elements are transferred by native speakers. Because people tend to apply the rules of a language, they already know to the new language they are learning, the idea of transfer is concerned with people learning a second language. Linguistic experts concur that a person's first language significantly influences their acquisition of a second language due to this transfer process being prevalent. When the original language components appear in the output of the language that is being studied, this is known as interference, and it frequently leads to mistakes because learners may not understand the proper rules or structures in the language they are studying. Depending on how both the original and chosen languages differ from one another, these mistakes can take many different shapes.

Sabbah (2015), for example, discovered and summed up 17 distinctions causing errors for Arabic learners of English. These differences include problems with measurable and uncounted nouns, certain writings, prepositional phrases, adjectives, the adverb the English language modal verbs, word order, verb tenses relative clauses, grammar, punctuation, pronunciation, spelling, lexicosemantic utilization, repetition in the writing of essays, and lexical errors. The body of literature on cross-language transfer aims to identify and elucidate the necessary conditions that could facilitate language acquisition for teachers and scholars alike, given the multitude of aspects of language that can result in errors due to differences between a learner's first language and the language they want to learn. A number of academics have investigated the obstacles that having previously mastered one language can present to learning another, frequently foreign, language. Jabbari and Samavarchi (2011) looked into how elementary-level Persian learners syllabify English consonant clusters by examining the distinct phonotactic constraints in both languages. They discovered a negative transfer in the way students said basic English consonants; because Persian does not have similar sounds, pupils preferred to pronounce consonants more easily by adding a vowel or by omitting them.

A study examining how native Thai speakers' first language interferes with their English writing revealed three levels of interference (lexical, syntactic, and discourse), with literal translation being the predominant error type across Thai EFL students (Bennui, 2016). Manyasa (2021) utilized interlanguage theory and error analysis to scrutinize Tanzanian learners' morpho-syntactic interference errors, finding that the most prevalent error type among students was the omission of French determiners, followed by difficulties

with English-origin nouns and preposition omissions due to their proficiency in English, Swahili, and other cultural languages.

A case investigation of a five-year-old Japanese kid learning Indonesian as a third language demonstrated that phonological errors were the majority of common type of spoken language interfering encountered by the kid, lexicon and grammar errors come next. (Adnyani et al., 2021). Furthermore, a great deal of research has looked at transfer of language and interference from the perspective of theory. Although Bahr et al. (2015) maintained that multilingual patterns of spelling go beyond straightforward speech transfers, Al-Khresheh (2016) evaluated mistake analysis theories. Deng & Zou (2015) used the lens of children's native language learning to evaluate the degree of difficulty in adults' acquisition of a second language. Chung et al. (2019) synthesized various theoretical frameworks (including Lado's contrastive-typological framework, Geva and Ryan's basic fundamental cognitive processes, Koda's transmission facilitators approach, and Cummins' linguistic dependency paradigm) to create an extensive structure for explaining the complex linguistics and cognitive procedures associated with cross-language translation.

Researcher noted a dearth of studies in her exploration of transfer and interference that specifically addressed the impact of students' initial language on their second and third languages, as opposed to the more common focus on the second language. However, this research will investigate how English may conflict with Indonesian, particularly with regard to the Batak language that students have mastered.

Figure 1. Classification of Batak Languages

Batak is a collective designation for various closely related Austronesian ethnic groups who speak the Batak language and are predominantly found in North Sumatra, Indonesia (Siahaan, 2018). This study focuses on a particular dialect of Batak Toba, which is used as an adjective to describe the speakers as well as a noun for the language. In the context of this dialect and the English language school setting there is comparatively little written language study on Batak Toba, and even less so. Numerous scholarly investigations have examined the tribe's creative works and culture. According to Simanjuntak's (2021) analysis of the meaning of metamorphosis phrases in Wervin Panggabean's highly successful Batak Toba traditional song "Aut Boi Nian," the song embodies the ethical and cultural standards of the Batak Toba Tribe, particularly those of Bataknese men in generally. In addition, Simanjuntak et al. (2022) expanded on the previous study by publishing an analysis of seven Batak Toba traditional songs about Bataknese men: "Mardalan Ahu Marsada-sada" by Tilhang Gultom, "Dang Hasuhatan Burjumi Inang" by Dompak Sinaga, "Host of Pangintubu written" by Charles Hutagalung, "Unang Manarita Ho Inang" by Korem Sihombing, "Tangiang Ni Dainang" by Tagor Tampubolon, "Ingkon Borhat" by Diara Jatoman Simare-mare, and "Amang Na Burju" by Abidin Simamora.

They needed to know if the English translations of the songs would still uphold the tribe's morals. However, Saragih (2021) chose to examine 8 Batak Toba songs that center around the theme of the mother's affection: "Tangiang Ni Dainang" by Trio Elexcis, "Mauliate Ma Inang" and "Dalan Na Rais" by Trio Simenstar, "Dainang" by Siantar Rap Foundation, Margareth Siagian's "Sabar Ho Inang" Style Voice's "Haholongi Inang Mi" by Trio Satahi, and "Poda Mi Inang" by Jhon Kenedy Nadeak.

Apart from studies that concentrate on the Batak Tribe's oral tradition, additional study endeavors have sought to reveal the principles ingrained in Batak Toba communication customs. An analysis of linguistic anthropology revealed the importance of "gotong royong" (collaboration), also known as "marsirimpa" or "marsirumpa" (cohesive, in unison, and together), in Batak Toba society. In order to provide light on the distinctive cultural practices of the Batak Toba tribe, Novelita et al. (2019) investigated the traditional marital communication process. Conversely, Lubis and Asnawi (2021) described 20 specific address terms or pronouns used by Batak Toba natives for various members of their family. Their insiders claimed that using an incorrect address term when speaking to someone could be considered "dang maradat" (uncivilized).

The researcher points out that there has only been a single, in-depth investigation into the relationship between English language instruction and Batak Toba culture. Bambang Nur Alamsyah Lubis is the author of four papers that describe his attempts to transform traditional stories from Batak Toba into appropriate English teaching resources for junior high school pupils. "Tugu Silalahi" (Ginting et al., 2021), "Pancur Kuta" (Ginting et al., 2019), "Batu Parsidangan" (Sinamo et al., 2021), "Patung Sigale-Gale" (Ritonga et al., 2021), and "Aek Sipitu Dai" (Sihombing et al., 2021).

B. METHOD

Using a qualitative descriptive approach, this study collected data from fifteen MTS Tahfizh Al Habibi participants whose native tongues are Indonesian and Batak Toba. The snowball technique was utilized to collect data, with each subsequent student referred to by the previous one, until data saturation was reached, totaling fifteen participants. The students were divided into two informant groups representing distinct patterns of how their first language influences the intended language, which English is being used as a third language in this case. Eight pupils in the first group, designated as BT, are Batak Toba native speakers and acquired Indonesian as a second language via their parents and teachers. Seven pupils who speak Batak Toba as their second language and Indonesian as their primary language made up the second group, known as IND.

This tendency emerged as they were raised in an Indonesian-speaking environment but engaged with Batak Toba speakers in their social interactions, adopting it as a secondary language. By listening to students speak and translating sentences into their second and subsequent languages, researchers were able to gather data for the study. Data analysis involved approaches such as data gathering flow, data reduction, and drawing conclusions. Theoretical triangulation was employed to validate the datamatching the results to the theories of linguistic transmission and interference within targeted language acquisition.

C. FINDING AND DISCUSSION

When Indonesian learners with Batak Toba as their mother tongue acquire English, they often exhibit transfer at the phonological level of the linguistic system. Data 1 illustrates this transfer process.
Data 1_L1/BT:
  (B1) Batak Toba   : /helEm/ (helm)
  (B2) Indonesian   : /helm/

(BT) English   : /helmet/

Data 1 presents observational data from the group acquiring the intended language, in which Batak Toba is the primary language. It is noteworthy to emphasize that the word "helm" does not exist in the Batak Toba language. The lexeme is borrowed from Indonesian, with the pronunciation in Batak Toba being /helem/. The researcher then compared this to Data 2, which came from a student whose second language is Batak Toba and whose primary tongue is Indonesian.

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Data 2_L1/IND:

    (B1) Indonesian   : /helem/(helm)
    (B2) Batak Toba   : /helEm/
    (BT) English   : /helmet/

The word "helmet" is spoken by Batak Toba speaking students in Data 2 by directly transferring their phonology structure from helmet to hElEm. This suggests that the transfer theory (Batak Toba) is advantageous for Indonesian speakers when learning English. But it presents difficulties for those whose primary language is Batak Toba. The confusion arises during the transition from the Batak Toba pronunciation (B1) to the modified pronunciation (B2), and then to the target language pronunciation (Batak Toba). Therefore, the first language, Batak Toba (/hElEm/), influences the pronunciation of the word, which should be pronounced as "helmet" in English.

Data 3

    (BT) Batak Toba   : /brus/
    (IND) Indonesia   : /bros/
    (ENG) English   : /brash/ (brush)

In the case of learners of the Batak Toba language, the pronunciation of "corner" involves a direct phonological transfer from "brush" to "bros", and then to "brus" in Batak Toba. Transfer theory appears to be helpful for speakers whose first language is Indonesian, but it may cause greater uncertainty for those whose first language is Batak Toba. From (B1) to (B2) and ultimately to (BT), the transfer process was chaotic. Consequently, the pronunciation of "brush" in the Batak Toba language, which should be pronounced as /brash/, was influenced.

Data 4

In Data 4, speakers whose first language is Batak Toba instantly translate "bank" from Batak Toba into "bang" when pronouncing "bank" (/bank/) in English. This direct transfer from the Batak Toba pronunciation (B1) to the English pronunciation (BT) makes it easier for them to acquire the target language. Here, the objective language learners whose mother tongue is Batak Toba saw very little change from the second language, which is Indonesian. The pronunciation (/beng/) in the target language learner's Batak Toba language closely resembles the pronunciation in the target language (English), denoted as (/beng/). However, it differs from the pronunciation in the target language learner's second language, Indonesian, which is (/bang/). This discrepancy arises because these learners are acquiring the target language as a second language after already having learned Indonesian as their native tongue. For further clarification,

Data 5

    (BT) Batak Toba   : /motor hu/
    (IND) Indonesian   : /motor saya/
    (ENG) English   : /bike I/ should be / My bike/.

Data 5 provided an explanation for a structural error wherein "bike I" should have read "My bike". Batak Toba is the first language of many Indonesian learners, and they frequently translate their native language's morphological structure into English. For instance, the Batak Toba phrase "motor saya" meaning "my bike" is directly translated into English. However, this transfer hypothesis facilitates learning. Simply put, a teacher or instructor's explanation is required. Educating students to prevent situations like these is part of teachers' job.

The findings of the linguistic subsystem indicate that transfer is frequently observed among Indonesian learners, namely those whose mother tongue is Batak Toba

Data 6

       (BT) Batak Toba   : /opat jabu/ (four houses)
       (IND) Indonesian   : /empat rumah/
       (ENG) English   : /four house/should be/four houses/

As shown in Data 6, Indonesian learners quickly transfer the linguistic subsystem of the Batak Toba language into English. This is especially true for those whose first language is Batak Toba. The word "house" in this instance should read "houses," but target language learners are not adding the phoneme /s/, which is a feature of the English linguistics component, to the end of the word. Rather, they instantly transfer the Indonesian and Batak Toba language linguistic systems. Importantly, in these cases, the English system does require the insertion of the's' phoneme. The production of command phrases is a common transition for Indonesian learners at the level of language construction. Learners of the Batak Toba language are also subject to this phenomenon. To further understand, refer to Data 7, Batak Toba: /Unang ro ho/Jangan datang kau/ in Indonesian, in English: Do not come you / should be/ Don't you come.

The research indicates that it is quite easy for Indonesian students whose second language is Indonesian and their primary language is Batak Toba to transfer their knowledge. Nonetheless, there appears to be no issue while speaking; when writing, it should be remembered that the phrase "Jangan datang kau" is not suitable in English. In English, it is a given that the structure's form will be explained. The phrase "Don't come you" is unacceptable in Batak Toba or Indonesian. At the syntactic level, further interference also frequently happens. We observe how the syntactic structure is as demonstrated in the accompanying Data 8—directly communicated from the designated language learners' first and second languages.

       (BT) Batak Toba   : /ahu masihol hian tu ho/
       (IND) Indonesia   : /aku rindu kali sama mu/
       (ENG) English   : /I miss very to you/ should be /I miss you so much/

Data (9) clearly shows that Batak Toba language learners translate syntax from Indonesian and Batak Toba straight, without first adapting it to the grammar of English. Targeted language students whose first language is Indonesian and their second language is Batak Toba are similarly subject to this tendency. Phrases such as "ahu masihol hian tu ho" and "aku rindu kali sama mu" are translated directly into the target language as "i miss very to youkeeping the Batak Toba and Indonesian language structure. Students should follow the English language's structure. It's actually better to say "I miss you so much."

This study offers a fresh perspective on how the first and second languages of EFL students influence their language production. The findings shed light not only on one of Indonesia's regional languages but also on studies involving third languages. This process is similar to the way Persian influences English when it is used as an alternate language (Jabbari & Samavarchi, 2011).

Morphological changes and interference between both the initial and secondary languages also take place. For instance, "motor hu" and "motor me" should respectively translate to "My bike" and "my motor." However, target language learners frequently transfer and meddle in these situations, regardless of whether they are native speakers of Indonesian or Batak Toba. Similarly, data such as "opat jabu" and "empat rumah" translating to "four houses" illustrate this phenomenon. A study conducted in 2016 by Bennui found that Thai EFL students also resort to literal translation in similar scenarios. This tendency towards literal translation is not limited to the classroom setting and is observed regularly. However, if relied upon too frequently, it may pose challenges in the classroom and adversely affect students' academic performance.

