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Adab-International Conference
on Information and Cultural Sciences



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

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The Practice of Coexistence in Islamic Culture

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Yogyakarta, Indonesia

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The 12th



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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

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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 Üniversitesi Türkiye 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 Türkiye. 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.

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Unlocking Insights: Padlet's Role in Enhancing English Writing Skills for Students

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Innovative learning environments and flexible language learning resources have been sparked by the use of mobile technology in education. Padlet is a highly versatile tool that facilitates the creation of digital boards to store various sorts of content. This feature encourages students, instructors, and parents to collaborate creatively. This study examines how students use Padlet as a writing medium for English assignments. Through both planned and unstructured interviews, the investigation examines participants' perspectives using narrative inquiry as the research methodology. In the study of narratives, three distinct types of data analysis procedures—telling, transcribing, and analyzing—are used. The research attempts to understand the nuances of students' experiences with Padlet by using a narrative framework, highlighting both its advantages and disadvantages. Participants in this research include five students who have previously used Padlet. Based on the study's conclusions, students first embraced Padlet because it influenced assignment submission, capacity to foster collaboration, and ability to improve English writing abilities, especially about vocabulary and grammar. On the other hand, students have issues with its usability, dependence on a strong signal, privacy and security concerns, and the Maps feature's apparent lack of value when it comes to writing.

Keywords: Padlet; Writing; Insights; Platform; Narrative Inquiry.

1. INTRODUCTION

The growing popularity of mobile technology has prompted the creation of revolutionary learning environments and a wide range of interactive materials for flexible language learning. With so many different strategies for language learning at their disposal, technology integration in the classroom has the potential to increase student effectiveness and engagement. Students' writing skills can be improved and experimentation encouraged by using Padlet, an adaptable platform that lets users create digital walls for storing different kinds of information. Furthermore, Padlet encourages teacher, parent, and student interaction and collaboration, which helps to create engaging and student-centered learning environments (Erito & Wijayatiningsih, 2022). A noteworthy characteristic of Padlet is its accessibility, as noted by Algraini (2014). Users do not need to register in order to access the platform through a variety of devices. Users can easily create walls and publish content right away thanks to its ease. Students can use this feature-rich portal to submit written assignments and to display their creative creations. Given the importance of writing in education, Padlet is a useful tool for language learning and enhances the educational experiences of students by enabling a variety of written assignments from elementary school to high school. The potential of Padlet as an invaluable resource for research and practice in the field of education fascinates the researcher. With its wide range of capabilities, the platform can be used for a variety of purposes related to student writing. Through the use of interactive discussions, group writing assignments, digital portfolio

creation, and collaborative writing, students can use Padlet as a platform to write about their thoughts, ideas, and opinions.

2. METHOD

A thorough investigation of people's life experiences and changes over time can be obtained through the use of narrative inquiry as a method of research. By using this method, researchers are able to collect first-hand reports of actual experiences, which contributes to a deeper understanding of people's viewpoints and the meanings they assign to their experiences. As explained by Creswell et al. (2007) and Josselson (2007), the goal of narrative research is to convey the richness and nuance of people's tales. Narrative inquiry was utilized in this study to explore how students interacted with Padlet as a platform for writing in English. This method offers a distinctive viewpoint on intricate phenomena, such as how students use instructional technology like Padlet. Through delving into participants' personal narratives, researchers can gain important insights into the reasons behind, difficulties with, and successes that students have had when using Padlet for English writing. Researchers can discern recurrent motifs and underlying meanings by having individuals explain their experiences in their own words through reflective conversations or interviews. By revealing the human aspect of technology integration in education, this qualitative data provides a comprehensive picture of students' use of Padlet beyond quantitative measures.

The research involved five students enrolled in the English Education Department at the Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin. These students had prior experience using Padlet for English writing tasks. They were selected randomly from a larger group of 30 students participating in the TBI A 2020 program, specifically those who had completed story assignments on Padlet during their Grammar A classes. The choice of these five participants was deemed sufficient, as their feedback adequately addressed the research inquiries. By concentrating on students actively involved in Padlet for English writing activities, the study sought to obtain insights into their encounters with the platform.

3. FINDINGS

To guarantee an in-depth investigation of the study's conclusions, the data sources were carefully chosen. The dataset utilized in the analysis was actively contributed to by five people, known as participants 1 (P1) through 5 (P5). To collect the data, story frames and structured interviews were both used. The researcher used a combination of interview sessions and the narrative framing approach to get a thorough knowledge of participants' experiences using Padlet as an English writing platform. To get in-depth answers that would shed light on their viewpoints and Padlet interactions, a predetermined set of five questions was given to each participant. Furthermore, narrative frames were given to participants as an extra.

3.1 The students' experiences of using Padlet as Platform for English writing

Following the interview results, beyond the completion of a writing project on the platform, P1 started to utilize the Padlet for the first time in 2020. This Padlet introduction was inspired by a suggestion made by one of their grammar educators. P1 was motivated to explore Padlet further after his educator specifically recommended it for written assignments. These initial suggestions are what piqued P1's interest in understanding and applying Padlet's features to their regular writing practice.

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“The first time I discovered Padlet was in 2020, when the Grammar educators ask me to submit the writing assignments in Padlet.”



Figure 1: P1 Padlet's Writing Assignments

Meanwhile, In parallel with P1's answers, P2's engagement with Padlet began when they shared the outcomes of their first-ever story writing assignment on the site. In response to a task assigned by the grammar educators, who provided P2 with access to Padlet as a tool to finish the task, Padlet was used. The opening makes sense when viewed in the context of the grammar instructors' task, which posted the narrative writing results on Padlet. This exhibit is a creative approach to enhancing the educational process through the use of technology, particularly in grammar-related courses.

“I was first introduced to Padlet when taking the Grammar 1 course.”



Figure 2: P2 Padlet's Writing Assignments

In line with the guidance of the Grammar 1 educators, P3's approach to Padlet is in line with P1 and P2's experiences. During this shared experience, P3 was assigned to write a story, which was then put on the Padlet platform as a result of their efforts. The Grammar 1 curriculum offers students their first opportunity to utilize Padlet through a writing task that demonstrates how simple it is to integrate into assignments for class. The use of Padlet as a platform for sharing and showcasing creative work suggests that it is in line with the curriculum's objectives of promoting writing and language skills.

“As I remember, the first time I was introduced to Padlet is while taking the Grammar 1 course.”

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Figure 3: P3 Padlet's Writing Assignments

With P4's introduction to Padlet, the grammar course semester began in a fun and fascinating approach. The first introduction by a grammar course educator positioned Padlet as a flexible medium for written expression, as demonstrated by the experiences that P1, P2, and P3 shared. The deliberate integration of Padlet into the curriculum suggests an awareness of its potential to revolutionize traditional methods of writing education. Implementing a dynamic platform like Padlet allows teachers to demonstrate their commitment to staying up to date with technological advancements and leveraging them to enhance the learning experience. The deliberate use of digital tools in education to encourage engagement, innovation, and collaboration is shown in this deliberate activity.

"I was introduced to the Padlet platform when I was in the early part of the semester in a grammar course. Our educators introduced Padlet as one of the alternative media for doing assignments."

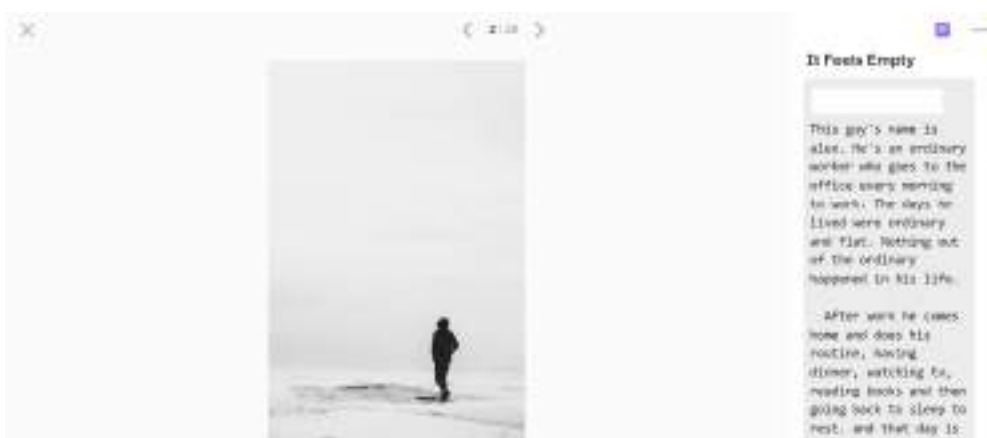


Figure 4: P4 Padlet's Writing Assignments

P5 disclosed that, like other participants, they were first introduced to Padlet during their Grammar course. During this course, the instructor assigned a creative task that required utilizing Padlet to create content related to prepositions. This assignment not only helped students grasp prepositions but also enhanced their skills in educational technology. It opened up new possibilities for integrating modern tools into traditional teaching methods, making learning more interactive and relevant. P5, along with their classmates, shared a collective experience of exploring work requirements and collaborating on Padlet, fostering a sense of unity among them.

“I was firstly introduced to Padlet when I was in Grammar class, we learning about preposition text. And our educators ask us to submitting our assignments in Padlet.”



Figure 5: P5 Padlet's Writing Assignments

Through a well-planned strategy by their educators, all participants receive a uniform introduction to Padlet's functionality. The uniformity of participant experiences highlights how well instructor-led orientation does at giving students a thorough understanding of using Padlet in the context of writing assignments. This helps students become acquainted with Padlet more quickly and emphasizes how crucial instructional support is to achieving the full potential of the platform. In keeping with the current trend toward active and participatory learning, the teachers' deliberate presentation of Padlet as a writing tool shows their knowledge of its potential to foster collaboration and engagement in the writing process.

3.2 The motivation behind determining Padlet as a writing tool for assignments

In response to the second question, P1 conveys additional context regarding the educators' views on Padlet's writing suitability. P1 reports that the instructors said Padlet is a good tool for writing material. This implies that the instructor not only recommended using Padlet for assignment submission but also emphasized the platform's value as one made specifically for writing. The fact that grammar educators embraced Padlet showed that it is more than just a platform for submissions and that it fosters a community around writing.

“The reason behind I choose Padlet because my educators said that Padlet is appropriate for writing something.”

Padlet's versatility in terms of accessibility across many devices played a major role in P2's choice for considering it as a writing platform. Regardless of the device they are using, P2 may easily transition between laptops, PCs, and cellphones to continue their writing endeavors without any hindrances. Because Padlet is so adaptable, it works well with a wide range of user preferences and working styles, as well as the modern lifestyle where individuals constantly swap between devices for different tasks. Furthermore, Padlet's adaptability enhances P2's writing process. With its smooth transition across devices, P2 can write whenever inspiration strikes, seamlessly switching from a PC at home to a smartphone on the go. Reflecting the contemporary, mobile nature of academic and creative endeavors, this cross-device functionality provides P2 with a flexible platform that accommodates their evolving writing preferences.

“Because Padlet is a flexible and online-accessible platform that can be used via smartphones, it has made writing more enjoyable and adaptable to the changing times.”

Beyond the instructor's recommendations, P3 was primarily drawn to Padlet as a writing platform due to its user-friendly interface. The web-based software's compatibility with multiple devices aligns perfectly with P3's needs and preferences. This accessibility allows P3 to engage with Padlet from various devices, not just computers, thereby integrating seamlessly into their writing routine and enhancing user convenience and flexibility. Additionally, Padlet offers a plethora of features aimed at enhancing the quality of published works on the platform. With these tools at their disposal, P3 has ample resources to refine and elevate their writing on Padlet. Leveraging Padlet's collaborative tools, multimedia integration, and organizational features, P3 can create a more impactful and comprehensive writing experience.

“I choose Padlet, because Padlet offers ease of use and attractive features, it can be accessed from any device.”

In the words of P4, one of Padlet's main advantages is its user-friendly design, which provides a seamless platform for content production and idea expression. Padlet's design purposefully keeps things basic in order to reduce barriers for users like P4. Users can now completely engage in the creative process without facing challenging technological barriers thanks to this. While meeting the needs of those who are well-versed in technology, the emphasis on usability extends a warm welcome to customers who may be less tech-savvy or familiar. Based on their favorable impression of Padlet's user-friendly interface, P4 believes that the platform's design bolsters the notion that technology should encourage writing and creative expression rather than restrict it.

“I decided to choose Padlet, since Padlet media is fairly simple to use but does not make it minimal in terms of feature. It is mean there a lot of good features despite the platform was simple yet easy to utilize.”

The accessibility and user-friendly interface of the Padlet platform are the primary reasons why P5 finds it uniquely appealing. P5's educational journey has been greatly enhanced by Padlet's simplicity, which has expedited the learning process. With Padlet's intuitive interface, P5 can focus more on the collaborative and content-driven aspects of assignments in the Grammar course. P5 appreciates how easily students can communicate and collaborate using Padlet. The platform's structure fosters interaction, facilitating idea exchange, constructive criticism, and teamwork on prepositional projects for P5 and others. Through Padlet's collaborative features, which promote a sense of community among students, traditional learning activities have transformed into dynamic and engaging experiences.

“Because Padlet is a unique platform that can be accessed easily on our browser, that’s why I decided to choose Padlet as my writing tools.”

Participants give a variety of explanations for their choice of Padlet, but in general, they are drawn to it mostly because of its writing-assistance features and the support of instructors. Because Padlet has so many features that give users flexibility and ease while composing written pieces, users are drawn to it in particular. With the help of these many

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capabilities, users may create articles that are more well-organized and rich by adding links, videos, images, and other content. The importance of these characteristics highlights how much users understand the need for a tool that makes writing easier and offers expressive and innovative ways to share ideas. In addition to its technological features, Padlet is a writing platform that gives customers a more thorough and in-depth writing experience while they complete their projects.

3.3 Padlet enhances collaboration and interaction among users through its platform features.

P1 discussed how Padlet's comment option is one of its benefits for encouraging student participation and discussion. This function makes Padlet an interactive platform where students can comment on written works posted by their classmates, fostering insightful discussions and helpful critique in addition to the exhibition of written works. Additionally, using the comment feature on Padlet, students are encouraged to interact with one another and provide helpful criticism. Since P1 encourages students to ask questions, share ideas, and make comments to improve the caliber of their peers' work, P1 probably enjoys the deeper degree of engagement this feature fosters. Students are able to actively engage in each other's learning processes in the collaborative environment of Padlet through the interactive elements of the comment area.

“Based on my experience after using it, Padlet provide comment section where students can have interaction each other like giving opinion about the result of the students' writing.”

P2's observation underscores Padlet's versatility as a platform that transcends traditional writing tools. Padlet has evolved into more than just an online portfolio; it has become a vibrant community where students engage in deep and meaningful conversations. It cultivates a culture of constructive criticism and enhances the collaborative atmosphere by enabling users to provide detailed feedback on each other's writing. Padlet's interactive feature, coupled with its communal nature, establishes a space where diverse viewpoints are not only welcomed but also celebrated. According to P2, Padlet develops into a virtual environment where students feel empowered to express themselves and sense that their contributions are valued. By exposing students to a variety of writing styles, approaches, and perspectives, this diversity of thought enriches the overall learning process. Lastly, P2's insights underscore Padlet's potential as an exciting and dynamic tool for group writing and education.

“Padlet also facilitates interaction with peers; friends can provide direct feedback on our writing, and we can likewise view their written works there.”

Through writing exercises on Padlet, P3 has demonstrated how the platform may help students connect with each other in meaningful ways. People can study different writing theories and styles together by reading each other's writings on a shared digital platform, which fosters a collaborative environment. Students can ask insightful questions, offer helpful comments, and show appreciation for the work of their peers in this dynamic atmosphere. Students' feeling of community is cultivated and the learning process is improved by such active participation. The intuitive interface of Padlet facilitates seamless collaboration in real-time, beyond the limitations of a conventional classroom environment.

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P3's experience serves as an example of how well the platform fosters collaborative learning, which turns students' writing into something more dynamic and interesting by allowing them to actively interact with and learn from one another's work.

"In writing exercises, Padlet can facilitate interaction among students by allowing them to read each other's writings on the same page while providing a comment section to respond to their peers' work."

Sharing and commenting on Padlet's features not only make communication easier, but they also create a lively environment for group writing projects. P4 can easily share their written work with other people, allowing peers to provide helpful criticism and suggestions. Within the virtual writing environment, people can share insights, learn from one another, and enhance their writing talents collectively through this real-time flow of ideas. Moreover, Padlet's comment feature acts as a stimulus for improving written content. The example provided by P4 shows how Padlet may become more than just a place to display individual works; it can also be an interactive forum where people can have meaningful conversations about the complexities of writing.

"After using Padlet in while, I think the share and comment functions, can aid in interaction and discussion when using Padlet. In this example, we can use Padlet to discuss assignment results, analyse one other's work, and even give ideas and constructive criticism using the comment option."

As highlighted by P5, the integration of Padlet introduces a new dynamic into the learning process, particularly regarding students sharing and evaluating each other's work. This integration promotes transparency and provides students with diverse methods for completing tasks, particularly when they can view and assess each other's written assignments. The ability to comment on Padlet adds a significant interactive element to the learning journey. Students can engage in in-depth group discussions and offer direct critiques on each other's work. Comments on written pieces become more interactive, creating a platform for peers to exchange ideas, offer constructive criticism, and provide mutual encouragement. Importantly, encouraging students to leave and receive comments on Padlet contributes to the growth of the learning community as a whole, impacting both the collective learning experience and individual students positively.

"As I can see in padlet, students can see their work each other. Also we can giving comments in each other works because Padlet provide comment section features."



Figure 6: Students' interaction in Padlet using comment section

The introduction of Padlet as a forum for discussing and exchanging written assignments among students has significantly changed the learning experience for all parties. Participants have undergone a fundamental shift in their learning technique and adopted a new approach to collaboration as a result of their active engagement on the platform. Because Padlet is interactive, users can learn from each other's viewpoints and talents and a feeling of community is fostered among users. By actively contributing to a communal knowledge base through sharing and commenting on Padlet, users promote information sharing. Participants in Padlet feel a sense of belonging that goes beyond the confines of a typical classroom setting because of the platform's friendly and supportive atmosphere.

3.4 Using the Padlet feature to help with English writing improvements

P1 also emphasized how useful the bold text function is for enhancing readability and drawing attention to specific words or phrases in written content. From P1's perspective, students can use this functionality to effectively explore and portray specific nuances in their writing. The ability to use bold text to draw attention to key ideas improves the expressiveness of written communication and facilitates general content comprehension. P1 argues that the narrative framework suggests several other features that are beneficial for writing, in addition to the bold text function, which is excellent for highlighting specific words or phrases inside a paragraph. Another notable quality is the ability to discern spoken sentences from written sentences.

“In my opinion, there are three useful padlet features. The first is the bold feature, like in the grammar assignment, the educators asks students to highlight words that contain prepositions in the short stories we write. Apart from that, there is also a feature that can separate ordinary sentences from spoken sentences. This is especially useful in short stories if a character says something. And the last one is the comments feature where my friends can provide input and appreciation for my writing.”

As described by P2, Padlet is a flexible tool that offers a plethora of features that help kids enhance speaking, listening, and reading skills in addition to improving their writing capabilities. In a virtual classroom, the platform makes it easy for students and teachers to communicate with one another. By uploading written essays and films that highlight their oral and writing abilities, students can participate actively. Moreover, Padlet encourages peer collaboration by providing a dynamic area for idea sharing and skill development where peers can read and view each other's contributions. As a result, Padlet shows itself to be a welcoming and interesting resource that improves language learning at all levels of proficiency.

“Padlet offers numerous features for students to develop listening, speaking, reading, and writing skills. Students can interact with the teacher as if they were in the classroom. They can upload writings and videos showcasing their writing and speaking abilities. Other students can read and watch the videos or writings of their peers.”

P3 finds that the comment area on The Padlet is a really useful feature when writing, in addition to how users interact with the site. According to P3, the comment section can significantly aid in the development of writing skills. This tool allows students to edit and critique one another's writing, fostering a collaborative environment that improves their writing. Since it provides a venue for students to discuss significant issues, polish their

writing abilities, and collaborate to continuously improve their writing, the comment box is a helpful tool for offering constructive critique.

“The comment section can help students provide suggestions and corrections to each other, allowing them to improve their writing skills.”

P4 claims that Padlet's publishing wall, which makes it easier to share writing projects, is its most useful feature. Everyone can access this wall, which makes it possible for written words to be improved and edited collaboratively. The main goal of Padlet is to make it easier for people to share their writing efforts and include citations from different writers. Additionally, users can get intelligent recommendations from other readers. This feature is very helpful in improving the quality of writing since it allows the writer to transcend their own point of view when constructing a piece of work by encouraging the interchange of thoughts and viewpoints from other individuals. Users such as P4 can take advantage of the variety of perspectives available on the publishing wall and use other people's comments to better understand their own work.

“In my opinion, the most helpful one is the publishing wall for sharing our writing, it can be access by everyone, so other people can give some correction and improving my writing.”

P5 suggests that utilizing written forms or wall publishing can significantly enhance the quality of English language instruction. By embedding images or videos into texts, students can gain a deeper understanding of the course material and find it more engaging. For instance, a teacher can utilize situational photos or presentation videos to illustrate the usage of specific words or phrases. This not only aids in better comprehension of the English language context but also caters to visual learning, which proves effective for various learning styles. Moreover, the comment section serves as a valuable tool for English writing. Anyone with access to the written content published on Padlet can leave comments and recommendations. Educators, in particular, can provide feedback on the written outcomes, further enhancing the learning process.

“The comment section also quite helpful for writing. There , every student in that page can see each other writing and give or receive comment as suggestions. Beside that, educators can also give feedback with it.”

As a result, Padlet offers a variety of tools and features that contribute to its utility as a writing platform. Based on the insights gathered from participant interviews, many highlight the usefulness of the commenting option during the writing process. This function enables users to provide feedback to one another, fostering a collaborative environment where ideas and recommendations can be exchanged to enhance the overall quality of written content. In addition to the comment function, Padlet boasts an adaptable and intuitive interface that simplifies the integration of multimedia elements into textual content. Users find it easy to incorporate pictures, videos, and other visual aids into their written work, thereby enhancing the presentation's overall quality and comprehensiveness.

3.5 Padlet influenced in development of students' English writing skills.

As P1 mentioned, using Padlet helped P1's writing skills noticeably improve. This improvement in the quality of student writing that was put on the website can be attributed to the perceptive lessons that were discovered through utilizing Padlet's features. P1's creative application of Padlet's features not only streamlined the publication process but also improved their writing. Students such as P1 were able to investigate several topics of composition and become actively involved in the writing process because Padlet is interactive and has many tools. Yet P1 clearly shows how important Padlet has been to the expansion of writing concept development. Thanks to other users' significant use of Padlet, P1 has the opportunity to read and comprehend the written works of others, gaining valuable ideas and inspiration in the process.

“With Padlet, I feel my writing has become better in terms of finding ideas for writing. This is because we can see other people's writing in this tool so that it can be used as a reference for our writing.”

Padlet's accessibility as an online platform adds an additional layer of universality to P2's writing experience. P2 is exposed to a diverse array of viewpoints and writing styles because Padlet is open to anyone, thereby enriching the learning process. As a collaborative platform, Padlet allows individuals from various backgrounds to share their ideas and artistic creations, fostering a sense of community. This communal aspect enhances P2's understanding of English writing and provides a supportive environment for growth. Furthermore, P2 can greatly benefit from the wealth of written contributions on Padlet as a valuable resource for language development. Exposing oneself to diverse expressions and linguistic nuances on Padlet aids in expanding vocabulary and internalizing grammatical structures. Padlet's interactive format, which enables users to engage with each other's content and leave comments, facilitates a constructive feedback loop, promoting ongoing improvement in P2's writing skills.

“With Padlet, I became excited about writing because I could learn and read English writings from many people. For example, from my friends who are quite advanced in writing, I can implement their vocabulary into my own writing.”

When it comes to writing, Padlet's comfort and flexibility act as stimulants, encouraging P3 to develop and articulate their thoughts. Padlet gives P3 the freedom to explore their ideas in the most appropriate way possible without being constrained by physical constraints. The user-friendly interface of the platform enables P3 to explore deeper and more complex concepts in addition to making this research easier. P3 obtains new insights into the efficient organization of sentences and the accurate use of phrases by using the writings of others as a point of reference. This acknowledgment highlights one of Padlet's main benefits: it serves as an interactive source of knowledge and inspiration, providing writers with a dynamic platform for advancement and skill building.

“I feel the development on grammar and the use of phrases, because i can explore my skill by looking at my friends' works as references.”

P4 focuses a lot of attention on comprehending the reader's responses when examining the written content given over the Padlet platform. The foremost assessment is if the documented results are considered adequate or necessitate additional refinement. P4

confirms that user comments are a useful tool for helping them realize that their writing may still need some fine tuning, particularly with regard to terminology and stylistic components. After using Padlet as a writing platform, P4 finds that their writing style, grammar, vocabulary, and confidence in sharing written work have all improved noticeably. This suggests that Padlet functions as a platform for sharing information as well as a means of fostering personal development and advancement in a range of writing-related areas.

“My main focus in using the Padlet is how I can examine the reader's reaction when assessing whether my writing is good enough or still needs development. Comments from others make me realise that there are many things that I need to improve and from the Padlet I can find out what kind of development I should take, such as increasing vocabulary related to my writing, using the right words, word order, and language style used.”

P5's experience demonstrates significant improvements in writing skills, including grammar, vocabulary, and word choice, attributed to Padlet's user-friendly interface suitable for users of all skill levels. The ease of accessing other users' written works on Padlet has played a crucial role in P5's writing progress. By utilizing the platform, P5 expands their vocabulary and enhances their language usage by integrating concepts and writing styles from others into their own work. Padlet's interactive features, particularly the commenting tool, have greatly contributed to P5's development. The opportunity for others to provide constructive criticism offers P5 valuable insights to evaluate and refine their work. This feedback mechanism not only addresses word choice and general writing structure but also helps identify grammatical issues, facilitating continuous improvement in P5's writing abilities.

“I feel the development of my writing abilities in grammar, vocabulary, and my choice of words. This development happened because I can see my friends' work and receive some comments from them.”

All participants have experienced significant improvements in their writing skills, particularly in grammar and vocabulary, thanks to their engagement with Padlet as a platform. The exchange and collaboration of ideas and experiences among users have been facilitated by Padlet, enabling group learning and interaction with diverse writing styles and viewpoints. As a result, language proficiency and sentence structures have noticeably improved through this collective learning process on Padlet. All participants agree that interactive features such as comments and the use of formatting tools like bolding to emphasize grammar-related words have been instrumental in refining their writing skills. Moreover, participants feel encouraged to continue enhancing their writing abilities by drawing inspiration from the diverse ideas and encouragement within the Padlet community. Overall, the positive experiences shared by each participant underscore Padlet's effectiveness as a valuable tool for improving writing vocabulary, sentence structure, and language proficiency, while also serving as a platform for the exchange of written works and collaborative learning.

4. Discussion

4.1 The inaugural experience of employing Padlet within the realm of English writing.

For all of the participants, the introduction of Padlet within the framework of English writing was done by the educators in the capacity of a facilitator. Educators should assume a leadership position and act as facilitators when introducing students to instructional technologies such as Padlet, as stated by Fuchs (2014). Research indicates that teachers frequently act as facilitators when introducing pupils to Padlet, which is consistent with this. Teachers with expertise in Padlet and other educational resources can successfully complement students' learning experiences.

4.2 The motivation behind determining Padlet as a writing tool for assignments

The majority of participants choose Padlet as their writing tool due to its characteristics that facilitate writing in addition to the influence of their professors. As stated by Fransiska and Hertiki (2023) The Padlet program can be used as a writing platform because it provides an enormous number of interesting features for writers and students. Padlet's versatility as a writing platform is evidenced by its ability to meet a variety of writing needs, such as assignments for individuals and groups. Because of its adaptability, Padlet may be used for a wide range of writing scenarios, which makes it valuable in a number of academic contexts.

4.3 Padlet enhances collaboration and interaction among users through it is platform features.

The participants consider that the comment option on Padlet facilitates efficient student engagement and discussion. Apart from being a medium for English composition, Padlet also acts as a means of encouraging communication between pupils. According to Mahmud (2019), students think that by participating in a variety of activities, exchanging ideas with friends, and collaborating with others, they can acquire new concepts and knowledge by utilizing Padlet as a learning tool. This demonstrates the several advantages that Padlet offers in terms of promoting group projects and student idea sharing.

4.4 Using the Padlet feature to help with English writing improvements

The participants state that one of the most important tools for writers is the comment option. With the help of this feature, students can provide comments on each other's writing, creating a community where they can share suggestions and ideas for how to make their assignments better. This is consistent with Wulandari's (2018) research, which showed that utilizing these interactive features significantly increased student motivation. Interactions with teachers and peers helped students overcome their negative thoughts about writing and gain motivation from encouraging remarks. Not only can the comment feature improve writing as a collaborative activity, but it also has a positive impact on students' motivation and writing process attitudes.

4.5 Padlet influenced in development of students' English writing skills.

Every participant reported a considerable improvement in their writing skills, particularly with regard to vocabulary and grammar. Users may now cooperate and exchange ideas and

experiences more easily thanks to the widespread use of Padlet as a platform. It is evident that language proficiency and sentence structure have improved as a result of group learning and interactions with different writing styles and points of view on Padlet. This finding aligns with Algraini's (2014) research, which emphasized the benefits that students encountered when use Padlet to enhance their writing skills. This entails enhancing overall writing style, incorporating new terms skillfully, and correcting grammar mistakes. It's evident that Padlet's collaborative nature has increased users' overall language skills.

5. Conclusion

Based on students' experiences in using Padlet as a platform for writing in English, it can be divided into several conclusions. Such as, (1) The first time the participants interacted with Padlet, it was because one of the lecturers requested that they use it for submitting in assignments. (2) Participants chose to use Padlet due to its characteristics, which can aid in facilitating the writing process, in addition to the lecturer's influence. (3) In order to encourage participation and collaboration, participants think that the comment option will help them communicate and work together. (4) Participants believe that the comment option can help them get better at writing in English in addition to encouraging communication and teamwork. (5) Padlet can help in the improvement of writing abilities, particularly with regard to vocabulary and grammar.

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Word Formation Processes Found in The *Vogue* Magazine

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This study focused on analyzing kinds of word formation processes and how they are used in. This is a kind of library research where the data was taken from the *Vogue* magazine. Ten articles were selected from this magazine. Those mostly talk about fashion and someone's life. The method used in collecting the data was descriptive qualitative method. The result of the analysis were presented by using formal and informal method. Based on the result, there were eight kinds of word formation process found in the *Vogue* magazine, namely: derivational, compounding, clipping, conversion, blending, reduplication, initialism and acronym, and borrowing. That indicated that word formation processes are very common and easy to be found in texts such as magazine. Each type of word formation has a different usage in forming a sentence, such as to change the meaning and word class with or without changing the base, to create a new meaning of the base by combining two or more lexemes or by shortening the already existing word, to form a new lexeme by combining some part of each two words together, to create a new meaning by taking the initial of each word and to create a lexeme by repeating the word and the last one borrowing is a new word which is adopted from other languages.

Keywords: word formation, lexeme, base

INTRODUCTION

Word as a part of language has the important role in forming a language. According to Plag (2003:8) words are usually considered to be syntactic atoms, i.e. the smallest elements in a sentence. Words belong to certain syntactic classes (nouns, verbs, adjectives, prepositions, etc.), which are called parts of speech, word classes, or syntactic categories. Words can be analyzed by their structure on the form of morphological process, it is called word formation. The different words are not felt as forms of the same word, but as different though related words that each have their own entry in the dictionary, that is, are different lexemes. We speak here of lexeme formation or word-formation (Boijj, 2007:5).

The form of words used in the sentence (word formation) is very interesting to be analyzed since it has unique function in how they appeared in the sentence or text. There are few researches analyzed word formation in whole part. The other researches commonly focus on one or two types of word formation, for example derivational and compounding, but actually there are other types of word formation that can be analyzed as well. According to Yule (2006), word formation consists of derivational, coinage, borrowing, compounding, blending, clipping, backformation, conversion, and acronyms. Word formation can be analyzed on how they are used in the sentence. For example the word "quickly" which is made up of two morphemes "quick" and the suffix *-ly*. This is called derivational process because it changed the word class from adjective to adverb and meaning of the base as well (Katamba, 1993:47). The processes can be demonstrated by flat structure below.

quickly = quick (Adj.) + *-ly*

quickly (Adv.)