For Indonesian learners who speak both Indonesian and Batak Toba as their mother tongue, syntax is another area where linguistic structure of the goal speech is altered and interfered with. The data illustrates this phenomenon with examples like "masihol hian ahu to you" and "aku rindu kali sama mu," which are translated as "I miss very much to you" instead of the correct "I miss you so much."

Sabbah (2015), revealed that this study distinguishes between mistakes and errors, where mistakes represent performance gaps and errors indicate knowledge gaps. Discussing the transfer and interference theory during this research revealed how It can assist pupils in becoming mindful of the phonologically, morphologically, and syntactically aspects of their unconscious language construction. For Indonesian students who are predominantly bilingual and multilingual, emphasizing the importance of these theories is crucial for those unaware of how their second language might hinder their target language learning.

This study suggests that teaching English to Indonesian students should prioritize vocabulary and pronunciation over language structure. Once students have mastered vocabulary and pronunciation, they can better organize language structure.

D. CONCLUSION

The theories of transfer and interference were traditionally seen as potential obstacles for learners in acquiring a goal speech. But as this study shows, these hypotheses can be very helpful for Indonesian students whose first and second language, Batak Toba and Indonesian, have an impact on their English language skills. The study found that their first and second languages impact their third language, English, across phonology, morphology, and syntax. Based on these findings, prioritizing mastery of vocabulary and pronunciation over language structure is recommended when teaching English to bilingual and multilingual Indonesian students. Finally, the study makes a significant contribution to the field of third language studies by illuminating the linguistic systems of Batak Toba and Indonesian and their influences on the English linguistic system.

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The Influence of Students' Self – Confidence on Their Speaking Performance

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This study aims to determine the influence of student self-confidence in speaking performance of students at SMPN 1 Patia. The subjects of this study were ninth grade students, the method used in this study is quantitative descriptive with the data collection technique is student self- confidence questionnaire consisting of 14 questions and an oral test using assessment speaking which contains 3 criteria, data analysis uses normality test, linearity test and hypothesis test. based on the results of the analysis obtained the correlation value using product moment (rxy) revealed that r-observed 0,932 was 5 percent higher than r-table 0,361, the results showed that there is an influencing of self-confidence on students' speaking performance. the linearity value the significance value of shows that the data value of 0.655 is higher than 0.05. this indicates that student confidence can influence student speaking performance which means that there is a relationship that affects other variables, which can be concluded that students will score high speaking performance scores if they have high self-confidence as well, with the results of this study, teachers can provide a process of learning activities that can increase students' self- confidence in speaking English without feeling anxious or afraid of making mistakes.

Keywords: self – confidence, speaking, speaking performance

INTRODUCTION

Speaking in English is important as a communication support tool between students, as this speaking activity can convey ideas, or information well, speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Laksana 2016).

There are several things that must be considered to achieve good speaking activity, stated by Thornbury speaking is a multisensory activity because it includes paralinguistic elements such as eye contact, facial emotions, body language, pace, pause, changes in voice quality, and pitch fluctuations, all of which impact the flow of conversation. According to Burns and Joyce explains that speaking is an active process of negotiating meaning and using social knowledge of situation (Putri & syamsul 2017). This means that the speaker and the interlocutor must understand each other about the issue they are discussing or discussing in order for the conversation to flow smoothly.

There are many factors that affect student learning English difficulties, one of which is often encountered is students' lack of confidence in speaking, students who had low self- confidence to speak with the others especially in foreign languages They seldom spoke English, this self-confidence arises because of many things such as (1) embarrassment, they worry if their performance would be laughed by their friends and

made mistake in front of their class. (2) fear of making mistakes (3) their unfamiliarity with foreign languages because of foreign languages. or English is not their mother tongue so this is one of the difficulties students experience and makes them not confident (nety et al. 2020).

Lack confidence is among the psychological problems and mindset that make it difficult for student to speak in foreign language and even in mother tongue McIntrye in gurler Suggest that selfconfidence significantly contributes to students' willingness to communicate in foreign language. Speaking requires a high level of confidence, which mean being sure to do something and not to be shy and aggressive in social situations (gurler 2015).

There are several characteristics that characterize the decrease in self-confidence found from observation of students and some theories in students when speaking, namely, first, Speaking becomes nervous, resulting in "uh, e". second, tend to glance at friends when they lack vocabulary. Third, the pronunciation is not clear like the mention in English "but = /bʌt/" changes to "but [but]" or "island = /ʼaɪlənd/ʼ" to "/Islan/". Fourth, the student felt nervous to make eye contact with the audience. Fifth, Students are not focused, display confused faces, are not relaxed, are anxious, and they don't even stand properly, they put their hands in their pants or on their waists, play with their hair, and move their legs a lot, and according to Mandal in Nadiah stated that worried people repeat actions repeatedly, such as pacing, fidgeting, rubbing their faces, and running their hands through their hair, and do not focus. Sixth, some students usually show an expressionless face when they speak English, and often display nervous expressions. (nadiah 2019).

Therefore, using the previously indicated issues, the researcher tried to determine how students' speech was affected by their level of confidence. which should be appropriately implemented in class, which is the reverse of what has been discussed that is the issue of student speaking confidence, and to be aware that speaking confidence and other factors are interconnected, it must be applied, namely a positive mindset, more practice, more vocabulary, more ability, had motivation, and had the necessary preparation to enable speaking practice and boost confidence, which is the opposite of the problem of student confidence in speaking. which students are expected to be better and more comfortable to achieve the intended learning, especially in speaking English.

Speaking skills include the capacity for clear cognition and idea expression. The ability to articulate ideas or expositions in the early phases of speaking in detail, more clearly, and without embarrassment is known as speaking with confidence. Speaking is a skill. It is a requirement for all students and is used for everyday communication. Fluency in a language becomes a goal in language learning.

Therefore, to achieve learning English as a foreign language, our confidence in speaking cannot be underestimated. Developing fluency in either spelling or grammar is necessary for this skill, but confidence is also crucial. Students must be confident speaking in front of others since comfort can help someone not feel anxious concerning what they are do. Thus, researchers have an interest want to know The Influence of Students' Self – Confidence On Their Speaking Performance In ninth grade at SMP Negeri 1 Patia for the 2023/2024 academic year.

The formulation of the research questions that became the main study and the researcher wanted to know Is there an influence of student self-confidence on their speaking performance in SMPN 1 Patia?

In accordance with the problem of formulation, the objective of this research is to know influence of student self-confidence on their speaking performance.

In this research, the researcher assumes that the hypothesis of research is as follows: (1) Null hypothesis (Ho) there is no Influence of Student's Self - Confidence in Their Speaking Performance. (2) Alternatives hypothesis (Ha) There is Influence of Student's Self-Confidence in Their Speaking Performance

THEORETICAL REVIEW

Speaking

Speaking is a part of human life as "Learners often need to be able to speak confidently in order to make the best of basic transactions. This is the skill by which they are most often valued, and through which they can make or lose friends. It is the vehicle for the excellence of social solidarity, social rank, professional and business advancement (Bygate 1987). According to McDonough and Shaw in Putra2 also defines that "Speaking is desire and driven by goals, in other words we really want to communicate something to achieve certain goals." (Putra 2017).

According to Thornbury (2005) speech production takes place in real time and is therefore, essentially linear. Words follow words, and phrases follow phrases. Likewise, at the utterance-by-utterance, in response to the word-by-word and utterance-by-utterance productions of the person we are talking to (our interlocutor). Cameron stated speaking is the active language use to express meaning, so that other people may make sense of them. Speaking in a foreign language to share understanding with others necessitates paying attention to the intricacies of the correct language." (Pratiwi 2015). From the definition above it can be concluded that speaking is a communication tool that must be owned by every student, especially in the field of English, speaking is also an activity to express a meaning through words or sentences.

Speaking performance

Speaking is a productive oral language skill that focuses on students' ability to produce pieces of language orally. In speaking it explains about how students produce language orally, and students also express themselves such as: Exploring ideas, expressing feelings, and so on. Then the performance referred to here is oral speaking that focuses on the message and audience, and a more predictable organization (metro 2017).

Stated by Richards & Renandya in Achieving fluency in oral communication is the main goal and motivation that most learners bring to language classes (fitriani et al.) This means that fluency is one of the main keys to language.

Stated by Hemerka (2009) one of the problems in their lack of speaking performance is:

a. Are unable to properly express their ideas and opinions;
b. use more simple language that does not match the general level they have obtained, often making mistakes and errors;
c. speaks slowly and less fluently, has a lot of pauses and is very shy so that for speeches they usually think about it first, always hesitates and even tries to avoid which does not participate in cooperation with friends and even teachers;
d. lack of feedback from students, i.e. by briefly answering when the teacher throws a question usually using the word "yes/no";
e. sometimes there's nothing to say at all

Assessing Speaking

According to Heaton in Alvointa et al. (2022). defined that there are three elements for analyzing or measuring the speaking ability of students:

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1. Accuracy
   Accuracy consists of three components. Those are vocabulary, grammar, and pronunciation.
2. Fluency
   Fluency is an ability to communicate without hesitating or pausing so much so that the listener can clearly understand what we are trying to say.
3. Comprehensibility
   Comprehensibility means that the student must be able to understand the gist of what is being said or presented. It deals with the overall meaning of what is conveyed

Problems in Speaking Performance

The following are the problems of speaking skill (kurniawati 2013). (1) Inhabitation Speaking demands some level of audience exposure in real time, unlike reading, writing, or listening activities. (2) Not much to say Even when they are not restrained. (3) Low or uneven participation. (4) Mother tongue use It is easier for the student to use their mother tongue in their class because it looks naturally.

Self – confidence

Self-confidence is sometimes overexpressed and refers to one's belief in one's own abilities, power, and judgment." It implies that having self-confidence is crucial. If people are self-assured, their knowledge will be more diverse, they will learn so much from the things they read, and they will acquire something (RichardRyan 2000). Self-confidence is an essential thing in creating good communication, especially in public speaking. Public speaking needs not only fluency but also self-confidence. Self-confidence is a positive mindset that enables a person to handle any environment or circumstance with ease. (nadiah 2019). Students who are confident can overcome anxieties or negative mindsets, making them easier to communicate with, especially during oral presentations in front of the class. Students who are able to speak clearly and confidently can improve their academic performance in the speaking course because they fulfil the requirements for the assessment on speaking skill. This is a favorable effect of having high self-confidence. Molberg stated that self- confidence particularly influences learners' oral performance since the output produced affects their communicative competence. Speaking anxiety has a negative impact on performance and is closely tied to lack of confidence. The aforementioned issues arise because they lack sufficient trait confidence or are unable to develop self-confidence on their own (desi et al 2022).

According to Brown "self-confidence is students' belief that they are fully capable of completing a task. At the heart of all learning is students' confidence in their ability to complete a task (Anggraeni et al. 2021). It is assumed that self-confidence can make students believe and be motivated to have good performance, self- confidence can also reduce students' discomfort and anxiety when they speak English.

Characteristic self-confidence

According to Hidayati (2021) Self-confidence develops as a result of interacting with the environment and learning how to react to diverse external stimuli. Self-confidence is influenced by both parents as well as external factors like society, teachers, the media, and others in the environment. Self-confidence is also divided into two, namely as follows: (a) High Self-Confidence, indicates the characteristics behaviors indicative of high levels of self- confidence, such as trust in themselves, independence from others, lack of hesitation, self- worth, lack of boasting, and lack of courage to act. (b) Low Self-Confidence, Low self- confidence individuals believe they

are insignificant. that poor self-confidence means feelings of inadequacy that arise due to psychological or social inadequacies or poor physical condition. Feelings of inferiority can result from one's weakness, both externally and internally.

Self - Confidence in Speaking

According to vriska et al. (2022) Self-Confidence is a crucial part of speaking skills because it can give enthusiasm, courage, and stimulation to the learners. Because if the learners have high self-confidence, they will achieve the best performance in speaking skills fluently. High self- confidence can be positively correlated with oral performance. Therefore, the student who is more confident than the other students is able to speak effectively. They therefore speak English more fluently than the other students. The assertion that situational

METHOD

In this research, the researcher wants to know the influence between students' self- confidence and speaking performance, to identify the relationship between the two, researchers used quantitative research. Creswell in Habib stated that Quantitative research is an approach to test the objective theory by examining the relationships between variables. These variables can be measured generally on instruments, so numbered data can be analyzed using statistical procedures.

Due to the fact that the data used is in numerical or ordinal form, researchers decided to use this approach. The researcher focused on two variables in this study: students' self- confidence (X) is an independent variable and their speaking English (Y) was dependent variable. Students' proficiency with and confidence in speaking English, as well as their acquisition of the language.

Research instrument

The instrument used is an observation questionnaire table which is used to observe students' level of confidence, and a speaking test table which is also an instrument to determine students' speaking performance. Which then the instrument used in this research is defined into two kinds. Questionnaires, to find out students' self-confidence scores, researchers used a closed format questionnaire, namely a Likert scale questionnaire. Speaking performance test, the instrument for collecting data used to measure students' speaking ability by researchers is a subjective type test, subjective tests are oral tests, description tests and action tests/skills tests, acquisition of scores speaking based on criteria assessment of aspects: accuracy, fluency, comprehensibility.