From the demonstration above, we can see “quick” is an adjective (Adj.) based on its word class and when added by suffix *-ly* become “quickly”, the word class changed into adverb (Adv.). Thus, this kind of word formation is used to change the meaning and syntactic category.

In English, word formations are very common and interesting to be analyzed. They can be found easily in text, such as magazine. Lots of new words are formed and varied depend on how they are used in the sentences there. Based on these phenomena, it is very interesting to analyze words especially their formation processes. *Vogue* magazine is chosen as the data source because this magazine contains a lot of interesting articles about fashion world and give updated information in fashion style and contains various data related to word formation. Moreover, only ten selected articles were used since that enough as representative data found.

There were previous researches conducting researches which is relevant to this study, such as the study by Hanif (2015). This research analyzed about the kind of word-formation process used in the sport article in the Jakarta Post. From the analysis, there were seven of ten types of word formation processes found, such as derivational, compound, reduplication, borrowing, initialisms, clipping and blending. The other study about word formation was conducted by Rustamaji (2015). In his research, the data were taken from the advertisement board in three different locations in Kendal regency. Qualitative method was used in collecting the data. As the result, 11 types of word formation appeared in the advertisements. Lastly, an article written by Liu (2014) used as a referent. this previous study collected the data from the website www.wordspy.com. Based on the result, the most common word formation used is noun compound. There are 93.5% of noun compounds found in the website. All of the previous studies are relevant with this current one. It can be seen from the topic used. All studies discuss about word formation, especially its type. However, all studies used different data source and theories to analyze the data.

METHODS

The data source of this research is taken from *Vogue* Magazine published on March 2013. it contained relevant data especially about word formation process. In collecting the data, observation method was used and took several steps, such as reading the articles carefully, note taking words in the sentence containing word formation according to their types, and then classifying them. Descriptive quantitative method was used to analyze the data found in the *Vogue* magazine. The data were analyzed by classifying the data found based on their types or category, then supported by descriptive explanation. Moreover, the result of the data finding was presented in two ways, formal and informal method.

RESULTS AND DISCUSSION

Based on the research, there are 8 types of word formation found in ten selected articles in *Vogue* magazine, such as derivational, compounding, clipping, conversion, initialism and acronym, reduplication, blending and borrowing.

Table 1. Word Formation in Selected articles of Vogue Magazine

No	Kinds of Word Formation	Frequency	Percentage (%)
1	Derivational	20	20.61%
2	Compounding	33	34.03%
3	Clipping	6	6.18%
4	Conversion	3	3.10%
5	Initialism and Acronym	10	10.30%

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6	Reduplication	6	6.18%
7	Blending	1	1.04%
8	Borrowing	18	18.56%
Total		97	100%

According to table 1, the highest frequency of word formation process can be found in compounding with the percentage up to 34.03%. Meanwhile, the lowest is blending with only 1.04%. Compounding is considered as the dominance since they are very useful to describe the things that related to the fashion and sometimes also containing an idiomatic expression in the sentence in term of their meaning. It is needed to combine word to the other word to create a new meaning. Meanwhile, the least kind of word formation process occurred is blending. It is because blending is not very common in fashion term. Blending itself is less formal word and also not all people familiar with this new word.

4.2 Discussion

This part describes the analysis of word formation found in ten selected articles in *Vogue* magazine. Not all data found were analyze, only representative data that were analyze. The analysis of data found can be seen as follows.

1. Derivation

Derivational is morphological process that change the meaning of the base to which they are attached (Katamba, 1993: 47). The words *tourist*, *beautiful*, *relationship*, *independence*, *retailers*, *selfish*, *dreamy* and *insecurity* are some examples of derivation in the data. The analysis of one example word that is considered as derivation can be seen below.

Data 1

Everywhere we went, the *tourist* board would tell us what would and could not photograph (*Vogue Magazine* p. 396).

The word *tourist* is considered as a word that has more than one morpheme since it can be divided into a smaller unit, those are *tour* (V) + *-ist*. The base of this word is *tour* that belongs to free morpheme because it can stand by itself. This word refers to a journey made by people for pleasure during which several places are visited. Meanwhile the suffix *-ist* is a bound morpheme that cannot stand by itself, it has to be attached to another morpheme. Therefore by adding the suffix *-ist* after the word *tour* (V) becomes *tourist* (N). It changed the word class of the base from verb into noun and it is also change its meaning. This kind of word formation is categorized as derivational process. According to Oxford dictionary (2008: 470) *tourist* refers to a person who visits place for pleasure. From the data above, it can be seen that the word *tourist* is used to modify the word *board*, so it changed the meaning of the word itself. In the sentence, the word *tourist* is not refers to a person who visits the place but it is kind of announcement board used to give information for the things that could and could not be photograph by the tourists.

2. Compounding

Compounds are words that are composed of two or more bases, roots, or stems (Lieber, 2009: 43). Besides that, it is also defined as words formed by combining roots, and the much smaller category of phrasal words, that is items that have the internal structure of

phrases but function syntactically as word (Carstairs-McCarthy, 2002:59). *Handbag, showcase, navy-blue, copywriter, schoolyard, hairdresser, sunglasses, catwalk, hardware, paper bag, YouTube, cowboy, old-fashioned, motorcycle* are some examples of compound word found in data source. The example in analyzing compound word can be seen below.

Data 2

I decided to run a story on the relationship between women and their *handbags* (*Vogue Magazine*, p.72).

There are two lexemes found in the word *handbag*. The first lexeme is *hand* that has an identity as a noun. The second lexeme is *bag* which is also a noun. Both lexemes have different meaning when they are apart. *Hand* (N) is a part of our body that used to hold or to take something, while *bag* (N) is the thing that is used to carry our stuff. When those words are combined together it formed a new lexeme *handbag* (N) and it formed a new meaning. *Handbag* is the bag that used by women to keep money, keys, makeup and so on held on the hand (Oxford dictionary, 2008: 201). Compound word *handbag* is categorized as noun compound since it is made up by noun + noun and occurs after the possessive pronoun *their*. Moreover, *handbag* is followed by suffix *-s* which is used to mark as plural form.

3. Clipping

Clipping is creating of new word by shortening the already existing words (Lieber, 2009: 53). In this research, it is found some data which are considered as clipping, they are *phone, mum, dad, gym, eve, grandpa*. The analysis of one example of clipping can be seen below.

Data 3

I love the freedom leaving my home with only a key and my *phone* in my pocket (*Vogue Magazine*, p.72).

The word *phone* comes from the word *telephone*, an electronic media used for long distance communication (Oxford dictionary, 2008: 329). It is categorized as clipping since the word *telephone* is being shortened off and became *phone*. Specifically, this clipping is belongs to fore-clipping because the first part of the original word is shorten off. In the sentence above, the word *phone* is as the head noun phrase because it comes after possessive pronoun *my* and used to tell her casual style during the vacation. The writer said that she enjoyed leaving home with only a key and phone on her pocket.

4. Conversion

Conversion is the process of forming words without changing the form of input word that function as base, thus head can be a noun or a verb (Katamba, 1993:54). In this research, the writer found some data to be analyzed they are *doubt, hope* and *love*.

Data 4

There will be no *doubt* be more and confirmation of some moves that are still rumors at the moment (*Vogue Magazine*, p.70).

Conversion was found in the word *doubt*. It changes the word class of base but it does not modify the base. The word class of *doubt* is a noun but, in some cases, it is also a verb. In the sentence above, the word *doubt* is considered as a noun because it comes after

auxiliary verb, *will* and followed by determiner *no*. According to the Oxford dictionary (2008: 134) *doubt* is a feeling of uncertain or lack of conviction. However, the word *doubt* in the sentence above appeared after the determiner *no* which is form the opposite meaning of the base. It is refers to believe or certain about something happen. Especially something that was still rumors and now the writer could give a confirmation about the rumors and make everything clear. Thus, this word is used to tell how the feeling of the writer after the confirmation about the rumors so he has no wonder anymore.

5. Initialism and Acronym

When the first letters of words that make a name or a phrase are used to create a new word, this result is called Initialism or Acronym (Lieber, 2009: 53). In acronym, the new word is pronounced as a word, rather than as a series of letters. However, initialisms are similar to acronym, they are pronounced as a series of a letter. The example data of initialism can be seen below.

Data 5

He was a classic English gent looked just like an **RAF** officer and was always on the “Best Dressed” lists (*Vogue Magazine*, p.340).

There are three letters that built up the word RAF, they are *Royal Air Force*. These three words then formed a new lexeme *RAF*, by taking the first letter of each word. This word then pronounced by mentioning each letter that built this word. The formation of this new word is considered as initialism. *RAF* is the United Kingdom’s aerial warfare force. Formed towards the end of the first World War on 1st April 1918. In the sentence above this word is used to describe the appearance Norman Parkinson, the photographer of *Vogue* magazine. It was said that he always wearing a well-dressed just like RAF officer.

6. Reduplication

According to Lieber (2009: 80) reduplication is a morphological process in which all or part of the base is repeated. In this research, some data that belongs to reduplication were found such as *pompom*, *zigzag*, *flip-flops*, *hula-hoop*, *miu-miu*, *ping-pong*. The analysis of one example data of reduplication can be seen below.

Data 6

A red jelly bag hat with a **pompom** on the end – that seemed to have been especially design to make me look like a gnome (*Vogue Magazine*, p.211).

The word *pompom* is formed by repeating the part of the base. Specifically, it was repeated all part of the base. Thus, this word formation is considered as full reduplication. *Pompom* is a decorative ball or tuft of fibrous material usually used by cheerleaders. However in this sentence *pompom* is the things that usually used to decorate the hat which made of wool. The word *pompom* is used because it has a similar shape to the one that is used by the cheerleaders.

7. Blending

Blending is a process of word formation in which parts of lexemes that are not themselves morphemes are combined to form a new lexeme (Lieber, 2009: 52). In this case, it is only found one data consider as blending, that is *blog*. The analysis can be seen below.

Data 6

“The main thing is to mix it up,” says 24-years-old Hana Tajima, who is in the process of winding down her owned clothing label Maysa, to concentrate more on her Islamic-fashion **blog**, Stylecovered.com (*Vogue Magazine*, p.371).

The word *Blog* is a bland word from two morphemes. It comes from the word *web* + *log*. It takes the last part of the first word and full part of the second word. *Web* is a document written in hyper text that can be accessed through internet browser. Meanwhile, *Log* is the detailed list of an application information, system performance, or user activities. Those words formed a new lexeme *blog* which refers to a regular updated website or web page, usually written by individual or a group of company and somebody can leave a comment in it. The word *blog* in the sentence is used as the head of noun phrase. It is modified by Islamic-fashion which preceded by possessive pronoun *her*. This blog is about her own clothing which has a label Maysa.

8. Borrowing

One of the most common sources of new words in English is the process simply labelled borrowing. that is, the taking over of words from other languages (Yule, 2010:54). Moreover, Haugen (1950) also stated that borrowing words is the attempted reproduction in one language of patterns previously found in another. *Ramadan, debut, plate, amateur, theatre, premiere, vodka, kangaroo* are the example of borrowing word in English. The analysis of borrowing can be seen in the following an example data.

Data 8

Being one of those mothers who always preferred slings to pushchairs, I also like having everything I need, right there, **Kangaroo**-like in front of me (as opposed to having delve blindly under an armpit) (*Vogue Magazine*, p.376)

Kangaroo is a borrowing word from an extinct Aboriginal language of North Queensland in the late 18th century. *Kangaroo* is the name of the animal found only is Australia and New Guinea. The word *kangaroo* is used as a symbolism. In the sentence above *kangaroo* is not belongs to an animal but it is used as a term that once you a have achieve your momentum, keep moving forward and never look back.

CONCLUSION

Based on the analysis above, it can be concluded that there are 8 kinds of word formation found in selected articles of *Vogue Magazine*, those are derivation, compounding, conversion, clipping, blending, reduplication, acronym, and borrowing. Back formation and coinage are 2 kinds of word formation that did not appeared in data source. 97 data of word formation processes were found in ten selected articles of *Vogue Magazine*. There are 20 data (20.61%) of derivation, 33 or (34.03%) of compounding, 6 or (6.18%) of clipping, 3 or (3.10%) of conversion, 10 data (10.30%) of acronym and initialism, 6 data (6.18%) of reduplication, 1 data (1.04%) of blending, and 18 data (18.56%) of borrowing. Each of the data finding was analyzed descriptively and by using a symbol to make it clearer. Word formation has different usage based on each type and how are they used in the sentences. Derivation is used to change the meaning or the word class of the base by adding affixes. Compounding is used to create a new meaning of the base by combining two or more lexemes. Clipping is simply used as a creation to form a

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new meaning by shortening the already existing word. Conversion is used to change the word class of the word without changing the base. Blending is also used to form a new lexeme by combining some part of each two words together. Acronym is used to create a new meaning by taking the initial of each word. Reduplication is used to create a lexeme by repeating the word and the last one borrowing is a new word which is adopted from other languages.

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Semantics Field Paradigm : Emotion Word Denoting “Happy” Found In The Novel *I Will Plant You A Lilac Tree*

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Semantic field is a set of words or lexemes that are related in meanings. This research conducted a study about semantic field of the emotion word that denoted the meaning of “happy” in the novel *I Will Plant You A Lilac Tree*. The data were collected by observation method through reading the novel and underlining the words belonged to semantic field of the emotion word “happy”. This research uses qualitative method in order to describe the analysis. This research uses theories from Trier (1930) about the semantic field and from Leech (1981) about kinds of meaning. There were some words related to the emotion word denoted happy found. There are 13 words belong to the hyponymy and 34 words belong to the synonymy with its some classifications. By Leech’s theory there are 13 words related into conceptual meaning, 3 words related into connotative meaning, 1 word related into social meaning, 25 words related into affective meaning, 3 words related into reflected meaning, and 2 words related into collocative meaning. There are variety ways for the writer to describe the word happy in English to create specific meaning emotion. Narration of the novel become one of the treasures to get the corpus data.

Keywords: Semantic Field, Emotion word, “happy”, Novel

1. INTRODUCTION

In Indonesia, English as the main foreign language, nowadays, English is used almost in various areas such as education, magazine, politics, novel, and etc. In the field of literature, a lot of novels use English as the language to deliver the writer’s messages. Some people are perhaps difficult to find the exact meanings of the words in the novel or sometimes it is hard to have deeper understanding of the message in the novel. This could be caused by the similarity of the words that might appear in different sections therefore that the meanings could be different from one another. This case is commonly known as semantic case or semantic field.

Semantic field more specifically is seen as a set of lexemes cover a certain conceptual domain and bear certain specifiable relations to one another (Lehrer:1985). Semantics is the subfield that is devoted to the study of meaning, as inherent at the levels of words, phrases, sentences, and larger units of discourse. The basic study of semantics is oriented to the examination of the meanings of signs such as semantic field (Jackendoff:1990). In linguistics a semantic field is a set of words grouped semantically, referring to a specific subject. Semantic field is also related to the concept of hyponymy, but more loosely defined, is the notion of a semantic field. A semantic field denotes a segment of reality symbolized by a set of related words. The words in a semantic field share a common semantic property (Brinton, 2000: 112).

Semantic field is a set of words or lexemes that are related in meanings, also known as a word field, lexical field, field of meaning, and semantic system. Meaning itself is the fundamental concept to the study. Meanwhile, Richards, Platt and Webber mention that “Semantic field is an organization or grouping of words or expression into a system that

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shows the relationship between words with other words". Trier (1930) mention semantic field is the study which talking the paradigmatic relation between words such as hyponymy, synonymy and antonymy. Hyponymy is the phenomenon that shows relationship between more general terms and the more specific instances of it. Synonymy refers to the semantic fields which are formed by the words with relatively same meanings so that they could be inter-changed in some degree yet irreplaceable in most cases. The concrete forms of synonymy is called synonym. Synonymy is relatively rare, and it mainly indicates the word groups with absolute same meaning and could be replaced with each other in any contexts. Relative synonymy could be classified into such categories as synonymy with different degrees, emotions, style and collocation. Antonymy is another branch of semantic field which is formed by words with the same roots and range. Antonymy is usually formed with opposed, inconsistent and opposite meanings. It can be divided into three categories such are; polar antonymy, complementary antonymy, and transpositional antonymy. In analysing the semantic field, meaning become important thing to investigate. Words that used or written although in the same or similar form will have different meaning based on context of the utterance or the story of the text. Leech (1981) explains there are seven types of meaning that we can get from the word or utterance. They are conceptual meaning, connotative meaning, social meaning, affective meaning, reflective meaning, collocative meaning, and the last is thematic meaning. Investigate the use of similar lexical that appear in novel become interesting to explore the creative sense of the author to describe the story.

There are some studies analysed research related to semantic field topic. One of them is from Nurhidayati, et.al (2023) who describe the lexical semantic field of reading textbooks in Universitas Negeri Malang. Their investigation focussed in identifying words and phrases that used in textbooks course. Their research used descriptive qualitative and resulted that the lexical-semantic field used in UNM textbook course are dominated by the being and human semantic field. Pardianti, et.al (2022) also analyse the semantic classification of words that used in a book entitled "King Arthur". Descriptive qualitative method also used in their research. They specifically found types of semantic field found in that book. They stated that there are seven types of meaning found, such are; connotative, collotative, sffective, social, reflective and thematic meaning. Hawa, et.al (2021) also analysed the topic of semantic field which focuses the use of word stress and depression in Korean drama entitled *Soul Mechanic*. This research has aim to describe the meaning between the words stress and depression which mostly people think both are same. The method use in this study wasqualitative descriptive with some techniques in collectic the data by interviewing, surveying through questionnaire and reading some text about psychological Korean drama genre. Their research found some respondents who watched the Korean drama as the data source of this research are still misinterpret with the meaning of stress and depression. Both of those words basically have the same meaning as psychological problem. The differences are the level of psychological problem, the time period and the way to handle them.

One of the interesting novels entitled *I Will Plant You a Lilac Tree* by Laura Hillman become data source of this study. The story of the novel tells about how a girl named Hannalore Wolff had to survive during the Nazi war and faced all the problems that she had without any family members to stay with her. This novel interesting to analyze, not only because of the story but also because there are some words that semantically look similar specifically the word "happy" which is become a contrast thing depends on the story setting.

Based on the background of the study presented above, this research has aims (1) to find out the words which belong to the semantic field of the word *Happy* as found in the novel *I Will Plant You a Lilac Tree* by Laura Hillman and (2) To examine and analyze the

meaning differences of the words which belong to the semantic field of the word *Happy* found in the novel.

2. METHODOLOGY

This study is a semantic field that employs a descriptive qualitative approach. The data of this study were taken from the novel *I Will Plant You a Lilac Tree*. The novel is written by Laura Hillman. This novel consists of 243 pages. It was published in the first edition in 2005 in USA. The data were collected through observation method by observing the use of the word denoting *happy* and the meanings. The data analysis was done by adopting the theories of semantic field. Two theories were used. The major theory of this study is being proposed by Trier (1930) and Leech (1981). Their theory deals with paradigmatic relations between words such as hyponymy, antonymy, and synonymy.

3. RESULTS AND DISCUSSION

From all chapters of the novel, it found some words related with the word *happy* and differentiated the meaning of the words which belong to the word *happy*. The words which belong to the word *happy* and the sentences were analyzed based on the theories adopted in this research. There are 47 data of the words which belong to the word *happy* which were classified semantically. From 47 data, there are 34 data belong to synonymy and 13 data belong to hyponymy. Based on the types of meaning, the words that relate to the word ‘happy’ in this novel show 6 types of meaning, they are; conceptual, connotative, social, affective, reflected and collocative meaning. The finding can be seen from the chart below.

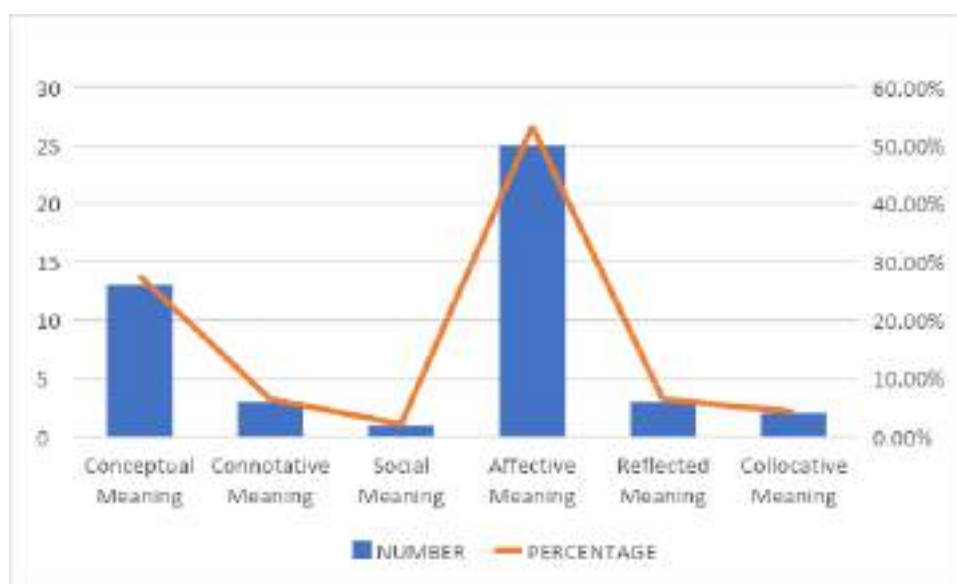


Figure1. Meaning of Emotion Word Denoting “happy”

From the figure 1 above, the type of affective meaning which is relate to feeling mostly found because the word “happy” generally is an adjective word that relate to the description of emotion or feeling. The other thing that found from this study is, the word “happy” or other word that denoting happy does not only occur as affective meaning. They can be shown conceptual, connotative, social, reflected and also collocative meaning. Below there are some example of analysis that we got for each type of semantic field and also types of meaning for the word denoting “happy” found in the novel *I Will Plant You A Lillac Tree*.

Hyponymy

There are 13 kinds of word that relate to happy that found in this study. Here is the tree diagram of hyponymy of the word *happy*

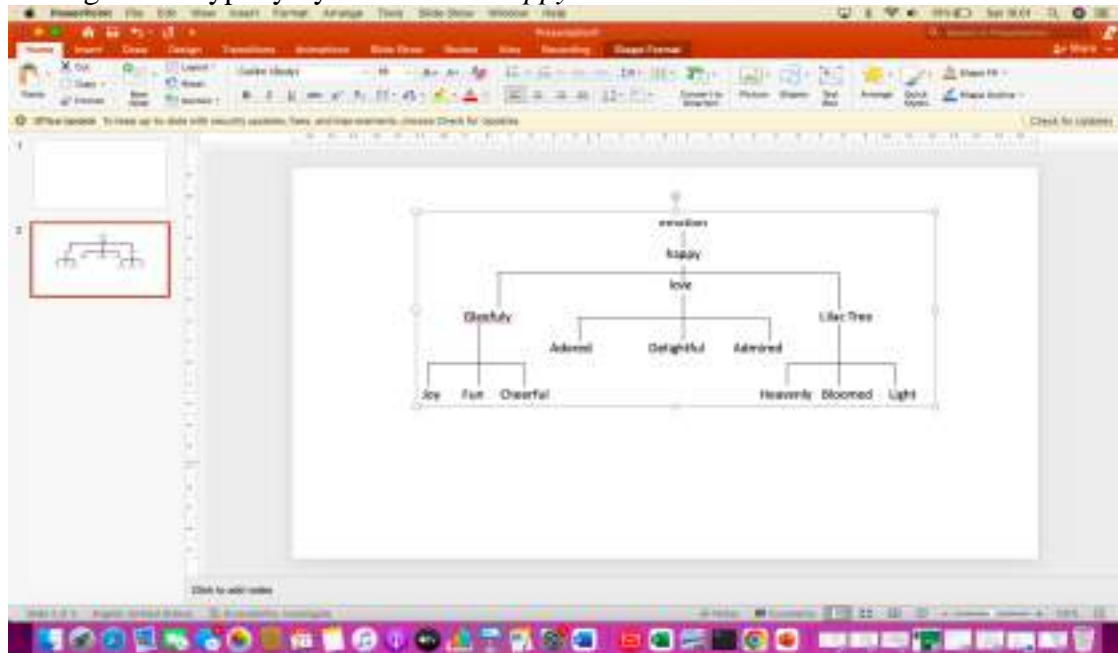


Figure 2. Hyponymy Tree Diagram of *Happy*

As shown in Figure 2, *gleefully* is a hyponym which is located at a lower level; while *joy*, *fun* and *cheerful*, *gleefully* is a superordinate and locates at a higher level of them. The same way works with *love*, it is a superordinate towards *adored*, *delightful* and *admired*, yet it is hyponym towards *love*. The same way also works with *lilac tree*, which is a hyponymy to the word *happy* due to based in the novel, it used by the character of the novel as the symbol of *home* where the she has found the *happy* memories along with the *lilac tree*, and therefore it located at a lower level; and to *heavenly*, *bloomed* and *light* is a superordinate, and therefore *lilac tree* is on a higher level.

Data 1: "How I longed to see it one more time to remind me of the *happy* hours I had spent there" (pg. 32, paragraph 1, line 2).

Data 2: "Where did you get this? I exclaimed *gleefully*" (pg. 228, paragraph 1, line 1).

From the example of data 1 and 2 above, it can be included as carrying the affective meaning because it deals with feeling. Based on the data above the word *happy* in the sentence means the assumption of someone who has a memorable experience which brings the joyfulness, and something that happened before she moved in other place is much different to this person's life now. This sentence is included to the affective meaning due the language being used deals with feeling, represented by personal expression. Something that she saw perhaps brings her to the past or old memory which was full of happiness, which now she had to survive for life. She wants to have the life that she experienced before that probably is the bright future for her. The word *happy* itself is often described as a word that is hard to define; it means something different to every individual person, as we all have distinctive and unique requirements of feelings.

The word *gleefully* in data 2 is a reflection of the speaker's personal attitude or feeling towards the listener. Based on the sentence above, particularly on the word *exclaimed*, we may assume that the speaker is so excited with something that was brought by the listener and could cause her act like a child when receiving something from the listener. *Gleefully* makes the sentence has deeper sense of excitement or signally a good time.

The meaning of the sentence in data 3 and 4 below are also included to the category of affective meaning because it is related with the personal feeling or attitude of the speaker.

Data 3: "When he pulled out a pair of black boots and told me to put them on, I cried with *joy* at the prospect of having warm feet" (pg. 148, paragraph 1, line 4).

Data 4: "It was at that moment that I realized how deeply I had fallen in *love* with him." (pg. 121, paragraph 2, line 2).

In the data 3, the word *joy* is such an expression gratefully felt about something that she wanted since a long time, and felt comfortable when she got it, like someone giving her a pair of shoes and made her feeling warm with the shoes. It could be the moment before the speaker received the shoes, perhaps she was in the situation where she bare-footed with the cold weather that makes her feels cold to deal with it. There is the word *cried* along with the word *joy* where it makes the feeling in the sentence stronger. We can imagine how *happy* the speaker was to receive that shoes that she even cried because she was so *happy*.

In data 4 the speaker found that the word *love* is included in the type of affective meaning due to the fact that the word *love* in this sentence is associated with the feeling of the speaker. We usually find the affective meaning is normally expressed through such forms of language use as insults, flattery, hyperbole and sarcasm. In this sentence, the speaker used the word *deeply* in an hyperbolic way because we know that *love* is a kind of positive personal feeling to express the emotion of one person to others, and we cannot count with certainty how long or how much that *love* is, and that is why the speaker puts the word *deeply* to help the speaker in expressing her emotion to another person strongly.

Data 5: "What a *delightful* dream, I thought, rubbing my eyes." (pg. 213, paragraph 3, line 1).

The meaning of the sentence in data 5 above is included as the affective meaning due to the sentence above which deals with the speaker's personal feeling through use of language. *Delightful* in the sentence above means there was something that they are very pleasant and attractive to the speaker. Perhaps the dream experienced by the speaker was a beautiful dream and the speaker got delighted to having that dream. While the speaker was surrounded by heavy life, she still could feel a *delightful* dream which would entertain her for some moment until it is finished. So, by having that dream she could bring the joy and *happy* feeling to the speaker to continue her day.

Data 6: "Tell me what you remember most about home," Dick asked me one evening, "A *Lilac Tree*," I said." (pg. 129, paragraph 2, line 1).

In this case, the sentence above is included to the type of affective meaning due to it is conveying about the feeling and attitude of the speaker through used of language. The word of *Lilac tree* in the sentence above is a symbol expresses by the speaker in relation to her expression about home where she has always finds her happiness moment every time she remembers something regarding her home. Perhaps there was something memorable

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that happened having a bearing with the *lilac tree* until the thing that she remembers the most about home is *lilac tree*, or could also be associated with her parents or family. *Home* in the sentence above is also a symbol of a place where you feel safe and surrounded by the loved one, and so that is why the speaker used the word *Lilac Tree* to express something about home.

Data 7: “Eva took my arm, guiding me toward the food, “come, we’ll eat,” she coaxed, “the soup smell *heavenly*.” (pg. 223, paragraph 1, line 2).

The sentence above includes the affective meaning because it deals with personal feeling of the speaker. The word *heavenly* itself refers to something or someone dreamy and belongs in heaven, its deep or tight, and everyone likes it, it is also used to describe people or different objects or experiences, in terms of people it could describe how beautiful they are. Based on the sentence above the speaker mentioned word *heavenly* as the expression of delicious from the soup that she had smelt. It brings a *happy* moment to the speaker for having the soup, perhaps in the past it was hard for the speaker for having delicious food such as soup or it could be the speaker was very hungry and the smell of the soup was joyous for the speaker. So, the word *heavenly* here is the expression of the speaker based on her personal feeling.

Data 8: “Besides, the tree always *bloomed* around Mama’s birthday.” (pg. 32, paragraph 1, line 10).

Based on the data above it is included to the type of affective meaning due it deals with the personal feeling of the speaker itself. The word *bloomed* in the text is used to express that there was a *happy* moment that she had spent with her mother during her mother’s birthday where the tree (*lilac tree*) has always been *bloomed* and made the situation even better for that special day. The memory of her mother’s birthday which comes together with the blooming tree of *Lilac*. The word *bloom* itself means the process of producing flower by the tree and usually it looks beautiful and romantic which will bring an emotional feeling into someone who looking into that *bloomed* flowers.

Data 9: “I made *fun* of Keathe’s doll collection, to which she replied, “I’m not letting go of my childhood yet. At sixteen I can still pretend.” (pg. 14, paragraph 2, line 6).

Data 10: “I grew fond of the two little girls, and they, in turn, *adored* me.” (pg. 59, paragraph 4, line 4).

The type of meaning used in data 9 is conceptual meaning as it refers to the logical sense of the utterance. In this case the word *fun* characterizes an activity that could turn someone’s feeling into that of entertaining. This sentence bears the conceptual meaning because it shows on the person’s understands of the words or sentences. In the sentence, the activity could be one associated with a kind such as playing with the doll on the face of the fact that the age of the speaker is no longer counted as a kid. However, by doing that activity it may help to stimulate the feeling of the speakerto a better one.

In data 10, the word *adored* means having personal feeling to another person deeply and doing something which will make the person comfortable, especially in a way that shows a lot of admiration or respect. But there the speaker mentioned that she had grew the fondness to the little girls which make the girls adore the speaker. Perhaps, the speaker has always treated the girls well, so that the girls had a great time and enjoy the moment with

the speaker. This is included to the types of conceptual meaning because it depends on the person's understanding of the words. That sentence also means that there is someone having a personal feeling towards someone else until she or he *adored* that person. However, like many words of strong emotion, *adored* in this sentence gets used in a lighter situation such as for having fun.

Data 11: "And so it was that I instantly became friends with the girl named Fella, who not only was beautiful to look at but *cheerful* in spite of our surroundings." (pg. 105, paragraph 5, line 3).

The sentence in data 11 above bears the type of meaning of the collocative category, because it gets in touch with the use of the words in the environment. The word *cheerful* in this sentence is describing about Fella's character which bears the image as a *happy* person and enjoys the time although the situation was not easy and uncomfortable to think about it. This *happy* character tends to occur in its environment, because the speaker has seen how the character of Fella that had always been fun in the speaker's opinion. It perhaps made people around her feel comfortable to have a friend like Fella.

Data 12: "Do you think my saddle shoes will fit one of you? You have always *admired* them." (pg. 24, paragraph 1, line 1).

This sentence is included into the type of connotative and denotative meaning. In this case, the meaning depends on an interpretation. The sentence above could have two meanings depends on our understanding or interpretation. The first meaning is someone that realized another person seeing his or her shoes carefully and put his or her attention which interested in the shoes that she or he sees and would like to hand it over to that person. On the other hand, the sentence above with the word *admired* could mean someone who does not like another person to see the shoes that she or he owns, perhaps it disturbs her or him and says that word to make other person stop looking or admiring the shoes.

Data 13: "I told you I was worried about my parents, but you made *light* of it and called my names!" (pg. 9, paragraph 3, line 2).

The sentence above has the reflected meaning due to the same word has more than one meaning, in such cases while responding to one sense of the word we partly respond to another sense of the word too. The word *light* above bears more than meaning in the context of the sentence. One meaning is reflected meaning because with the use of this word (*light*), it could mean as "hope". In the sentence the speaker used the word *light* which means there would be a hope or another way to face the problem that she has. It is also an expression of the speaker but in the other hand *light* has the meaning of a noun or as the natural agent that stimulates sight and makes things visible. The speaker here perhaps would like to mention other person who had suggest her something by the way he or she called her names and tried to persuade her that the problem will be gone.

Synonymy

There are some words found by the researcher as the synonymy with different degrees, the words are *admire*, *interested*, *hugged* and *kissed*. These words are about the emotional excitement induced the *happy* actions. *Admire* is used with less of intensity; *interested* is more about attracting someone or something; and *hugged* or *kissed* is having real action to expressing the happiness.

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Data 14: “It was then I spotted Eva. Thank God she was alive. We *hugged* and *kissed*.” (pg. 195, paragraph 4, line 2).

Here is the type of affective meaning, the speaker has put her personal attitude towards someone else. The speaker is used the words *hugged* and *kissed* in which these words are the action that can be happened between friends, relatives, man and woman, and human either animal. *Hugged* and *kissed* are also as the expression of warmth and friendliness or expression of love, kindness and sympathy. So, in this text there is an intense activity happened that caused of having a deeper feeling especially in the part of happiness.

Synonymy with Different Emotion

This type of synonymy is mainly formed by words with basically have the same meaning yet with different emotion, there are *crush*, *loved* and *dreamy*.

Data 15: “I wish I had your *dreamy* eyes,” Keathe continued.”
(pg. 7, paragraph 2, line 1).

According to the data above it is included into the type of conceptual meaning due it is related with personal understand of the word or the sentence. Depends on the context the word *dreamy* could be mean as someone who do not pay attention into something around her or him and looks if she or he thinking about something else. But based on the sentence above the word *dreamy* means *Keathe* as the speaker described about how she liked something that own by someone else.

Synonymy with Different Style

In this type of synonymy mainly consists of the words with relatively have the same meaning yet different styles, there are *feast*, *celebration* and *surprise*.

Data 16: “come upstairs, there is a *feast* going on.” (pg. 238, paragraph 2, line 2).

It is included into the meaning of social meaning due the language or the word that has been used is related to the environment role, where some people may use party instead of feast. It is clear that the speaker tried to invite someone or people to join the *feast* or party upstairs. *Feast* itself means an elaborate and usually with abundant meals often accompany with ceremony or entertainment. *Feast* also understood as a party with full of enjoyment or happiness. In the sentence above is analyzed that the word *feast* labels as the casual style of synonymy due there is no background had described in the sentence about the *feast* and it seems the invitation among friends or people in the same status.

Synonymy with Different Collocations

In this type of synonymy the semantic field is formed by synonymy with different collocations, there are *joy*, *love*, and *smile*. The preposition that collocate with them are different. *Joy* collocates with *of* and *with*, *love* collocates with *of* and *in*, and *smile* collocates with *to*, *at*, and *about*.

Data 17: “That brought a faint *smile to* the old women’s face.”
(pg. 35, paragraph 6, line 1).

According to the sentence above it is analyzed as connotative meaning because there is an expression between individual to individual that has value in the expression. The word

smile to is one of the type of synonymy with different collocations. Based on the text it is telling us about someone who has seen an old woman smiling. The old woman might *smile* because of someone or something that happened around her which amused the old woman. The word *to* is used as the preposition to showed directly who was smiling on that time with the speaker, so the speaker pointed the old women by using the word *smile* and followed by the prepositional *to*.

Words included into Synonymy

Data 18: “He seemed infinitely sad, dejected, no longer the charismatic young man I had known. How I wish I could *cheer* him up.”
(pg. 166, paragraph 2, line 5).

The type of meaning shows in this sentence is the type of collocative meaning, because the word *cheer* followed by the preposition *up*. The word *cheer* itself usually used to describes something that encourages someone and makes she or he feels better and happier. Based in the text above where the word is “*cheer him up*” has meaning as the act of trying to do something to someone which will bring a happiness to that person. It is also as the act of trying to reach someone’s feeling or attention better than she or he had before. In the sentence above, there was someone towards the speaker who was feeling sad and dejected, so that the speaker wished that she could do something to build the good feeling to that person.

Data 19: “I had not seen him so *animated* in a long time.” (pg. 174, paragraph 6, line 1).

This analysis of meaning in the sentence above it is included to the types of reflected meaning due it deals with more than one meaning of one word. *Animated* itself means something which make or design in such a way as to create art such as cartoon or animation art, but in the other hand *animated* in the sentence above means someone who being full of life or in high spirits caused by someone or something that bring she or he into that situation. Based on the sentence it could be the speaker was seeing someone who was inanimate for a long time and surprised by the changed that she or he was in high spirit or full of positive energy. *Animated* is also one of the synonyms of the word *happy*.

4. CONCLUSION

There are some sub branches or types of the synonymy, namely: synonymy with different degrees, synonymy with different emotions, synonymy with different styles, and the last one is synonymy with different collocations. The researcher has found all synonymy types in this research in the novel *I Will Plant You a Lilac Tree* by Laura Hillman. There are 13 words belong to the hyponymy found and 34 words belong to the synonymy with its sub branches. From Leech’s theory, there are seven types of different meaning about semantic field, namely: conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and the last one is thematic meaning. From Leech’s theory, the researcher found there are 13 words related into conceptual meaning, 3 words related into connotative meaning, 1 word related into social meaning, 25 words related into affective meaning, 3 words related into reflected meaning, 2 words related into collocative meaning, and there is no word related with the thematic meaning.

The researcher have found that the words which belong to the semantic field with the word *happy* are included into six types theories of Leech’s from seven theory, which is the

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thematic meaning is not found in this research. In this research, the researcher may conclude that most of the semantic field of the word *happy* are almost analyzed or discussed as the similar meaning. The different is just from the way of understanding the words and based on the using of semantic field of the word *happy* in the context of the situation. From all of semantic field of the word *happy* were found, it is shown that the word *happy* itself has many words that has related meaning. It is necessary for the readers to understand properly about the meaning of each word, if the readers do not know about the meaning of each word it would make the readers lost a lot of information because of the thought that the words have the same meaning.

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Politeness Principle Compliance Used in the Close the Door Podcast entitled: “Raditya Dika dan Bayi Manusia”: A Pragmatic Review

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This research aims to determine the maxims of politeness found in Close the Door Podcast entitled “Raditya Dika dan Bayi Manusia”. The data in this study were taken by the host and guest utterances namely Deddy Corbuzier and Raditya Dika. The data were analyzed qualitatively by using the theory of Politeness Maxims from Geoffrey Leech (1983). Observation method and note taking technique were used in collecting the data. There are 6 kinds of politeness maxims proposed by Leech (1983), namely: Tact Maxim, Generosity Maxim, Modesty Maxim, Approbation Maxim, Agreement Maxim and Sympathy Maxim. The result of this research show that there are 30 politeness maxims used along the podcast. All kinds of politeness maxims are used, 3 Tact Maxim, 6 Generosity Maxim, 2 Modesty Maxim, 5 Approbation Maxim, 10 Agreement Maxim, and 4 Sympathy Maxim. The most dominant kinds of maxim used in this podcast is Agreement Maxim. In this podcast, the factor that supports the compliance of the politeness principle is respect between the guest and also the host.

Keywords: pragmatics; politeness principle; podcast.

INTRODUCTION

Nowadays, social media has an important role in everyday communication. One type of social media that commonly used is YouTube. YouTube is a media sharing site, which is a type of social media that facilitates users to share video and audio media. According to Jalaluddin (2016), YouTube is a website that provides various video formats such as video clips, television clips, music videos, movie trailers, and other content such as video blogging, short original films, and educational videos. The use of YouTube has become one of the most popular video viewing platforms today because there are some types of video that can be seen in YouTube, podcast is one of the examples.

Podcasts are one of the media that is currently popular with Indonesian people. Everybody likes to listen podcasts while doing their own activity. Podcasts is wrapping in form of relaxed and entertaining manner. Podcasts are starting to attract public attention because they are considered more flexible compared to radio broadcasts. Podcasts can be heard anytime and anywhere. There are many things you can listen to via podcast, such as a casual talk, educational content, to religious content. According to Robinson (2009), the term podcast is a combination of two words: Pod means iPod- the name of a popular MP3 player and Broadcasting. As he defines, podcasts are audio or video files on the web which can be freely downloaded to a computer and listened to on a computer or any portable playback device that supports MP3 files.

The use of language in podcast is interesting to be analyzed because it will give a big impact to the viewers. Podcast popular with informal situation and sometimes there will be a misunderstanding in understand the conversation because the hearer and the speaker did not mention it clearly. The study that investigate about the language use based in the

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context is Pragmatics. Yule (1996:3) defines pragmatics as the study of meaning conveyed by the speaker to the listener, which includes situation-specific interpretation of utterances. Additionally, language is used by humans to communicate with an audience. Language can be used by people to interpret communication. The speaker's usage of so many sentences still has to be examined because it's possible that the listener isn't understanding what the speaker is saying.

Politeness in podcast is often overlooked. Leech (1983) argue that people can behave impolitely when they saw no reason to be polite. Based on Leech's statement that, people who communicate via social media often feel he is superior because his identity can be disguised. They do not find reasons to be polite because of what the media thinks. Social media is a place where people are free to express opinions about anything. This matter perhaps true, but the aspect of using polite language is also appropriate considered.

Some previous related studies are reviewed as the comparison with this study. First research conducted by Ababel, Sabat and Rio (2023) entitled "The Politeness Principle Compliance Used in Ridwan Kamil's Twitter Mourning Tweets". The data source of this research was taken from Ridwan Kamil's tweet's for the last 2 months from May to June 2022. The results of this research indicated that Ridwan Kamil's tweets from May to June 2022 comply with the Indonesian maxim of politeness. In this research, no maxims of agreement and maxims of tact were found. Neither no impoliteness or violation of maxims was found in Ridwan Kamil's Twitter tweets in May to June 2022 during the mourning period.

The other research was conducted by Trisnaningtyas and Suci (2021) entitled "Maxims of Politeness Principles in Alice Through the Looking Glass Movie". The aims of this research were to find out that the maxims of the politeness principle that were used by the characters in 'Alice Through the Looking Glass' movie based on Leech's theory. The result of this research showed that there are six maxims of politeness principles that were found in the movie, they are Tact Maxim with 6 data, Generosity Maxim with 7 data, Approbation Maxim with 5 data, Modesty Maxim with 5 data, Agreement Maxim with 5 data and Sympathy Maxim with 5 data. Generosity Maxim is the most dominant maxim that was used by the characters. Furthermore, this research can be concluded that the characters tend to be generous to show their politeness to one another.

Those researches concerned on the use of maxims in the utterances. There are some similarities and differences that are found between this research and previous studies. First, this research is very similar in analyzing the types of politeness principles. On the other hand, the difference is also found in the data source. This research is only focused on the types of politeness principle in Podcast but for the previous study concerned with movie and tweet. This research aims at analyzing the application of politeness principle in Close the Door Podcast entitled "Raditya Dika dan Bayi Manusia". Furthermore, the writer wants to identify which maxims of politeness principles used dominantly by host and guest when they communicate in form of podcast.

METHOD

The data of this research were taken from the utterances of Host and Guest namely Deddy Corbuzier and Raditya Dika in Close the Door Podcast Entitled "Raditya Dika dan Bayi Manusia". This podcast released in 2020 and has 3,557,605 viewers. This podcast was taken as the data source because podcast usually use informal context and it is a kind of digital platform so then the application of politeness principles interesting to be analyzed. This research applied descriptive qualitative method to analyze the research problem based on the theory of Leech (1983). In collecting the research data, this research also used observation method through several steps namely: watching this podcast repeatedly to

understand the content of this podcast, make the transcription, while observing the characters' dialogue, highlighting and classifying dialogue transcription into six types of politeness principles. On the other hand, the data presentation is conducted through formal and informal method. The findings are presented in the form of table and the explanation is presented in the descriptive paragraphs.

RESULT AND DISCUSSION

The result of the research found that the compliance of Leech's politeness principle theory using 6 maxims performed on Close the Door Podcast entitled: "Raditya Dika dan Bayi Manusia" namely 2 utterances containing compliance of the maxim of modesty, 4 utterances containing compliance of the maxim of sympathy, 6 utterance containing compliance of the maxim of generosity, 5 utterance containing compliance of the maxim of approbation, 3 utterance containing compliance of the maxim of tact and 10 utterance containing compliance of the maxim of agreement. The most dominant kinds of maxim used in this podcast is Agreement Maxim. In this podcast, the factor that supports the compliance of the politeness principle is respect between the guest and also the host.

Table 1. Research Results on The Politeness Principle Compliance on Close the Door Podcast entitled: "Raditya Dika dan Bayi Manusia"

No	Maxim Compliance	The Number of Utterances
1.	Tact Maxim	3
2.	Generosity Maxim	6
3.	Modesty Maxim	2
4.	Approbation Maxim	5
5.	Agreement Maxim	10
6.	Sympathy Maxim	4
Total		30

Based on the data obtained by grouping the politeness principles based on the types of maxims that have been found, namely the maxim of modesty, the maxim of sympathy, the maxim of generosity, and the maxim of approbation, the maxim of tact and the maxim of agreement it can be described as follows:

1. Tact Maxim

According to Leech (1983) tact maxim is minimizing cost to other and maximizing benefit to other. In this maxim, the speaker also displays good manners to avoid envy and jealousy to the hearer. The application of Tact maxim in this podcast can be seen in data 1 below.

Data 1

Deddy : *ngomong sama lu bikin heart rate gue naik.*
Talk to you makes my heart rate go up.
Raditya : *ohya, mungkin karena anda berhadapan sama psikopat.*
Oh yeah, maybe because you are talking to a psychopath.
(Close the Door, 1:05)

Analysis:

The conversation between Deddy and Raditya took place in the Deddy Corbuzier Podcast studio and in this conversation, Deddy gave information to Raditya that his heart rate is going up. Deddy knew his heart rate was increasing because his watch was beeping as if to

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give him a warning. The expression of Raditya in giving response belong to tact maxim because the use of tact maxim is minimizing cost to other and maximizing benefit to other. Commonly, the causes of increased heart rate are anxiety, fear or anger. In this case, Raditya knowing that the result of Deddy's heart rate is going up because he is angry with Raditya's achievement. Since the beginning of this podcast, Deddy always show his jealousy because Raditya become a pioneer in making podcast in Indonesia. Remembering that at that time he appeared as a guest on Deddy's podcast, Raditya didn't want to make Deddy lose his self-confidence, especially since the sound of Deddy's watch could be heard and the audience would be able to guess that Deddy was feeling jealousy and it is causing his heart rate to increase because he was trying to hold back his anger. In order to save Deddy's face, soon Raditya said that the cause of Deddy's increased heart rate because he was afraid dealing with a psychopath. Psychopathy is a disorder. Admitting he is a psychopath will give Deddy the advantage of saving face on his podcast. Raditya displays good manners to avoid envy and jealousy to the hearer.

2. Generosity Maxim

According to the generosity maxim, people will be regarded as courteous if they consistently attempt to help the other person and do not criticize and make fun of them (Leech, 1983). To achieve the highest level of generosity, each person making an utterance must maximize and reduce their regard for others. The following data demonstrate how the maxim of generosity is being applied.

Data 2

Raditya : *Walau aku ngendorse atau ngomong sesuatu, meskipun aku enggak dibayar, tapi aku ngelakuinnya dari hati.*

When I endorse or say something, even though it's not paid, actually I did it from my heart.

(Close the Door, 20:47)

Analysis:

The conversation between Deddy and Raditya took place in the Podcast Studio of Deddy Corbuzier #closethedoor. They discussed about the issues or problem that happen in society. When Raditya said he argue with her wife, that state *When I endorse or say something, even though it's not paid, actually I did it from my heart*". According to that statement, the generosity maxim had applied because as how Raditya help endorse or publish something without any paid and it shows he added burden to his self and maximize help toward others.

3. Modesty Maxim

The speaker must communicate effectively by focusing less on themselves in order to uphold the humility guideline and come across as courteous and modest to the listener. Each speech participant must enhance their own disdain and decrease their own respect in order to exhibit the maximum of modesty. The utterance in data 3 below demonstrates how the maxim of modesty is applied.

Data 3

Deddy : *Indonesia berantakan bukan karna orang gila yang banyak omong, tapi orang yang punya otak diem.*

Indonesia could be falling apart is not because dumb people express their opinion but people with brain like you do not want to express their thought.

Raditya : *Aku gak diem, tapi aku gak punya otak.*

I am not silent, but I don't have a brain.

(Close the Door, 18:51)

Analysis:

The conversation between Deddy and Raditya took place in the Podcast Studio of Deddy Corbuzier #closethedoor. Deddy talking about how the action of public figure is very important in order to see the Indonesia's development. Transferring to Raditya, Deddy really want that Raditya can be one of the actors who supports the literacy for people in Indonesia about the current issues. Deddy stated that *"Indonesia fall apart it's not because of crazy people speak a lot, but when people who has brain silence"*. To response the statement from Deddy, Raditya was saying that *"I am not silent, but I don't have a brain"*. In fact, we know that the line of that topic "brain is referring to idea and, thought", it means that Raditya use Modesty maxim that he maximized dispraise of self and minimized praise of self by saying that he doesn't have a brain. In fact, Deddy know that the statement was not true because he thinks that Raditya is smart person.

Data 4

- Deddy : *kamu harusnya tidak melakukan itu saat syuting, kamu jangan melakukan itu saat standup komedi.*
You don't have to do that when you shoot the camera, you don't do that when You standup comedy.
- Raditya : *Karena aku orang rumahan, aku jarang bersama dan aku tipe orang seperti ini.*
Because I am a homebody, I rarely get along and I'm a person like this.

(Close the Door, 10:05)

Analysis:

Raditya Dika as a guest invited by Deddy Corbuzier in his podcast. In their conversation, they discussed the opening on Raditya Dika's podcast, which was less enthusiastic even though when he was on camera, he was different. So Raditya Dika said "Because I am a homebody, I rarely get along and I'm a person like this." This makes the speech he said is a modesty maxim in his speech because he maximizes insults for himself.

4. Approbation Maxim

Approbation maxim is minimizing the expression of beliefs which express of other and maximizing the expression of beliefs which express approval to other (Leech, 1983). The used of approbation maxim can be seen in data 5 and data 6 below.

Data 5

- Deddy : *Gue nonton podcast lo bisa nonton sampe minimal 70% sampe abis dan omongannya tu nyambung terus.*
When I watch your podcast, I watch it minimum until 70% until end and the topic is keep in touch, it's hard to make it intent till end.
- Raditya : *Oh baiklah.*
Oh I see

(Close the Door, 08:25)

Analysis:

The conversation between Deddy and Raditya took place in the Podcast Studio of Deddy Corbuzier #closethedoor. From the conversation that talking about in Indonesia, people well-know that Raditya Dika is one of the famous artists who success in using the technology like youtube and he is also create a podcast that inspire many people. From the

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The statement from Deddy in the conversation which say “*When I watch your podcast, I watch it minimum until 70% until end and the topic is keep in touch, it’s hard to make it intent till end*”. Deddy is one of artist who get an inspiration to make podcast from Raditya, that show how interesting the topic in Raditya Dika podcast which involve a pride from Deddy for Raditya.

In that cases, we see that Deddy is speechless because he always watches the podcast of Raditya almost till the end with the attractive topic and it keep in touch till the end, it means the podcast is fun. Deddy use the Approbation Maxim that maximize the expression of beliefs which express dispraise of other, maximize the expression of beliefs which express the approval of other” when say that statement more over he says “*It’s hard to make it intent till the end*”. As how Deddy’s experience in podcast, it means Raditya is success to create the intention in his podcast.

Data 6

Deddy : *saya mau mengakui sesuatu, saya membuat podcast karena saya menonton podcastmu dan dibayangkan saya podcast yang dibuat Raditya bener-bener menakjubkan dan saya mencoba untuk membuat podcast dengan baik.*

So I talk about I make podcast because I watched your podcast and then in my mind that Raditya Dika made podcast is really amazing, and I try to make podcast as well.

Raditya : *Oh...saya paham.*

Oh I see.

(Close the Door, 1:22)

Analysis:

The conversation between Deddy and Raditya took place in the Deddy Corbuzier’s Podcast studio and the conversation happened when Deddy gave the reason why he started to make podcast because he watched Raditya’s podcast. He stated that the Raditya’s podcast is amazing so it is for that reason he tried to make podcast. From the conversation it can consider as the approbation maxim. Deddy’s utterance describe that he is amazed with Raditya’s podcast and it indicate that Deddy’s utterance applied the approbation maxim.

5. Agreement Maxim

Leech (1983) mention that agreement maxim is minimizing the expression of disagreement between self and other, and maximizing the expression of agreement between self and other. The use of agreement maxim in this podcast can be seen in data 7, 8 and 9 below.

Data 7

Raditya : *Podcast nya om Deddy kan paling rame dan terus trending.*

Many people watch your podcast and it always trending

Deddy : *Podcast anda kan juga rame.*

Your podcast too.

Raditya : *Iya*

Yes

(Close the Door, 07:35)

Analysis:

The conversation between Deddy and Raditya took place in the Podcast Studio of Deddy Corbuzier #closethedoor. In some part, the conversation that talking about the trending

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podcast between Deddy and Raditya that used the agreement maxim. When Raditya asked the opinion by saying “*Many people watch your podcast and it always trending*”, Deddy minimized disagreement to Raditya and considered that he agreed about Raditya’s opinion. It can consider that the agreement maxim had applied in that utterance. Besides that, Deddy also show his opinion that Raditya’s podcast is trending too, and it agreed by Raditya. In that part of conversation, the agreement maxim applied and we see each party agreed.

Data 8

Deddy : *Charlie Chaplin menyatakan "tragedi ditambah waktu menjadi komedi". Jadi belum ditambah waktu sehingga menjadikannya sensitif.*

Charlie Chaplin states “tragedy plus time become comedy” So it isn’t plus time yet so that make it sensitive.

Raditya : *Itu benar.*

It could be correct.

(Close the Door, 26:41)

Analysis:

The conversation between Deddy and Raditya took place in the Deddy Corbuzier Podcast studio and the conversation happened when they talk about comedy. Raditya state that anything can be made into comedy but we also have to ready that not everyone disagrees with that and Deddy added that is way some people being sensitive and he continued about Charlie Chaplin’s opinion about “tragedy plus time become comedy”. Sometimes comedian just express their tragedy without add the time so that Deddy think that is way some people can be sensitive about comedy and Raditya agree with Deddy statement by saying “**it could be correct**”. It can consider as the agreement maxim that Raditya agree with Deddy’s opinion.

Data 9

Raditya : *Ini sangat menarik. Jadi komedi harus dilihat dari mana asalnya. Ketika kita melihat Pandji berbicara tentang kucing yang lusuh atau tidak terawat, saya sebagai pecinta kucing harus melihat dari mana pendapatnya. Pendapat tersebut bukan karena ia benci dengan kucing, namun karena rasa tidak nyamannya saat makan ia merasakan ada sesuatu yang membuatnya tidak nyaman. Jadi niat komedian bukan untuk menyakiti kucing, tapi untuk menggambarkan betapa tidak nyamannya kucing tersebut.*

This is very interesting. So comedy has to be seen where it comes from. When we watch Pandji talking about shabby or unkempt cats, I as cat lover we have to see where his opinion come from. His opinion didn’t come from because he hate with cats, however it comes because his discomfort when he was eating he felt something was making him uncomfortable. So comedian’s intention is not to hurt the cats but to describe how uncomfortable it is.

Deddy : *Dan pendapatnya disampaikan dengan hiperbola.*

And then his opinion delivered by hyperbole.

Raditya : *Ya, itu benar.*

Yes, it is true.

(Close the Door, 24:51)

Analysis:

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The conversation between Deddy and Raditya took place in the Deddy Corbuzier Podcast studio and the conversation happened when Raditya talk about someone's point of view on comedy and they talk about Pandji's opinion about cat like shabby and unkempt cat. From Pandji's opinion about that cat it raises opposition to cat lover. However, Raditya emphasized that can be agree or disagree in the same time. He state that comedy is created from someone's discomfort of something but not hate of something and Deddy added that in the comedy especially stand-up comedy that someone opinion is delivered by hyperbole or using exaggerated statements as we can see "**and then his opinion delivered by hyperbole**" and Raditya agree with that "**Yes it is true**" From the conversation it can consider as the agreement maxim that Raditya agree about comedy especially stand-up comedy that someone opinion is delivered by hyperbole that asked by Deddy.

6. Sympathy Maxim

Leech (1983) mention that, the maxim of sympathy requires speakers to be able to maximize sympathy and minimize antipathy to the interlocutor. The used of sympathy maxim can be seen in data 10 below.

Data 10

Raditya : *Ya sempat anakku di bully waktu fotonya di posting di Instagram sama istriku* My daughter had got bullied when her picture posted on Instagram by my wife

Deddy : *Hah serius?*
Hah seriously?

(Close The Door, 10:22)

Analysis:

The conversation between Deddy and Raditya took place in the Podcast Studio of Deddy Corbuzier #closethedoor. The context is talking about his family. When Raditya share a story about something happen in his family, he shared to Deddy that her daughter had get bullied when her picture posted on Instagram by his wife, Deddy response it by maximized sympathy and show it by saying "*Hah seriously?*". By that expression it can consider that the Sympathy maxim was applied, because the expression of asking "seriously" refers to the situation that make Deddy shock and state the face of sympathy to Raditya. The factor that influences Deddy's utterance is the context of situation. After hear the story from Raditya, Deddy show his expression that indirectly it showed the sympathy maxim.

CONCLUSION

According to the analysis above, it can be seen that there were 30 utterances applied politeness maxim in Close the Door Podcast entitled: "Raditya Dika dan Bayi Manusia". The six maxims of politeness principles performed by the guest and host along the show. They were: Tact Maxim with 3 data, Generosity Maxim with 6 data, Approbation Maxim with 5 data, Modesty Maxim with 2 data, Agreement Maxim with 10 data and Sympathy Maxim with 4 data. The most dominant maxim of politeness principles that was used by the guest and host in this podcast was agreement maxim. The speaker used maxim of agreement to show their fully agreement to someone's statement or opinion. It also implied between the host and the guest apply maxim of agreement dominantly in this podcast to build a harmonious relationship. In this podcast, the factor that supports the compliance of the politeness principle is respect between the guest and also the host. The harmony that is established by utilizing the maxim of agreement will attract the hearts of the audience. Deddy and Raditya both have podcasts by showing mutually supportive discussions which

will give a positive impression to both of them which will of course increase the number of viewers for each podcast.

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From Dance Challenges to Vocabulary Building: The Growth of English on TikTok

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Today, Indonesia has entered the industrial revolution 4.0, as evidenced by the increasing development of information technology, such as the presence of touchpad applications. TikTok was an application that was originally used for entertainment, but over time, many content creators began to use it as a learning medium. Of course, this would have a positive impact if we could use it as cleverly as possible. The purpose of this study is to analyze the influence of the application TikTok of the keyword on the building of the English vocabulary. TikTok can be an innovative and creative learning media, the many interesting features in it make many content creators develop their ideas to create unique and interesting videos. Many content creators have created short vocabulary videos that are easy for viewers to understand. This research method uses a qualitative research method with an inductive approach. We also analyzed the content on the TikTok application by collecting three videos as research material. The results of this research show that, in addition to the challenge of dancing, some factor keywords can indeed build the English words of its users because of its attractiveness, which includes a short video, clear delivery of material, and features like interesting writing effects and emoji.

Keywords: vocabulary; English; TikTok.

1. INTRODUCTION

Since 1946, the first foreign language taught in secondary schools in Indonesia has been English. We know that learning English consists of the four skills: reading, speaking, listening, and writing which must be effectively integrated for instruction in the English language to be successful. When learning English, vocabulary is just as crucial as these four skills. a robust vocabulary enhances all facets of communication, including speaking, listening, reading, and writing (Phurong, 2023). The first thing a person should do when deciding to study English is to begin acquiring vocabulary. It is impossible to learn a language without vocabulary, and it is also impossible to communicate with others effectively without vocabulary. People must be convinced to study English in order to engage in communication in that language. Every human being must use persuasion on a regular basis. If we need to convince people to acquire the language. We need to provide it to them in an engaging manner. To get over these challenges, educators should try out various strategies for helping people build their vocabulary (Taebenu & Katemba, 2021).

There are various techniques to build our vocabulary, and of them is through TikTok. TikTok is an application used for entertainment such as dance challenges. Nowadays, TikTok's existence is no longer just for that, now it has a lot of variety of content in it. Since many people have difficulty understanding English due to their limited vocabulary, many TikTok content creators integrate English language content in their creativity to make it easier for users to learn English anywhere and anytime.

TikTok is one of the social media that is currently popular in the world (Fitria, 2023). So many TikTok users create content and go viral. TikTok users from children, teenagers to adults. They are content creators who have ideas that are used as content to be uploaded on TikTok. Various types of content that can be uploaded and viewed such as dancing content and so on. TikTok is not only used as entertainment or spectacle (Alauddin, 2023). Therefore, currently there are also many TikTok content creators who create learning content, one of which is vocabulary.

Vocabulary is the most important part of learning English until this day. People never stop studying about efficient vocabulary acquisition. These days, people find it easier to learn language with the use of technology. They would use their phones to learn English. The researcher used TikTok, one of the many educational platforms available for learning English, for this study. This is one of the learning environments that users consistently utilize. Every day, people utilize TikTok to watch the instructional videos that are posted. In addition to watching the videos, they also listen to music or the content creator's commentary on the lesson. It is expected that when users listen to and view videos related to English vocabulary, they find words that are not familiar, so, from the new words, they will understand the meaning and also get new vocabulary.

Vocabulary is the most important part of English, in English it is the main aspect of the language (Mauriza & Siregar, 2022). Vocabulary has many different variations. Therefore, it is very important to learn vocabulary, mastering vocabulary can make it easier to use English. In the Tiktok application, many content creators make videos or explanations about vocabulary. Vocabulary content is also one of the viral content because nowadays many want to improve English skills.

2. RESEARCH METHODS

This paper uses qualitative research is an approach in conducting research that is oriented towards natural phenomena or symptoms, which is natural. Qualitative research is basic and naturalistic and cannot be done in a laboratory, but in the field. Therefore, this kind of research is often called naturalistic inquiry, or field study. Qualitative research does not seek to find evidence for testing hypotheses derived from theory, as is the case in the quantitative approach. However, researchers go to the field to collect various pieces of evidence through the study of phenomena, and based on the results of the study, then formulate theories (Dr. H. Zuchri Abdussamad, S.I.K., 2021)

This paper uses a qualitative research method with an inductive approach to describe the phenomenon of using TikTok as an online English learning media. This research was conducted to collect the data and information as possible about how we can build our vocabulary through TikTok Application. The data is taken from the TikTok application using three videos made by content creators. There are three content creators chosen related to vocabulary learning in English and also based on the top searches in the search column. The three content creators came from the accounts @kampunginggrislccom, @kampunginggrism, @briliantkampunginggris. The online videos of the three content creators were taken from April 2024. In addition, data was collected by documentation.

3. FINDING AND DISCUSSION

The results showed that currently there are many content creators who create interesting and interactive content. Based on the research, the researcher took three videos from the Tiktok application to be used as the source of the analyzed data.