The technique of the data analyzing

Before conducting a hypothesis test, there a number of tests that performed, namely normality and linearity test: The application that researchers used to test normality is SPSS 25. If the significance value (Sig.) is more significant than 0.05, the research data are normally distributed. Conversely, if the significance value (Sig.) is less than 0.05, the research data does not contribute normally. The linearity test aims to determine whether two variables have a linear relationship or not significantly. To find out linearity in both variables, the SPSS 25 program (test for linearity) used. Two variables are stated to have a linear relationship if the significance (Linearity) is less than 0.05.

To test the hypothesis in this study which is the hypothesis of influence, the researchers calculated the correlation coefficient and the coefficient of determination. To find the correlation coefficient value, use the Pearson Product Moment correlation formula. Suharsimi Arikunto explained that product-moment correlation is used to

determine the relationship between two interval symptoms. developed by Karl Pearson (2010).

$$^rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{[N\sum x^2 - (\sum x)^2][Ny^2 - (\sum y)^2]}$$

The hypothesis test criteria are if rcount is greater than rtable with the significance level (α) = 0.05.

To determine the percentage of the influence of one variable on another, the coefficient of determination (KD) is used with the following formula.

$$KD = r^2 \times 100\%$$

RESULT

Descriptive analysis of the Self-Confidence Questionnaire is shown above in tables and graphs. We can see that the highest score is 84, and the lowest score is 44. The mean score of the students' Self-Confidence is 61,93, and the standard deviation is 9,369. Descriptive analysis of the students' speaking test is shown above in tables and graphs. We can see that the highest score is 88, and the lowest score is 38. The mean score of the students' speaking test is 62,2, and the standard deviation is 11,02161.

Analysis Data
1. Normality test

    For the normality test, researchers used the One-Sample Kolmogorov-Smirnov Test with spss 25. While the results of the normality test for 30 students' self-confidence were
    0.200 and for Speaking Performance were 0.030. where both of the data above are higher than 0.05, we can assume that the data is normally distributed.

2. Linearty test

    The significance value of shows that the data value of 0.655 is higher than 0.05, which can be concluded that variable X and variable Y have a linear relationship.

Hypothesis testing

$$r_{xy} = \frac{30.118360 - (1858)(1866)}{\sqrt{30.117618 - (1858)^2 (30.119588 - (1866)^2}}$$

$$r_{xy} = \frac{3550800 - 3467028}{\sqrt{3528540 - (3452164)(3587640 - (3481956)}}$$

$$r_{xy} = \frac{83772}{\sqrt{76376 \times 105684}}$$

$$r_{xy} = \frac{83772}{\sqrt{8071721184}}$$

$$r_{xy} = \frac{83772}{89.842,75}$$

$$r_{xy} = 0,932$$

Based on the calculations above, the correlation coefficient was 0,932, proving that the value of "r" based on degrees of freedom calculation showed that df = N-nr =, N = 30, nr = 2, df = 30 - 2 = 28, and r table 0.361. The results revealed that robserved 0,932 was 5 percent higher than rtable 0,361. Since there was a moderate positive correlation between self- confidence and speaking results, it can be inferred that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

the coefficient of determination

$K D = 0,932^2 \times 100\%$
$K D = 0,868624 \times 100\%$
$= 86,8624\%$
$= 86,86\%$

The interpretation of the coefficient of determination is 86,86% variance Self-confidence can be explained by Speaking performance. It meant that Self-confidence gives an 86,86% contribution to Students' Speaking performance, which is conclude that self- confidence can be influence in speaking skill performance.

CONCLUSION

Based on the results of the data analysis of the research that has been done, it shows that r count shows 0.932 from SPSS calculations and manual calculations, the researcher obtained N.sig = 0.000 where the significance <0.05 The alternative hypothesis is accepted hypothesis (Ha) the value shows that there is and can be said that student self- confidence can influence student speaking performance which means there is a relationship that affects other variables, namely student self- confidence to speaking performance. It can be concluded that students will obtain high speaking performance if they have high self-confidence as well then if students have low self-confidence, then this will affect the speaking ability of ninth grade students in the ninth grade at SMPN 1 Patia in Pasir gadung village, Patia, Pandeglang district in the 2023/2024 academic year. This can be a reference for teachers to increase student confidence so that good speaking performance can be achieved.

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The Affecting Factors of Students' First Language Learning into Writing Skill: An Analysis of Indonesian Interference in Learning EFL

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Indonesian case of first language interference into English learning as a foreign language is totally different since almost Indonesian students are multilinguals. Moreover, based on the findings, the multilingualism shown by the students consists of language acquisition (LA) and language learning (LL). This means that LA must be distinguished from LL in order to identify which language is mastered by acquisition process and the learning process. This writing was produced based on research done in SMA Negeri 1 Kupang. The research was conducted by applying qualitative method. The subjects were language program students on grade XII with various ethnic background. The result shows that there are some affecting factors that cause interference in English learning. They are 1) mental process in students' brain; 2) students' first language learning; 3) less frequency of English use; and 4) teaching and learning process.

Keywords: interference; language learning; local language; teaching and learning process.

1. INTRODUCTION

English has been taught in Indonesia since its independence. In other word, Teaching English as Foreign Language (TEFL) has come to seven decades. However, there are still a lot of challenges and problems to face both by teachers of English and learners. One of the obstacles encountered by teachers and learners is language transfer. Language transfer has some terminologies. They are first language (L1) interference, linguistic interference, and cross meaning.

Linguistic interference refers to speakers or writers applying knowledge from their native language to a second language (L2). Chaer and Agustina (1995:158) define interference as the change of language system used in other element of language which is regarded as a mistake because it deviates from rules of language used. Language interference is also considered as an 'intruder' of a second language learning (Chaer, 2015: 261). The term 'intruder' is used since L1 always appears in certain level of language and impacts the disorder in L2.

Linguistic interference is always found in every L2 learner including students of senior high school in Kupang city who learn English as foreign language (EFL). Citizens of Kupang are bilingual as well as senior high school students. In view of the fact that the city dwellers of Kupang are multi ethnics, there are more than one language used in communication. They speak their local languages, Kupang Malay (KM), and Bahasa Indonesia (BI). Yet, KM and BI are the most frequent spoken language seeing as this language is operated in daily communication.

Cross meaning is identical to bilingualism (Weinreich, 1963). The transfer among languages happens if a person masters more than one language and or is learning a second language. Since there are languages in his mind, language contact occurs and mostly

engages the knowledge of L1. This case is faced by senior high school students in learning EFL process. In case of language transfer, the result of L1 influence can be identified by observing English productive skills; speaking and writing of students.

These following examples of linguistic interference case in L2 learning are found in some English composition assignments done by a group of language students in a state senior high school in Kupang city.

(English) *In the past , when I am a child, I usually went to my grandmother's house together with my father*

(KM) *Dulu, waktu beta masih kacil, beta biasa pi nene pung rumah sama-sama dengan beta pung mama*

The above case point of linguistic interference can be perceived from the use of diction, sentence structure, tense, and expressed meaning in English sentence. The word and phrases in the brackets indicate as the results of Kupang Malay obstruction to the production of English sentence in case of composition. The phrase 'in the past' can be ignored as manner of time of the event which in English is not efficient. The use of 'am' indicates inappropriate tense in English which is not found in KM. The same situation is also found in the phrase 'usually went' which actually means 'used to go' in English. The phrase 'together with' shows the use of literal translation of KM into English which is not oriented to the suitable orientation of meaning in English.

The obscurity of English sentence production as illustrated in the case above arises when learner processes the language in mind. This is regularly labeled as *encoding process* where someone administers language in his head involving grammatical, semantic, phonological, and morphological aspect of language. Consequently, this quandary has an effect on the progress of learning EFL indicated by English productive skills and mastery of ESL. The circumstance depicted by the instance above also occurs in speaking considering the *encoding process* results production of oral language.

2. THEORY
1. Language Acquisition

Language acquisition is defined as a process inside a human's brain whenever he acquires his first language (Chaer, 2015: 167-168). Language acquisition is distinguished from language learning. Second language (L2) refers to the language after the first language (L1) apart from whether it is the first language learning or the second language acquisition. There are two processes happening when someone is acquiring his second language. They are competence process and performance process. The process of competence is the mastery of grammar or language knowledge that happens subconsciously. This is the criteria for the next process, performance. The process of performance consists of two levels called understanding and production.

Understanding deals with the ability to observe and percept the sentences produced by others. Furthermore, production is the process of uttering the sentences. These two processes are called linguistic ability. Linguistic competence covers three components; phonology, syntax, and semantics (Chomsky, 1965). Hence, language acquisition (of both L1 and L2) is fragmented into three parts named *phonological acquisition, grammatical acquisition,* and *semantic acquisition.*
1. Phonological Acquisition

Phonological acquisition is begun by adding or receiving information in form of sounds into the brain. There are some processes of receiving data (sentence/phrases/words) in form of sounds where they are processed and whether they are saved or not in the brain. Simanjuntak (1990: 45) describes this process as this following figure.
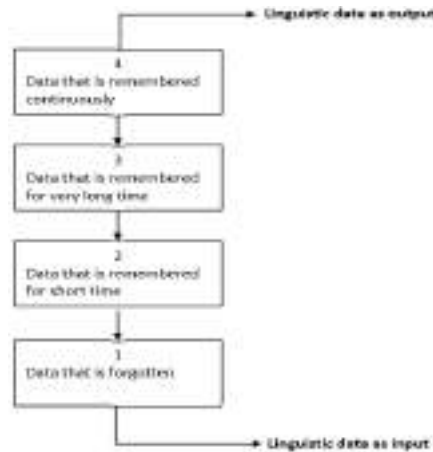
Figure 1: Simanjuntak's Phonological Input of Data

The process is started by inputting data (in form of sounds) where in box one (1), the data is forgotten, however, if it is recorded, it will continue to box number two where the data is remembered for a short time. In box three, the data is saved for longer time and continue to box number four where data is remembered continuously, time by time. The data can be produced for times if it reaches this highest level (box four). The above figure also means that if the sounds are listened in well-ordered frequency, it will be well produced. In contrary, if it is listened in limited frequency, it will be remembered only in short time and even forgotten. This process expresses how sound should surround those who want to acquire language.

2.   Grammatical Acquisition

In this type of syntactic acquisition, the writer deals with Chomsky's idea about grammatical acquisition. Ellis (1996) claims that grammatical relationships as *subject-of, predicate-of,* and *object-of* are universal and possessed by all language in the world. Chomsky describes those grammatical relationships as:

$$S \rightarrow NP + VP + AUX + ADV \text{ (if possible and exists)}$$

Note:
S	=	Sentence
NP	=	Noun Phrase
VP	=	Verb Phrase
AUX	=	Auxiliary
ADV	=	Adverb

In relationship to the linguistic formula above, utterance of speaker can be analyzed based on the structure of sentence above. The structure of sentence above consists of noun phrase

(NP), verb phrase (VP), auxiliary (AUX), and adverb (ADV) if it exists in the sentence. This model can be applied in analyzing sentence structure for all language since every language has its structure and that structure is represented by those components above.

Concerning language acquisition, language is not only acquired in form of word but phrase as well. The process of acquiring group of words involves set of meaningful groups of words that entirely received by the listener then they are processed and if possible, saved in his brain. The structure above is called generative transformational structure. The output of grammatical structured is determined by the input structure. For this reason, language production is described throughout that structure in order to investigate how the phrases and or sentences are received in the previous time.

3. Semantic Acquisition

In the latest development of generative transformational linguistics, language acquisition is begun with semantics, followed by syntactical and phonological acquisition (Allen, 2004). In the times of language acquisition, someone spends his time to observe and collect information around him. This observation is done by involving his senses. The information gained becomes his 'knowledge' based on the knowledge he acquires semantics (of language) by 'laying down' the permanent order of certain language sounds. To scrutinize the process of semantic acquisition, we need to understand what is meant by 'meaning'. There are some statements regarding semantics. The newest one says that meaning can be explained by understanding *semantic features* or *semantics markers.* Thus, semantics is a composite of features or markers.

Communication, pragmatics (context), meaning, and *syntax* appear together (Simanjuntak, 1987). Those four aspects cannot be separated in transferring and expressing knowledge, expression, and emotions. To sum up, meaning/semantics is expressed by syntax; and syntax exists to articulate meaning. Semantics and syntax should exist together in communication. Therefore, in analyzing semantics, syntax is always used to elaborate meaning.

2. Interference

Interference as the object of psycholinguistics and linguistics is affected by communication between two language (or more) systems (James, 1998). From the point of view of psycholinguistics, it is a negative transfer of language habits and skills from the mother tongue or from a foreign language to another foreign language. From a linguistic point of view, interference is an interaction or a change in linguistic structures and structural elements. It appears to be a deviation from linguistic norms in the spoken and written language.

Interference is closely related to bilingualism. Bilingualism differs in character. In correlative bilingualism both language systems exist together in the individual's mind and are independent of one another. When an individual has good command of the two languages there is no interference. In the case of subordinate bilingualism, the second language is not mastered to the degree the first language is. Here, mother tongue dominates and influences the second language leading to interference (Toury, 1978). According to the matter involved there are two types of interference -**interlanguage** and **intralanguage**, and two type according to form - **implicit** and **explicit** (Hopkinson, 2007)**.** Interlanguage mistakes appear because of the negative transfer of habits from the native or first language (sometimes from the first foreign language that is supposed to be in very good command) to the second language. Intralanguage interference occurs when learners make mistakes

under the influence of the already acquired language knowledge and established habits in the second language.

Interference is explicit in cases when learners make mistakes in oral and written second language expression transferring language habits from the native to the second language and thus, they ignore the norms of second speech. With implicit interference learners do not make mistakes because they avoid using grammatical and lexical difficulty constructing phrases without it. In this way there are no mistakes but the speech becomes simpler and poorer and it **loses** its expressive and idiomatic aspect.