(Content Creator 1)



Videos from content creator @kampuninggrislc, are often added to the vocabulary area with topics pertaining to learning English. Researchers took one of the videos and analyzed it as follows. The concept of the content is that there are a questionnaire and an answerer, where the questioner asks the English vocabulary word by word and then merges it into a phrase, the answerer's job is to answer correctly, if it is wrong then it will get a penalty otherwise if it is correct it gets a snack prize. The video received 64.900 views, 1,272 likes, 8 comments, and 17 shares. The concept of the video content is interesting, has supportive back sound, the graphics editing is also good, the sound is clear, and it is also very interactive as evidenced by the questions and answers between content creators and netizens in the comments column. The following is vocabulary mentioned in the video content:

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Table 1 Vocabulary from creator 1

Vocabulary	Meaning
Bus	Bis
Stop	Berhenti
Bus stop	Halte
Take	Ambil
Off	Mati
Take off	Membuka
Break	Merusak
Up	Atas
Break up	Putus
Forget	Lupa
Full	Penuh
Forgetful	Pelupa
Feel	Merasakan
Free	Gratis
Feel free	?

Content Creator in delivering vocabulary material is very interesting to the audience. This is supported by the creativity in delivering English vocabulary material which is made unique, namely by being told to guess per word first then when the two words are combined into different meanings. At the end of the delivery of the city of words, the content creator deliberately left the video just like that with an unanswered question, it made the audience look for the right answer then participate in answering through the comments column. At the end of the video, the unanswered vocabulary is the word “feel free” which is used as a question by the content creator, and viewers can provide answers in the comments column. Furthermore, these TikTok videos generally receive positive comments and users/viewers write their answers in the comment section. Then the content creator replies to some of the comments by giving appreciation to the users/viewers.

Here are some examples of comments from users/viewers:

“feel free = merasa bebas”

“feel free = don't hesitate”

The comments above state that the video is good and the material that has been delivered is fun and easy for users to understand. It can also be seen that the content creator is very interactive with users/viewers by giving some replies in the form of appreciation such as likes or answers.

(Content Creator 2)



The video created by the content creator of the @kampunginggrism account is a video to increase vocabulary. Vocabulary is a very popular category today, especially nowadays many generations want to know something new such as interesting new vocabulary. The content creator from @kampunginggrism has 30,000 views, 1,500 likes and 297 people who saved the video. The content also received several positive comments and users also provided answers to vocabulary questions mentioned by the content creator at the end of the video in the comments column.

The content creator makes an interesting video by saying vocabulary that is written in colorful colors and presents images of the vocabulary spoken. The content creator creates special cooking vocabulary content that can be used for cooking activities. The video created by the content creator is very easy to understand so that TikTok application users can easily remember and apply it to daily activities. Content creators from @kampunginggrism make practical videos to make it easier for users of the TikTok application not to get bored when watching the video. The following is the vocabulary mentioned in the video content:

Table 2 Vocabulary from creator 2

Vocabulary	Meaning
Mengupas	Peel
Memarut	Grate
Memotong tipis-tipis	Slice
Merebus	Boil

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Menuangkan	Pour
Mengaduk	Stir
Mengukus	?

The vocabulary conveyed by the content creator is very interesting. With the writing of vocabulary and its meaning displayed by the content creator, users can see the writing of the vocabulary and the content creator also mentions the vocabulary clearly so that users can imitate the correct and good pronunciation of the vocabulary. Many users answer questions submitted by content creators such as "steam" and some positive comments such as "nice content" or "thanks, good vocabulary".

(Content Creator 3)



Videos from content creator @brilliantkampunginggris actively upload videos related to English learning in the vocabulary category. The video uploaded on TikTok on 08-01-2024 received 39,100 viewers, 3,447 likes, 66 comments, and 51 shares. The video presented by the content creator uses body movements in practicing vocabulary which makes it easier for the audience to understand and remember the material presented. In addition, the learning material is presented clearly, starting from the sound, image creation and expressions of the content creator. In making the creator content does not use filters in the video, the video is captured through the original camera. So that it can convey material practically and efficiently.

The vocabulary category video presented in the content contains basic vocabulary used in everyday life. Here are some of the vocabularies mentioned in the video:

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Table 3 Vocabulary from creator 3

Vocabulary	Meaning
Ever	Pernah
Never	Tidak
Still	Masih
Seldom	Jarang
Always	Selalu
Usually	Biasanya
Often	Sering
Sometimes	?

Content Creator in delivering vocabulary material is very attractive to the audience. This is supported by the presence of body movements in each delivery of one vocabulary. At the end of delivering the city of words, the content creator asks questions so that viewers can answer. At the end of the vocabulary column there is the word "sometimes" which is used as a question by the content creator, and viewers can provide answers in the comment's column. Furthermore, this TikTok video generally received positive comments and users/viewers wrote their answers in the comment's column. Then the content creator replies to some comments by giving appreciation to users/viewers. Here are some examples of comments from users/viewers:

"Kadang-kadang"

"Thank you very much bro, this is what I'm learning".

"Thanks a lot"

"Thank you, brother,".

The comments above state that the video is good and the material that has been delivered is useful and easy to understand for users. It can also be seen that the content creator is very interactive with users / viewers by giving several replies in the form of appreciation and answering several new questions in the comment's column. Below are some of the appreciations given by the content creator to the audience:

"Anytime"

"Yup"

"Great"

3.1 The Impact of TikTok on the Growth of English

The changing times involving the use of the internet and technology do not limit people from looking for learning media sources. TikTok video-based applications have recently become increasingly popular as a medium for learning English compared to other platforms, due to the features contained in the application that are interesting and the duration of the content that is packaged densely and clearly (Wahyu Setiawan & Ariani, 2022). TikTok has a significant impact on its users which is explained as follows.

TikTok is an application that can connect languages from all over the world. The development of English on TikTok is currently very large because many content creators are native speakers so that users or other content creators can develop skills just by watching native speaker videos. From the results of the study, it shows that there is a lot of influence of the TikTok application on the development of English (Nurhasanah & Lestari, 2022). Positive influences that can be utilized by users in building English, especially vocabulary. Tiktok provides videos made by content creators. Tiktok is an interactive, innovative, media such as short videos made with content creator skills (Rahmawati & Anwar, 2022).

Besides being creative, TikTok also provides many features for creating videos such as back sound, filters, various kinds of text and emojis. From the features provided by the TikTok application, content creators can create videos with various models so that they can attract users' attention to use the TikTok application frequently. TikTok has a video saving feature which is useful for users if they want to save videos. TikTok also provides a sharing platform for sending videos, with the TikTok application users can also build vocabulary anywhere and anytime.

CONCLUSION

This research focuses on the vocabulary of three content creators in online videos on TikTok. This research suggests that vocabulary plays an important role in the success of learning English. A strong vocabulary will improve all aspects of communication including speaking, listening, reading and writing. Moreover, the videos studied had a short duration so as not to bore the audience. It was also found that TikTok has a different appeal as an online English vocabulary learning media for millennials and generation Z. The material is simple and interesting, the learning is engaging, and the learning is simple and interesting. Simple and interesting material, fun learning because it is equipped with back sound, images, edit filters (text, time, and emoji). In addition, it can be seen from the comments on the TikTok video that users get benefits, information, and are helped in understanding English vocabulary easily. So that many of the current generation use the TikTok application as a medium for learning English vocabulary online.

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Legal and Ethical Implications of Using Generative Chatbots in EFL Learning: A Comprehensive Literature Review

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Abstracts

This study aims to offer a complete overview of the felony and ethical implications of integrating generative chatbots into English as a Foreign Language (EFL) studying. The examine includes a literature overview of most important studies trends and pedagogical implications, as well as prison and moral concerns such as statistics privateness and safety, compliance with information protection regulations, highbrow property rights, transparency, and informed consent. The look at emphasizes the need for accountable integration of chatbots in EFL learning and the capacity impact of addressing felony and moral concerns at the effectiveness of chatbots in EFL studying. The findings of this examine are anticipated to be of interest to EFL instructors, chatbots builders, the instructional community, and policymakers involved in the implementation of chatbots in EFL classrooms. The current literature highlights the capability blessings of using chatbots in EFL studying, such as improving motivation, pride, publicity, and assessment. However, moral worries about superior chatbots have yet to be explored within the schooling area, and the effectiveness of the technology in academic settings continues to be largely untested. The article advocates for complete measures to address those moral issues, consisting of clean policies, advanced plagiarism detection strategies, and progressive assessment methods. By addressing those ethical challenges, educators, AI developers, policymakers, and students can paintings toward the secure and ethical integration of generative chatbots in EFL mastering.

Keywords: EFL, Generative Chatbots, Legal and Ethical

INTRODUCTION

Language learning (EFL) has received considerable attention in recent research. Chatbots are AI-powered tools that have been widely integrated into EFL programming, providing pedagogical implications for learning. These effects include providing authentic contexts for informal learning, user-friendly interactions, and potential benefits for improving students' overall language skills and language performance (Klimova). & Seraj, 2023; Moreover, research has shown that AI chatbots EFL learners Motivation, confidence, and interest in learning, further emphasize their potential for language learning (Jiang, 2022). The integration of English as a Foreign Language (EFL) instruction has been a focus of research, with particular emphasis on pedagogical implications and potential benefits for language learning Chatbots have been found to be included in an EFL program has positive effects on motivation, satisfaction, exposure and exploration , making it ideal for informal

situations and ease of use but existing literature has not examined rules and elaborate the ethical considerations associated with their users.

Especially in the EFL teaching environment for students, further research is needed on the impact of chatbots on overall language development, and on the legal and ethnic implications associated with their use (Klimova & Seraj, 2023; Guo et al., 2023 and Jiang, 2022). Exploring dialogue-based communication in the EFL classroom: Computer and mobile context. Research on the use of chatbots in university EFL contexts has identified key trends, patterns, and theories and provided pedagogically specific implications for teaching (Frontiers in Psychology, 2023). But there is still a lack of research that focuses on the overall impact of chatbots in language learning, especially in the EFL teaching of learners. Furthermore, attention needs to be paid to the legal and ethnic implications of the use of chatbots greatly enhance the use of education, including data privacy, security and transparency issues (Klimova). & Seraj, 2023; Further research is needed to better understand the potential benefits and challenges of chatbots in EFL education and to develop regulatory guidelines and practices to ensure the responsible use of generative AI models in education.

The use of generative chatbots in EFL (English as a Foreign Language) teaching raises several legal and ethical considerations that require further research. Although chatbots have the potential to enhance student engagement and learning improved results in flipped learning environments though are data- Concerns related to they also increase privacy, security, and anonymity of students (Baskara, 2023) Existing literature emphasizes the need which needs to address these ethical and privacy issues to ensure safe and responsible use of chatbots in education (Baskara, 2023). Furthermore, the ability of chatbots to replace human interaction and personal resources within the learning process, as well as compliance with relevant laws and regulations, are areas that require further investigation (Kooli, 2023).

Several studies have emphasized the importance of considering the ethical and privacy issues associated with the use of chatbots in EFL teaching (Baskara, 2023; Chang et al., 2023). These concerns include the possibility of chatbots replacing human interaction and personal resources, as well as compliance with relevant laws and regulations (Kooli, 2023) Moreover, literature suggests that future research should be chatbots solutions that comply with ethics and privacy, ensure that student data remains private and secure and focus on retention (Baskara, 2023; Chang et al., 2023). Existing literature on the use of generative chatbots in EFL teaching has shown that they can be effective, motivating and satisfying for learners, as they inform the target language and situation a there is a great deal of situational, as well as immediate automated feedback that can reduce the teachers of Administrative burden (Baskara, 2023). However, there are still concerns regarding data privacy, security, student anonymity, and compliance with relevant laws and regulations (Kooli, 2023) and Klimova and Seraj (2023).

The use of generative chatbots in EFL teaching raises several legal and ethical considerations that require further investigation. This study aims to investigate the legal and ethnic implications of the use of chatbots in EFL teaching, focusing on data privacy, security, student anonymity, and compliance with relevant laws and regulations (Klimova & Seraj, 2023) The objectives of the study are language teachers, learners, and policymakers There is guidance to be provided on how to harness the power of chatbots in EFL education, and address the associated challenges to ensure that learning environment safe and responsible (Kooli, 2023; Klimova & Seraj, 2023).

The importance of addressing legal and ethical considerations in the use of generative chatbots in EFL teaching cannot be overstated. Existing literature emphasizes the need for chatbots solutions that comply with ethical and privacy concerns, ensure that student data is private and secure, ensure student anonymity, and abide by laws and regulations it's about it. The study aims to investigate the legal and ethical implications of integrating chatbots in EFL teaching and provide guidance for language teachers, learners and policy makers to harness the potential of chatbots in EFL teaching, and overcome challenges a associated with it to ensure a safe and accountable learning environment (Baskara, 2023; Kooli, 2023). In addition, the study seeks to fill some gaps in the existing literature by identifying key research developments, examples, and theories related to the use of chatbots in university EFL contexts and by providing specific pedagogical implications will be presented on teaching with chatbots in EFL.

Research highlights the potential benefits of chatbots in education, such as providing instant feedback, facilitating debate, and supporting self-directed learning but also highlights the importance of solving challenges role, such as untested technological efficacy in educational settings and potential limitations in data quality In the use of bots Emphasizes the importance of considering legal and ethnic implications, such as data privacy, security, and emphasizing the obvious, the findings support the development of legal guidelines and actions to ensure the ethical and responsible use of generative AI models in education Their overall impact on students Communication skills.

The purpose of this article is to investigate the legal and ethnic implications of using generative chatbots in EFL learning, with a focus on data privacy, security, student anonymity, and compliance with relevant laws and regulations. The article aims to provide guidance for language teachers, learners, and policymakers on how to harness the potential of chatbots in EFL education while addressing the associated challenges and ensuring a safe and responsible learning environment.

METHOD

The method used in this study was a comprehensive literature review. The study examined the role of general intelligent chatbots developed by Open AI, which explores the potential of AI-driven chatbots in technology-enhanced language learning. The study also examines the legal and ethical considerations of using generative chatbots in education. The authors used a variety of sources, including academic journals, books, and conference proceedings, to collect data on the topic. The study is qualitative and uses usage theory to understand how EFL learners interact with chatbots in teaching and learning processes (Xiao and Zhi 2023; Guo et al, 2023; Al-Smadi, 2023), and Chang et al,2023). A comprehensive literature review is a method of critically examining the existing scholarly literature on a particular topic. It involves identifying, analyzing, and integrating relevant sources to achieve a comprehensive understanding of the topic.

The study delves into the potential of generative chatbots such as Chat GPT in teaching EFL (English as a Foreign Language) and also addresses the legal and ethical implications of their use in education the solution of the. The authors used a variety of sources such as academic journals, books, and conference proceedings to provide a comprehensive overview of the topic This approach allows for a comprehensive analysis of the topic and presents various perspectives and findings from the literature a there are existing in combination (Wollny, 2023; Xiao & Zhi 2023;, and Guo et al, 2023).

DATA COLLECTION AND ANALYSIS TECHNIQUES

The data collection and analysis techniques used are as follows:

1. Comprehensive literature review

The authors conducted a thorough examination of existing scholarly literature on the topic, focusing on the role of generative chatbots, such as Chat GPT, in technology-enhanced language learning and the potential of AI-powered chatbots. They also examined the legal and ethnic considerations of using generative chatbots in education (Hmoud et al., 2024), Xiao and Zhi (2023), and Al-Smadi (2023).

2. Identified literature reviews: The authors used identified literature reviews as background references and excluded them from the synthesis to avoid redundancy in references (Hmoud et al., 2024).

3. Language focus: The study ensured a consistent language focus for the analysis by only including articles written in English (Hmoud et al., 2024).

Analysis of articles: The authors analyzed the articles based on various factors, such as the role of chatbots in education, the potential of AI-powered chatbots, and the legal and ethnic considerations of using generative chatbots in education

Case studies: The study examined case studies on the use of chatbots in education and the challenges and opportunities associated with their integration into language learning (Hmoud et al., 2024, Xiao and Zhi 2023), and Al-Smadi, 2023).

Data Analysis

The data analysis used in this study is Qualitative Content Analysis. Content analysis is an analytical approach that identifies, encodes, and classifies patterns in textual content in order to understand the meaning and themes in the content. It involves a systematic and objective approach to analyzing and interpreting the content of articles, studies, and research papers to extract meaning and identify patterns. In the context of the review, qualitative content analysis is applied to explore the legal and ethical implications of using generative chatbots in EFL learning. The authors used qualitative content analysis to analyze the data, focusing on the experiences and perceptions of EFL learners when using generative chatbots for language learning tasks (Xiao and Zhi, 2023 and Al-Smadi, 2023).

Key Steps in Qualitative Content Analysis

- A. Data Collection: The review likely involves collecting relevant articles, studies, and research papers related to the topic of legal and ethical implications of using generative chatbots in EFL learning.
- B. Data Coding: The collected data is then coded, which involves assigning codes or labels to specific segments of the text. These codes can be based on themes, concepts, or categories that emerge from the data.
- C. Data Analysis: The coded data is analyzed to identify patterns, themes, and relationships between the codes. This step involves examining the data to identify the underlying meanings and interpretations.
- D. Data Interpretation: The findings from the analysis are then interpreted to provide insights into the legal and ethical implications of using generative chatbots in EFL learning. This step involves drawing conclusions based on the data and identifying areas for further research.

Applications of Qualitative Content Analysis

Qualitative content analysis is a valuable method for exploring complex issues like the legal and ethical implications of using generative chatbots in EFL learning. It allows researchers to:

1. Identify patterns and themes in the data that may not be immediately apparent through other methods.
2. Explore the nuances and subtleties of the data, providing a more detailed understanding of the topic.
3. Develop a deeper understanding of the legal and ethical implications of using generative chatbots in EFL learning, which can inform policy and practice.

Limitations of Qualitative Content Analysis

While qualitative content analysis is a powerful method for exploring complex issues, it also has some limitations. For example:

1. It can be time-consuming and labor-intensive, requiring a significant amount of time and effort to analyze the data.
2. The results may be subjective, as the analysis is based on the researcher's interpretation of the data.
3. It may not be suitable for large datasets, as it can be difficult to analyze large amounts of data using this method.

RESULTS AND DISCUSSION RESULTS

The use of generative chatbots in EFL teaching is a relatively new area of research, with. Very few studies have been conducted at university level (Klimova & Seraj, 2023). However, the research findings show that the use of chatbots in educational settings is more effective, motivating and satisfying for EFL learners because it increases exposure to the target language and provides feedback immediately practical that can reduce teachers' burden (Klimova & Seraj, 2023). Studies also show that there is a paucity of usability research. Key research trends in the use of AI chatbots in the classroom include student satisfaction, impact, additional revelations for learning, and language performance evaluation.

The results of a comprehensive literature review show that generative chatbots like Chat GPT have the potential to play an important role in education Chat GPT can provide information, facilitate debate and discussion, support self-directed learning way, and its content for learning materials (Al-Smadi, 2023). But technological effectiveness in educational settings is still largely untested, and there may be some limitations in the quality of data that rely on AI chatbots (Al-Samadi, 2023) The study also highlights legal and ethical issues emphasizing considerations for the use of generative chatbots in education, such as data privacy, security, among its obviousness (Hmoud et al., 2024; Al-Smadi, 2023).

Research has shown that generative chatbots can increase performance motivation in language learning tasks while providing a more personalized and interactive learning experience (Hmoud et al., 2024). The authors investigated the experiences and

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perspectives of EFL learners when using Chat GPT for language teaching tasks. Research has shown that students view chat GPT as a useful tool for language learning, as it provides immediate feedback, personalized learning experiences, and opportunities for self-directed learning (Xiao and Zhi, 2023). The authors used qualitative content analysis to analyze the data, focusing on the experiences and perceptions of EFL learners in using generative chatbots for language teaching tasks (Xiao and Zhi, 2023). The study examined the challenges and opportunities associated with integrating chatbots into language learning. The authors found that chatbots can improve language learning outcomes, but their effectiveness depends on a variety of factors, such as data quality, chatbots design, and learner motivation and engagement. Human chatbots conversations were compared to human online conversations (Guo et al., 2023).

The legal and ethical considerations of using generative chatbots in EFL teaching have not been extensively studied. However, a study established a number of pedagogical implications for EFL practitioners, namely that chatbots are ideal for informal programming because they provide accurate and usable context, and chatbots are flexible as be used, so it is easy to use and enjoyable (Klimova & Seraj, 2023). The use of chatbots in EFL teaching is a promising area of research that has shown positive results in terms of student satisfaction, exposure and evaluation but more research is needed to explore the legal and ethical considerations a about using chatbots in EFL teaching.

The use of generative chatbots in EFL classes has become a popular topic in recent years. A brief review aimed at identifying key research trends, models, and theories as well as providing specific pedagogical implications for academic use of chatbots in EFL (Klimova & Seraj, 2023). The study confirmed the findings of other research studies, indicating that current research on the use of chatbots in the university EFL context focuses on motivation, satisfaction, exposure, and evaluation (Klimova & Seraj, 2023). The study also put forward several pedagogical implications for EFL practitioners, namely that chatbots are ideal for informal programming because they provide authentic and usable context, and chatbots are user-friendly will be used, so it is easy to use and appealing (Mohamed & Alian, 2023).

A study investigated students' perceptions of the use of generative chatbots in EFL classes and found that chatbots are attractive to language learners because students can use them, encouraging them to be autonomous learners (Klimova & Seraj, 2023; 2023) is. The study also found that chatbots can simulate a communication process so students can use the language and increase their interest and confidence, ultimately helping them to feel more active and comfortable (Mohamed & Alian, 2023).

Another study looked at recent pedagogical research using chatbots in EFL teaching (Okyar, 2023) (SSCI). The study included twelve articles on findings published in the Social Science Citation Index (SSCI) from 2018 to 2022, all of which were analyzed in detail considering the following three criteria: research content, fertility chatbots included in the study, and the results of the study (Okyar, 2023). The findings showed that all the studies were conducted in context, and most of them used chatbots to enhance students' language skills.

The literature review shows that the use of generative chatbots in EFL teaching has been a promising research area showing positive results in terms of learner satisfaction, exposure and evaluation. is scalable, so easy to use and fun but more research is needed to explore the full potential of chatbots in EFL learning. Overall, the study provides insights into the potential of generative chatbots in EFL education and the legal and ethical

implications of their adoption in education. The authors recommend that teachers and policy makers develop regulations, guidelines, and practices to ensure the ethical and responsible use of the generative AI model in education (Hmoud et al., 2024; Al-Samadi, 2023). The study also highlights the need for further research to investigate the effectiveness of chatbots in language learning and their impact on students' communication skills (Guo et al., 2023).

DISCUSSION

The Role of Generative Chatbots in Language Learning

A comprehensive literature review shows that generative chatbots such as Chat GPT have the potential to play an important role in education. Chat GPT can provide information, facilitate debate and discussion, support self-directed learning, and create content for the development of learning materials (Al-Smadi, 2023). However, the effectiveness of the technology in educational settings is still largely untested, and AI chatbots may have limitations in data quality. The study also highlights legal and ethical considerations for the use of generative chatbots, such as data privacy, security, and transparency (Hmoud et al., 2024; Xiao and Xie, 2023).

Research has shown that generative chatbots can enhance performance motivation in language learning tasks while providing a personalized and interactive learning experience (Xiao and Zhi, 2023). The authors investigated the experiences and perspectives of EFL learners when using Chat GPT for language teaching tasks. Research has shown that students find Chat GPT a useful tool for language learning, as it provides immediate feedback, personalized learning experiences, and opportunities for self-directed learning (Guo et al., 2023). However, the study also identified several issues, including concerns about deception, honesty, and authenticity of responses to Chat GPT, privacy implications, and flexibility. The study examined the challenges and opportunities associated with integrating chatbots into language learning. The authors found that chatbots can improve language learning outcomes, but their effectiveness depends on a variety of factors, such as data quality, chatbot design, learner motivation, and engagement. The study used human-chatbot conversations compared to person-to-person online conversations, improving EFL. The study also investigated the effectiveness of chatbots in learning and their impact on students' communication skills.

The study provides insights into the potential of generative chatbots in EFL education and the legal and ethical implications of their adoption in education. The authors recommend that teachers and policy makers formulate legal guidelines and practices to promote the good and responsible reproduction of the AI model in education (Hmoud et al., 2024; Xiao and Xie, 2023). The study also highlights the need for further research to investigate the effectiveness of chatbots in language learning and their impact on students' communication skills. The study provides insights into the potential of generative chatbots in EFL education and the legal and ethical implications of their adoption in the educational sector. The authors recommend that educators and policymakers develop regulatory guidelines and practices that ensure the ethical and responsible use of generative AI models in education (Hmoud et al., 2024; Xiao and Zhi, 2023). The study also highlights the need for further research to explore the effectiveness of chatbots in language learning and their impact on students' communication skills.

The use of AI chatbots in EFL teaching and learning has been a popular topic in recent years. Many studies have confirmed the effectiveness of AI generative chatbots in EFL fields, including improving EFL learners' linguistic skills, improving English usage skills and enhancing students' language skills (Jiang, 2022 and Okyar, 2023). Equipped with natural language processing and speech recognition technology, AI-powered chatbots can simulate everyday spoken language, which can provide a more fluid user experience by updating their knowledge and perception (Okyar, 2023). A study investigated students' perceptions of the use of generative chatbots in EFL teaching and found that chatbots are attractive to language learners because students can use them, encouraging them to be independent learners (Mohamed & Alian), 2023). The study also found that chatbots can simulate a communication system so students can use the language and increase their interest and confidence, ultimately helping them feel more active and comfortable.

Another study reviewed recent empirical studies on the pedagogical use of chatbots in EFL learning and found that the use of chatbots generally contributed positively to EFL (Okyar, 2023). The study included eleven empirical articles published in the Social Science Citation Index (SSCI) from 2018 to 2022, and all of them were analyzed in detail considering the following three aspects: research features, chatbots included in the studies, and results of the studies (Okyar, 2023). The findings showed that all the studies were conducted in EFL contexts, and most of them used a chatbot to improve learners' speaking skills (Okyar, 2023).

The effects of the application of AI chatbots in EFL teaching and learning have been positive, including improving learners' language knowledge, application skills, and speaking skills. The use of chatbots in EFL learning has also been found to be effective, motivating, and satisfying for EFL learners because it provides more exposure to the target language as well as immediate automated feedback that can reduce teachers' load. However, more research is needed to explore the full potential of chatbots in EFL learning.

The Integration of Generative Chatbots in Language Learning

The integration of generative chatbots into the EFL curriculum has been a recent topic of empirical research, shedding light on its applications and implications. A brief review aims to identify key research trends, models and theories specific pedagogical implications have been provided on learning when chatbots are used in EFL (Klimova & Seraj, 2023). Research has emphasized that the use of chatbots in EFL teaching and learning has various effects, such as improved student performance and new revelations for learning (Klimova & Seraj, 2023). The study also showed that chatbot-integrated learning has some emotional and cognitive effects and contributes positively to EFL overall (Okyar, 2023).

Furthermore, students' attitudes toward using chatbots in EFL learning have been explored in recent studies. One study conducted an exploratory experiment on the attitudes of English as a Foreign Language students toward using chatbots in their learning process (Mohamed & Alian, 2023). The findings indicated that chatbots appeal to language learners because they can utilize them, which encourages them to become autonomous learners. Additionally, the students felt that the chatbot boosted their enthusiasm and confidence, ultimately helping them feel more active and comfortable (Mohamed & Alian, 2023).

The research applications related to the integration of chatbots in the EFL learning process have shown positive effects on learners' performance and contributed positively to EFL.

Moreover, students have exhibited favorable attitudes toward using chatbots in their language learning, perceiving them as tools that enhance autonomy and boost enthusiasm and confidence. These findings provide valuable insights for the effective integration of chatbots in the EFL learning process.

The relationship between chatbots and flipped learning in an educational setting has been a subject of recent research. Several studies have explored this relationship and identified both benefits and potential challenges. Chatbots are seen as having the potential to enhance student engagement and learning outcomes in a flipped learning context by providing personalized support, facilitating group discussions and collaborations, and supporting self-directed learning (FX and Baskara, 2023). However, the use of chatbots in this context also raises ethical and privacy concerns, including data privacy, data security, and student anonymity (FX and Baskara, 2023).

While the existing literature on generative chatbots in education has primarily focused on their use in traditional settings, the integration of chatbots with flipped learning has received little attention from scholars (FX and Baskara, 2023). Some studies have suggested that chatbots can support the critical principles of flipped learning, such as active learning and student-centered instruction (FX and Baskara, 2023). However, the use of chatbots in a flipped learning context is still in its infancy, and there is a need for more research on the topic.

One study emphasized the importance of considering the ethical and privacy concerns associated with using chatbots in a flipped learning context and the need for future research to address these concerns (FX and Baskara, 2023). The study also highlighted the potential benefits of using chatbots in flipped learning, such as enhancing student engagement and motivation. Additionally, a mini-review recommended that future studies be conducted in a range of subject areas to better understand the potential of integrating AI-based chatbots into flipped learning (Lo and Hew, 2023).

Chatbots-human Interaction

Chatbots-human interaction has been the subject of many studies investigating its effects on EFL learners' language performance and speech anxiety. A study by Çakmak (2022) examined human-chatbot interaction as a function of human language skills, interaction with chatbots. Studies on complaints and language anxiety have shown that students reported negative impressions of chatbots as English interlocutors, despite seeing improvements in their language skills (Çakmak (2022), Hand 2020). The other study by Hsu et al. (2021) found that interacting with a TBPO chatbot significantly improved students' language skills and reduced their language anxiety. Most of the students had a positive attitude towards the use of chatbots, which played a positive role in reducing their anxiety levels (Okyar, 2023). However, a study by El Shazli (2021) found that students' anxiety levels were the same before and after using chatbots, indicating that anxiety levels did not decrease after using chatbots. One possible reason for this result is that the students could not learn chatbots at all, even their anxiety level. Such was the case (Okyar, 2023).

In a study by Liu et al. (2022), students used Sister Fish the Chatbot to practice English conversation and improve their language skills (Okyar, 2023; Han, 2020). Chatbots provided a simulated human interaction experience, allowing students to learn pronunciation, vocabulary, and grammar in a digital environment (Belda-Medina &

Kokslove, 2023). This communication style helped reduce students' language anxiety and improved their overall language skills (Okyar, 2023). Overall, the use of chatbots in EFL teaching showed promising results in terms of enhanced language performance and reduced language anxiety. However, the effectiveness of chatbot-human interaction may vary depending on factors such as the chatbot's configuration, students' perceptions, and adaptability to the chatbots further research is needed to explore these factors and their impact on EFL learners' language performance and language anxiety.

Legal Considerations

The use of generative chatbots in EFL teaching raises legal and ethical considerations that need to be addressed to ensure safe and responsible use. A study by Ebadi and Amini (2022) examined the ethical implications of the use of chatbots in education and research, highlighting their potential to undermine human interaction, privacy, and compliance with relevant laws and regulations so instead the importance of compliance was also emphasized (by Ebadi and Amini, 2022). In the review by El Shazli (2021), the author discussed the legal considerations for the use of chatbots in EFL teaching, highlighting the importance of complying with relevant laws and regulations, e.g data privacy and security regulations Also published.

Overall, the use of chatbots in EFL learning requires careful consideration of legal and ethical implications to ensure their safe and responsible use. Educators and developers should comply with relevant laws and regulations, maintain student privacy and anonymity, and ensure that chatbots are designed and implemented with ethical and privacy-compliant features. Further research is needed to explore these considerations and their impact on the use of chatbots in EFL learning.

Ethical Considerations

The ethical considerations surrounding the use of chatbots in EFL learning are of paramount importance and have been the focus of several scholarly works. A study by Ebadi and Amini (2022) critically examined the ethical implications of employing chatbots in education and research, emphasizing the potential impact on human interaction, personalization, and compliance with relevant laws and regulations. The authors highlighted the necessity of safeguarding student data, ensuring anonymity, and adhering to applicable legal frameworks.

Furthermore, a paper by Kooli (2023) provided a comprehensive exploration of the ethical implications of AI systems and chatbots in the academic domain, shedding light on the potential misuse of chatbots in both research and education. The study underscored the need to avoid such misuse and emphasized the ethical considerations associated with the rising influence of artificial intelligence in educational settings.

In addition, Valério et al. (2020) discussed the ethical concerns related to the use of chatbots in a flipped learning context, emphasizing the need for appropriate safeguards and complete transparency in the chatbot's operation. The authors advocated for measures such as an opt-out option for students, ensuring educators' visibility into the chatbot's process, and making students aware of any potential risks associated with its use.

Overall, these sources collectively highlight the ethical considerations that must be carefully addressed when integrating chatbots into EFL learning. They emphasize the importance of upholding ethical standards, complying with data protection regulations, and ensuring that chatbots are designed and implemented in a responsible and privacy-compliant manner. By acknowledging and addressing these ethical concerns, educators and policymakers can work towards the safe and ethical integration of chatbots in EFL learning.