The objects of implicit interference are lexical notions and grammatical forms which do not have an equivalent in the native language (Ortega, 2016). Intralanguage and implicit interference are more uncommon in comparison to interlanguage one. There is interference on different language levels: phonetic, lexical and grammatical. The extent of its presence is due to the degree of language distinctions, in other words - to their typological proximity or distinction.

Phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. Typical examples of lexical interference are: the wrong use of words, narrowing or expansion of the word meaning, formation of non-existing lexical items using foreign suffixes.

Grammatical interference concerns change in the structure and the structural elements in the foreign language. It is caused by semantic and formal resemblances and distinctions between the native and the foreign language system (Capone, 2014).

3.   METHOD

This project was done in the domain of language teaching and learning, and psycholinguistics. Language teaching involves teachers' backgrounds and ability, classroom setting, classroom interaction, students' first language background, teaching and learning methods. On the other hand, psycholinguistics covers encoding, decoding, language processing in mind, language transfer or interference, and factors affecting language learning, and micro linguistic including phonology, morphology, syntax, and semantics as well. Those things related to the domains of this project are only fit to the approach of descriptive qualitative. Then, the design of this research is associated with the process of collecting and analyzing data. Since the data could only be obtained by recognizing students' English writing skill in English, and thus it demanded qualitative approach in order that every expected data like aspects of interference on language could be observed. Moreover, since the data could be collected in some ways, it means that the data should be qualified by doing it in qualitative way.

The other reason relates to the second problem of this writing stating about affecting factors of language interference which theoretically depends on the students' first language as input that can only be observed by doing in depth interview, and even direct observation of language behavior and other indicated affecting factors. In short, it is only descriptive qualitative approach that fits to this project.

This assignment was designed to investigate the interference of Kupang Malay into English productive skills of 3th grade students of SMA N 1 Kupang. Therefore, the location of this research was in Oebobo sub district, Kupang city. The research was done in one month, September 2023. There activities were introduction, three periods of classroom observation, two student assessments, and teacher interview. This research was also designed to investigate English productive skills containing linguistic interference of first language. In short, the data of this project is English spoken and written by the 3th grade

students of SMA N 1 Kupang. In this case, 3th grade students of SMA N 1 Kupang were the data sources. There was only one class for language program of 3th grade in SMA N 1 Kupang in academic year 2023/2024. Total students of this class were. Certainly, there were 25 total subjects in this project. The assessment and observation were done involving 25 students.

Since this was a qualitative project, the researcher considered applying triangulation in the process of collecting and validating data. This is also meant to validate the consistence of data. Setiyadi (2006: 246-249) defines triangulation as a combination of two ways or more in collecting data of behavior of research subject since human behavior is very complex.

4.   RESULT AND DISCUSSION

This part of writing provides findings and discussion of factors that affect the occurrence of interferences from first language learning into English writing skill of the students. Findings are provided firstly before the discussion in order to give specific information regarding material of discussion of this section.

1.   Mental Process in Students' Brain
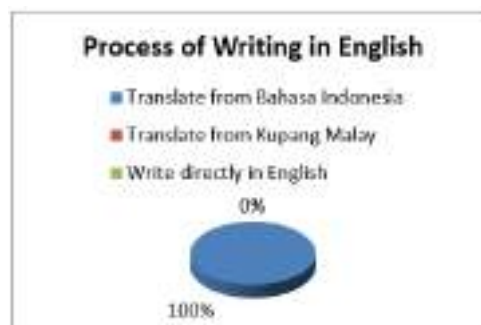
Figure 2: Percentage of How Students Write in English

Figure (2) above provide information regarding how students do their English writing. This information was obtained based on the interview item found in questionnaire (appendix 1, point V, p. 107-108) which covers information and answer from the students related to their English writing. Students were asked about how they did their English writing in classroom. There were three kinds of answer provided in the interview of question "What do you do in writing English?" They are:
a.   "I translate from Bahasa Indonesia",
b.   "I translated from Kupang Malay", and
c.   "I directly write in English".

This question was responded by students in three variations of answer. They are:
a.   "Bahasa Indonesia is the formal language used in school in communication including writing"
b.   "I usually write in Bahasa Indonesia in terms of school purposes"
c.   "I never use Kupang Malay or other languages but Bahasa Indonesia in writing at school"

Students were also asked to mention the difficulties and easiest ways in doing writing in English. For the question "What is/are difficulty do you find in writing English?", students were offered four answer to choose. They are:

a. English vocabulary
b. Translation process of Bahasa Indonesia into English
c. Translation process of Kupang Malay into English
d. English grammar

They were also asked to choose the easiest way in English writing process and there were three options provided:
a. Translate from Bahasa Indonesia
b. Translate from Kupang Malay
c. Directly write in English

Table 1 Difficulties Faced by Students in English Writing

No	Aspects	Students	Percentage
1	English Vocabulary	25	100 %
2	Translate from Bahasa Indonesia	18	72 %
3	Translate from Kupang Malay	0	0 %
4	English Grammar	25	100 %

Table 2 Easiest Way Faced by Students in English Writing

No	Aspects	Students	Percentage
1	Translate from Bahasa Indonesia	25	100 %
2	Translate from Kupang Malay	0	0 %
3	Write directly in English	0	0 %

Table (1 and 2) above gives summary of information regarding the way students do their English writing.

Mental process, as it is drawn in figure 4.19 in previous section, refers to the process undergo by students in composing English sentence. This process involves *conceptualizing meaning, composing Indonesian sentence,* and *translating Indonesian sentence into English.*
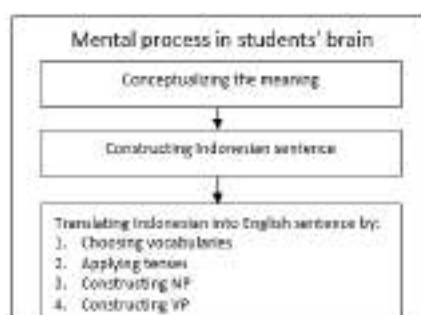
Figure 3: Mental Process in Student's Brain

The first step in mental process in students' brain is conceptualizing the meaning. It is true that meaning organization is the first thing to do and recognize before utterance (through oral and written form). In encoding process, meaning conceptualization is found in the first place. Thus, before speaking or writing everybody thinks about the correct meaning and then formulate it in language by considering grammatical and phonological form of language. If the encoding happens to written language, the form of message is in form of written text. In the process of decoding message, people will try to recognize

sounds produced in encoding process and or written text, consider the grammatical structure of language, and then relate the meaning intended by the speaker or writer.

This mental process is undergone by both native of non-native speakers of a language. It can be imagined that errors may occur in this process for those who speak English as their mother tongue since the native speakers probably produce incorrect vocabularies or disorder grammatical structure. Moreover, this process is undergone by non-native English speaker like the students. They use English as their second language learning (LL2) or foreign language). They find it harder since they have to conceptualize the meaning and construct the sentence in Bahasa Indonesia and then translate it into English. This process takes much time and causes errors in physical process.
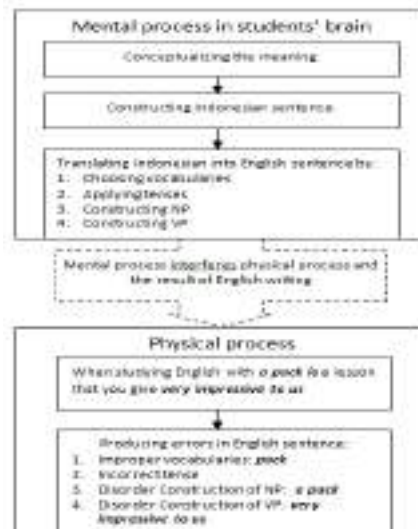
Figure 4: Example of Mental Process Interfering Students' English Writing

The mental process, for the students is harder to do because they do not think directly in English which will enable them in constructing English sentence, but think in Indonesian which demands transfer into English. This might be caused of under-supervision of English writing that needs further investigation to this matter.

2. Students' First Language Learning

Students' first language learning – Indonesian, becomes one of the factors that affect the occurrence of interference in their English writing. Determining students' first language learning, in this project, must be based on the finding stating the position of languages used by the subjects of research. Point (4.1) in findings explains that there are four languages used by the students. Those languages are divided into language acquisition (LA) and language learning (LL). There are two languages included into first language acquisition; Manggarai and Kupang Malay. There are also two languages including Bahasa Indonesia and English in language learning.

The explanation clearly states that in this project, first language refers to Kupang Malay and Manggarai as the first and second language acquisition (FLA & SLA) and Bahasa Indonesia as the first language learning (FLL). The terms of first language cannot be separated from Kupang Malay and Bahasa Indonesia since the data shows that students' English writings are interfered by these two languages. Therefore, the use of L1 terminology is associated with each case where interference case occurs.

However, the data also provides information regarding frequency of L1 interference found in students' English writings. Although Kupang Malay stands as students' FLA, the case of interference caused by this language reaches only 2,94 % on word level and 0,86 % on grammatical level. It means that Kupang Malay has no powerful-negative influence into students' English writing skill. However, it exists somehow since it is the first language of students. Comparing to Kupang Malay, Bahasa Indonesia interferes almost of the sentence produced by the students. It indicates that Bahasa Indonesia has powerful-negative influence into English writing skill of the students.

In investigating this area which is considered to be one of the affecting factors, the researcher applied open question to gain information and data related to the way students do their English writing. The question was, "What do you do in writing English sentence and or paragraph?" At the first time this question was delivered, no student gave any question. Then the researcher tried to explore the question into, "Do you write directly the sentence in English or translated it from Indonesian?" The students answered they translated it from Bahasa Indonesia. To examine this answer, the researcher tried to explore the question, "or you translate it from Kupang Malay?" then the students answered in three various answers. The answers were:

- *"In school, I usually write in Bahasa Indonesia",*
- *"I never use Kupang Malay or other language to write in school but Bahasa Indonesia because it is our national language",* and
- *"Bahasa Indonesia is used in school".*

Those three answers, which given by all students above, actually refer to the same point which deals with Bahasa Indonesia as formal language and is used to write and speak in formal activities like in school.

The appearance of those three answers reflects that students realize that they are in formal activities when using Bahasa Indonesia. These answers also give us the clue that they are aware of situation which demands them in picking certain language to use. In this case, students realize that writing English in school is included into formal activities. It forces them to think mentally in Bahasa Indonesia before translating the sentence into English. They choose Bahasa Indonesia to compose sentences in the brain because they consider Bahasa Indonesia as formal language to use at the moment they are writing English. The students realize that Kupang Malay is not necessarily needed in writing in such situation. It is true that Kupang Malay is used widely but not in formal activities like in school. Therefore, Kupang Malay only affects a little in English writings of the students.
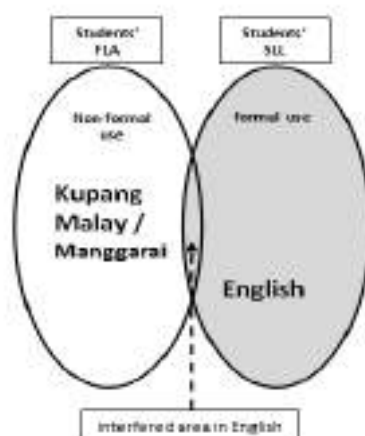
Figure 5: Kupang Malay Interference into English
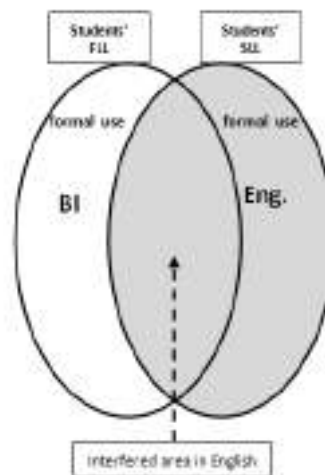
Figure 6: BI Interference into English

Figure (5) and (6) reflect different interference areas of Kupang Malay and Bahasa Indonesia into English. Figure (5) describes that different situation of use of both Kupang Malay English affects little interference in students' English writing, while in figure (6) the area of interference in English looks larger than in previous figure because both Bahasa Indonesia and English, for the students, are used in the same formal activities or situation. The explanation of this part is highlighted since this is claimed as a new finding in terms of L1 interference into English writing skill. Based on the data gained in research process, students' first language acquisition does not fundamentally influence English writing skill because of students' awareness of situations using Kupang Malay. It is proven that Bahasa Indonesia interferes students' English writing skill in all aspects of language since both Bahasa Indonesia and English are used by the students in formal situations or activities. In short, students' English writings are not interfered by their first language acquisition (FLA) but by their first language learning (FLL).

3.   Under-frequency of English Use

The third point found as affecting factor of interference to students' English writing is the frequency of use. The compiled data regarding frequency of using English by the students shows that 88 % of them use Kupang Malay at home and other activities outside school, and only 4 % who use Bahasa Indonesia, English, and other language (figure 7). This result indicates that the frequency of English used outside school is very low or under-frequency. Students tend to Kupang Malay in informal and non-formal situation like at home and other out-school's activities.
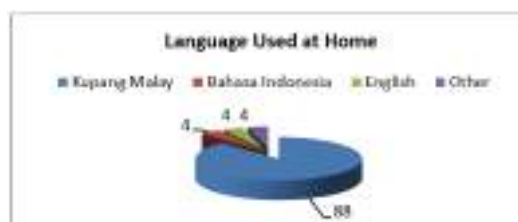
Figure 7: Percentage of Students' Language Used at Home
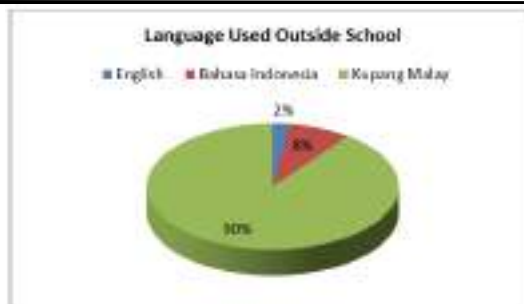
Figure 8: Percentage of Students' Language Used Outside School

The information covered in finding confirms that there are four languages gained by the students containing Kupang Malay and Manggarai as their first language acquisition (FLA), Bahasa Indonesia as their first language learning (FLL) and English as second language learning (SLL) or English as Foreign Language (EFL).

It is compulsory to distinguish the order of language mastery process to facilitate the determination of using first language terminology in this project. The result of interview has verified that there are two languages standing as students' first language acquisition; Kupang Malay which is spoken and run as the FLA by most of the students (96%) with the average of starting age of speaking since two years old and more than 14 years of speaking it up to now; and Manggarai Language used by only one student (4%).

In terms of the first language mastered by students, Kupang Malay and Manggarai Language become at the first place. However, it should be compared with two other languages that came after the first languages in form of language learning. They are Bahasa Indonesia and English. These two languages, based on the order of acquisition, locate as the second language (L2) after Kupang Malay and Manggarai Language. Nevertheless, Bahasa Indonesia is admitted as the first language and English as the second language in terms of language learning. Therefore, it is very essential to distinguish the languages based on the process; acquisition and learning.

Table 3 Language Students Use at School (outside classroom)

NO	Language	Communicant			
		Teacher	%	Friends	%
1	English	15	60	2	8
2	Bahasa Indonesia	15	60	3	12
3	Kupang Malay	9	36	22	88
4	Other	0	0	0	0

The percentage of English use outside the school presents reason that the frequency of using English affects interference in English written by the students. Even though Bahasa Indonesia affects the most writings of students, it is necessary to consider that higher frequency of using English is lower interference found in English writing will be. However, this demands further investigation to prove it quantitatively.

4.   Teaching and Learning Process (TLP) in Classroom
The last thing considered to be affecting factor of interference is TLP in classroom. Based on the percentage in previous section (table 4), 88 % students said that they learned

in group, 16 % said they studied in pairs, and 24 % who said they learned individually. The data (table 5) also presents information that only 20 % students answered they learned writing in group, 12 % students said they learned how to write in pairs, and 44 % of students who admitted that they learn writing individually.

Table 4 The Way Students Learn English in Classroom

Total Interviewed Students: 25	How Students learn English in classroom		
	in group	in pairs	individual
Total	22	4	6
Percentage %	88 %	16 %	24 %

Table 5 Aspects Students Using English in

NO	ACTIVITIES	TLP					
		IN GROUP	%	IN PAIRS	%	INDIVUDUALLY	%
1	Answering question	19	76	11	44	15	60
2	Drama	0	0	0	0	0	0
3	Conversation	5	20	11	44	6	24
4	Presentation	13	52	9	36	3	12
5	Describing things	3	12	3	12	3	12
6	Reading	3	12	1	4	9	36
7	Writing	5	20	3	12	11	44
8	Gaming	2	8	0	0	1	4
9	Others	1	4	0	0	0	0

Table 6 Aspects and Language Used by Teacher in TLP

NO	ASPECTS	LANGUAGE USE					
		ENGLISH	%	BI	%	KM	%
1	Greeting	11	44	1	4	1	4
2	Asking Questions	14	56	3	12	3	12
3	Explaining material	19	76	6	24	6	24
4	Reading	11	44	0	0	0	0
5	Writing	14	56	8	32	8	32
6	Giving direction	9	36	0	0	0	0
7	Advising	2	8	8	32	8	32
8	Other	0	0	1	4	1	4

Table 7 Language Students Use in Classroom and TLP

Total Interviewed Students: 25	language you use in classroom			
	English	BI	KM	Other
Total	13	16	14	0
Percentage %	52 %	64 %	56 %	0 %

Table 8 Aspects of Language Students Use in Classroom and TLP

NO	ASPECTS	LANGUAGE USE					
		ENGLISH	%	BI	%	KM	%
1	Greeting	11	44	4	16	4	16
2	Praying	5	20	5	20	5	20
3	Answering question	20	80	4	16	4	16
4	Asking question	6	24	3	12	3	12
5	Group discussion	7	28	15	60	15	60
6	Telling expression	2	8	2	8	2	8
7	Other	0	0	0	0	0	0

Classroom observation also provides the similar data as it is found through students and teacher interview. This process shows that classroom activities involved group discussion as the most frequent activity used as teaching strategy by the teacher. In this activity, students were asked to discuss and solve problems given by the teacher. In this process, the students about to work in team discussing and analyzing problems but only few students who are involved in writing as a report of group discussion. It means that not all students in group have the same opportunities in English writing since it takes time for involving all students and is not included into teacher's teaching strategy.

The percentage of TLP in classroom regarding English writing represents minimum training and exercises in how to write good English. This result is fit to the data found by observing classroom activities. Most of the activities found by interviewing students is group discussion. Group discussion refers to communal and collective activity which emphasizes the process of students' participation in discussion. It means that students are only given chance to work in team but not on individual learning. Since writing demands individual effort of the students and intensive supervision of the teacher, group discussion becomes not effective in teaching writing. Therefore, TLP in classroom affects the interference from students' L1 into their English writing skill indirectly.

5.   CONCLUSION

The highlighted points that are claimed as novelty dimension of this research are mental process in students' brain and students' L1. Mental process contains meaning conceptualization that involves students' L1 in conceptualizing meaning and constructing sentence before translating it into English. Students L1 is considered to be affecting factor since Kupang Malay as students' L1 does not fundamentally interfere their English writing skill because it is not used in formal situation as in school. Bahasa Indonesia which is the first language learning (FLL) of students, interfered essentially students' English writing skill since it is used in formal activities and situations like English. Students realize and always use Bahasa Indonesia in mental process. This language interferes their writing skill in English.

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Revealing Non-English Major Students' Perceptions of the Integration of Metaverse in English Language Learning

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Metaverse is a rapidly developing technology that has the potential to become an innovative language-learning tool. Understanding how non-English language students respond to the use of metaverses in English learning can help us understand the extent to which such technologies can improve the effectiveness of language learning. Non-English students often have different learning needs compared to those with an English language background. By paying attention to their perceptions of the use of the metaverse in English learning, we can ensure that the learning approaches they receive are more inclusive and responsive to their needs. Thus, this research is important for expanding our understanding of the potential use of metaverses in language learning contexts, as well as for generating recommendations that can improve the effectiveness of language learning for non-English language students. This research utilized a quantitative qualitative approach by giving a questionnaire to 77 non- English language students and conducting in-depth interviews with four representatives to understand their views, experiences, and perceptions regarding metaverse integration in English language learning. The data obtained from the questionnaire were analyzed using descriptive statistics while qualitative data were analyzed thematically to identify patterns and themes that emerge in students' perceptions. The findings showed students viewed the integration of metaverse into English language learning positively, regarding perceived usefulness and ease of use. Despite the perceived usefulness and ease of use, technical issues i.e. internet connectivity pose major challenges in integrating the metaverse into English language learning.

Keywords: Metaverse; Technology Enhanced Language Learning; perception; English language learning.

INTRODUCTION

Learning English is very important for non-English students, as it is an important skill for communication, education, and career opportunities. Learning English can improve their professional prospects, to function in an English-speaking community, or to fulfill the requirements of their academic program (Wang et al. 2022). The importance of learning English is evident from the fact that learning English has become the international standard language of communication, and proficiency in English is often a prerequisite for accessing higher education and professional opportunities. Learning spoken English is also important to improve English speaking skills. Apart from that, descriptive text is also a valuable component of English education. Descriptive texts allow students to develop their speaking skills by practicing language features such as tense and grammar (Dincer, 2017). Therefore, learning English is very important to improve communication skills, improve education, and open up career opportunities.

Metaverse in an educational context refers to an educational environment enriched

by metaverse-related technology, which integrates elements from the virtual and real world of education. Metaverse-based technology facilitates learning regardless of student location, indirectly improving students' academic performance, coupled with free time and education (Li and Yu, 2023). In addition, the advantage over previous traditional information and communication technologies is that the metaverse can create a virtual world outside the traditional classroom (Puncreobutr et al., 2022). It allows students to use devices that allow them to enter educational environments and interact using digital identities with various elements, such as avatars or virtual learning resources in real-time (Zhang et al., 2022). This way, they can feel as if they are in a real educational environment. From this perspective, the application of the metaverse in education can open up very interesting learning opportunities for students.

The metaverse concept relies heavily on social interactions between its users. Metaverse can provide opportunities for non-English students because the main focus of the English learning process is on communication and interaction (Aydin, 2022). Metaverse can form an English learning environment in the sphere of interaction because it provides opportunities to increase awareness of the target culture, develop autonomy, receive comprehensible input, and increase cooperation in the context of English learning. In addition, because it can increase the amount of input, non-English students can easily negotiate meaning through interaction and communication. Metaverse environments that provide social interaction and conversation can also improve cognitive capacity and English production.

Metaverse can indeed be said to be the latest technological advancement in the world of education. However, the metaverse has not been fully explored and is still at an early development stage (Reisoğlu et al., 2017). Various researchers expressed that there is a lack of literature that summarizes the findings of combining the metaverse with blended English learning and even less provides important insights into current and future English language teaching guidelines (Tlili et al., 2022). Therefore, several questions remain unanswered, such as what assessment factors are used in the metaverse, or what challenges exist in adopting the metaverse to English language learning. A study by İbili et al. (2024) acknowledged the limitations of not having comprehensive data on student engagement and activity in the Metaverse environment and suggested that future research should investigate adapting Metaverse-powered learning environments to suit diverse student needs. Overall, the research gap in this study lies in the need for further investigation of effective practices, customization of learning environments, and incorporation of adaptive strategies and advanced analytics to improve the effectiveness of learning supported by Metaverse-based platforms in English education.

The research intended to reveal non-English major students' perception of the integration of metaverse in English language learning. Through a quantitative-qualitative approach, it is hoped that this research can contribute directly or indirectly to teaching staff and students regarding the use of the metaverse in English language learning.

METHOD

To answer the research question, survey research was employed to elucidate how non-English major students perceived the integration of the metaverse into English language learning.

The research participants were selected through the use of convenience sampling. 77 students from a state university in Tasikmalaya, West Java, Indonesia were the participants. They are second-semester students majoring in non-English, namely the Indonesian Language Education Department. There were 60 females and 17 males in all. Moreover, 75 of the participants were between the ages of 18 and 24, while two

of the participants were younger than 18. The demographic characteristics of the participants are presented in Table 1.

Table 1. Demographic information of participants

		N	Percentage (%)
Gender	Male	17	22
	Female	60	78
Age	< 18	2	3
	18 - 24	75	97
Total		77	100

The questionnaire of non-English major students perceived the integration of the metaverse into English language learning adapted from the Technology Acceptance Model (Davis, 1989) was utilized. The questionnaire consisted of 10 items based on two components, namely perceived usefulness and perceived ease of use. Before distributing the instrument, the validity and reliability of the questionnaire were first assessed. The reliability of the questionnaire was assessed using Cronbach's alpha, while the validity of the questionnaire was assessed using the Pearson Product-Moment method. After descriptive analysis of the information collected from the questionnaire, the mean and standard deviation of the questionnaire items were determined. In addition to the quantitative data, a semi-structured interview was conducted with four representatives who participated actively in learning English through metaverse to get detailed information regarding their perception.

FINDINGS AND DISCUSSION
In this research, there are two results obtained, from a questionnaire and a semi-structured interview. After analyzing the data, the results showed students' perceived usefulness and ease of use of metaverse in English language learning.

1. Students' Perceived Usefulness of Metaverse in English Language Learning
Table 2 presents the results of a survey evaluating students' perceived usefulness of metaverse in English language learning. The mean and standard deviation of the responses to the five statements are displayed in the table.

Table 2 Descriptive Statistics of Students' Perceived Usefulness

No.	Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
1.	Using Metaverse technology enhances my English learning experience.	42.9	37.7	19.5	0	0	4.23	0.76
2.	Metaverse technology improves my English skills.	22.1	35.1	41.6	1.3	0	3.78	0.80
3.	Metaverse technology increases my involvement in English learning activities.	33.8	42.9	20.8	1.3	1.3	4.06	0.85

4.	Metaverse technology facilitates interactive and collaborative learning experiences in the English classroom.	50.6	28.6	19.5	1.3	0	4.29	0.82
5.	Metaverse technology provides access to a variety of English language resources and materials.	32.5	33.8	32.5	1.3	0	3.97	0.84

"Metaverse technology facilitates interactive and collaborative learning experiences in the English classroom" was identified as the highest-scoring item in the questionnaire (4.29) with the number of students disagreeing at 1.3%. The majority of students said they agreed (28.6%) and strongly agreed (50.6%) that metaverse technology facilitates interactive and collaborative learning experiences while the rest said they were neutral (19.5%).

The majority of students agreed (4.23) that using metaverse technology enhances their English learning experience which can be seen from their responses, 42.9% strongly agreed and 37.7% agreed, while the rest chose neutral. Although the mean response for Metaverse technology enhances English learning experience was 4.23, the standard deviation was quite high (0.76) indicating significant variation in students' responses.