In conclusion, the study sheds light on the use of chatbots in education, providing insights into public discourse, different experiences of using Chat GPT in these scenarios, and the need for further research to explore the effectiveness of chatbots in language learning and their impact on students' communication skills. The study emphasizes the importance of considering ethical implications and ensuring the responsible adoption of chatbots in education (Hmoud et al., 2024), Xiao and Zhi (2023), Guou et al. (2023), and Al-Smadi (2023).

CONCLUSION

The use of generative chatbots in EFL classes has the potential to positively impact motivation, satisfaction, exposure, and evaluation. However, legal and ethical considerations regarding their use must be carefully addressed to ensure responsible and ethical integration. Existing literature emphasizes the need for clear protocols, improved plagiarism detection methods, and new assessment methods to reduce the risk of algorithmic bias and retain learning in honest emphasis To integrate chatbots in EFL lessons to give learners autonomy in learning balance is also needed to avoid over-reliance on AI. By acknowledging and addressing these ethical concerns, teachers, AI developers, programmers and students can work towards a safe and ethical integration of generative chatbots in EFL learning.

RECOMMENDATIONS

The ethical implications of using generative chatbots in higher education have been a topic of concern, with a recent article advocating for comprehensive measures to address these ethical issues. The article emphasizes the need for clear policies, advanced plagiarism detection techniques, and innovative assessment methods to mitigate the risk of algorithmic bias and uphold academic integrity (Williams, 2024). Furthermore, the article highlights the importance of adhering to data protection regulations and the potential ethical concerns associated with the introduction of such platforms in education.

Incorporating artificial intelligence (AI) into education, specifically through generative chatbots, can transform teaching and learning for education professionals in administrative and academic roles. However, the ethical implications of using generative chatbots in education must be carefully considered to ensure responsible and ethical integration. The article raises concerns about the risk of over-reliance on AI for educational purposes and the need to balance fostering student autonomy in learning with the potential drawbacks of algorithmic bias and overdependence on AI.

To address the ethical challenges posed by the use of generative chatbots in education, the article recommends the implementation of clear policies, advanced plagiarism detection techniques, and innovative assessment methods. By proactively addressing these ethical

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concerns, the article argues that educators, AI developers, policymakers, and students can work toward the responsible and ethical integration of generative chatbots in higher education (Williams, 2024).

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Utilizing Instagram to enhance the vocabulary of Generation Z

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The purpose of this research is to explore the use, advantages and disadvantages of Instagram to strengthen Gen Z's vocabulary. It uses descriptive qualitative research design by using questionnaires and interviews as the techniques of data collection. The data were analyzed by using thematic analysis. It was involved 10 students majoring in English education class of 2020 from Antasari State Islamic University, Banjarmasin. The results showed that there are 9 Instagram features including Profile and bio, photo and video, stories, Captions, Reels, Comments, Hashtags, Live, and Direct Message (DM). The advantages include to improve communication skills and provides a 'back door' for shy learners, relies on the written word, encourages collaboration and peer feedback, promotes interpersonal skills, offers a large amount of contextual visual data, commonly used by young students in all corners of the country and can be accessed all over the world, the learning process is not limited by time, students can choose topics or teaching materials that suit their individual desires and needs, The length of time depends on individual abilities, Accuracy and up-to-date study materials, interactive, available, affordable and allows one to be immersed in an English environment, The learning context is informal and increases interest and motivation. The disadvantages are there are signal problems, violation of user privacy, uses up a lot of internet quota, the learning experiences may be too informal, information posted may contain spelling and grammatical errors, information between people directly is irreplaceable, and lack of real social aspects of life.

Keywords: Instagram, Generation Z, Vocabulary

1. INTRODUCTION

English is one of the most important international languages for global communication in this modern era. As a widely used language, the ability to speak English is a very valuable skill, especially in academic, professional and social contexts. One important aspect in enriching English language skills is the mastery of a broad and diverse vocabulary. Vocabulary can be seen as the study of words-parts of words that provide clues to the meaning of the whole word. Richard (2002) argues that vocabulary is an important element of language proficiency and provides much of the foundation for how effectively language learners speak, listen, read and write. Saleh (2000) emphasizes that vocabulary is a word or collection of words that have a certain meaning, as well as all the words that a person uses when communicating in daily activities and life. According to Thornbury (2022), very little can be explained without grammar, but nothing can be explained without vocabulary. Social media platforms are often seen as useful teaching tools because they are easy to use, interactive and social. Traditional ways of learning have been replaced by digital learning spaces on these platforms, which are perfect for encouraging the creation, sharing and acceptance of student-generated content through their interactive sections. In today's digital age, social media has become an integral part of the daily lives of many individuals, especially the younger generation. Instagram, one of the most popular social media platforms, offers a variety of features that can be utilized for informal education, including English vocabulary development. Instagram, which has been around since 2010,

was created as a photo-sharing network before the addition of features such as videos, Direct Messages and stories significantly amplified its popularity.

Instagram is a great resource for acquiring new knowledge and building global connections. The most in-demand Instagram videos, tutorials, posts and captions can help young people strengthen their English knowledge. The use of technology is not a foreign thing in the era of globalization, including in the world of education. So, education today must utilize technology to facilitate the implementation of learning, one of which is the use of social media. There are features of Instagram as a media: 1). Profile and Bio, 2). Photo and Video, 3). Instagram Stories, 4). Caption, 5). Reels, 6). Comment, 7). Hastags, 8). Live, 9). Like, 10). Activity, 11). Saved, 12). DM, 13). Tag, and Story Archive.

Therefore, it is important that this research is conducted to find out the use of Instagram to strengthen Gen Z's vocabulary. Apart from that, this research is also conducted to find out what are the advantages and disadvantages of Instagram to strengthen their vocabulary. Gen Z in this study focuses on students of English Department of Universitas Islam Negeri Antasari Banjarmasin.

2. METHOD

The research conducted utilizes a qualitative approach with a descriptive methodology. This type of research aims to thoroughly and comprehensively explore or depict the social situation under study. According to Moleong (2007), qualitative research involves gathering descriptive data in the form of words or spoken language from individuals and observing their behavior. It relies on language and words to depict observed phenomena, including their characteristics, context, and significance.

This study was carried out at Antasari State Islamic University Banjarmasin, involving 10 students from the English Department class of 2020/2021. The selection of 10 participants was based on their willingness and specific criteria: 1) enrolled in a English Department class, 2) active users of Instagram, 3) previously engaged in learning English vocabulary through Instagram features, and born between 1996-2009 (Gen Z). Data collection was done through questionnaires and interviews. Questionnaires were administered via a Google form to Gen Z students majoring in English during the 2020/2021 academic year. Subsequently, interviews were conducted with students from the English Department to validate questionnaire responses and gather more detailed information to support the data.

3. FINDINGS

3.1 The use of Instagram Features to Strengthen Gen Z Vocabulary

a. Profile and Bio

Participant 1 (P-1) has the habit of regularly changing their profile and biography on Instagram, especially if they discover new words or interesting quotes. They believe that adapting their profile and biography to English vocabulary is important to them because it allows them to express themselves the way they want. This action shows awareness of the importance of effective communication and the desire to reflect themselves appropriately through words. ar-1 choose Profile and bio as one of the features that can strengthen speaking vocabulary stating that reasons for updating profile and bio using English vocabulary to represent myself in this digital era and to highlight my personality and interests.

"I usually change my profile and bio if I find new vocabulary or cool quotes. I think adapting my Instagram profile and bio to English vocabulary is important to suit what I want."



P-10 stated that she got the motivation to change her profile and bio using English vocabulary from her friends. P-10 feels the need to update her profile and bio when she finds English vocabulary that suits her personal life. P-10 has a habit of randomly collecting quotes or English vocabulary that she found, then chooses the ones they like and places them in their profile and bio. P-10 also maintains consistency in changing the profile and bio to make it look fresh and attractive to their followers. This action shows an interest in conveying a certain message or atmosphere to others through carefully chosen words, as well as an awareness of the importance of maintaining attractiveness and relevance in social media content.

"I usually like to put quotes or get random English vocabulary that I come across, then I like it and I will put it on my profile and bio. I also consistently change it to make it look fresh and interesting"

b. Photo and Video

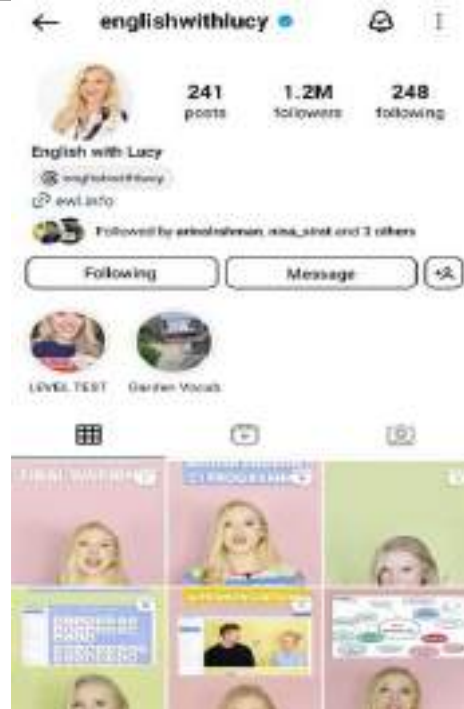
P-1 stated that she has an English creator who is her favorite namely, because it has interesting and informative content to strengthen English vocabulary. P-1 also advised others to seek inspiration from accounts that focus on specific topics or interests that they like. This way they can learn vocabulary in a context that is interesting to them.

"I like uploading photos or videos and providing writing in English. Of course this helps me to practice and strengthen the use of English vocabulary. I also try to pay attention to the way the vocabulary is used in the photo and video content I see on Instagram, so that I can learn from its appropriate use in different contexts."

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P-8 revealed that they have a favorite English creator, namely @EnglishWithLucy. She found the content of the account to be very useful and not only taught new vocabulary, but also provided practical tips and tricks to strengthen English vocabulary. P-8 also said that it was very happy to upload photos and then provide English writing. This method is effective for him to practice strengthening vocabulary consistently.

"In my opinion, the right time to use the new vocabulary that I got is when I upload photos and then relate them to relevant contexts or topics that are currently trending. It's important to vary this so that our uploads are more interesting."

P-10 stated that there are lots of accounts on Instagram that can be references for people. These accounts present interesting and educational visual content that can help to strengthen English vocabulary.

"I usually apply the vocabulary I get on certain accounts, then I will imitate it to make writing on the photos or videos that I upload on my Instagram account. Apart from that, I also try to remember and practice the vocabulary I acquired in daily conversations."

c. Instagram Stories

P-3 gets recommendations from influencers who alsoing to share with her followers. She revealed that when she finds a good moment or scene to photograph, she likes to experiment by matching the photos using new vocabulary she got through Instagram.

"In my opinion, because I enjoy capturing moments and sharing stories through Instagram stories are interesting, So this encourages me to explore more vocabulary. To strengthen the vocabulary, I usually capture the Instagram story and save it for use at a later time."

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P-4 stated that the Instagram story feature was introduced and offered by Instagram itself. Usually P-4 will use the vocabulary she gets to create interesting stories on Instagram stories.

"I often create Instagram stories to describe or tell something. Usually I use the story telling method with interesting stories, using vocabulary I got through Instagram. This is definitely very useful and I will remember it and use it when necessary."



P-6 expressed interest in using the Instagram story feature because she often sees her friends and is aware that this feature can share daily moments instantly. Usually P-4 will share certain moments on Instagram stories with content using the English vocabulary she has acquired.

"When I make an Instagram story I usually pay attention to variations in content, such as photos, text, stickers and music as well as English vocabulary expressions that are relevant"

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to my story. I got a lot of English vocabulary through accounts I met on Instagram, then I apply it to Instagram stories."



P-8 stated that he was very likes creating Instagram stories and applying English vocabulary to that feature. Similar to P-6, P-8 also sometimes inserts music and stickers to make the Instagram story which already contains English text look attractive.

"Personally, I think it is important for me to actively create Instagram stories with the various vocabulary that I have acquired. Because, this helps me to increase my creativity in communicating, increase the attractiveness of my content and of course strengthen my English vocabulary."



d. Caption

P-2 stated that has recommendations for Instagram accounts that can be ideas for English captions to strengthen English vocabulary such as Yunjin Le Sserafim, Shirin al-

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Athrus, Alexa, and The Royal Family. P-2 said she often wrote captions when she was relaxed so he could think smoothly and what she wrote could be conveyed.

"If you don't apply the vocabulary you get into writing, you will forget it very quickly later, so you usually need to write in English to strengthen it. I look for ideas or thoughts that I want to convey first, then I can write them directly into English, but I can also look at accounts that can be used as caption references. The captions that I usually write are in accordance with the photo or according to my condition."



P-4 recommends the Instagram account @englishwithnab for creative and inspiring English caption ideas. The right and effective time to write captions for to strengthen vocabulary is when you are inspired and have time to convey a good message.

"The special method I use in writing English captions on Instagram is to pay attention to the theme or content of the post, use words that suit the atmosphere or message you want to convey, and revise the caption to ensure clarity and accuracy of the language. I implement the use of vocabulary in captions on Instagram by using new vocabulary that I have learned to explain ideas or experiences more creatively and interestingly."



P-5 revealed that writing captions when posting photos makes them look interesting. Sometimes adds Instagram content or song lyrics and music to add an interesting impression.

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"By looking for vocabulary and finding out its meaning and then putting it in the caption, it will automatically be easy to remember because it will be in every post on Instagram."



P-9 stated that the right and effective time to write captions to strengthen vocabulary is when you are feeling creative and inspiring, for example, after reading a book or watching an English film, or when you are in a calm and focused atmosphere.

"I get inspiration to write captions on Instagram with various vocabulary that I gain from daily experiences, reading, watching English content on social media, or from situations that inspire me personally. It is important to apply the vocabulary I acquire to strengthen my English vocabulary as this helps improve my ability to communicate effectively, expand my vocabulary, and increase the appeal of the content I share on Instagram."



P-10 states that it is important to apply the acquired vocabulary to strengthen her English vocabulary as it can help to improve communication skills, expand vocabulary, and make captions more interesting.

"I implement the use of vocabulary in captions on Instagram by including new words or phrases that I learn in the caption text, as well as ensuring that my captions reflect the correct use of English and varies according to the context."

e. Reels

The approach used by P-2 to strengthen her English vocabulary is very clever. By actively participating in communities on platforms like Reels, she can continue to be exposed to a variety of English-language content. This allows her to continuously improve her understanding of English vocabulary and usage in different contexts. By providing comments on Reels and discussing with other commenters, P-2 not only expands her vocabulary but also deepens her understanding of how that vocabulary is used in everyday conversation. This kind of interaction can also help improve the ability to understand and use English practically.

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"Because in the reels a short and clear message will be conveyed so that it is easy to understand because reels are generally short and clear videos. I myself made an English educational content video one semester during the II speaking class."

The approach used by P-3 in using Reels to learn English vocabulary was very effective. By exploring content in general on Reels, she can continue to be exposed to a variety of interesting content and relevant to vocabulary learning. The importance of choosing content that is simple but easy to understand and clear understanding is key in learning vocabulary. Through such contents, P-3 can easily identify and understand new vocabulary without confusion. Utilizing Reels as a means of learning vocabulary also shows P-3's flexibility and creativity in finding learning resources that suit their own preferences and learning styles.

"I once made reels to fulfill an English course assignment, and often also studied through English content creators. The advantage of reels is that they are presented in the form of video clips that are not too long so that vocabulary students will not get bored easily and what the creator conveys is conveyed effectively. The presentation is simple and clear, and can also be in the form of video clips from films. I can also ask the content creator via the reels he uploads when there are certain points that are difficult for me to understand."



The approach used by P-4 in utilizing English vocabulary learning content on Instagram is very smart and efficient. By utilizing Instagram's search feature to find content related to slang, idioms, or words with similar pronunciations, she can easily adapt her learning according to her needs and interests. Using English content is also a smart strategy, because it provides the opportunity to learn in a relaxed and fun way. By watching these contents, P-4 not only gained new knowledge, but also became familiar with the use of English in different contexts. The combination of utilizing the Instagram search feature and English content provides flexibility and diversity in learning English vocabulary. This allows P-4 to continue to be exposed to diverse vocabulary and expand her understanding and skills in English. A relaxed approach to learning is also important, as it allows P-4s to learn more comfortably and without pressure. This can increase motivation and interest in learning English.

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"Such as attractive designs and material that is related to today's times. How to implement it is like trying to answer questions or quizzes that have reels of English content".



The approach taken by P-5 in strengthening her English vocabulary through Reels is very effective. By utilizing the Reels platform to watch content on where people speak or use sentences in English, P-5 can continue to be exposed to the use of English in different contexts.

"Because on reels there is a lot of content from people who speak English or use English sentences. There is no specific teaching method, just by looking and finding out. By watching more content that supports increasing English vocabulary."



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The approach taken by P-6 in selecting Reels content that is informative, entertaining and has educational value is very appropriate. With a focus on content such as English learning tips and the introduction of new vocabulary, P-6 ensures that time spent watching Reels is also an opportunity to learn and improve her English language skills. By following their content, P-6 can gain valuable insights and tips on effective ways to expand vocabulary and improve overall English proficiency. Although P-6 has not yet created her own Reels, she decision to keep learning through existing content shows that she chose an approach that suits her own needs and preferences. By remaining open to learning and taking advantage of the learning resources available, P-6 can continue to progress in English in a way that suits their own learning style.

"The teaching methods at Reels that attracted me were the use of interesting visuals, the use of words or phrases in a relevant context, and conveying information in a concise and clear manner."



P-7 likes Reels content which presents short stories with interesting narratives. This approach helps in strengthening the appeal of the content and makes learning more enjoyable. The choice to watch content that provides practical tips on the use of English shows awareness of the importance of strengthening English language skills practically. This kind of content can help P-7 to improve their understanding and mastery of English in an effective way.

"The teaching method in Reels that is interesting to me is the use of supporting images, graphics or animations, accompanied by short but concise explanations about the use of words or phrases in certain situations. I take advantage of the interactive side of Reels by participating in challenges that test my English vocabulary, interacting with other users in comments to exchange information and experiences, and listening to feedback from Reels creators to gain additional insights."

P-9 emphasizes the importance of learning through content created by English-speaking content creators who have extensive experience and knowledge. Choosing quality learning resources is a smart step to ensure that the learning obtained is accurate and useful. P-9 realizes the importance of strengthening a variety of vocabulary through Reels. This helps in improving the ability to communicate in English effectively, expand vocabulary,

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and increase understanding of culture and context of word use. By acquiring a diverse vocabulary, a person can become more confident in communicating in English in various situations.

"It is important for a person to strengthen a variety of vocabulary through Reels because this can help improve the ability to communicate in English effectively, expands vocabulary, and increasing understanding of the culture and context of word use."

P-10 reveals that Strengthening vocabulary through Reels helps someone to improve their overall English language skills. By understanding and using a variety of vocabulary, a person can be more confident in communicating in English.

"Strengthening vocabulary through Reels is important for improving English language skills, increasing understanding of context, and expanding vocabulary used in everyday life. Teaching methods The words on Reels are usually interesting because the content is short and informative, often accompanied by interesting visuals or the use of supporting music."

f. Comment

P-3 said that by commenting on popular posts, such as international artist posts or viral videos, P-3 takes advantage of the opportunity to practice the use of English vocabulary in diverse and interesting contexts. By trying to use new vocabulary that learns through Instagram, P-3 gets used to applying the vocabulary in real communication situations. This is an important step to strengthen understanding and use of new vocabulary.

"Usually I search by manually via search but can also appear via reels or the IG algorithm. I get used to being active in commenting simply or by using it in everyday life to apply the vocabulary I learn."

g. Hastags

P-5 emphasizes that the appropriate time to use hashtags in strengthening English vocabulary can vary depending on individual preferences and study schedules. However, many people find using hashtags to be effective when they are surfing social media or looking for information about a particular topic. This can be caused because when individuals are involved in these activities, they tend to be more open to absorbing and assimilating the vocabulary they encounter. The use of hashtags can help them find content that is relevant to their interests or learning topics, thereby strengthening their understanding and use of English vocabulary.

"I implement the vocabulary I get from hashtags by trying to use it in daily conversations, writing notes or sentences -short sentences that use the vocabulary, and participating in discussions or study groups where I can practice using the vocabulary with others who share the same interests."

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P-7 emphasizes the importance of using varied vocabulary in hashtags in expanding understanding and communication skills in English. By using various types of vocabulary in hashtags, individuals can become familiar with various contexts of using words in English.

"I usually look for hashtags that suit your interests and needs, for example #EnglishVocabulary, #LearnEnglish, or #WordOfTheDay. The use of varied vocabulary in hashtags is very important because it helps us to get used to the various contexts of using words in English, thus broadening our understanding and communication skills."

h. Live

P-2 reveals live on Instagram has the opportunity to see first hand how vocabulary is used in real conversational contexts. We can pay attention to pronunciation, intonation and use of vocabulary in various situations. This helps to understand not only the meaning of the vocabulary, but also the correct way to use it in everyday conversation. In addition, direct interaction with content creators or people conducting live broadcasts allows to practice writing skills in asking questions or providing written responses. By participating actively in this interaction, P-2 can apply the vocabulary I have learned and strengthen my understanding of it.

"It is important for vocabulary learning content creators on Live to actively use diverse vocabulary to attract the audience's attention and strengthen vocabulary due to the variety of vocabulary and its proper use can make learning more interesting and effective. When content creators use diverse vocabulary in relevant contexts, audiences tend to be more engaged in learning and understand and remember the vocabulary more easily. Apart from that, the use of diverse vocabulary also helps the audience to understand how the vocabulary is used in real situations, thereby increasing their confidence in communicating."

i. Direct Message (DM)

P-7 provides a very practical look at using vocabulary in DM conversations. First of all, it is advisable to consider specific topics that could be the focus of the conversation, such as sharing experiences, exchanging information or advice, discussions on trending

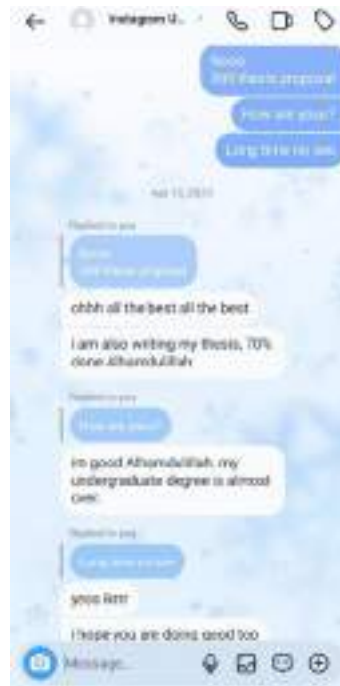
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topics, or sharing interesting articles or content. Furthermore, the statement highlights the importance of choosing the right time to introduce new vocabulary in DM conversations. This can happen when the topic of conversation allows the use of the vocabulary naturally, making it feel relevant and easy to apply. Or, when individuals want to test the ability to use new vocabulary in practical situations.

"The DM feature can strengthen English vocabulary because it allows users to interact directly with other people in real-time communication situations, which can increase ' confidence and speaking skills. in English. I apply new language vocabulary in conversations via DM by looking for opportunities to use new words I learn in contexts appropriate to the topic of conversation, and by ensuring that the use of the vocabulary is not too forced and still feels natural."



Interaction in DM allows P-8 to stay connected with the closest people around without having to share information publicly. Through this feature, can share the latest news, talk about trending events, or even just share everyday stories that keep us connected to each other. In this way, DM is not only an effective means of communication, but also allows us to stay informed and involved in topics that are relevant and interesting to us and the environment around us.

"I happen to have several social media friends who come from abroad, automatically when exchanges messages it must be in English. Because I often talk, I know a lot of new vocabulary from this matter. Therefore, I often note down new words or remember them and try to use them regularly in daily conversations to strengthen my understanding of the vocabulary."

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3.2. Advantages and Disadvantages of Instagram to Strengthen Gen Z Speaking Vocabulary

a. Advantages

NO	ADVANTAGES	YES	NO
1	Instagram helps improve communication skills and provides a 'back door' for shy learners	9	1
2	Instagram relies on the written word; making it superior means it can improve writing skills	9	1
3	Instagram encourages collaboration and peer feedback among students	9	1
4	Instagram promotes interpersonal skills among students	9	1
5	Instagram offers a large amount of contextual visual data that can provide language classroom assistance	10	1
6	Instagram is a social media that is commonly used by young students	10	0
7	Instagram can be used in all corners of the country because it does not require a classroom	8	2
8	Instagram can be accessed all over the world	8	2
9	The learning process on Instagram is not limited by time	10	0
10	On Instagram, students can choose topics or teaching materials that suit their individual desires and needs	9	1
11	The length of time you learn on Instagram depends on your individual abilities	10	0
12	Accuracy and up-to-date study materials	9	1
13	Learning on Instagram is done interactively	7	3
14	Instagram is available, affordable and Allows one to be immersed in an English environment	10	0
15	The learning context on Instagram is informal	9	1
16	Instagram increases interest and motivation in learning English	10	0

b. Disadvantages

NO	DISADVANTAGES	YES	NO
1	Often there are signal problems when accessing Instagram	8	2
2	violation of Instagram user privacy	5	5
3	Studying on Instagram uses up a lot of internet quota	7	3
4	Instagram-based learning experiences may be too informal or unstructured	7	3
5	Information posted on Instagram may contain spelling and grammatical errors	10	0
6	Information between people directly is irreplaceable	10	0
7	Lack of real social aspects of life	9	1

4. Discussion

4.1 The use of Instagram Features to Strengthen Gen Z Vocabulary

a. Profile and Bio

The profile and bio features on Instagram allow users to express themselves briefly and creatively. In this process, they may use different vocabulary to describe themselves, their interests, or the messages they want to convey to their followers. Moreover, Gen Z often uses slang and stylistic language in their communication, especially on social media such as Instagram. Using this informal language can enrich their speaking vocabulary and help them communicate with fellow Gen Z members more fluently. Through profiles and bios, users can also learn new vocabulary in contexts that are relevant to their own interests or identity. This can make learning more interesting and meaningful for them, as they learn words that are directly related to their own experiences and lives. Thus, profiles and bios on Instagram can act as informal but effective learning resources to strengthen Generation Z's speaking vocabulary, as they provide opportunities to express themselves creatively and engage in authentic communication on the platform.

b. Photo and Video

The photo and video features on Instagram display interesting visual content and attract users' attention. Through this content, users can be exposed to various objects, activities or situations that they may not encounter in their daily lives. This way, they can learn new vocabulary related to the various topics covered in the photos and videos. Using vocabulary in real contexts, as seen in photos and videos on Instagram, can help Gen Z to understand the use of words in everyday situations. This helps strengthen their understanding of the vocabulary and links it to practical experience. In addition, Instagram users, especially Gen Z, tend to use creative and informal language in their posts. This may include the use of slang, idiomatic phrases, or popular expressions that form part of everyday language. Being exposed to language variations like this can help Gen Z expand their speaking vocabulary. Thus, the photo and video features on Instagram can strengthen Gen Z's speaking vocabulary by presenting interesting visual content and allowing users to interact in creative and real language.

c. Instagram Stories

Instagram Stories reflect everyday conversations and current trends. Gen Z can learn words and phrases that are popular or used in contexts that are relevant to their daily lives. With the Stories feature, Gen Z can have the opportunity to practice speaking by recording themselves and sharing stories directly. This gives them the opportunity to use new vocabulary directly in real conversational contexts. There is interaction and collaboration. The comments and DM features in Stories allow Gen Z to interact with their friends directly. They can discuss the content they share and use new words they learn in their communications. By using the text, stickers and filter features in Stories, Gen Z can create creative and interesting stories. This allows them to express themselves in their own language and hone their speaking skills. Additionally, many Instagram users, including influencers and educational accounts, use the Stories feature to provide tips, facts, or information about various topics. Gen Z can learn new vocabulary while watching this educational content. Thus, the Instagram Stories feature can be an effective tool for Generation Z to strengthen their speaking vocabulary because it gives them the opportunity to learn, practice and interact with language in contexts that are relevant to their daily lives.

d. Caption

Captions on Instagram often use everyday language that is relevant to everyday life. Through reading captions, users can be exposed to a variety of words and phrases used in a more informal context and in accordance with everyday reality. Because, Instagram is an image-based platform, where visual content such as photos and videos are the main focus. Accompanying captions can provide additional context or explain what is happening in the image or video. This helps users to associate words with specific objects or situations, strengthening the connection between the words and their experiences. When users post or comment on content, they often use captions or comments to express their opinions, feelings, or experiences. This creates an opportunity to learn from each other and see how words are used in different contexts. Thus, using the caption feature on Instagram can be an effective way for Generation Z to strengthen their speaking vocabulary by being exposed to everyday language, slang, and the visual context provided by the platform.

e. Reels

The Reels feature provides diverse content in short video format covering various topics, from entertainment, fashion, music, to education. Through these various types of content, users can be exposed to a variety of vocabulary. The existence of Video Reels often displays language used in everyday situations, including slang and popular phrases often used by Generation Z. This allows users to get a better understanding of the language used in real life in everyday conversations. Video reels can also be created by users themselves. Of course, this can be a practice for users to be able to implement the vocabulary they get through videos so that communication skills and creative ideas can be channeled. Through the Reels feature, users can see and imitate role models who upload content. This can help in practicing the use of new vocabulary and increase confidence in speaking. By using the Reels feature on Instagram, Generation Z has access to interesting and relevant resources to improve their speaking vocabulary in everyday language. This helps them broaden their understanding of the language, increase their confidence in speaking, and enrich their overall communication skills.

f. Comment

The comments feature on Instagram allows users to interact with content posted by other users. In this process, users will likely use vocabulary that is relevant to the topic being discussed, strengthening their understanding of the language and vocabulary used in a particular context. Gen Z tends to use more informal language and is in line with current trends. By reading and participating in comments on Instagram, users can be exposed to more up-to-date vocabulary and expressions. Through comments, users can practice vocabulary use in real communication situations. This can help them be more confident because they are used to using this vocabulary in real communication contexts. Comments on Instagram often involve discussions or responses to posted content. In this process, users may encounter diverse vocabulary used by others in speaking, opening up opportunities to expand their vocabulary. Thus, the comments feature on Instagram can be an effective tool for strengthening vocabulary and speaking skills for Generation Z, as it provides an environment that allows social interaction, actual use of language, practical experience, as well as engagement in discussions.

g. Hastags

Users can use the hashtag feature to find content related to certain topics or explore specific topics. By exploring content under a particular hashtag, users can be exposed to vocabulary related to that topic. Many hashtags are used to express slang or popular expressions in

English. By following and using these hashtags, users can be exposed to informal vocabulary commonly used in everyday conversations.

h. Live

The live broadcast feature allows someone to interact directly with English creators. During live broadcasts, English creators often have direct conversations with viewers, convey information and respond to questions. This provides an opportunity for the audience to hear the use of vocabulary in a real context. Viewers often participate in live broadcasts by submitting comments, questions, or providing feedback. This can encourage users to respond spontaneously and use a more diverse vocabulary.

i. Direct Message (DM)

The DM feature allows users to communicate directly with their friends or other community members. In this process, users will engage in active conversations, allowing them to use vocabulary in different contexts. In live conversations, users tend to use words that are relevant to the topic of conversation or the situation they are experiencing. This gives them the opportunity to learn new vocabulary contextually, allowing for more effective absorption of words. The influence of the person you are talking to can also be a reference for someone to practice their vocabulary, or even acquire new vocabulary. Generation Z tends to create new language or modify existing words in their conversations. Through DMs, they can share new words or language trends with their friends, allowing language creativity to continue to develop. In DM, friends or other community members can provide feedback or corrections to incorrect use of vocabulary or sentence structure. This allows users to learn from their mistakes and improve their understanding of correct usage.