Results show that the majority of students (4.06) agreed that metaverse technology increases their involvement in English learning activities. However, the standard deviation was quite high (0.85) which indicated the variation in students' involvement in English learning through metaverse. Likewise, findings from semi-structured interviews indicate that the integration of Metaverse in English language learning increases student engagement and learning experience. They feel more involved in the learning process because they can interact with the learning content presented in a virtual environment.

*In the metaverse, many features can help in learning English, such as online classrooms and projectors that depict a real learning room. We can also **interact and collaborate**, such as in presentations, which can improve the English learning experience. (P1)*

*Learning carried out in the metaverse is carried out per class thereby increasing the **interactive** level in discussion sessions in the metaverse. In the **collaborative** aspect too, we were instructed by the lecturer to be able to explain each other's "character" using English by our friends, and everyone had to have an opinion. This gives rise to collaborative learning because various opinions from each individual are expressed which complement each other's opinions. (P2)*

*Metaverse can enhance the **learning experience** and practice communicating in English with friends **interactively**. It presents interesting virtual English classes. (P3)*

*Learning with this metaverse can bring together people from anywhere and can **interact and collaborate** in it. (P4)*

Based on the data, they highlight the various features available in the metaverse that facilitate English language learning, including online classrooms and virtual projectors that simulate real classroom environments. Additionally, it emphasizes opportunities for interaction and collaboration, such as during presentations, which enhance the overall English learning experience by providing a dynamic and engaging learning environment. In the metaverse, students can participate in virtual classrooms by using avatars to communicate with instructors and other students. The findings are supported by Lee et al. (2022) who stated that the metaverse offers advantages in fostering teamwork and collaborative learning, encouraging learners to actively engage in a broader virtual community space. As a result, the level of learner involvement noted in educational metaverse settings can be significantly enhanced (Thorne and Macgregor, 2018). This immersive learning environment may enhance their learning experience. Moreover, it has the potential to improve student cooperation both within and outside of the classroom, fostering an inclusive and dynamic learning environment as well as the development of problem-solving and collaborative skills (Maghaydah et al., 2024). Nonetheless, certain students may show reluctance toward metaverse technologies and may not feel ready to participate early in the learning process (Thorne and Macgregor, 2018).

According to the standard deviation (0.82), the responses to "Metaverse technology provides access to a variety of English language resources and materials" vary. 1.3% of the students disagreed; however, the majority of students said they agreed (33.8%) and strongly agreed (32.5%) that metaverse technology provides access to a variety of English language resources and materials while the rest said they were neutral (19.5%).

"Metaverse technology improves my English skills" was identified as the lowest-scoring item in the questionnaire (3.78) with the number of students disagreeing at 1.3%. The majority of students said they agreed (35.1%) and strongly agreed (22.1%) that metaverse technology improves their English skills while the rest were neutral (41.6%). Findings from semi- structured interviews also indicate that the integration of Metaverse in English language learning provides access to English language resources and materials that improve their English skills. They believed that the platform allowed for dynamic engagements with the material, such as simulations and virtual world exploration, which improved their comprehension and English skills.

In the metaverse, various features can increase creativity in learning English. For example, virtual classrooms and projectors create a realistic and engaging learning environment. In addition, innovative features such as exploring other rooms provide opportunities for students to develop their creativity. They can explore different spaces such as toilets, computer labs, lounges, and more, which can stimulate their imagination and deepen their understanding of English in different contexts. (P1)

I understand various English materials easily when using the metaverse because I can see and search directly in the metaverse as an analogy that makes me understand it quickly. Seeing the effectiveness and efficiency is very good considering that I only need to trace various materials directly in metaverse applications, one of which is Spatial. (P2)

In the metaverse, we can use the chat feature, of course, this chat feature can be an opportunity for us to be more creative in using English language skills when giving opinions that will explore our potential in writing English. Even there, the realistic visual and changing character features can be a way for us to know the

> *names of clothes, items, places, and bodies such as skin color in English and we can create our avatar. Finally, there is the voice note feature, where we can practice speaking in English in the metaverse world so that we can hone our ability to speak English. (P2)*
>
> *In Metaverse, I can explore my creativity in English learning. Through virtual classes, role simulations (avatars), and diverse virtual environments, I can experiment with a variety of interesting learning contexts. I can also engage in fun and innovative learning activities.*
>
> *(P3)*

Based on the data, on metaverse, they have no trouble accessing or comprehending material in English. In addition, interactive features such as chat, realistic visuals, character change features, and voice notes in metaverse offer opportunities for students to improve their English skills creatively. Overall, they highlight how the Metaverse offers a conducive environment for enhancing creativity in English language learning. Through its immersive features and interactive elements, students can access English language materials efficiently, improve their language skills creatively, and explore diverse learning contexts, ultimately enriching their overall learning experience. It is in line with Chafiq et al. (2023) who explained that the innovative power of the metaverse comes from the variety of digital tools it provides that allow for creativity in learning activities. Metaverse can be used to build students' speaking skills by using avatars and Non-Playable Characters (NPCs) that can interact directly, allowing students to practice various communication situations in English (Roedavan et al.). Metaverse can help students understand English material better through simulating various communication situations and interactions with others, allowing students to practice English language use in more realistic contexts. Therefore, the metaverse can increase students' motivation to learn English by providing a more dynamic and enjoyable experience, as well as allowing students to interact with other people (Hedrick et al., 2022; Salloum et al., 2023; Muthmainnah et al, 2023)

2. Students' Perceived Ease of Use of Metaverse in English Language Learning
Table 3 shows the results of a survey that assessed students' perceived ease of use of the metaverse in English language learning. The mean and standard deviation of responses to the five statements are shown in the table.

No.	Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
1.	I find it easy to use Metaverse technology to learn English.	26	32.5	35.1	5.2	1.3	3.77	0.94
2.	Learning English through Metaverse technology is very easy.	28.6	39	28.6	3.9	0	3.92	0.85
3.	I feel confident in my ability to use metaverse technology in English language learning.	15.6	45.5	33.8	5.2	0	3.71	0.79
4.	Metaverse technology makes the process of learning English more enjoyable for me.	57.1	27.3	15.6	0	0	4.42	0.75
5.	I find it easy to adapt to metaverse technology for learning English.	27.3	45.5	26	0	1.3	3.97	0.81

"Metaverse technology makes the process of learning English more enjoyable" received the highest score (4.42). The majority of students strongly agreed (57.1%) or agreed (27.3%) that metaverse technology makes the process of learning English more enjoyable, with the remaining 15.6% neutral.

The majority of students (3.97%) agreed that it is easy to adapt to metaverse technology for learning English; however, there is substantial heterogeneity in students' responses (0.81) as seen by their responses: 27.3% strongly agreed, 45.5% agreed, 26% neutral, and 1.3% strongly disagreed.

The results indicate that the majority of students (3.92) thought that learning English through Metaverse technology is very easy. However, the standard deviation was fairly large (0.85), indicating diversity in students' responses as 28.6% strongly agreed, 39% agreed, 28.6% neutral, and 3.9% disagreed that learning English through Metaverse technology is very easy.
In contrast to the standard deviation (0.94), indicating diversity in students' responses, most of the students agreed (3.77) that they find it easy to use Metaverse technology to learn English.
There was a wide range in students' responses, with 26% strongly agreeing, 32.5% agreeing, 35.1% neutral, 5.2% disagreeing, and 1.3% strongly disagreeing.
The lowest-scoring item is "I feel confident in my ability to use metaverse technology in English language learning" (3.71). It can be seen from the table that they agreed (45.5%) and strongly agreed (15.6%) that they feel confident in their ability to use metaverse technology in English language learning. 33.8% of the students remained neutral, but 5.2% disagreed with the statement. Similarly, findings from semi-structured interviews in~~dicate that the integration of Metaverse in English language learning is easy~~ to use.

> *When using metaverse in an English course, I found the application easy to understand and use. However, using this metaverse requires a very strong signal. This is an obstacle in using this metaverse. (P1)*
>
> *Metaverse is easy to use for learning English because of its flexible access, learning can be demonstrated directly through the features it contains. (P3)*
>
> *I didn't encounter any difficulties using Metaverse to learn English. However, because the internet connection or signal strength varies between individuals, this is considered*
>
> *less effective. (P4)*

Overall, participants acknowledged the ease of use and flexibility of Metaverse for learning English, with a user-friendly interface and hands-on demonstrations of learning concepts. However, reliance on a strong internet connection poses significant challenges, impacting the platform's effectiveness in facilitating a consistent and seamless language learning experience. The internet plays a pivotal role in determining the effectiveness of online learning (Dayoub, 2022). Addressing connectivity-related issues may be important in maximizing the potential of the Metaverse as a language-learning tool.

CONCLUSION

The findings reveal that integrating metaverse into English learning significantly increases student engagement and enriches their learning journey. Through this immersive experience, students feel more connected to the learning process, fostering a sense of involvement and enthusiasm. They appreciate the interactive nature of Metaverse, which allows them to engage with learning materials in a virtual environment, mimicking real-world scenarios.

The features metaverse offers, such as online classrooms and virtual projectors, provide students with a variety of opportunities for interactive learning. This fosters collaboration and communication, thereby enhancing the overall English learning experience. Students can actively participate in virtual classrooms, communicate with instructors and peers using avatars, and engage in collaborative activities, reflecting real-life interactions. It also provides students with valuable resources and materials, thereby improving their language skills. Also, interactive features such as chat, realistic visuals, and creative tools allow students to improve their English skills in innovative ways. Moreover, they find it easy to adapt to metaverse technology for learning English, and it makes the process of learning English more enjoyable for them. Aside from the perceived usefulness and ease of use, integrating the metaverse into English language learning presents considerable obstacles related to internet connectivity.

In conclusion, students viewed the integration of metaverse into English language learning positively, regarding perceived usefulness and ease of use. Immersive experiences increase engagement and enrich learning, driving engagement and enthusiasm. Interactive features such as online classrooms and virtual projectors facilitate collaboration and communication, enhancing the overall learning experience. Additionally, access to a variety of resources and materials improves language skills, while dynamic engagement with content increases comprehension and proficiency. Despite the challenges, metaverse shows potential as a dynamic and fun tool for English language learning, offering an environment conducive to creativity and exploration. The implications of this research can help educational policymakers, curriculum developers, and language learning practitioners to design more effective strategies for integrating metaverse technologies in language learning.

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Innovative Approaches to English Language Teaching: Leveraging Technology and Student-Centered Methodologies

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In the modern era, being proficient in English is crucial for both personal growth and career advancement. As such, it's important to start learning English early on. Traditional English Language Teaching (ELT) methods, however, often don't capture students' interest or motivation. This article examines new ELT strategies that embrace technology and focus on the student to improve the educational journey and language learning outcomes. The article explores how integrating digital tools such as apps, virtual reality, and online platforms into teaching can enhance interactivity and customization for individual learners. Additionally, it discusses communicative language teaching (CLT) and task-based language teaching (TBLT) methods, which prioritize real-world language use and foster learner independence. These modern methods help teachers create lively and appealing educational settings that accommodate various ways of learning and foster effective language learning. Finally, the article stresses the need for language teachers to continually update their skills to keep up with new developments and established practices in ELT.

Keywords: English Language Teaching (ELT); technology integration; digital tools.

1. INTRODUCTION

In today's globalized era, mastery of English is becoming a very important skill, both for self-development and for career advancement (Yadav, 2014). Therefore, it is important to start learning English early. However, traditional English teaching methods often fail to interest and motivate students (Harmer, 2007). To overcome this challenge, various new strategies in English language teaching (ELT) have been developed, which adopt technology and focus on students' needs.

1.1 LITERATURE REVIEW

Technology Integration in ELT, with the advancement of technology, the use of digital tools such as apps, virtual reality, and online platforms in English language teaching has become increasingly popular (Golonka et al., 2014). The integration of these technologies can increase interactivity and allow for the customization of learning for each individual (Blake, 2016). For example, language learning apps can provide materials and exercises tailored to each student's ability and learning style (Godwin-Jones, 2017).
Communicative Language Teaching (CLT). The Communicative Language Teaching (CLT) approach emphasizes the use of language in real-life contexts, rather than focusing solely on grammar (Richards, 2006). This method aims to develop students' communicative competence, so that they can use language effectively in real situations (Savignon, 2018).

Task-Based Language Teaching (TBLT) is an approach that centers on meaningful tasks to be completed by students using the target language (Ellis, 2003). It encourages independent learning and helps students develop language skills needed in real life (Van den Branden, 2016).

2. RESEARCH METHODS

In this research, a literature review method was used to explore modern strategies in English language teaching (ELT). Literature review is a research method that involves the identification, evaluation, and interpretation of published works, such as books, journals, and research reports, that are relevant to the topic under study (Snyder, 2019). The literature study process in this study began with searching and collecting relevant sources, such as journal articles, textbooks, and research publications that discuss modern strategies in English language teaching, such as technology integration, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). The sources were obtained from online databases such as Google Scholar, ERIC, and other reliable websites.

Next, the collected sources were critically evaluated to assess their relevance, credibility and quality. In this evaluation process, factors such as the reputation of the authors, the quality of the research methodology, and the reported results or findings were considered. After the evaluation process, the sources deemed relevant and of high quality were analysed in depth to identify trends, challenges and best practices in modern strategies for English language teaching. The information obtained from these sources was then synthesised and summarised in this literature review. The literature study method was chosen as it allows researchers to gain a comprehensive overview of the topic under study, identify gaps in previous research, and form a conceptual or theoretical framework for further research (Snyder, 2019). However, it should be recognised that literature studies have limitations, such as the possibility of bias in the selection of sources and subjective interpretations of the researcher.