4.2 Advantages and Disadvantages of Instagram to Strengthen Gen Z Vocabulary

a. Advantages

Based on data that has been found by researchers. The Advantages are in line with Handayani (2014). That said: The first, it can help to increase noncommunicating skills and provide a “back door” for shy learners. This means that the activity or situation discussed can help someone become better at communicating. It may be through practice, social interaction, or hands-on experience that allows a person to hone the skills of speaking, listening, and understanding others better. Meanwhile, "Back door" here refers to a more relaxed or indirect approach or opportunity for someone who is shy to engage in learning or social interaction. For example, through more relaxed or informal activities or environments, shy learners may feel more comfortable participating and learning without feeling overly burdened by social pressure or high expectations. The second, is Instagram relies on the written word; make it an excellent it means that it can improve writing skills. Because Instagram uses a lot of text in the form of captions, stories, or text on images, users are encouraged to pay attention to grammar, spelling, and writing style. This can help improve their writing skills over time. Instagram provides a space for users to express their thoughts, ideas and feelings through words. This stimulates creativity in the use of language, allowing them to discover unique and interesting writing styles. By sharing words, users can receive direct feedback from their followers. This can help in improving and perfecting their writing skills through suggestions, praise, or constructive criticism. Instagram encourages collaboration and peer feedback among students by facilitating features such as Direct Messages, comments, and collaboration features in Stories or IGTV. This allows students to share ideas, provide feedback, and collaborate on joint projects,

increasing interaction and learning between students. The third, is Instagram encourages collaboration and peer feedback among students. Instagram encourages collaboration and peer feedback among students by facilitating features such as Direct Messages, comments, and collaboration features in Stories or IGTV. This allows students to share ideas, provide feedback, and collaborate on joint projects, increasing interaction and learning between students. The fourth, is Instagram promotes interpersonal skills among students. Instagram promotes interpersonal skills among students by providing a platform to communicate, collaborate, and interact with others online. Through the features found on Instagram, students can learn to communicate effectively, work together in teams, respect other people's perspectives, and resolve conflicts in a constructive way. It helps students develop interpersonal skills that are essential for success in personal, academic, and professional life.

Furthermore, according to Rusman (2013), there are Advantages of Instagram to Strengthen vocabulary. Namely: The fifth is it offers a plethora of contextualized visual data that can provide aid in language classroom. Instagram offers a large amount of visual data that can provide assistance in language classes by providing a variety of images and videos covering several topics and contexts. Language teachers can use this content as resource material to supplement their lessons, helping students understand new vocabulary, the context in which words are used, facial expressions and body expressions. By viewing and analyzing these images, students can increase their understanding of the language related to the content thereby enriching their learning experience. The sixth is Instagram is a commonly used social media outlet that young learners are now. Instagram has become a very popular social media platform among teenagers and young learners. Many of them actively use Instagram to share photos, videos and stories, as well as to connect with their friends. Additionally, Instagram offers an intuitive and easy-to-use interface, which makes it popular among young users. Features such as posting photos, adding captions, using filters, and interacting with other users' content can be easily accessed and used. Instagram's main characteristic is its focus on visual content, such as photos and videos. This makes it attractive to young learners who are more responsive to information presented visually. Therefore, Many Instagram users use this platform as a source of inspiration and learning. They can find content that is relevant to their interests, including things related to education. The seventh It is possible for the distribution of education to all corners of the country and unlimited tapping capacity because it does not require classrooms. Instagram is an online platform that can be accessed by anyone with an internet connection, not limited by geographic factors or educational infrastructure. This means that individuals in various regions, including those in remote or underserved areas, can access educational resources through Instagram. In contrast to conventional education which occurs in physical classrooms, Instagram makes it possible to present educational material virtually through posts, videos and other shared materials. Thus, there are no limitations in terms of physical space to be considered, allowing education to be disseminated more widely. Instagram users can access educational content anytime and anywhere according to their needs, without limitations on schedule or place. This allows individuals to learn at their own pace and overcome geographic barriers that may exist in accessing education. The eighth is available access around the globe. As with the previous one, both individuals and businesses from various countries and cultures can create Instagram accounts and participate in various activities, from sharing photos and videos to getting involved in online communities. As a widely used platform around the world, Instagram also has a significant influence on popular culture, trends and public opinion in many countries. The ninth the learning process is not limited by time as well as ordinary face to face. With platforms like Instagram, students can access learning content whenever they want, without

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being tied to a rigid class schedule. They can study material, interact with fellow students and teachers, and participate in discussions at any time, even outside school hours. This provides greater flexibility for students to manage their time according to their needs and increases accessibility to learning. The tenth is Students can choose topics or teaching materials that are in accordance with their individual desires and needs. A student is given the freedom to choose topics or learning materials that they consider appropriate to their individual interests, desires and learning needs. This may refer to an Instagram account that provides educational content, where students can explore various topics, videos, images or other learning resources relevant to their interests and needs. This approach aims to provide a more customized learning experience and motivate students to be actively involved in their learning process. The eleventh is The duration of study also depends on each ability. On the Instagram platform, the duration or length of time spent studying can also vary depending on each individual's learning abilities or capacity. This highlights the principle that each individual has a different learning rhythm, and there is no definite time standard for understanding or mastering learning material. This approach respects the uniqueness and diversity of the learning process, allowing each individual to experience learning optimally according to their abilities. The twelfth is The accuracy and current learning material. It is important to provide accurate and up-to-date learning materials. This means that the content posted or presented must be based on correct information and updated regularly in accordance with the latest developments in the relevant field. This emphasizes that when presenting educational content on Instagram, it is necessary to pay attention to the accuracy and relevance of the material presented to users, so that their learning experience can be enhanced with the most up-to-date and appropriate information. The thirteenth is Learning can be done interactively. Content posted on Instagram can be designed to engage users directly. For example, through polls, quizzes or questions in Instagram stories that allow users to participate and provide responses. Interactive learning on Instagram can also mean collaboration between users. For example, through comments or discussions on certain posts, users can exchange opinions, share experiences, or deepen their understanding.

Then, in line with Yeh & Mitric (2019) who also stated several advantages of Instagram including: The fourteenth is Instagram is available, affordable and allows one to be immersed in an English environment. (Available) refers to Instagram being accessible to anyone with internet access and a suitable device, thereby providing access to a variety of educational content and learning opportunities. (Affordable) refers to the fact that using Instagram for learning is affordable because the platform is free to use. This allows users from various economic backgrounds to access educational and learning materials at no additional cost. (Allows someone to immerse in an English-speaking environment) shows that Instagram provides an environment where users can engage with content in English, which helps them improve their English skills. By engaging with English on this platform, users have the opportunity to gain better familiarity with the language, whether in reading, writing, listening or speaking. The fifteenth is the learning context on Instagram is informal. Learning on Instagram is not bound by formal structures like those found in traditional educational institutions. There are no strict rules about when and how learning should occur. Interaction between users and content on Instagram tends to be more relaxed and less formal. Educational content is often delivered in a more casual format, such as Instagram stories, image posts, or short videos. This creates a more relaxed and friendly environment for learning. Instagram users can engage in informal learning communities, where they share knowledge, experiences and tips freely. This can happen through comments, DMs (Direct Messages), or in certain groups created by users. And the Sixteenth is Instagram increases interest and motivation in learning English. There are several reasons

Instagram can increase individual interest and motivation to learn English. Instagram provides a variety of interesting content that can spark user interest. By selecting content that suits individual interests, users are more likely to be engaged and motivated to learn English. The involvement of interactions that occur on Instagram, such as comments, DM (Direct Messages), or even live streaming, allows users to communicate in English directly with other people. This helps improve confidence and speaking skills in English and is also an opportunity for one to practice. When learning occurs through a frequently used platform such as Instagram, there is a greater likelihood that individuals will remain consistent and engaged in their English learning process because they have become accustomed to using the platform in everyday life.

b. Disadvantages

Based on the data that has been found by researchers, it is in line with the data put forward by Anggraeni (2017) that Instagram is lacking. The first is Often there are signal problems when accessing Instagram. This can be caused by several factors such as, signal problems may occur due to unstable or weak internet network quality. Especially in areas with poor network coverage, users may have difficulty connecting to the internet at sufficient speed to access Instagram. In addition, at certain times, especially during rush hours or large events, the internet network in certain areas can become congested by users trying to access online services such as Instagram. This can result in decreased signal quality and slow connections for users. And problems with the user's device, such as weak signal on the cellphone or interference with the signal sending device (Wi-Fi), can also cause signal problems when accessing Instagram. The second is Violation of Instagram user privacy. Users may feel uncomfortable or disturbed if their personal information is used without permission for educational or learning purposes, especially if the information relates to their sensitive personal activities or preferences. For example, quoting other people's photos and videos without permission and leading people's opinions. Therefore, it is important for any organization or individual involved in the use of Instagram user data for learning or learning media to adhere to strict privacy principles and obtain appropriate consent before using user personal data for any purpose.

In line with previous researchers, Rusman (2014) states the shortcomings of Instagram as follows. The third is Studying on Instagram uses up a lot of internet quota. Instagram is a platform dominated by multimedia content, such as images, videos and stories. Consuming such content requires greater data usage compared to plain text content. To improve the quality of images and videos Some Instagram users may choose to upload or view content in higher quality, which requires more data to be transferred. Additionally, the amount of time users spend on Instagram also contributes to the amount of data used. The longer users access the platform and the more often they access it, the greater the internet quota used. Therefore, studying on Instagram can be expensive in terms of data usage, especially if users access the platform intensively or consume a lot of multimedia content. This can be a consideration for users who have internet quota limits or high data usage costs. The fourth is Information between people directly is irreplaceable. The message recognizes the importance of direct human interaction in conveying information. Although technology provides the possibility to communicate online, direct human contact still has irreplaceable value. Direct interaction allows for quicker, real-time responses to questions, issues, or concerns that arise, allowing solutions to be found more efficiently. The fifth is Lack of real social aspects of life. Learning on Instagram often occurs independently, with users consuming content or interacting with learning materials without much interaction with other people. This can reduce the real social interaction aspects often found in learning settings in physical environments such as classrooms. While Instagram

can be an effective learning tool in some ways, the statement highlights that use of the platform can have limitations in facilitating the real-life, social aspects of learning.

In line with Anggraeni (2017) and Rusman (2014), Yeh & Mitrie (2019) provide their opinion regarding the shortcomings of Instagram. The sixth is Instagram-based learning experiences may be too informal or unstructured. Instagram, as a social media platform, tends to have a more relaxed and less organized structure compared to more structured formal learning environments such as classes or online courses. This can result in a lack of direction or focus in the learning process. Learning on Instagram may not always be presented in a clear learning context or linked to a formal curriculum. Content posted on Instagram is often diverse and can vary from topic to topic without a clear learning sequence. and the seventh is Information posted on Instagram may contain spelling and grammatical errors. Posting on Instagram often happens in real time and without much planning. Users may focus more on the visual content or message they want to convey rather than paying attention to spelling or grammatical errors. Although Instagram provides digital writing tools such as automatic spelling correction, these tools are not always perfect. Spelling and grammar errors can still occur, especially if users don't double-check or correct them manually before posting.

6. Conclusion

There are 9 features on Instagram that can strengthen the Gen Z Speaking vocabulary. These features are: (1) Profile and Bio, (2) Photo and Video, (3) Instagram stories, (4) Caption, (5) Reels, (6) Comment, (7) Hashtag, (8) Live, and (9) Direct Messages.

There are Advantages and Disadvantages of using Instagram to Strengthen gen Z speaking vocabulary. These Advantages are (1) Instagram helps improve communication skills and provides a 'back door' for shy learners (2) Instagram relies on the written word; making it superior means it can improve writing skills (3) Instagram encourages collaboration and peer feedback among students (4) Instagram promotes interpersonal skills among students (5) Instagram offers a large amount of contextual visual data that can provide language classroom assistance (6) Instagram is a social media that is commonly used by young students (7) Instagram can be used in all corners of the country because it does not require a classroom (8) Instagram can be accessed all over the world (9) The learning process on Instagram is not limited by time (10) On Instagram, students can choose topics or teaching materials that suit their individual desires and needs (11) The length of time you learn on Instagram depends on your individual abilities (12) Accuracy and up-to-date study materials (13) Learning on Instagram is done interactively (14) Instagram is available, affordable and allows one to be immersed in an English environment (15) The learning context on Instagram is informal and (16) Instagram increases interest and motivation in learning English. meanwhile, The Disadvantages are (1) Often there are signal problems when accessing Instagram (2) violation of Instagram user privacy (3) Studying on Instagram uses up a lot of internet quota (4) Instagram-based learning experiences may be too informal or unstructured (5) Information posted on Instagram may contain spelling and grammatical errors (6) Information between people directly is irreplaceable and (7) Lack of real social aspects of life.

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In Search for Students' Perception: The Teacher's Use of Code Switching in Teaching English for Non-Native Speaker Students

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This study aimed to find out the students' perception on the use of code switching during English lessons in the tenth grade of one private high school in Palembang. This study was a qualitative study with case study. The participants for this study were four tenth grade students chosen by using purposive sampling technique. The data were collected using interviews with ten questions asked in Bahasa Indonesia for convenient which were recorded and translated into English. The interviews were conducted to find out what the students' perceptions on the use of code switching used by the teacher of English, and the data were analyzed using thematic analysis. The findings indicated that there were three categories of students' perception on the use of code switching used by the teacher of English: (1) Code switching in learning was an effective methods, (2) Code switching helped students gain a better understanding, (3) Code Switching makes students feel more confident to speak English.

Keywords: code switching, students' perception, teaching English

INTRODUCTION

The process of changing from one language to another is often called code switching. Code switching is a communication strategy to make English easier for students to learn by implementing code switching in classes. In addition, Cantone (2008) states that code switching is the selection of bilinguals or multilingual of forms from an embedded language in the utterance of matrix language during the conversation.

Teachers can apply code switching in the teaching and learning process as a communication tool to facilitate students so that students can learn English more effectively. This is especially true in the calss for beginners where the switching from English to native language can act as facilitator for learning process. It is also as a means to provide opportunities for students to communicate in a language in addition to improving their understanding. Code switching plays a very important role in the relationship between students and teachers because it can give them the opportunity to communicate more informally without the risk of misunderstanding as L2 deficiency can be avoided (Simon, 2001). When the teacher explains the material by implementing code switching students will understand more about the material. Code switching can also be used by students when they want to talk to the teacher to reduce misunderstandings.

Sometimes, when the teacher gives the material to the students, they may face many difficulties in learning English. Some students may find English grammar difficult to understand if the teachers only explain it in full English. Teachers can use code switching languages to help students find what they mean. Macaro (2001) said that most foreign language teachers believe that switching to more than one language in a conversation is

often necessary. Sometimes students find comprehension difficult for them and need translation into their mother tongue to get a better understanding.

In addition, in the context of teaching and learning in Indonesia, the problems faced by teachers in Indonesia tend to be communication strategies, as a facility to provide opportunities for students to communicate and improve student understanding (Barnett, 2018). That is why, with the application of teaching using code switching, it makes it easier for students to communicate and obtain foreign language such as English. According to Fareed et al., (2016), Code switching not only improves students' understanding and application of the material, but also provides a positive learning environment and a good teacher-student relationship.

A preliminary study was conducted by using pre-observation through informal interview with teacher of English and also the students of tenth grade students at some private high schools in Palembang about teaching and learning there. It was found that when the teacher taught in the classroom, there were so many words that the students could not understand such as sentence patterns between Indonesian and English were different, the students were afraid to ask because there were so many English vocabularies that students did not know. Based on the interview with teacher, the teacher added that the lack of knowledge about vocabulary and students' interest in learning about vocabulary became the main problem in the teaching and learning process. As a result, when the teacher explained to students, the teacher took every effort to ensure that students understood, translated vocabularies that were difficult to understand and mixed Indonesian and English so that students understood the lesson.

Catabay (2016) which had conducted an investigation of students perception towards code switching a second language class among the thirty Legal Management Students at Cagayan State University. The result showed that students' perceptions of the used of code-switching in ESL courses were generally positive. It also showed that code switching had a positive effect on their first and second languages, thus; code switching helped keep both. Hakim et al. (2019) investigated students' perception towards code switching use in English Foreign Language (EFL) classroom. The result of this study showed many positive opinions from students, most of the students agreed that code switching was used in the teaching and learning process and they perceived that code switching could improve students' English skills. Yana & Nugraha (2019) investigated students' perception on the use of code-switching in English classroom and to figure out its advantages for them in learning English. The results showed that students had positive perceptions about the use of code switching in English lessons, and there were several benefits of using code switching in English lessons and the use of code switching also made students understand the material easily.

Those above description makes us interested in conducting similar research to find out students' perceptions of the teacher's use of code switching in teaching English for non-native speaker students.

METHODS

Research Design

A qualitative research with case study was used in this study. Selecting a qualitative method is suitable for a research because it involves collecting data that is used to find out the perceptions of the tenth-grade students of private high school in Palembang on the implementation of code switching in teaching English.

Participant of Study

This research was carried out at private high school in Palembang. The participants of this study were taken by using purposive sampling technique. We took four students as participants of this study on criteria students with high abilities, moderate abilities, and low abilities.

Data Collection

In this study, interview was used as a way of gathering information to gather detailed information and to elicit further information from participants in order to answer the research questions. In this study four students were interviewed with ten study-related questions. The questions were asked in Bahasa Indonesia in order to help participants feel more comfortable while conveying their answers. Additionally, all interviews were recorded and transcribed in English.

Data Analysis

Thematic analysis was to analyze the data. Before applying thematic analysis stages the researchers translated the transcriptions of the interviews into English, since the interview be conducted in Bahasa Indonesia. The translation approval was be conducted, so that the translation is linguistically correct and communicative. There are six steps used by the researchers; 1). collected and organized the data from interview, 2). started reading all the transcriptions of research finding to understand the information, 3). explored the data and began into a formal coding process. 4). generated initial codes then identified the elements that associated to the data which created recurring patterns or themes in the data set, started by organizing and evaluating the whole collection of data, this step was significant to look for themes, then 5). proposed the themes, sub-themes, and any relevant data that had relation to each themes. Reviewing themes would be a step to determine whether some need to be combined or removed by reflecting to codes whether they appeared to form themes, whether they fitted into themes, and whether the themes itself were troublesome, 6). Finally, naming the themes and defining the themes which could be represented the data within one sentence. The last step involved writing a report that included an analytical narrative that described the data and presented an argument in response to the research questions.

Establishment of Trustworthiness

Data collection, analysis, and interpretation must be accurate in this study. Member Checking was selected by us to be used in this study to validate the accuracy of the results. Member checking as a means to increase accuracy in qualitative research, proposes that credibility is inherent in accurate descriptions or interpretations of phenomena. The checks include giving back findings to participants and asking questions in interviews. To do this and check the accuracy of the interview results, we asked the English teacher and the participants to re-check the accuracy of the interview. Then the participants were asked whether the transcripts were completed and appropriate based on their responses.

FINDINGS AND DISCUSSION

After analyzing the data from observation and interview, it was found that there were several information related to students' perception on the use of code switching in teaching English for the students. The themes and codes gained from thematic analysis were described in table 1 below:

Theme and codes of students' perceptions on the use code switching in teaching English

No	Themes	Codes
1	Code switching in learning was an effective methods	a. Most students thought that the code switching method was an effective method to helped students hone their skills in speaking English. b. Most students felt enthusiastic to exchange thoughts, opinions, and ma students more comfortable.
2	Code switching helped students gain a better understanding	a. Students felt that the code switching made it easier for students to understand what was conveyed by the teacher.
3	Code Switching made students feel more confident to speak English	a. Most students felt more confidence in speaking English after after using code switching. b. Most students had a desire to speak English even what they say is right or wrong. c. Most students said that after using code switching in class, they were more accustomed and brave to speak English in public.

The data above were described in order to know students' perceptions on the use of code switching in teaching English of private high school in Palembang. Three theme was divided into there perceptions consisting of (1) Code switching in learning was an effective methods, (2) Code switching helped students gain a better understanding, (3) Code Switching makes students feel more confident to speak English. The description was described as follows:

Code switching in learning was an effective methods

Based on the data obtained from the interview, it revealed some students' perceptions on the used of code switching in teaching English. Most of the code-switching methods applied by the teacher in the classroom were effective and helped students hone their skills in speaking English. Students felt enthusiastic to exchange thoughts, opinions, and make students more comfortable. As confessed by the students initial D: *"in my opinion code switching really helps us as students. When I use the code switching method, I feel that code switching is an effective method to hone my skills in speaking English because in learning I am more courageous in trying to speak English and also I feel this activity broadens my vocabulary knowledge"*. (Personal Communication with student D).

Additional opinions were added by other interviewees regarding perception on the use of code switching. Student with initial Z added: *"In my opinion code switching is very good and effective method, sir. Code switching make me improve my English skills because I don't need to remember a lot of English vocabulary"*. (Personal Communication with student Z). This was supported by interviews which showed that most of the students

seemed enthusiastic in expressing opinions and practicing their English speaking skills by using code switching, and students continued to explore vocabulary knowledge by opening the dictionary after saying words in a different language. when they were doing learning activities and asked the teacher, they used code switching when they find difficulties. The student initial N stated: *"In my opinion, code switching is a method used to help students hone their speaking skills. in code switching, students can give opinions and speak more comfortably by combining two languages"*. (Personal Communication with student N).

Code switching helped students gain a better understanding

Based on data obtained from interviews, the students felt that the code switching used by the teacher made it easier for students to understand what was conveyed by the teacher. As confessed by the students initial A: *"Yes, by using code switching I think it's easier for students to understand the lesson."* (Personal Communication with student A). Students initial N also added: *"Yes, I think that's pretty good and I think teachers using code switching can make it easier for students to better understand what the teacher is saying."* (Personal communication with student N).

Code Switching makes students feel more confident to speak English.

According to the data collection through interviews, students stated that they were more confident in speaking English, students had the courage to express opinions regardless of right or wrong and students were enthusiastic or eager to learn. As confessed by the students initial D: *"Yes it is quite helpful, I think I feel more confident to speak English after using code switching, sir because I don't really speak English and I remember very little vocabulary "*. (Personal Communication with student D). In the same line as N who said that: *"Yes, I feel that while learning English by using code switching I can practice my speaking and I can confidently speak in front of other people using English without feeling afraid "*. (Personal Communication with student N). The student with initial A stated that: *"Yes, it is easier than using full English because I don't remember a lot of English vocabulary and when I want to ask questions it becomes easier for me and it makes me confident."* (Personal Communication with student A). D also added: *"Yes, we are more interested in learning English because code switching makes English easier and makes students learn English faster and makes us more confident in speaking English even though it is switched to Indonesian."* (Personal Communication with student D).

Discussions

The first perception was code switching in learning was one of the effective methods. Most of the code switching methods applied in the English class were effective and helped students sharpen their skills in speaking English. Students felt enthusiastic to share their opinions and became fearless and also confident to speak English to the teacher. It is in line with a previous related study conducted by Hakim et al. (2019) who said that code switching helped students in learning English and makes them more confident. They had to force themselves to speak English when teaching and learning activity begin, but they did not confused whenever they found difficulties in speaking English.

The second perception was code switching in the teaching process helped students to get better understand the material being taught by the teacher. Fareed et al. (2016), stated code switching was not only increasing students' comprehension and application of the material, but also providing a positive learning environment with the good of student-teacher relationship. The result of the data indicated that most students felt that the code switching methods used by the teacher make them undersatand the material better. This result is in line with the previous research by Catabay (2016). Students more incline to use

code switching as it believed to make a subject easier to understand and it was a means of strengthening their comprehension.

The third perception was code switching made students felt more confident to speak English. Code switching in the classroom made students understand the material and had confidence in speaking English. It is in line with the previous related study conducted by Hakim et al. (2019) who stated that code switching helped students in learning English and makes them more confident. They had to force themselves to speak English when teaching and learning activity begin, but they were not confused whenever they found difficulties in speaking English, because they can switch from English to L1. On the other hand, it was consistent with the benefits of code switching, which increased student's motivation to learn vocabulary. Vocabulary is an important part of language and it is necessary to use proper words to convey the meaning of an expression of a sentence. Based on Harmer (2007) said that students can speak fluently if they have larger vocabularies or at least 1000 words. Furthermore, the code switching helped students increase their ability to learn English particularly in speaking skills.

Conclusion

The conclusion were (1) code switching in learning was an effective method, students thought that code switching in the learning method was very effective in improving their English skills because students felt enthusiastic about sharing opinions and felt comfortable using code switching (2) code switching in teaching helped students to get better understand the material being taught by the teacher using code switching because it didn't make them confused (3) code switching increased self-confidence. Students said that they were more confident in speaking English. They were enthusiastic or eager to learn to speak and students also felt more accustomed and were not afraid to speak English in public.

Suggestion

For the English teachers, we suggest to the teachers to manage well their activities to facilitate the students in studying English especially in code switching method. The teacher should teach the students as formal institution by using more relax and fun environment in order to make students more motivated to learn and reach the target in the learning process. If students are interested in the learning English it can enhance students' skills.

For the students, we suggested that students should make the best use of the learning process. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making a mistakes. The students should realize that mastering English is not easy. The students need to practice speaking more and always keep trying with their friends, teacher and somebody else. In addition, code switching can be one media that is believed to be effective method for students to practice English.

For the future researchers who want to conduct research about students' perceptions on the use of code-switching in teaching English, we hope the result of this research can be used as an additional reference or further research with different discuss

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Using Semantic Mapping Technique on Second Year Students' Writing Quality of SMP Negeri 4 Kota Bengkulu

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The objective of this study was to know using of semantic mapping Technique compared to conventional technique in students writing quality on the second year students of SMP Negeri 4 Kota Bengkulu. Using quasi-experimental method, while the population of the research was the second year students on first semester did the research. The numbers of population were 143 students who were divided into five classes. The samples were 56 students (two classes) who were selected using a purposive sampling technique. The data were collected using written test and the topic of the written test based on the syllabus. The mean scores of pre-test in experimental class were 11.64 with standard deviation 3.475. Then the mean scores of pre-test in the control class were 10.96 with standard deviation 3.372. Besides, the mean scores of post-test in experimental class by using semantic mapping technique were 20.43 with standard deviation 4.418. Moreover, the mean scores of post-test in the control class by using conventional technique were 14.5 with standard deviation 3.88. The result of testing hypothesis were t_{score} 10.79 while t_{table} 1.671 and $\alpha = 0.05$. Since t_{score} was bigger than t_{table} ($t_{score} > t_{table}$), null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted, it means that the result of the students writing quality through by semantic mapping technique was better than those through by conventional technique.

Keywords: *semantic mapping technique, students' writing quality*

A. Introduction

The English competency based syllabus for Junior high school recommended the use of a version of communicative approach. There were two reasons why it was called communicative. The first was the teaching and learning of English skills (ie listening, speaking, reading and writing) and language components (ie vocabulary, pronunciation, grammar, and spelling) should be done in two kinds of context, namely linguistic and situational contexts, to make the meaningful sense. The second was the classroom materials and activities should be relevant to the students future needs, experiences and values. Another important principle in this approach was the view of the nature of language. It means that language was a mean of oral and written communications for comprehending and expressing information, ideas thoughts, and feelings. To sum up, learning a language was a process how to communicate in the target language both oral and written.

Based on the observation, the researcher found some problems faced by students and teacher during teaching and learning writing process. The student's problems were: first, writing is an un-enjoyable activity to do because they thought that writing was very difficult, especially in choosing ideas and combining them into a good sentence arrangement. Second, the students lack of the vocabulary to write, especially in choosing

the words and combining them into a good paragraph. And the last, the students were not motivated to write a good paragraph, they were still in doubt and confused to start writing.

On contrast. English teacher's problems were first, the teachers only focused on English guidebook, which made the learning process neither communicative nor interactive. So, most of the students were passive during teaching and learning process. Second, the technique used by teachers seems to be monotonous because they only used traditional or conventional technique. The last, the teachers did not combine the materials in teaching and learning process and only used English guidebook.

Furthermore, one way to solve those problems above was by using some techniques in teaching and learning process, such as story telling, games, puzzles, jumbled stories, jigsaw wrang, brainstorming, picture series, reading text, semantic mapping, graffiti, etc. Moreover, the teachers must determine what techniques will be better for them to be used in teaching because it is related to the activities on the classroom. In addition, in order to increase the quality of English lessons among students, the teachers should be more creative in designing their materials, and have a good skill in arranging the lessons, managing class, and increasing their effectiveness.

In conclusion, all those problems must be solved as soon as possible. To solve those problems above, the researcher was interested in applying semantic mapping technique in teaching of writing skill to improve the students' writing quality at the second year students of SMPN 4 Kota Bengkulu.

B. Literature Review

1. Semantic Mapping Technique

To start with the researcher will clarify what semantic mapping technique is. According to Miyazaki (2000:1), semantic mapping is a term that describes a variety of strategies designed to show how key words or concepts are related to another through graphic representations. It means that mapping is an effective technique for teaching vocabulary and textual patterns of organization, and it is effective for improving note taking and creative thinking skills.

On contrast, Hue-lung Chí (2001:2) states that the mapping is an organized arrangement of vocabulary concepts that reveal what students already know about the topic and provide them with a base upon which they can construct the new information learned from the text.

According to Oxford (1990:61-62), semantic mapping is a strategy that involves arranging concepts and relationships on paper to create a semantic map. A diagram in which the key concepts (stated in words) are highlighted and linked with related concepts via arrows or lines. Such diagram visually shows how ideas fit together. This strategy is valuable for improving both memory and comprehension of new expressions. To sum up, it can also be used as the basis for entire listening, reading activity, and also provides a good note-taking format.

Meanwhile, Zaid (1995: 2) explains that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. Furthermore, he suggests that semantic mapping is a graphic arrangement showing the major ideas and relationships in text or among word meaning.

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According to Brown (1994: 293), the strategy of semantic mapping or grouping ideas into meaningful clusters helps the reader to provide some order to the chaos. Making such semantic mapping can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

Similarly, Whorter (1992:306) explains that mapping is a process of drawing diagrams to describe how a topic and its related ideas are connected. It is means of organizing and consolidating information by using a visual format. In addition, the maps can be divided into two types that are concept and thought pattern maps. First, the concept maps are visual outlines, show how ideas within a passage are related. Maps can take different forms. Think of a map as a diagram that shows how ideas are connected. Maps, like outline can vary for detail included ranging from very general to highly specific. The last thought pattern maps is evident throughout a passage, it may wish to draw a map reflecting that pattern. When reading a history text, you may find it helpful to draw time lines to organize events within historical periods Alternatively, when reading a text that compares two works of philosophy or two key political figures, you may find one of the maps helpful in distinguishing similarities and differences.

According to Zaid (1995:5), there are five procedures of semantic mapping technique, they are:

1. introducing the topic

The teacher studies a unit in the syllabus and determines that semantic mapping can be useful. The teacher announces the topic of the unit by drawing a large oval on the chalkboard-an overhead projector can also be used-writing the topic inside of it.

2) Brainstorming

The teacher asks the students to think of ideas that might be related to this topic This brainstorming phase allows students to make use of their priors knowledge or experiences. Brainstorming is application of the schema theory, which attempts to explain how people integrate new information with their existing framework of knowledge. The theory posits that information is stored in the brain in networks called schemata.

3) Categorization

The teacher encourages the students to see relationship among their suggestions, and the map is modified as the class begins to organize and integrate the individual suggestions. This 'pulling together' phase allows students, as they began to relate ideas, to see the connections between their suggestions. During categorization, the teacher can also introduce vocabulary words that students might need during the next phase of the activity. In the phase, the students gain experience in practicing some valuable cognitive skills, particularly categorization and exemplifying, but also (depending on the topic) comparing and contrasting, cause and effect, inference making and forming judgments.

4) Personalizing the map

After each student has made a copy of the pre-assignment map, the class is provided with some material on the topic. This material is typically a reading passage since semantic mapping is designed to show the relationship between the verbal and the visual. The reading will almost certainly contain more information about the topic than the students had listed on the pre-assignment map. As they read, students are to decide what to add to or eliminate from the pre-assignment map. New information is thereby integrated with prior knowledge.

5) Post-assignment synthesis

The last part of the class period is used to record to the student suggestions from their personal maps on the pre-assignment, chalkboard version of the map. The reaches should state that all personal versions have a validity and that even when a suggestion for modifying the chalkboard version of the map. Finally, the map can be an outline for the writing of the short essay on the topic, or one segment of the map can be used in the writing of a paragraph.

Beside that, Whorter (1992:306) states that the following steps in semantic mapping:

- 1) Identify the overall subject and write it in the center or at the top of the page. How you arrange your map will depend on the subject matter and its organization. Circles or boxes are useful but not necessary,
- 2) Identify the major supporting information that relates to the topic: State each fact or idea on a line connected to the central topic
- 3) As you discover details that further explain an idea already mapped, draw a new line branching from idea it explains

Thus, in this research the researcher used the procedures by Zaid because it is simple to do and easy to understand by the students.

2. Writing Quality

a. The Nature of Writing

Writing is one of the language skills that are needed by the students, if they want to be successful in learning language. According to Byrne (1991:1), writing is the act of forming graphic symbols making marks on a flat surface of some kind. Nevertheless, writing is clearly much more than the production of graphic symbols. The symbols have to be arranged, according to certain conventions, to forms words, and words have to be arranged to form sentences. Beside that, writing involves the encoding of a message of some kind.