3. RESULTS AND DISSCUSSION

This research explored modern strategies in English language teaching through a literature review. Based on the sources reviewed, several key findings were found:

3.1 Technology Integration in ELT

Data shows that the use of digital technologies such as apps, virtual reality and online platforms can increase students' interactivity, engagement and motivation in learning English (Golonka et al., 2014; Blake, 2016; Godwin-Jones, 2017). For example, Godwin-Jones' (2017) research found that language learning apps can provide materials and exercises that are customised to each student's ability and learning style, thus improving learning effectiveness.

3.2 Communicative Language Teaching (CLT)

CLT approaches that focus on language use in real-life contexts have been found to be effective in developing students' communicative competence (Richards, 2006; Savignon, 2018). A study by Savignon (2018) showed that students taught using CLT were better at communicating in real-life situations compared to students taught using traditional methods.

3.3 Task-Based Language Teaching (TBLT)

TBLT approaches involving meaningful tasks have been shown to encourage independent learning and develop language skills needed in real life (Ellis, 2003; Van den Branden, 2016). Van den Branden's (2016) research found that students taught with the TBLT method showed significant improvements in English communication and comprehension skills in authentic contexts.

These findings suggest that modern strategies in ELT that integrate technology and adopt approaches such as CLT and TBLT can create a more effective and relevant learning environment for students. By utilising digital technology, teachers can provide materials and activities that are engaging and customised to individual needs. Meanwhile, CLT and TBLT approaches allow students to develop communicative competence and language skills needed in real situations.

However, the successful implementation of these strategies depends on teachers' readiness to adopt technology and use appropriate teaching approaches. Continuous training and professional development are needed to ensure that teachers have adequate skills and knowledge in integrating technology and applying modern teaching methods.

4. CONCLUSION

In the face of the challenge of engaging and motivating students in learning English, modern strategies in ELT that integrate technology and focus on students' needs offer promising solutions. By utilising digital tools and adopting approaches such as CLT and TBLT, teachers can create learning environments that are interactive, engaging and relevant to real life. However, the successful implementation of these strategies depends on teachers' commitment to continuously develop their skills and knowledge in line with the times. In this way, English language teaching can become more effective and prepare students for success in the global era.

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EFL Learners' Experiences Using Pinterest for Essay Writing Ideas: A Case Study

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This research examines how EFL students utilize Pinterest to brainstorm essay topics and improve their writing. Through interviews with eight EFL students in their last semester, the study reveals that Pinterest's image organization features and vocabulary-rich content are valuable for them. Students use Pinterest throughout the writing process, from generating initial ideas to revising drafts, and appreciate the platform's accessibility and ease of use. Overall, the study suggests that Pinterest serves as a beneficial tool for EFL learners by inspiring them, aiding vocabulary development, and offering a user-friendly platform for essay writing.

Keywords: Essay Writing, Writing Ideas, Pinterest

1. INTRODUCTION

Essay writing is a crucial academic writing skill. Despite being a fundamental academic skill that offers significant learning opportunities (Greetham, 2022), essay writing can be particularly challenging for EFL learners due to its length compared to shorter writing tasks (Khuong, 2022). This study aims to address this challenge by exploring a practical strategy: how EFL students leverage Pinterest to generate essay ideas and potentially improve the writing process.

Technology's integration into education is widespread, enhancing productivity and efficiency across various aspects of daily life (Singh, 2021). This study focuses on Pinterest, a social image-sharing platform launched in 2010 (Fung et al., 2020), as an example of this technological innovation in education. Pinterest's potential to aid EFL learners' creative interpretation during essay writing aligns with previous research (Karyati & Rahmawati, 2022). Employing a qualitative case study approach with eight EFL students, this research investigates how they utilize Pinterest images for essay inspiration. This study aims to validate Gerring's (2004) assertion that case studies provide a deep understanding of the phenomenon under investigation.

However, the researcher also noted challenges faced by EFL learners using Pinterest for inspiration. Students sometimes struggled to find perfectly suitable images due to limitations in the range of pictures available for certain themes on the platform. Additionally, the visual quality of images on Pinterest can be uneven, with some students finding the average quality to be less than ideal. Therefore, this research builds upon existing literature that explores the educational applications of Pinterest. Chapman et al. (2019) investigated its use for art education, while Schroeder et al. (2019) examined how educators leverage it for resources and teaching strategies. Similarly, Sashittal (2015) found that college students value Pinterest for its enriching content. This study extends this research by examining how EFL learners specifically utilize Pinterest to find inspiration for their essays.

Unlike prior studies that explored how students in other disciplines (e.g., art) use Pinterest (Chapman et al., 2019), this research focuses on the experiences of EFL learners in the language department specifically when writing essays. It goes beyond simply exploring their use of Pinterest for inspiration, aiming to understand the impact of this tool on their essay writing experience and outcomes.

2. LITERATURE REVIEW

Pinterest has become a popular online platform for its unique way of organizing information. Users can create collections of images ("pins") on virtual boards ("pinboards"), categorized by themes and topics (Cario, 2012). This visual approach allows users to discover and save inspiring content, even stumbling upon interesting finds without a specific search (Majure, 2012). In simpler terms, Pinterest acts like a digital scrapbook where users curate online images for future reference.

A popular online platform, Pinterest allows users to curate visually-appealing content ("pins") on themed virtual boards ("pinboards"). This approach fosters discovery and inspiration, even through unexpected finds while browsing (Majure, 2012). Pinterest's growing influence has reached education, with educators valuing its potential. Research suggests it can be a multifaceted tool, promoting literacy by showcasing diverse materials and new books (Baker, 2013), enhancing media literacy by encouraging critical analysis of online resources (Gammon & McGranahan, 2015), and supporting individualized learning by providing a springboard for personalized curriculum (Herbert, 2012).

While Pinterest boasts high-quality visuals, clear organization, and content relevant to a wide range of topics (Kasakowskij et al., 2020), it may not always be a source of groundbreaking ideas for essays. The platform's core function revolves around sharing existing content ("re-pinning"), which can lead to a significant amount of repetitive content across numerous boards (Guðmundsdóttir & Hööpfer, 2019). This repetitiveness can limit the depth and variety of inspiration students find for their essays. Students might encounter the same image or concept repeatedly, hindering their ability to develop unique and original arguments (Junco & Cotten, 2017). Furthermore, the curated nature of Pinterest content can lead to a form of echo chamber effect, where users are primarily exposed to viewpoints they already agree with (Bakshy et al., 2015). This can be detrimental to the essay writing process, which often requires students to critically analyze and engage with diverse perspectives.

Pinterest's core functionality revolves around "pinboards," user-created digital bulletin boards that organize visual content ("pins") by theme, interest, or even specific projects (Miller, 2012). These pins can be images, videos, or even infographics, allowing for a diverse range of inspiration (Singh, 2023). Users can "pin" content they discover while browsing Pinterest itself or from external websites using the handy "Pin It" browser button (Mittal et al., 2013). This ease of content collection is a significant advantage of the platform. Pinterest also offers pre-made boards on various topics, which can be a helpful starting point for new users (Guðmundsdóttir & Hööpfer, 2019). However, the true power lies in the ability to create custom boards. Users can design as many boards as needed, allowing them to curate content specific to their needs, hobbies, or even individual essay topics (Junco & Cotten, 2017). This level of customization makes Pinterest a versatile tool for students seeking inspiration and fostering critical thinking skills during the essay writing process.

Understanding Pinterest's functionalities is key for EFL learners to leverage the platform for essay writing. Mittal et al. (2013) define core features: "pinning" allows saving inspiring visuals (Guðmundsdóttir & Hööpfer, 2019), while the "pinner" can go beyond saving by using pin descriptions to enhance vocabulary and comprehension. Liking

and "repinning" (Singh, 2023) promote collaboration by enabling EFL learners to share valuable content and seek peer feedback. Thematic organization through pinboards (Junco & Cotten, 2017) allows categorizing content by essay theme, fostering critical thinking as learners analyze information and build a thesis. Finally, customizable privacy settings empower learners to control who sees their boards. Public boards can showcase findings for peer discussion, while private boards provide a safe space for brainstorming essay ideas.

Pinterest goes beyond inspiration; it fosters responsible content sharing with clear attribution. Each pin is linked to its original source URL (Mittal et al., 2013), allowing users to trace the image's origin and potentially find more relevant information for their essays. Uploading directly from a computer assigns the source as pinterest.com, while "pinning" from external sites like news articles or product pages preserves the original website's URL as the source. This ensures proper attribution and context for the image. Further streamlining the process is the "Pin It" button, a browser extension offered by many websites like Etsy or Amazon. Clicking this button lets users save the image with proper attribution to a relevant board, promoting responsible sharing within the platform.

3.   METHODOLOGY

This study explores how English as a foreign language (EFL) learners utilize Pinterest for essay writing, focusing on two aspects: how EFL learners generate essay ideas using Pinterest's visuals and the impact of Pinterest on the quality of their final essays. Employing a qualitative research methodology (Hammarberg, Kirkman, & Lacey, 2016), the study prioritizes understanding personal experiences and student perspectives on using Pinterest for essay writing. This approach, suited for analyzing non-numerical data (Mishra & Alok, 2022), allows for an in-depth exploration of how EFL learners navigate Pinterest's visual landscape to spark ideas and how this, in turn, affects the quality of their written work.

The study's design is a case study. Case study research, according to Ridder (2017), examines real-life events in great detail while taking into account their context. According to Yin (2014) and Hollweck (2015), case study research starts with hot issues right now. Thus, the experiences of EFL students using Pinterest to find essay ideas are the current issues and real-life occurrences covered in this study.

This case study investigates how EFL learners leverage Pinterest for essay writing. Inspired by Hancock, Algozzine, and Lim's (2021) framework, the study focuses on a specific group – EFL learners with prior Pinterest experience – to ensure they have the necessary skills to utilize the platform for essay inspiration. The research delves into the lived experiences of these learners through semi-structured interviews. This flexible format allows for exploration of not only how they use Pinterest for idea generation but also their perceptions of the platform's impact on their writing process, including any challenges or benefits they encounter. By following these principles, the case study aims to gain a rich understanding of how EFL learners leverage Pinterest's visual landscape to enhance their essay writing skills.

4. FINDINGS AND DISCUSSIONS
1. Findings

This section demonstrates the EFL students' experiences looking through Pinterest for inspiration when writing essays. Further information about the use of Pinterest images for essay writing was found through interviews. The interview data is of higher quality when it is conducted using every day or conversational language. Because the terminology utilized is consistent, interviews should be conducted in a relaxed and informal setting. To

make the information easier to understand, there is also usage of Indonesian during the interview.

S1's responses

There are a few similarities in the participants' replies to the Pinterest organizing ideas. Of the eight students, seven make use of the "pinboard" feature. These seven students use a pinboard to arrange their thoughts or images. Of these seven students, two gave their pinboard folders names based on it. Furthermore, four out of eight students say they "downloaded" the images they found right away. According to two out of every four students, the photos they downloaded would be saved right away to the "gallery" on their phones. Still, there are a lot of variations in the individuals' answers. A student uses a "keyword" to help them find the images they require. The second student, meanwhile, would rather use "Pinterest Web" and "screenshot" the images to save them.

As a result, students can download the images right away or utilize the pin board feature. The feature that allows students to download the images they find after selecting a topic and entering a keyword into the search window is highlighted by Student 1 (S1). S2 names the folder while using the pinboard feature; sometimes, though, they download the images immediately. S3 uses pinboards to arrange her photos in an easily accessible manner. S4 makes the decision to download the pictures and arrange them on their phone into a gallery album. Student 5 also uses a pinboard to arrange their photos. Since S5 visits Pinterest so often, they usually snap screenshots of the pictures. After discovering photographs pertinent to their intended topic, S6 makes use of the pinboard tool. To reduce the amount of storage space on their phone, S7 chooses to use Pinboard. S8 made advantage of the pinboard and download features. However, Student 8 would rather download the photographs right away. All eight students who were questioned organized their Pinterest-sourced ideas using pinboard and download tools. According to Abdullah et al. (2018), students agreed that having appropriate photographs pinned to their boards makes it simpler for them to organize their thoughts.

In conclusion, this study explored how EFL learners organize ideas gleaned from Pinterest. A clear consensus emerged: the majority of students (seven out of eight) utilized the platform's "pinboard" feature to categorize images and potentially structure their thoughts. Two students even highlighted the additional step of naming their pinboard folders for better organization. However, some variations existed. Download features were also employed by four students, who preferred saving images directly to their phone galleries for offline access. One student even used keywords to refine their image searches. Another opted for "Pinterest Web" and screenshots to gather images. Overall, the study highlights the flexibility offered by Pinterest's tools, with students leveraging both "pinboards" and download functions to organize their essay-related ideas according to their individual preferences.

S2's responses

The responses received from the participants regarding the difficulties they had utilizing Pinterest have a number of similarities. Of the eight students, five claim that they had no trouble finding ideas on Pinterest. These students point to the terms "relevant" and "keyword" as justifications. In otherwise, "keyword" refers to the fact that having the term allows for using Pinterest easier. Furthermore, "relevant" implies that they consistently locate images that are related to the topic they require. When utilizing Pinterest, two students face a similar problem: they are quickly "distracted" by other's pictures. In spite of this, the participants' answers varied in a few ways. For instance, a student still finds it difficult to sort through the "too many ideas" offered and select the best images for

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inspiration. Similarly, when searching Pinterest for ideas, the other student frequently discovers "irrelevant topic" or images.