Hornby (1974: 7) states that writing is the act of one writer. There are two major reasons for writing, they are we write to learn (for private purpose) and we write to communicate (for public purpose). It means that writing skill is the ability of fusing some words into a meaningful grammatical sentence and arranges them to be a good discourse.

According to Worthington (1997), writing is a creative act. It means that the students are involved in actual interaction and use a language skill to communicate indirectly. Because in writing skill, there are five general components, namely grammar, vocabulary, mechanics, fluency, and form, which have to be developed and trained.

In addition, Ur (1991:163) states that the purpose of writing is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.

Harmer (1998:73) explains that writing is a complex cognitive process that sustained intellectual effort over a considerable period. They suggest that producing text involves

recursive procedures. These procedures can be realized in the classroom in a number of different ways.

In this connection, Harmer (2001: 258) stressed that writing is re-writing that revision-seeing with new eyes-has a central role to play in the act of creating text. In their model, process of writing is an interrelated set of recursive stages that include:

- 1) Drafting (focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft,
- 2) Structuring (ordering information and experimenting with arrangements),
- 3) Reviewing (checking context, connections, assessing impact, and editing),
- 4) Focusing (that is making sure you are getting the message across you want to get across).
- 5) Generating ideas/evaluation (assessing the draft and/or subsequent drafts)

White and Arndt's model can be presented diagrammatically below:

b. The Concept of Teaching Writing

According to Heaton (1997:135), the writing skills are complex and sometimes difficult to teach, requiring mastery of not only grammatical and rhetorical devices but also conceptual and judgmental elements. The following are five general components or main areas:

- 1) language use The ability to write correct and appropriate sentences
- 2) mechanical skills. The ability to use correctly those conventions peculiar to the written language eg punctuation and spelling
- 3) treatment of content The ability to think creatively and develop thoughts. excluding all relevant information
- 4) stylistic skills. The ability to manipulate sentences and paragraphs and use language effectively
- 5) judgement skills The ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with the ability to select organise and order relevant information

Meanwhile Ur (1991 162) states that the procedures of teaching writing they are:

- 1) Writing as a means

Writing is widely used within foreign language courses as a convenient means for engaging the aspects of language other than the writing itself; For example learners note down new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions do written tests in these examples, writing is simply used either as a means of getting the students to attend and to practice a particular language point, or as a convenient method of testing it providing information as to how well something has been learned in a form which the researcher can then check at his or her leisure.

- 2) As and

Other activities take as the main objective the writing. At the micro level they practice specific written forms at the level of word or sentence than writing or typing spelling, punctuation), at the macro level the emphasis is on content and organization tasks in site earners to express themselves using their own words, state a purpose for wrong, and often specify an audience. Examples of such activities would be narrating a story, wining a letter and so on.

3) As both means and end

A third kind of activity combines purposeful and original writing with the learning or practice of some other skill or content. For example a written response to the reading of a controversial newspaper article (combines writing with reading), the writing of anecdotes so illustrate the meaning of idioms (combines wanting with vocabulary practice).

Beside that, Nunan (1994: 273) explains that the issue by teaching two types of writing

...writing for learning (with prewriting drafts revisions, and editing) and writing for display (i.e examination writing). Our students are aware of the different purposes and different strategies. They recognize that these are distinct..... In real questions, the speaker wants to know the answer, in exam questions, the speaker wants to know if the hearer knows. Similar distinctions can be made with writing. In a writing class, students need to be taught both how to use the process to the advantage as language learners and writers, and how to produce an acceptable product on demand. A shortcoming of the debate around these issues is that process and product have been seen as either/or rather than both/and entities. However, while students certainly need to learn how to pass exams, they also need to perceive writing as a tool for learning, a tool that can be useful to them throughout their professional and personal lives.

Equally, Brown (1994: 327-329) mentions that there are five major categories of classroom writing performance. They are

1) Imitative, or, writing down

At the beginning level of learning to write, students will simply “write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of the dictation fall into this category although dictations can serve to teach and test higher order processing as well.

2) Intensive, or, controlled

Writing is sometimes used as a production mode for learning, reinforcing or testing grammatical concepts This intensive writing typically appears in controlled, written grammar exercises. This type of writing would not allow much, creativity on the part of the writer A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, they may ask to change all present tense verbs to pats, in such a case, students may need to alter other time references in the paragraph.

3) Self-writing

A significant proportion of classroom writing may be devoted to self- writing or writing with only the self in mind as an audience. The most salient instances of this category in classroom are note taking, where students take notes during a lecture for the purpose of later recall.

4) Display writing

It was already noted earlier that writing within the school curricular context is a way of life. For all language students – short answer exercises, essay examinations, and even research reports—will involve an element of display.

5) Real writing

While virtually every classroom writing task will have an elements of display writing in it, nevertheless some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

C. Method

The method used in this research was quasi-experiment. According to Gay (2000:394), the quasi-experimental research is non-randomised. The researcher used two classes, they are experimental class and control class. Both classes got the same material, length of time, and the same teacher. The design of this research was as follow:

R1	O1.1	X	O1.2
R2	O2.1	-	O2.2

R1 = experimental class

R2 = control class

O1.1 = pretest to experimental class

O1.2 = posttest to experimental class

O2.1 = pretest to control class

O2.2 = posttest to control class

According to Gay (2000: 191), validity was the most important quality of a test. It was the degree to which a test measures what it was supposed to measure and, consequently, permitted appropriate interpretations of test scores. To be able to test the hypothesis and got better result, a test should have internal and external validities.

The population of this research was the second year students of SMPN 4 Kota Bengkulu. The total population were 143 students consist of five classes (IIA until IIE). The researcher used purposive sampling, Gay (2000: 138-139) explains that purposive sampling referred to as judgement sampling; the researcher selected a sample based on the students' knowledge of the group to be sample. Total samples were 56 students (two classes), there were 28 students in experimental class (IIC) and 28 students in control class (IID). In choosing the sample, the researcher found that there were similarities, such as: the mean scores of the class, number of the students, and the genre in each class.

The instrument of this research was written test. The written test was done on pre-test and post-test toward two classes (experimental class and control class). The students of experimental class taught writing through semantic mapping technique and the students of control class only taught through conventional technique based on each indicator. In

making the items of writing test, the topic was based on the syllabus of the second year students of Junior High School. The students wrote a paragraph about six to ten sentences.

The result of the students' writing score, the researcher used analytic method based on Hughes (1999: 91-93), the reason because this method has more details and complete of the components of writing. They have five aspects, such as: grammar, vocabulary, mechanics, fluency (style and ease of communication), and form (organization). The analysis used Ttest.

D. Result and Discussion

In this research, the researcher had collected all data needed. There were two kinds of data to be analysed, there were pre test and post test. Pre-test data were gathered before the research was done to both experimental and control classes, while post-test data were gathered at the end of the research, in order to found out the students' writing quality. All of the data were analysed to find out the maximum and minimum scores, mean score (X), variance (s), and standard deviation (SD) of each groups.

Pre-test

The results of pre-test in experimental and control classes are: the total highest scores of students' writing quality before given treatment by using semantic mapping technique in experimental class was 15, while the total lowest score was 8, the average score was 11,64, variance was 12,074, and standard deviation was 3,475. On contrast, the control class by using conventional technique, the total highest score was 14, the total lowest score was 8, the average score was 10, 96, the variance was 11, 37, and the standard deviation was 3,372.

Post-test

The scores of post-test in students' writing quality after treated by semantic mapping technique in experimental class were 24 for the total highest score, 14 for the total lowest scores, the average score was 20, 43, variance was 19,52, and the standard deviation was 4,418. While, in control class by using conventional technique the researcher got 21 for the total highest scores, 11 for the total lowest scores, average score was 14,5, variance was 15,037, and the standard deviation was 3,88.

Test of Normality

Analysis of normality test in this research used Lilliefors'. The normality test of experimental class showed that the data distributed normal, where pre-test; $L_{score} = 0,166$ and $L_{table} = 0,167$. Then, post-test; $L_{score} = 0,162$ and $L_{table} = 0,167$. By having $\alpha = 0,05$. It found that $L_{score} < L_{table}$.

Then, the normality test of control class showed that the data distributed normal, where pre-test; $L_{score} = 0,14$ and $L_{table} = 0,167$. So, post-test; $L_{score} = 0,165$ and $L_{table} = 0,167$. By having $\alpha = 0,05$. It found that $L_{score} < L_{table}$.

Test of homogeneity

Test of homogeneity aim to test the sample which have the same variance. Test homogeneity used F-test with $\alpha = 0.05$. That is comparative analysis between the big and small variances to find out the equality among the experimental and control classes.

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Table: test homogeneity of pre-test in experimental and control classes

Class	N	Standard deviation	Variance
Experimental	28	3.475	12.074
Control	28	3.72	11.37

Based on the table above, the concluded that $f_{\text{score}} = 1,062$ and $f_{\text{table}} = 1,88$. It showed that $f_{\text{score}} < f_{\text{table}}$; or $1,062 < 1,88$. In this case null hypotheses were accepted and alternative hypothesis were rejected. Therefore, that it could be stated that the data has homogeneity.

Table: test homogeneity of post-test in experimental and control classes

Class	N	Standard deviation	Variance
Experimental	28	4. 418	19.52
Control	28	3.88	15.037

Based on the table above, the concluded that $f_{\text{score}} = 0,77$ and $f_{\text{table}} = 1,88$. It showed that $f_{\text{score}} < f_{\text{table}}$; or $0,77 < 1,88$. In this case null hypothesis were accepted and work hypothesis were rejected. Therefore, that it could be stated that the data has homogeneity. Due to homogeneity and normality, so the hypothesis testing could be done.

Hypothesis testing

In this research, the hypothesis testing used analysis Ttest. Ttest is used to find out the signification between experimental and control classes in pre-test and post test scores. The hypothesis were:

H_0 = the result of the students' writing quality through semantic mapping technique was the same as conventional technique

H_1 = the result of the students' writing quality through semantic mapping technique was better than conventional technique

Table: Result of T-test score in experimental and control classes

Post-test	N	X	S2	S	Tscore	Df
Experimental	28	20,43	4, 418	19, 52	10, 79	1, 671
Control	28	14,5	3, 88	15, 037		

The results of hypothesis testing were: $t_{\text{score}} = 10,79$ and $t_{\text{table}} = 1,671$, then by having $\alpha = 0,05$. Since t_{score} was bigger than t_{table} ($t_{\text{score}} > t_{\text{table}}$), null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It means that the results of students' writing

quality taught by using semantic mapping technique was better than those taught by conventional technique.

Discussion

Based on the result of hypothesis testing, the students' writing quality at the second year students of SMP Negeri 4 Kota Bengkulu taught by using semantic mapping technique was better than those taught by conventional technique. Further information can be showed in this table below:

Table: Mean scores of pre-test and post-test

No	Class	Pre-test	Treatment	Post-test
1.	Experimental	11.64	Semantic Mapping technique	20.43
2.	Control	10.96	Conventional technique	14.5

From the table above, the mean score of experimental class in pre-test was 11,64, and post-test was 20,43. Meanwhile, the mean score of control class in pre-test was 10,96, and post-test was 14,5. The researcher concluded that it was caused by the process of semantic mapping technique made all students active and creative during teaching and learning process. Then, both students and teacher communicated each other's and discussed the lesson together in the classroom.

Besides, the researcher found the weaknesses of conventional technique, they were;

- 1) The teacher only explained and discussed the topic in general
- 2) It has already assumed that all students have the same ability to write
- 3) Only few of the students could join the lesson very well, and the rest of them only keep silent during teaching and learning process
- 4) The teacher only emphasize on the result of the students writing not the quality of their writing
- 5) The active students were more dominant than others
- 6) Teachers already denied their students participation, so, most of them became passive in the classroom

Based on the research finding, semantic mapping technique can be used as the alternative techniques to improve the students writing quality efficiently and effectively. The treatment was given for about twelve meetings and during the process, most of students were active and participated in the class. The semantic mapping technique was a valuable technique to encourage the students writing quality, motivation, ways of thinking and creativity to write a paragraph in English.

These were the explanations;

- 1) Increase the students' motivation

Based on the result of the research, it can be interpreted that, semantic mapping technique could be used as the alternative technique to encourage the students writing quality and their motivation. As stated before by Hui-lung Chia (20012) that the mapping is an organized arrangement of vocabulary concepts that reveal what students already know about the topic and provide them with a base upon which they can construct the new information learned from the test. It means that the teachers were not allowed to ask the students to write a paragraph directly without any explanations and directions, but all students should be played with words to make them easy to generalize their ideas

2) Encourage the students background knowledge and imagination

Through semantic mapping technique, the students were able to build their background knowledge and imagination that made them focuses to the topic being discussed According to the expert's opinion, they were Miyazaki (2000: 1) states that semantic mapping is a term that describes a variety of strategies designed to show how key words or concepts are related to one another through graphic representations. It means that mapping in an effective technique for reaching vocabulary and textual patterns of organization, and it is affective for improving note taking and creative thinking skills. Beside, Zaid (1995: 2) explains that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. Furthermore, he suggests that semantic mapping is a graphic arrangement showing the major ideas and relationships in test of among word meaning. To sum up, semantic mapping technique was a good technique to encourage the students imagination and creative thinking.

3) Increase the students creativity in writing

As stated before by Ur (1991: 163) that the purpose of writing is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing. On contrast. Harmer (1998.73) explains that writing is a complex cognitive process that sustained intellectual effort over a considerable period. It concluded that the process of writing by using semantic mapping technique could be taken into account to improve the students writing quality and creativity in writing.

From those clarifications above, it can be sum up that semantic mapping technique was good to encourage the students' writing quality, especially, how to develop a good paragraph, choose the words, and use the five components of writing (fluency, mechanic, form, grammar, and vocabulary). Through semantic mapping technique, the students were able to choose diction (word choice), use the suitable words and arrange them into sentences and paragraph.

E. Conclusion

Based on the data and the result of analysis that have been described above, the researcher can conclude that, first, the purpose of this research is to know the effectiveness of semantic mapping technique in improving students writing quality at the second year students of SMPN 4 Kota Bengkulu. Then, this research uses quasi-experimental research using factorial 2X2 ANOVA. In addition, the instrument is written test based on the syllabus, and the measurement uses analytic method by Hughes. Second, the result of students writing quality through semantic mapping technique is better than through conventional technique. It can be seen from the average score of students after they taught semantic mapping technique in experimental class. And the last, the semantic mapping technique can be used

as the alternative techniques to improve the students writing quality efficiently and effectively. The treatment was given for about twelve meetings and during the process, most of students were active and participated in the class.

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Exploring Students' Emotional Intelligence in Learning English at Junior High School

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Having good emotional intelligence allows students to be more confident, motivated, and mentally stable in learning English. This research aims to discover students' emotional intelligence and the factors that influence it in junior high school. Descriptive qualitative research was employed to gather data about students' emotional intelligence by using questionnaire, interviews, and observation. There were 20 students in the seventh grade of one public junior high school participated in this research. An English teacher also invited in-depth interviews to get more data and information about students' emotional intelligence as well as the factors. The findings show that the level of students' emotional intelligence is good in general. Based on five aspects of emotional intelligence, the students show good self-awareness, motivation, empathy, and social skills, but experience difficulty in self-regulation which is restraining unimportant actions in learning English. Also, the students who have good emotional management and behavior contribute to a positive learning environment by paying more attention to the English teacher. In addition, internal and external factors that influence students' emotional intelligence are thinking, community, feeling, motivation, family environment, skill, learning environment, teacher's personality, and class rules and agreement. In conclusion, students who can develop good emotional intelligence by paying more attention and engaging in learning English activities help them be better aware of thoughts, feelings, and emotions.

Keywords: emotional intelligence; learning English; junior high school students.

1. INTRODUCTION

English is an important requirement in education and work because English has been acknowledged globally. Based on education and life in the current era, English cannot be separated from the teaching and learning process at school. In education, English is an obligation to learn from elementary school to university including Junior High School. Seeing how important English is in education, certainly learning English is very beneficial. Learning English is also crucial for junior high school students. Knowing English well allows students to increase students' perspectives, to obtain access to global resources, and to increase students' long-term job opportunities. Furthermore, learning English allows students to connect with cultures, traditions, and ideas from all over the world, which creates a broad and flexible mindset. English also can be a source of information and entertainment for students. According to (Kusuma, 2018), in the digital era, much information and entertainment content are available in English such as news, articles,

online games, English movies, English songs, etc. Therefore, learning English is beneficial for students in Junior High School.

When learning English as a foreign language or a second language, psychological factors are also something that must be considered. Because in reality, learning a language that is not mother tongue is also difficult. Certainly, each person's psychology is different in learning English, emotional intelligence is one of the important psychological factors for students in learning English. English teaching and learning cannot be separated from students' attitudes and class atmosphere, it shows students' emotional intelligence that is occurring during the teaching and learning process. (Lestari et al., 2022) noted that Goleman in Triatna & Risma (2008, p.27) stated that emotional intelligence is an individual's way of managing the emotions through intelligence, controlling emotions to be balanced and responsive, being able to control themselves and motivate themselves, and having empathy and good social relationships and communication. Growing up is frequently characterized by important mental, physiological, and emotional changes, so emotional intelligence becomes important in helping teenagers deal with the "storms and stresses" that arise during this phase. (Rachmadini et al., 2019) stated that emotional factors are important because teenagers with higher emotional intelligence are more able to manage their emotions well, whereas teenagers with lower emotional intelligence are possible to suffer from depression. They also added that Emotional intelligence has been believed to be the determinant, for emotional management of both negative and positive emotions determines a person's ability to progress through the learning process and achieve the best learning outcomes.

Emotional intelligence can have a negative impact as emotional intelligence becomes an obstacle to students in learning English. Low emotional intelligence for students can become an obstacle in learning English due to low motivation, lack of emotional management and inappropriate responses, lack of self-awareness regarding the importance of the goals of learning English, and other obstacles. Apart from low emotional intelligence, emotional intelligence also has a positive impact, that is being a motivation for students to learn English because of a good attitude, being able to focus more on learning and understanding English learning material, being able to control emotions and managing emotions well and giving appropriate responses, and other positive things. Based on (Stein, 2023), the point is to be able to manage emotions for behavior.

Based on the initial observation at SMPN 4 Amuntai Selatan, students showed different attitudes which indicated the classroom atmosphere and students' emotional intelligence during the English teaching and learning process. Students who paid attention to the teacher when explaining and behaved well were more confident and braver in answering questions and doing assignments. Meanwhile, students who paid less attention to the teacher when explaining and behaved less well such as talking when the teacher explained the material, walking around the class when the teacher explained the material, and yelling at other students, were more afraid and less confident in answering questions or doing assignments.

2. LITERATURE REVIEW

According to Shapiro (1998, p.8) as cited by (Nasril & Ulfatmi, 2018), emotional intelligence is a part of social intelligence that includes examining the feelings of others and using this information to direct thought patterns and actions. Goleman in Agus Efendi (2005, p.171) as cited by (Solechan & Zidan, 2019) explained emotional intelligence is the ability to be aware of one's own and others' emotions, motivate oneself and others, and manage them for oneself and one's relationships with others. According to Boyatzis and Sala as cited by (Singh et al., 2022), emotional Intelligence is the necessary information about emotions for good performance. Based on those definitions, it can be understood that emotional intelligence is part of social intelligence that works for oneself and others by being aware of emotions, understanding emotions, managing emotions, controlling emotions, motivating oneself, having empathy, being good at relationships, and communicating which influences performance.

Based on (Campbell & Stauble, 2023), there are five emotional intelligence components which are self-awareness, self-regulation, empathy, motivation, and social skills.

1. Self-Awareness

(Singh et al., 2022) stated that self-awareness is the ability to assess emotions, hunches, strengths, and motivations. Then, according to (Seneru et al., 2023), self-aware people are more aware of their emotions and thoughts. Students can recognize the emotions that they feel and can realize their weaknesses and strengths in learning English. So, they can overcome obstacles and develop more effective learning strategies.

2. Self-Regulation

Based on Goleman (1998) as cited by (Singh et al., 2022), self-regulation is the ability to control emotions in a good way, have principles that are strong enough, ignore unimportant feelings to achieve goals and be resilient. (Seneru et al., 2023) stated that A person who has good emotional regulation can manage emotional reactions and choose the appropriate action in a variety of situations. Therefore, self-regulation can influence students' English learning process, where in the learning process students can control their behavior, regulate emotions, pay attention to the teacher's explanation, focus on the tasks which given by the teacher, and other activities during the English learning process.

3. Empathy

According to Goleman (1998) as cited by (Singh et al., 2022), empathy is the ability to feel other people about what they feel and see something from different points of view (other people). This helps students interact and communicate with other students and teachers, which helps them understand English materials better. It is in accordance with the statement from (Seneru et al., 2023), Empathic people are better at detecting potential social cues, identifying what others need, being emotionally sensitive to others, and being good listeners.

4. Motivation

Based on Goleman (1998) as cited by (Singh et al., 2022), motivation is a self-judgment to direct oneself towards good goals, and being creative to face obstacles. Motivation can influence students' seriousness in learning English. The more motivated students are to learn English, the more serious they are in learning English which is in accordance with (Seneru et al., 2023) stated that Positive motivational feelings such as enthusiasm, passion, optimism, and self-confidence are also necessary for success.

5. Social Skills

According to Goleman (1998) as cited by (Singh et al., 2022), social skill refers to the ability to interact, lead, negotiate, and persuade others, or to collaborate with a group of

people. According to (Seneru et al., 2023), good relationship skills can assist us in communicating effectively, understanding others, and reaching mutually beneficial agreements. Thus, social skills are how students interact with other people effectively and build positive relationships such as communication relationships or interactions with teachers and other students in the English learning process.

Based on (Setyawan & Simbolon, 2018), there are two factors that influence emotional intelligence which are internal factors and external factors. They added that Internal factors are those that come within the individual. Emotions help the individual in managing, controlling, and directing those feelings so that emotions maintain proper balance and avoid causing issues for oneself or others. Internal factors:

6. Motivation

Motivation is invisible tool to keep students focus on learning English. According to (Thahir, 2014), There are three kind of motivation such as fear motivation, achievement motivation, and inner motivation. Fear motivation means that students learn English encouraging by fear of something. For example, the fear of getting low score on exam. Then, achievement motivation means that students learn English because there are things that they want to achieve such as get highest score on exam, join English debate team, win the English speech contest, etc. Last, inner motivation means that students learn English because English is attached with students' life goals such as talk in English fluently, travel to abroad, watch English movies without subtitle, etc.

7. Feelings

According to (Thahir, 2014), Mood management refers to the ability to express and control one's feelings. Managing mood means to keep emotions balance. Emotions can lead students to bad feeling or good feeling. Bad feeling such as tired, bored, depressed, etc. Good feeling such as happy, calm, excited, etc. Certainly, those feelings affect students in learning English, either those feelings become positive impact or negative impact.

8. Skills

Based on 5 components of emotional intelligence, all is about ability or skill. Because each student has different skill about self-awareness, self-regulation, motivation, empathy, and social skill. These differences in skills in emotional intelligence affect the emotional intelligence of each students. Students who have good skills in emotional intelligence have high emotional intelligence. Meanwhile students who have skills deficiency in emotional intelligence have low emotional intelligence.

9. Thinking

(Fikri et al., 2018) noted that Paul in Chabeli (2006, p.84) stated emotional intelligence and critical thinking are interconnected, providing mental tools for understanding, reasoning, and controlling thoughts, feelings, desires, and actions. Having positive thinking can develop students' emotional intelligence and lead students to good self-awareness, self-regulation, motivation, empathy, and social skill.

Based on (Setyawan & Simbolon, 2018), external factors are those that come outside of the individual such as family environment, the community, or media content. These external factors help individual in recognizing other people's emotions in order to learn about many emotions that others have. External factors:

1. Family Environment

According to (Ernilah et al., 2022), Students who receive more affection, safety, and attention from their families will be smart, easy to accept advice, and can solve obstacles wisely. It means that family environment has big influence on students' emotional intelligence. If their family treat them well, then students will have high emotional intelligence.

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2. The Community

(Ernilah et al., 2022) stated that Community and friends can have a positive impact on social development, but problematic friends can interfere with social interactions and affect students' social growth. It shows that living in a good or bad community, as well as having good or bad friends, has an important effect on students' emotional intelligence, especially on students' behavior in interaction.

3. Media Content

According to Hamalik (2008) as cited by (Marjaya et al., 2021), the implementation of teaching media in teaching-learning process can increase motivation, influence learning activities, and even have psychological effects on students. The use of media in learning English with good media content and in accordance with the learning context affects students' emotional intelligence.

3. METHOD

The researcher uses qualitative research, which describes students' emotional intelligence and factors that influence students' emotional intelligence. Subject of the research is 20 students of seventh grade in SMPN 4 Amuntai Selatan. The researcher uses saturation sampling to determine the subject of the research which is making all students in a class as the subject of the research. Data collection techniques that the researcher uses are questionnaire, interview, and observation.

The instrument used in this research were 10 questions in a questionnaire which adapted from Carepatron's Emotional Intelligence Test to know students' emotional intelligence level, 5 questions for teacher's interview and 10 questions for students' interview to know more about students' emotional intelligence and factor that influenced students emotional intelligence, and two times observations to get data directly about students' emotional intelligence and factor that influenced students emotional intelligence.

Table 1 Questionnaire Indicator

Number	Indicator	Items	Total Items
1.	Self-Awareness	1, 2	2
2.	Self-Regulation	3, 4	2
3.	Motivation	5, 6	2
4.	Empathy	7, 8	2
5.	Social Skill	9, 10	2
Total			10

Table 2 Questionnaire Score

Number	Assessment Instrument Items	Score
1.	Strongly Agree	4
2.	Agree	3

3.	Disagree	2
4.	Strongly Disagree	1

Then, based on (Pangestu et al., 2019), total score of each student would be calculated and converted to percentage form with the following formula:

Percentage= total score maximum score x 100%

The percentage value that had been calculated for each student could be concluded to determine the interpretation percentage value of each student. According to Arikunto (2013) as cited by (Isnanto et al., 2021), the percentage value categories of the 3 levels are:

Table 3 Emotional Intelligence Level

Number	Category	Percentage Value
1.	High	76 – 100%
2.	Average	56 – 75%
3.	Low	0 – 55%

4. RESULT AND DISCUSSION

1. Students' Emotional Intelligence

The result shows that students in seventh grade in SMPN 4 Amuntai Selatan have high and average emotional intelligence with no students falling into low level. It can be seen from the table below:

Table 4 Frequency of Students' Emotional Intelligence Level

EI Level	Frequency	Percentage
High	8	40%
Average	12	60%
Low	0	0%
Total	20	100%

The researcher finds that most students have good self-awareness which confirmed by the interviews and observations that have been done by the researcher to students. Students are aware of their emotions such as happiness, comfort, anger, etc. in learning English and can understand the causes of the emotions. Students also can realize their interest and enthusiasm in learning English which can be seen from the result of the observation that students' activeness in the class is good. Students also look excited, happy, and serious either in answering assignment or answering questions verbally from the English teacher. Based on the questionnaire, students relatively have high and average self-awareness.

However, students' self-regulation shows that most students struggle with restraining unimportant actions during the English learning process. It is in accordance with the result of the interviews and observations. These actions are often used as a means to release stress and take a break. It means that students do unimportant action to avoid stress and hardship, but students who have good emotional management and behavior in the classroom pay

more attention to the English teacher. Based on the questionnaire, students relatively have average and low self-regulation.

Students' motivation show that students have different kind of level of motivation in learning English. The interviews and observations with the English teacher and students indicate that most students are able to stay motivated when faced with obstacles, there are some students struggle to maintain their motivation. Observations during the English learning process show that students are actively engaged and showing excitement and enthusiasm, particularly during interactive activities such as guessing games and groups interactions. Based on the questionnaire, students relatively have average and low motivation.

Students' empathy shows that there is a difference in the empathetic abilities of students. The interviews and observations with the English teacher and students tell that most students show the ability to sense the emotions of their peers, there are some who struggle with the ability to sense the emotions of peers. Students' empathy is often shown through actions such as helping friends who don't understand, interpreting facial expression, and understanding friends' feelings based on their behavior and communication. Based on the questionnaire, students relatively have average and low empathy.

Students' social skill indicates that most students show good social skill in learning English. The interviews and observations with the English teacher and students show that most students are confident in their interaction with 60% students being confident to ask teacher, and 40% just being quiet. During the English learning process, students are active and demonstrate good social skill by asking questions and interacting which contributes to a positive and supportive learning environment. Based on the questionnaire, Students relatively have average and low social skill.

2. Factors that Influence Students' Emotional Intelligence

The factors and the causes that influence students' self-awareness are environment, thinking, emotions, mindset about English learning, friends being noisy in the class, English teacher's personality, and bad emotions regarding English learning. The researcher finds that the factors that influence students' self-awareness are environment, thinking, community, feeling, and teacher's personality.

The factors and the causes that influence students' self-regulation are learning environment, motivation, class rules and agreements, mindset about English learning such as it's not useful by making commotion and afraid of being scolded by English teacher, want to take a rest, want to calm themselves, want to release stress, and want to learn English happily. The researcher finds that the factor that influence students' self-regulation are learning environment, motivation, thinking, feeling, and class rules and agreements.

The factors and the causes that influence students' motivation are parents, desire to achievement, competition between friends, desire to progress further, avoid standard values, mindset and feeling that English is easy and useful, forced themselves, looked for unknown words in the dictionary, ask English teacher to teach individually, and mood. The researcher finds that the factor that influence students' motivation are family environment, feeling, thinking, community, and skill.

The factors and the causes that influence students' empathy are concern to friends, students have been friends for long time, students don't understand friends, and lazy to pay attention to friends. The researcher finds that the factor that influence students' empathy are feeling, thinking, skill, and community.

The factors and the causes that influence students' empathy are motivation, thinking, emotions, want to know how to solve the assignment, want to be able to use English, teacher's good personality, and have been friends for long time. The researcher finds that the factor that influence students' social skill are motivation, thinking, feeling, skill, community, and teacher's good personality.

5. CONCLUSION

The emotional intelligence of students in seventh grade in SMPN 4 Amuntai Selatan is in high and average emotional intelligence levels, with no students falling into low level. Based on the result of the research, the data shows that most students have good self-awareness, motivation, empathy, and social skill, but students have difficulty in self-regulation which is restraining unimportant actions. Students who have good emotional management and behavior in the classroom pay more attention to the English teacher. In addition, students' empathy plays a role in motivation and social skill which contributes to a positive learning environment.

The factors that influence students' emotional intelligence in seventh grade in SMPN 4 Amuntai Selatan are thinking, community, feeling, motivation, family environment, skill, and there are three factors as research update which are learning environment, teacher's personality, and class rules and agreements.

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Metacognitive Transformation and Critical Thinking Digital Generation toward English Foreign Language Students' Expository Writing Skill in Revolution Era

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This research aims to determine the correlation between metacognitive transformation and critical thinking of the digital generation on expository writing skills. The quantitative research used correlational methods. The samples were 30 Tarbiyah English students. The data collection technique used questionnaires. They were distributed by Google Form application which was distributed to respondents. The metacognitive transformation and critical thinking digital generation's questionnaires were designed based on three indicators of metacognitive transformation by Swartz and Perkins, and ten indicators of digital generation critical thinking by Edward Glaser, expository writing tests. The data analysis technique carries out an assumption test, namely that the normality of variable X_1 is $0.11 > 0.05$, the homogeneity of variable X_1 is $0.16 > 0.05$ and the variable homogeneous. Hypothesis testing used multiple correlations where the change value of sig $F < 0.05$ is declared correlated. The F Chang value of 0.00 means that the Sig F value < 0.05 means that X_1 and X_2 were correlated simultaneously with Y. The magnitude of the R square Change correlation is 0.575, meaning that 0.6 to 0.90 was strongly correlated.