Additionally, S1 realized that Pinterest is not a challenging site. Yet S1 easily gets distracted by other images that have nothing to do with the subject. Students 2, 3, 4, 5, and 8 all gave similar answers, stating that they had no trouble utilizing the photographs on Pinterest. They further employ keywords to facilitate the exploration of concepts. However, because there are so many distinct images available, S3 often finds it confusing. Regarding that, students 6 and 7 have encountered the same situation. Another thing that Pinterest regularly provided was unrelated images to the subject. S6 must therefore conduct another search using the term for the targeted topic. All things considered these answers show how helpful Pinterest's image tool is for helping students brainstorm ideas for essays.

This study explored the difficulties students encountered while using Pinterest for essay inspiration. While five students reported no issues finding relevant ideas through keywords, two students highlighted the challenge of getting distracted by unrelated images. This aligns with experiences of other participants who, although finding Pinterest easy to use, sometimes struggled with information overload – either encountering too many ideas or irrelevant content that required further refined searches. Despite these challenges, the majority of students found Pinterest's image search tool helpful for brainstorming essay ideas, suggesting the platform's potential benefits outweigh the identified difficulties.

S3's responses

There are many similarities between the participants' responses when it comes to how they draft or write down their ideas. The students most frequently mentioned the term "choosing the pictures." This means that before beginning to write, students always consult the previously found photographs to acquire some inspiration. Similar replies are given by two students who decide on a "topic" before writing and searching Pinterest for ideas or inspiration. Still, there is a variation in the replies from the students. One student would rather create a "outline" before beginning to compose their essay.

The statements provided by students 1 and 3 are identical in greater detail. To come up with an idea for their essay, they choose the topic first. Following that, users search for further inspiration on Pinterest by using a phrase associated with that subject. After that, they simply started writing their essay right away. Students 2, 5, 6, 7, and 8 start their drafting by choosing the images they found, continuing until they find multiple images that inspire them. Conversely, S4 is inspired by looking through Pinterest photos and starts writing with an outline. Consequently, one of the eight students approaches drafting in a different way. In conclusion, each student drafts their essays in a unique manner.

This study explored the drafting strategies employed by EFL learners when writing essays. While some similarities emerged, a range of approaches were evident. The majority of students (five out of eight) emphasized the importance of "choosing the pictures" – selecting visuals from Pinterest as a starting point for inspiration. Two students further elaborated, suggesting they first choose a topic and then use Pinterest to find related images. However, individual variations existed. One student preferred creating an outline before writing, while another found inspiration through browsing Pinterest images and then used an outline to structure their writing. In conclusion, the study highlights the diverse approaches EFL learners utilize when drafting essays, with some relying heavily on Pinterest visuals, while others incorporate them as part of a more structured writing process.

S4's responses

Answers to questions concerning new knowledge obtained from Pinterest concept exploration reveal similarities throughout the participants. It was "vocabulary" that students

brought up most frequently. According to them, the wording on the Pinterest photographs helped them learn a lot of new words. Put differently, images with text on them are also available on Pinterest. One student, though, reacts differently. This student learned new concepts regarding "writing ideas" and was motivated to write their essay by reading other people's thoughts.

Based on the previous explanation, seven students illustrate a related proposition. Given that Pinterest offers more than just images, student 1 and 2 picked up new vocabulary from a number of images that included text on them. However, S3 highlights that they now have a better understanding of how to explore ideas on Pinterest. S3 says that they can learn more from fundamental concepts in a similar manner. Additionally, S4 picked up new terminology. While S4 gains that understanding via the Pinterest keyword search to locate appropriate images, S5 discovers several new insights, vocabulary being one of them. S6 explains that they discover new terminology in each picture. They thus pick up new vocabulary. By means of images shared by native speakers, S7 gains new words. Through their use of Pinterest, S8 has picked up a number of new vocabulary terms. In conclusion, the majority of students discover new vocabulary through Pinterest concept exploration.

Exploring how EFL learners gain new knowledge through Pinterest concepts revealed a focus on vocabulary acquisition. The majority of students (seven out of eight) found the text incorporated within Pinterest images to be a valuable resource for learning new words. This highlights Pinterest's role as a platform that goes beyond visuals, functioning as a vocabulary-building tool through its text-integrated content. However, one student's experience underscores the platform's broader potential; they gained new "writing ideas" and felt motivated by encountering diverse perspectives, suggesting Pinterest can spark creativity and provide a springboard for essay development. Overall, this study positions Pinterest as a multifaceted tool for EFL learners, fostering both vocabulary acquisition and potentially inspiring creative writing through its visually engaging content.

S5's responses

A few common responses emerged from the students' responses when asked how frequently they edit their ideas in essays. Two out of every five students were "certain" about the concepts they included in their writing, while five out of eight students "rarely" revised the ideas in their writings. Furthermore, only four of the eight students correct the "punctuation" and "grammar" problems. Responses from each student varied from one another. The terms "very often," "often," and "occasionally" were only cited once by three students. In addition, these students provide the terms "finalize," "supporting sentence," "new idea," "typo," and "making sure" in their responses; these terms only appear once.

In their essays, eight students share their experiences with idea revision. S1 admits they don't often go back and edit the ideas in their essays. S1 would prefer to change the supporting sentence in each paragraph instead. S2's essay's concepts will only be changed if they are not happy with them. All S2 does is edit the essay's grammar on a regular basis. When S3 comes up with a more creative topic, they repeatedly edit their essay. S4 usually doesn't edit their writing; instead, they polish it till it's a strong essay. The assertion that the ideas in their essays are already certain was expressed by students 5 and 8. But typically, they just need to correct the language and punctuation. Given that student 6 arranges concepts in their essay from start to finish, they sometimes make revisions to their original ideas. However, S6 corrects typos, punctuation, and grammar mistakes frequently. S7 constantly refines their thoughts to be absolutely confident. In summary, the majority of students do not revise their essays' ideas.

This study explored the revision habits of EFL learners regarding essay ideas. The findings revealed a range of approaches. While two students expressed certainty in their initial ideas and rarely revised them, others ("very often," "often," or "occasionally") revised based on factors like developing stronger supporting sentences (S1), encountering more creative ideas (S3), or striving for a polished final product (S4). Interestingly, some students (S5, S8) focused primarily on language and punctuation revisions, assuming their ideas were already solid. Only one student (S6) mentioned occasionally revising the initial structure of their ideas, but even then, their focus remained on correcting typos, punctuation, and grammar. Overall, the majority of participants did not frequently revise their essays' core ideas, suggesting a potential area for further exploration and development of revision strategies among EFL learners.

S6's responses

When asked how simple it is to use Pinterest, the students' responses revealed a few common answers. Every student concurred that Pinterest is user-friendly. Of the eight pupils, two say that Pinterest offers them "any pictures" they need; all they have to do is type in the "keyword" (which appears twice) on a "search bar" to obtain the desired picture. Regarding why Pinterest is simple to use, students' answers still vary in a number of ways. Since Pinterest is accessible on "any device" and is a free platform, according to one student, it's an easy tool to use. The other student likewise utilizes "Pinterest Web," which has "good quality" images and doesn't require downloading an application.

S1 notes that Pinterest is a completely free website for further information. Additionally, S1 emphasizes that Pinterest is always available on all devices. S2 claims that since all they have to do is put in what they're looking for, using Pinterest is simple. S3 finds using Pinterest to be simple. Furthermore, S3 frequently finds extra pictures that just marginally connect to the subject they are interested in. Since Pinterest offers any image they choose, S4 also finds it to be a straightforward application to utilize. The identical assertion is made by students 5, 6, and 8 as by S2: all they need to do is type some terms into the search field. Given that Pinterest can be accessible via a website, S7 also felt that it is reasonably easy to utilize. Apart from that, Pinterest offers excellent images as well.

Overall, the study highlights several key reasons why EFL learners find Pinterest user-friendly. First, the intuitive search function with a designated search bar allows for straightforward image discovery based on keywords related to their essay topics. This is further enhanced by the platform's extensive image library, ensuring a high chance of finding relevant visuals. Furthermore, accessibility across devices (phones, laptops, tablets) and the browser-based "Pinterest Web" option offer flexibility and eliminate the need for app downloads, a consideration for students with limited storage space. Finally, the high-quality images on Pinterest contribute to a positive user experience as they enhance the visual impact of students' essays. These factors combined contribute to Pinterest's appeal as a user-friendly tool for EFL learners seeking essay inspiration.

2. Discussions

The three primary focuses of this study are discussed in this section: students' organization when exploring ideas, new knowledge when exploring ideas, and their consideration about Pinterest as an easy platform to use.

- **Strategies in organizing ideas on Pinterest**

Based on students' responses to their strategies for organizing ideas, this study found key findings, such as that students completely utilize Pinterest's features. Most of

the students state that the "pinboard" feature is the most useful feature for them to organize ideas or pictures. Other than that, the term "download" is the second most mentioned term in students' responses. This responses is in line with Jorgensen's (2016) statement users on Pinterest can construct and share a visual "pinboard" of images. It further discovers that pinboards allow EFL learners to categorize images thematically, visually representing connections between ideas and potentially aiding in the development of a strong thesis statement for their essays. Additionally, effective use of pinboards promotes critical thinking skills by encouraging students to analyze information and identify relationships between concepts.

Moreover, students often claim that they immediately "download" the pictures they find on Pinterest. With this strategy, the pictures would immediately be saved to their phone's gallery. Students state that they could access these pictures whenever and wherever, even without the internet connection. This approach ensures offline access to these resources, a valuable strategy for students who may not have consistent internet connectivity. Having immediate access to downloaded images can be particularly beneficial during the drafting stage of essay writing, allowing students to refer back to visuals for inspiration or to incorporate them into their work. However, it is important to acknowledge potential copyright considerations when downloading images from Pinterest. Ideally, students should seek permission for reuse if the image creator explicitly prohibits downloading or if the intended use goes beyond personal, educational purposes.

The study reveals that students predominantly rely on Pinterest's "pinboard" feature to organize ideas or images, aligning with previous research by Jorgensen (2016). Additionally, a significant number of students emphasize the importance of downloading images from Pinterest, enabling offline access and immediate availability in their phone galleries. This suggests a practical strategy employed by students to ensure convenient access to resources regardless of internet connectivity.

- **Students' new knowledge when generating ideas on Pinterest**
  Based on students' responses when asked about the new knowledge they discovered on Pinterest, most of them mentioned the term "vocabulary." They said that the wording on the Pinterest images helped them learn a lot of new vocabulary. Simply put, Pinterest has images with text on them as well. Through the sharing of images by native speakers, students gain new vocabulary. In line with this, Abdullah, Hashim, and Mahmud (2018) also state that students discover new vocabulary and new forms of sentences while browsing on Pinterest.

However, the benefits of Pinterest extend beyond vocabulary. One student specifically mentioned gaining new "writing ideas" and feeling motivated to write after encountering diverse perspectives from other users. This underscores Pinterest's potential to spark creativity and provide a springboard for developing initial essay ideas beyond what students might have initially considered. In essence, Pinterest serves as a platform not only for vocabulary acquisition but also for fostering creative thinking and motivation in the writing process.

In conclusion, the study highlights the significant role of Pinterest in expanding students' vocabulary through visual aids containing text, as acknowledged by the majority of respondents. This study is supported by Abdullah et.al.'s (2018) assertion that Pinterest serves as a platform for discovering new vocabulary and sentence structures. Additionally, one student's experience stands out, emphasizing the platform's potential to inspire writing by exposing them to diverse ideas and perspectives shared by other users. This underscores Pinterest's versatility in not only facilitating vocabulary acquisition but also fostering creativity and motivation in academic pursuits such as essay writing. Thus, Pinterest

emerges as a multifaceted tool for language learning and creative expression among students.

- **Students' perception about Pinterest as useful platform**

All students agreed that Pinterest is useful and easy to use. They mention that Pinterest provides "any pictures" based on the topic they need. Students state that they simply type the keyword on a search bar to get these pictures. One student stated that Pinterest is an easy application because it can be accessed on "any device" and also because it is a "free" platform. Additionally, the other student uses "Pinterest Web," does not have to download the application, and it also has "good quality" pictures. These statements are also supported by Miller (2012), who says Pinterest is easy to use because the focus is only on pictures.

The similar agreement among students underscores the consensus that Pinterest is both highly useful and user-friendly. Their positive experiences highlight the platform's accessibility and efficiency in providing relevant visual content based on search queries. The ease of accessing Pinterest across various devices and its free nature further contribute to its appeal among students. Moreover, the endorsement of Pinterest Web for its quality images and convenience of use without requiring an application download adds to its favorable reputation. These findings resonate with Miller's (2012) assertion that Pinterest's simplicity, focusing primarily on images, contributes to its user-friendly nature. Overall, the students' collective feedback confirms Pinterest as a valuable and easily accessible resource for obtaining high-quality visual content.

In conclusion, this study found unanimous agreement among students regarding Pinterest's usefulness and user-friendliness. The platform's appeal lies in its ability to provide a vast library of relevant images based on simple keyword searches. Students highlighted the ease of access across various devices, the platform's free availability, and the option of using "Pinterest Web" without downloading an app, all contributing to its convenience. The endorsement of high-quality images further strengthens Pinterest's reputation. These findings align with Miller's (2012) observation that Pinterest's focus on visuals simplifies the user experience. Overall, this study positions Pinterest as a valuable and readily accessible resource for students seeking high-quality visual content.

5.   CONCLUSION

The responses provided by the participants aligned with the study's expectations. Given the focus on participant experiences, their interview answers directly addressed the questions posed. For instance, responses to the first question ("How do you typically use Pinterest for essay writing?") naturally reflected each student's individual approach. Similarly, answers to all questions stemmed from their personal experiences and perspectives on using Pinterest for essay development. This congruence between interview questions and participant responses strengthens the overall findings, suggesting that Pinterest offers a valuable platform within the educational field.

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