Keywords: Metacognitive Transformation, Critical Thinking, Digital Generation, Expository Writing

INTRODUCTION

Metacognitive transformation which functionally has a basis for developing students' self-understanding of how to think and learn so that in context metacognitive helps students become aware of their thinking processes so they are able to manage information, monitor understanding and evaluate thinking strategies. (Sara Mostowfi and Jung Hyup Kim et al, 2023) According to the literature, students with high cognitive knowledge have higher test performance, while students with low regulation have challenges during planning, organizing, and elaborating strategies. In fact and rationality, metacognition is quite difficult to develop evenly, many factors cause this, including; lack of self-awareness of students to know how to monitor and evaluate self-understanding of learning material, lack of guidance, students really need guidance and direction in developing metacognitive skills. If there are adequate guidelines or training, students may be able to recognize effective learning strategies, a lack of student motivation to see the value and benefits of metacognitive development can influence student motivation, a lack of motivation can certainly be an obstacle to adopting metacognitive practices, a lack of varied learning experiences, This means that if students are limited to one type of learning method or only rely on a passive approach, then students do not have the opportunity to develop diverse metacognitive skills..(Nadezhda Moroshkina and Ilia Zverev et al, 2023) Metacognitive experiences are also involved in organizing information seeking, initiating cognitive

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disengagement, and seeking help from others. They also play an important role in forming epistemic trust in others and accepting their advice, increasing effectiveness through verification of social knowledge, and are used as heuristics in joint decision making. Lack of clear learning objectives certainly makes it difficult for students to develop metacognition if the learning objectives are not clear or are not well integrated in the learning process.

Metacognitive transformation by fusing human metacognitive with artificial intelligence will provide a foundation for the development of critical thinking in each generation because it allows individuals to reflectively manage and understand thought processes that actually support the ability to think critically. This can be said to be a metacognitive strategy for overcoming problems that occur. (Lorena Parra-Gavilánez, n.d.) students who use language learning strategies in learning English as a Foreign Language identify activities implemented in the classroom that are appropriate to metacognitive strategies. Critical thinking involves the ability to analyze, evaluate, and make careful decisions, while metacognitive involves self-understanding of how students think and learn. Transforming human metacognitive abilities together with artificial intelligence will form new nuances in the integrated thinking process. Pure metacognitive fusion of humans will never be possible if they are not able to adapt to the current development of artificial intelligence. This phenomenon occurs in fact, how many developing countries in the world will fail to become developed countries, one of their failures is the failure to merge cognitive together with the development of Artificial Intelligence. It is inevitable that artificial intelligence will have a very significant influence on the development of the digital world so that countries in the world are competing to master technology in various fields. The fusion of pure metacognitive and Artificial Intelligence provides a process of change in the way humans think. So critical thinking in the digital generation will enrich metacognition by involving the ability to analyze information in depth. Students who think critically can use these skills to understand how they process information, identify biases or thinking errors and develop more effective strategies. Good student critical thinking will certainly have a big impact on students' progress in achieving achievement (Sophia Rapti and Theodosios Sapounidis, 2023) Critical thinking, Communication, Collaboration, and Creativity are considered key skills for today's students. The development of critical thinking often experiences stagnation during the learning process, this is largely due to a lack of specific training in promoting critical thinking skills, the tendency of many students to only rely on memorization rather than understanding concepts, a lack of encouragement to ask critical questions so that the learning environment does not support discussion and critical evaluation.

The digital generation's metacognitive transformation and critical thinking abilities can certainly directly influence students' writing abilities because metacognitive helps in organizing and understanding thought processes when writing with the help of artificial intelligence, while the digital generation's critical thinking helps develop strong arguments, in-depth analysis, and sound reasoning. good at writing. If the transformational metacognitive and critical thinking skills of the digital generation are lacking, the ability to compose cohesive, analytical and persuasive writing can also be affected. (Qiyu Sun, Haiying Pan and Ju Zhan, 2023) Quantitative results also revealed that EFL learners' metacognitive experiences made a predictive contribution to their overall writing quality. In addition, qualitative data were analyzed to examine the factors that influence the richness of EFL learners' metacognitive experiences in writing. Several important theoretical and pedagogical implications are discussed. Especially the writing teaching pedagogy is

oriented towards developing students' metacognitive and critical thinking so that students are skilled in writing and able to understand learning conditions so that they have the ability to predict what cognitive strategies are appropriate and what kind of critical thinking patterns can be used according to needs. (Li Francoise) Yang, Lawrence Jun Zhang and Helen R. Dixon, (2023) revealed that students improved goal-oriented planning for writing assignments and monitoring their learning processes in metacognitive learning activities. Changes in cognitive writing strategies to improve text processing strategies are clearly visible, as is the development and use of learning resource processing strategies. The use of appropriate metacognitive and critical thinking strategies makes a major contribution to students' metalinguistic development so that written language is well structured and even automatically provides strong development in mastery of knowledge. (Irin K. Zerva, 2023) Metalinguistic ability is an important regulatory factor, which influences language performance, especially in writing and its contribution to better learning and more effective use of students' mother tongue, even at the primary education level, has been recognized by lecturers and teachers. Based on the phenomena that occur, in terms of science and scientific knowledge, various kinds of evidence are needed which can become the basis for thinking when discussing metaconitive and critical thinking, which has a big influence on students' ability to write expository.

LITERATURE REVIEW

a. Metacognitive Transformation

The ability to regulate one's own way of thinking so as to create humans who are independent and have the power of creativity, metacognitively can be said to be a theory of knowledge that is interested in how humans can actively monitor and regulate their own thinking processes. (John H. Flavell, 2000) argues that learning is maximized when students learn to think about their thinking and consciously employ strategies to maximize their reasoning and problem solving capabilities. A metacognitive thinker knows when and how to learns best, and employs strategies to overcome barriers to learning. (Chris Drew, 2023) metacognitive theory is a theory of knowledge that is interested in how humans can actively monitor and regulate their own thought processes.

The development of Artificial Intelligence has had a major impact on the patterns and ways humans develop their cognitive abilities. The fusion between the development of Artificial Intelligence and human cognitive becomes a strong bond so that it is naturally integrated. The process of human cognitive transformation towards artificial intelligence provides space for the development of metacognitive transformation. In essence, transformation is a process of gradual change so that until it reaches the ultimate stage, Artificial Intelligence will continuously experience changes which are carried out by responding to the influence of external and internal elements which will direct the change from a previously known form to an integrated one well. Artificial intelligence is an area of research, application and instruction related to computer programming to do things that in the human view are intelligent. (Xiaoying Qie, 2023) since the emergence of artificial intelligence, theory and technology have gradually matured, and the application fields have also increased. Technological products created by artificial intelligence will realize the development of human wisdom in the future. Specification of learning objectives is an important element in a person's metacognitive development, being consistent with the discipline being studied will also have a good impact on the thinking process. (Elien Sijmkens, Mieke De Cocka and Tinne De Laet, 2023) disciplinary Learning Companion (DLC) is an online tool

designed to scaffold students' use of metacognitive activities through discipline-specific and even topic-specific reflective prompts. It focuses on the effectiveness of reflective encouragement in developing metacognitive transformation abilities. The development of knowledge which develops massively without stopping and continues to develop over time has a big impact on the readiness of human resources to continue to collaborate with global developments. Likewise, in developments in the world of education, students are not only required to learn, but more than that, namely also understanding digital developments in the field of education, so that to master all this, it is not enough just to develop learning abilities, but students must be able to develop their metacognitive powers in order to balance technological developments and the knowledge they have so they are able to compete globally. (Van Velzen, J, 2016) helping students build important cognitive knowledge remains a primary goal of education. However, making students understand and memorize important cognitive knowledge alone does not seem to be enough nowadays because students also have to be able to deal with an ever-increasing amount of information. All learning activities are expected to achieve predetermined targets and therefore really need good metacognition where all cognitive regulations certainly make a big contribution to achieving learning targets. Metacognitive regulation allows individuals to track and assess cognitive activities. Typically, metacognitive regulation helps to carefully prepare, assess, and implement the best actions to achieve certain goals. (Arslan Khalid, et all, 2023) metacognition is critical in facilitating adaptive learning and cognitive strategies. The occurrence of good interactions between lecturers and students and even between students has a positive impact on the great function of metacognitive strategies which are supported by the students' own self-efficacy. (Yuyang Cai and Chunzhi Zhao, 2023) the importance of taking into account the interaction between metacognitive strategies and self-efficacy in determining English Foreign Language achievement.

b. Critical Thinking of Digital Generation

The quality of thinking has a dialectical process that occurs in every individual, so every student is expected to be able to think critically. The critical thinking process certainly has a big impact on students' understanding of the lessons learned. (Balu H. Athreya and Chrystalla Mouza, 2017) thinking approach by paying attention to two components, namely rational and emotional. However, in the current Information Technology Era, we must also consider the role of technology in our thinking. Combining pure thinking with the use of digital technology is a magnet that has a strong attraction so that the two are integrated based on the needs of today's digital era. Basically an intellectual thinking process in which the thinker deliberately assesses the quality of his thinking, the thinker uses reflective, independent, clear and rational thinking. Critical thinking includes the skills of interpreting and assessing observations, information and arguments so that thinking like this is the art of developing personal abilities in the current global era. (Yan Ma, 2023) Critical thinking is considered a core goal of higher education institutions to improve student competencies that are recommended in the 21st century. Critical thinking continues to develop, supported by the development of cognitive skills so that these two elements will provide good results for students' development in learning. (Jihyun Hwang, Brian Hand and Brian F. French, 2023) students' cognitive skills and plays an important role in encouraging the development of hypotheses regarding critical thinking skills, leading to prospective research pathways. This understanding can have implications for curriculum design and teaching strategies, adapting them to effectively foster critical thinking skills in diverse student populations. The interactions that occur certainly enable students to carry out dialogue in the learning process. This dialogue will build good communication so that communication can be used as a way to develop critical thinking. (Ruiguo Cui and Peter Teo, 2023) understanding of

discursive mechanisms through classroom dialogue that facilitates the development of students' critical thinking skills. In fact, many students have been able to use their critical thinking methods but still need to be guided, especially when they analyze digital-based learning concepts, issue arguments and conclude that the learning that has been implemented is the result of critical thinking and technology. (Buder, J., Hesse, F.W., 2023) the role of digital technology is also discussed: how its advances provide the potential to become "cognitive interfaces" that mediate between individuals and their environments and how technology can support deeper learning (Garry Falloon, 2023) most students apply critical thinking to define and clarify concepts, present reasoned arguments and conclusions, question and challenge the perspectives of others, seek evidence for claims made, and identify and critique assumptions. Improving critical thinking skills in students must also be supported by the students themselves developing their own potential, especially thinking reflectively and creatively. (Emine Ulu-Aslan and Bayram Baş, 2023) shows that reflective and creative thinking skills also have a positive effect on critical thinking skills and media literacy. Quantitative data that shows the consequences of these impacts is supported by qualitative data that helps understand in what direction and how these impacts occur. Creative thinking can only come from what students learn so that they gain a lot of knowledge and insight. (Kelly Y.L. Ku et al, 2019) demonstrated the unique and combined variance of news consumption and news media literacy in predicting critical thinking in the news. Insights to prepare our young generation to become technologically literate critical thinkers are also discussed. (Ebru Altun and Nagihan Yildirim, 2023) emphasized many critical thinking dispositions in word association tests, that their definitions were consistent with definitions in the literature, and that their perceptions of critical thinking were relevant to the nature of critical thinking. (Brooke L. Bennett and Caitlin A. Martin-Wagar et al, 2023) suggests that increasing critical thinking about media may not be the primary mechanism of change in effective media literacy interventions. However, media is a very effective suggestion for motivating students to think critically so that it also has a big overall impact on the development of lecturers' thinking power for competency development, especially mastery of critical learning pedagogy. (Xue Yin et al, 2023) highlights the gap between pedagogical rhetoric and classroom practice due to the lack of attention to Critical Thinking in language education today. This also provides implications for future research to carry out integrated Critical Thinking pedagogy in English Foreign Language writing.

C. Expository Writing Skill

The expository writing process certainly involves presenting information clearly and objectively, students' writing abilities certainly require the use of students' metacognition as a form of students' awareness of what they write, understanding of the purpose, and the ability to monitor and regulate their thinking while writing. Students who have good metacognition will be more likely to be effective in planning, revising and reflecting on their expository writing. Expository writing is a composition style that describes or explains a topic using facts. Expository writing often includes a thesis statement, supporting information, explanatory paragraphs, and a conclusion that summarizes the information. Increasing students' effectiveness in writing must of course be supported by good and appropriate strategies to be implemented, for example self-regulated strategies (Alyson A. Collins, Stephen Ciullo et al, 2021) efektivitas Self-Regulated Strategy Development (SRSD) improve students' ability to write expository essays after reading the text. It could be a strategy that is used while reading the text aloud so that it is easy to remember what was read and then rewrite it using the words you have. (Patricia Scully dan Hilary Roberts, n.d.) argues for the value of play in early literacy and offers examples of ways teachers can

create more enjoyable experiences of phonics, reading aloud, and expository writing. Writing technology-based expositories such as documentary films, videos and stories in visual form will provide motivation for students to develop based on what they have experienced, which will become knowledge, especially the development of metacognitive transformation which is integrated with the use of artificial intelligence, which will certainly produce critical thinking. The influence of continuous digital development will provide the ability to develop insight into thinking, especially mastery of many forms of grammar, vocabulary, and understanding Higher of Thinking. Thus, it has a good impact when students express all their knowledge in written form. (Xue Yin et all, 2023) metacognitive skills, which are self-aware or self-regulated, are explored through video- and text-based stimulated recall that elicits participants' memories of deliberate plans and decisions in relation to rhetorical transfer. The ability to write expository and critical thinking skills of digital generation students are closely related because expository writing requires in-depth analysis, presenting strong arguments and choosing the right words to convey information. This process naturally strengthens the critical thinking skills of digital generation students because they need to consider evidence, organize arguments and detail their thoughts logically with the help of a fusion of metacognitive transformation and artificial intelligence which is integrated with digital generation Critical Thinking. (Guberman, A, 2023) The more often these activities are repeated in various ways, the more children will be able to understand and produce texts effectively, and thus the more empowered they will be. These arguments are illustrated through examples of creative narrative production by children and expository writing skills can be greatly improved. Thus, it can be proven in fact that expository writing can contribute positively to increasing metacognitive transformation and critical thinking skills of digital generation students.

METHOD

This research is quantitative research where the measurement process is a central part of quantitative research because it provides relationships (Sugiyono, 2021) the goal of quantitative research is to quantify the process of gathering and analyzing data. Correlational analysis is part of this research. A valuable study to determine whether there is a link between two or more variables in the study group topic is correlational research. The multiple correlation test is used in this research to determine the level of closeness of the relationship (simultaneous) between two or more independent variables which is the independent variable or variable (X_1) is between metacognitive transformation skills and variable (X_2) is critical thinking digital generation. The dependent variable or variable (Y) is expository writing skills.

Figure 1. Correlation between research variables

Notes :

X_1 = Metacognitive transformation variable

X_2 = Critical Thinking digital generation variable

Y = Expository writing skill

The research sample consisted of 30 English language tarbiyah students at Fatmawati Sukarno Bengkulu State Islamic University. Using a questionnaire were distributed through the Google Form application which was distributed to respondents in order to simplify, save time and cost in this research. The metacognitive skills questionnaire and critical thinking skills questionnaire were designed based on three indicators of metacognitive skills (Robert J. Swartz, D.N. Perkins, 2016) , and tent indicators of critical thinking skills

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(Glaser, Edward M., 2023) and expository writing score (J, B. Heaton, 2021) which were tested before being distributed to students. A detailed overview of Questionnaires and expository writing explained in the table below:

Table 1. Metacognitive Transformation

Variable	Indicators	Statements	Number Item
Metacognitive Transformation	Planning Indicators	Determine initial information and initial instructions regarding the problem. Determine/arrange	1, 2,
		The things that must be done. Calculate the time required. Ensure the suitability of the information with the problem.	3, 4
	Monitoring Indicator	Decide what steps to take next whether there is a need to change or move to another instruction.	5, 6
		Decide what steps to take if you encounter a problem.	7,8
	Assessment Indicator	Double-check that every step has gone well.	9,10

Sources : Robert J. Swartz, D.N. Perkins, 2016

Table 2 . Critical Thinking Digital Generation

Variable	Indicators	Number Item
Critical Thinking Digital Generation	Recognize the problem	1, 2,
	Looking for ways that can be used to deal with problems that Collecting data and compiling the necessary information	3, 4,
	Recognizing unstated assumptions and values	5
	Analyze data	6
	Assessing facts and evaluating statements	7
	Draw conclusions and equations required	8
	Check the equation and the conclusion someone takes	9
	Resetting one's belief patterns based on broader experience	14
	Make proper judgments about what constitutes quality particular in everyday life.	10

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Metacognitive Transformation and Critical Thinking digital generation
of total items

20

(Source : Glaser, Edward M., 2023)

The expository writing text is created based on the format of writing assessment guidelines which is depicted in the table below:

Table 3 Format of writing Assessment Guidelines

Expository Writing Assessment		
Score		Criteria
C O N T E N T S	27 – 30	EXCELLENT — PERFECT: information dense — substantive complete thesis development — relevant to the problem and complete.
	22 – 26	ENOUGH — GOOD: enough information — enough substance — development a limited thesis — relevant to the problem but incomplete.
	17 – 21	MEDIUM — ENOUGH: information is limited — substance is lacking — thesis development is not enough — problems are not enough.
	13 – 16	VERY LESS: contains no — no substance — none thesis development — no problem.
O R G A N I Z A T I O N	18 – 20	EXCELLENT—PERFECT: fluent expression — ideas clearly expressed — dense — well organized — logical sequence — cohesive.
	14 – 17	ENOUGH—GOOD: less fluent — less organized but main idea visible — limited support load — logical sequence but not complete.
	10 – 13	MEDIUM—ENOUGH: not fluent — muddled, disjointed ideas — illogical sequencing and floating.
	7 – 9	VERY LESS: uncommunicative — disorganized — no worth the value.
V O C A B U L A R Y	18 – 20	EXCELLENT—PERFECT: harnessing the potential of advanced words — correct choice of words and expressions — mastering word assistance.
	14 – 17	ENOUGH—GOOD: somewhat sophisticated word use — word choice and expressions are sometimes inaccurate but not annoying.
	10 – 13	MEDIUM—ENOUGH: limited use of the word's potential — occurs frequently incorrect use of vocabulary can damage meaning.
	7 – 9	VERY LESS: potential use of perfunctory words — knowledge of vocabulary is low — not worth a grade.
L A N G U A G E	22 – 25	EXCELLENT—PERFECT: complex but effective construction — only a few errors in the use of linguistic forms.

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	18 – 21	ENOUGH—GOOD: simple but effective construction — small mistakes on complex constructions — some errors occur but meaning not run away.
	11 – 17	MEDIUM—ENOUGH: a serious error occurred in sentence construction — confusing or fuzzy meaning.
	5 – 10	VERY LESS: does not master the rules of syntax — there is many errors uncommunicative — not worth the value.
MECHANIC	5	EXCELLENT—PERFECT: mastered the rules of writing — only there are some spelling mistakes.
	4	GOOD ENOUGH: sometimes spelling errors occur but not obscure meaning.
	3	MEDIUM — ENOUGH: frequent misspellings — meaning confusing or fuzzy.
	2	VERY LESS: does not master the rules of writing — there are many spelling errors — illegible writing — not worth the grade.

(Source : J. B Heaton : 2021)

An assumption test was carried out on the data, namely the normality test. Normality test is a test to measure whether our data has normal distribution or not. Normal distribution is a symmetrical, bell-shaped distribution of data that has specific properties and is used as a reference point for comparing the shapes of data distribution. (Gianluca Malato, 2023) Normality means that a particular sample has been generated from a Gaussian distribution. It doesn't necessarily have to be a standardized normal distribution, with a zero mean and a variance equal to one. (Javier Fernandez, 2022) normal distribution, also known as the Gaussian distribution, is a probability distribution described with two parameters: the mean and the standard deviation. (Furqon, 2009) The normal distribution plays an important role in inferential statistics, namely as a probability distribution model because the larger the sample, the distribution of the sample average is closer to the normal distribution. (Kadir, 2010) The homogeneity test is a data test which means that the data has the same variation in values or is statistically the same. So the emphasis of homogeneity is that there is diversity in variance or standard deviation of the data. Homogeneity using the help of the SPSS program 26. Test the hypothesis using multiple correlation which based on a sig F change value < 0.05 , then it is declared correlated after that, find out how big the correlation is by looking at the R square Change score. The score obtained shows the magnitude of the correlation. The magnitude of the correlation can be seen in the table below:

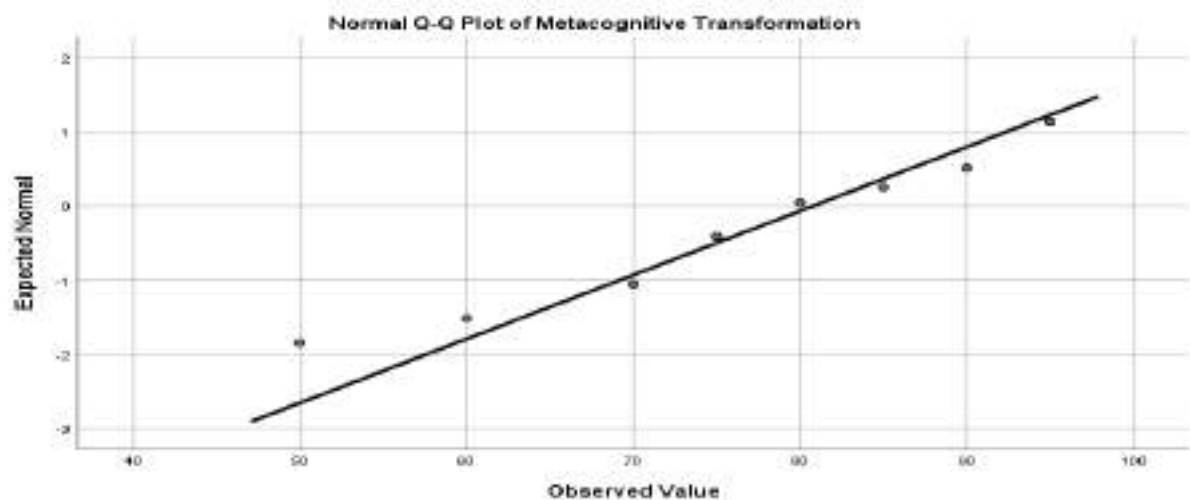
Table 4. The correlation degree guide

No	Interval Koefisien	The correlation degree
1	0,00 – 0,20	No correlation
2	0,21- 0,40	Weakness correlation
3	0,41- 0,60	Enough correlation
4	0,61- 0,90	Strong correlation

RESULT AND DISCUSSION

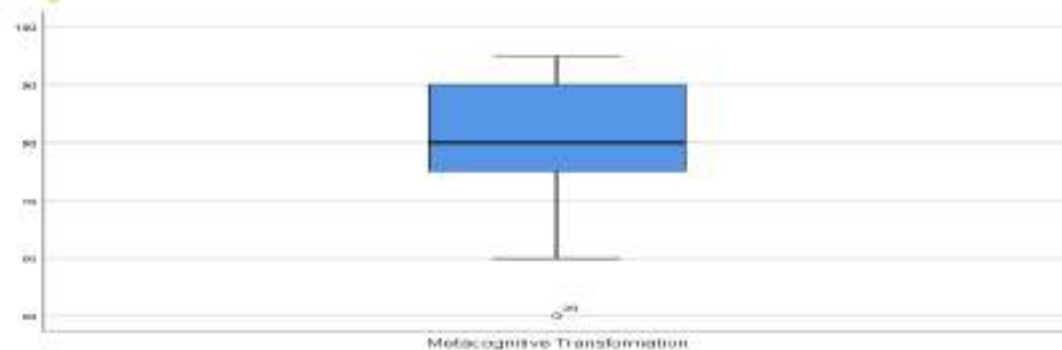
All collected data was analyzed using the Pearson Product Moment Correlation test. (Marie-Therese Puth et al, 2014) assume we have two continuous traits, X and Y, which are measured on each of the N individuals in the sample. Before that, an assumption test was carried out, namely normality and homogeneity. The normality test is intended to test whether in the regression model the residual values have a normal distribution or not. (Ghozali, I., 2017) There are two ways to predict whether the residuals have a normal distribution or not, namely by graphic analysis and statistical analysis. (Editage team, 2023) perform normality testing, which can usually be done using several standard tests that are part of most statistical programs and applications, such as: Kolmogorov–Smirnov, Shapiro–Wilk, and D'Agostino–Pearson tests. This test analyzes data to verify whether the distribution deviates significantly from a normal distribution using several parameters, such as a known p value. If the p-value < 0.05 then the distribution deviates significantly from the normal distribution. Homogeneity Test means spatially uniform-distributed properties. In natural systems, geological media are almost always heterogeneous. That is, their physical and (bio) geochemical properties vary spatially. Spatial heterogeneity can refer to both physical and geochemical properties. (Konsultan Data Penelitian & ArcGIS, 2024) To be able to conclude whether data is homogeneous or not, it can be determined from its significant value. So if the value is less than 0.05 then it can be said to be homogeneous. However, on the other hand, if it is more than 0.05 then the data is too varied and not homogeneous. The results are shown in figures 2 and 3 as follows:

Figure 2. Metacognitive Transformation



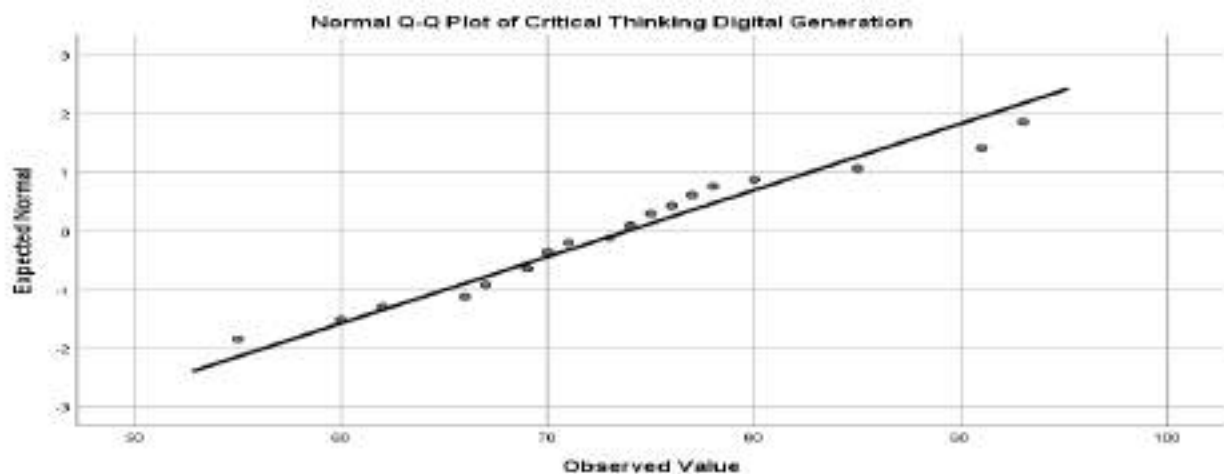
Normal Q–Q Plot showing correlation between observed and expected values of the mean arterial pressure. The points on the Normal QQ plot provide an indication of the univariate normality of the Metacognitive Transformation data set. If the Metacognitive Transformation data is normally distributed then the points will be on the 45 degree reference line. If the data is not normally distributed then the points will deviate from the reference line.

Figure 3 Boxplot Metacognitive Transformation



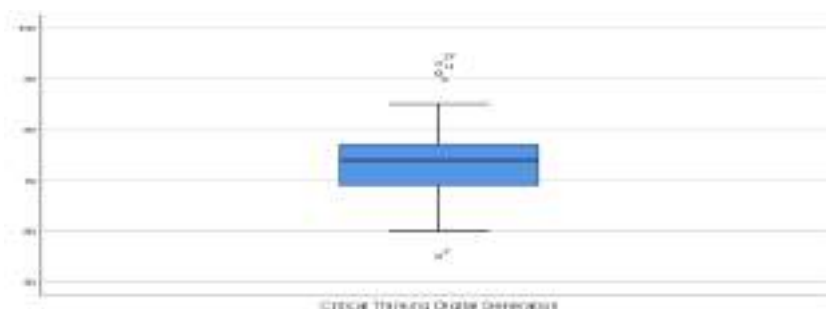
Box-Plot is a summary of the sample distribution presented graphically which can describe the shape of the data distribution (skewness), a measure of central tendency and a measure of the spread (diversity) of observation data on the variable (X_i) Meta cognitive transformation.

Figure 4. Critical Thinking Digital Generation



Normal Q–Q Plot showing correlation between observed and expected values of the mean arterial pressure. The points on the Normal QQ plot provide an indication of the univariate normality of the Critical Thinking Digital Generation data set. If the Critical Thinking Digital Generation data is normally distributed then these points will be on the 45 degree reference line. If the data is not normally distributed then the points will deviate from the reference line.

Figure 5. Box-Plot



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Box-Plot is a summary of the sample distribution presented graphically which can describe the shape of the data distribution (skewness), a measure of central tendency and a measure of the spread (diversity) of observational data on the variable (X_2) Critical Thinking Digital Generation. Then the data for the two variables were tested with a normality test to prove that the data was normally distributed. The data depicted is normally distributed based on the normality test results in the normality test table below:

Tabel 5: Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Metacognitive Transformation	.159	30	.051	.905	30	.110
Critical Thinking Digital Generation	.131	30	.200	.959	30	.292
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

In this data, the significance level is based on Shapiro-Wilk because $N < 50$. Based on the results of the normality test in the Shapiro-Wilk column, the data shows that Variable (X_1) Metacognitive Transformation is $0.110 > 0.05$, so the data can be said to be normally distributed, Variable (X_2) Critical Thinking digital Generation reaches $0.292 > 0.05$, so the data can be said to be normally distributed. The assumption test continues, namely testing the homogeneity of the data, as data management is aimed at the Homogeneity table below:

Tabel 6: Test of Homogeneity of Variances

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Metacognitive Transformation	Based on Mean	4.447	6	11	.160
	Based on Median	.917	6	11	.518
	Based on Median and with adjusted df	.917	6	5.306	.546
	Based on trimmed mean	3.686	6	11	.029
Critical Thinking Digital Generation	Based on Mean	2.308	6	11	.109
	Based on Median	.488	6	11	.804
	Based on Median and with adjusted df	.488	6	6.616	.799
	Based on trimmed mean	2.001	6	11	.151

Based on the results of data management in the test of homogeneity of variance table, it shows that the variable (X_1) Metacognitive Transformation achieved a score of $0.160 > 0.05$, which means it can be said to be homogeneous data, likewise the variable (X_2) Critical Thinking Digital Generation achieved a score of $0.109 > 0.05$ means it can be said to be homogeneous. The two assumption tests have met the requirements, namely normal and homogeneous distribution, so the research data can be continued with the correlation test. This test is carried out to find out how big the relationship is between the two variables, namely the dependent and independent variables, so a correlation test is carried out. Obtaining metacognitive transformation (X_1), critical Thinking Digital Generation (X_2) and Expository writing skill scores is depicted in detail in the diagram below:

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Diagram 1. Metacognitive Transformation score

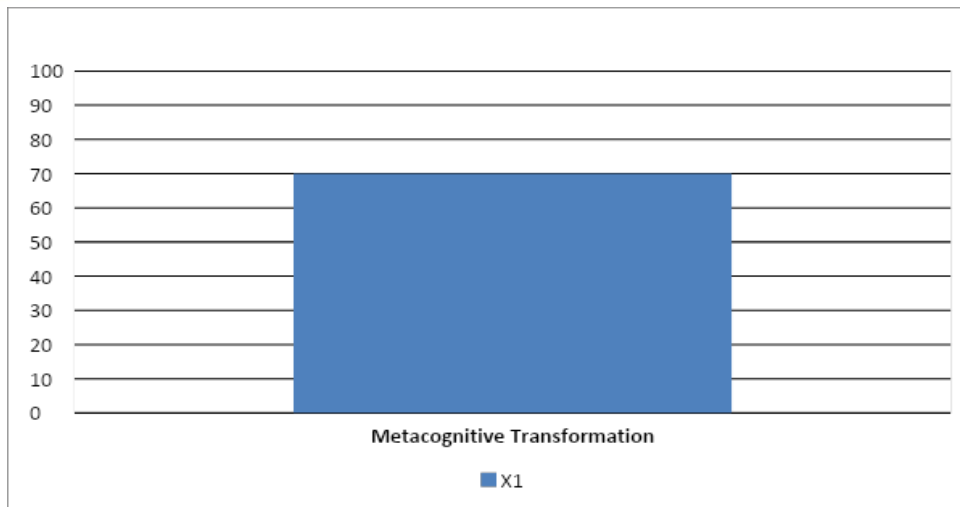


Diagram 2. Critical Thinking Digital Generation score

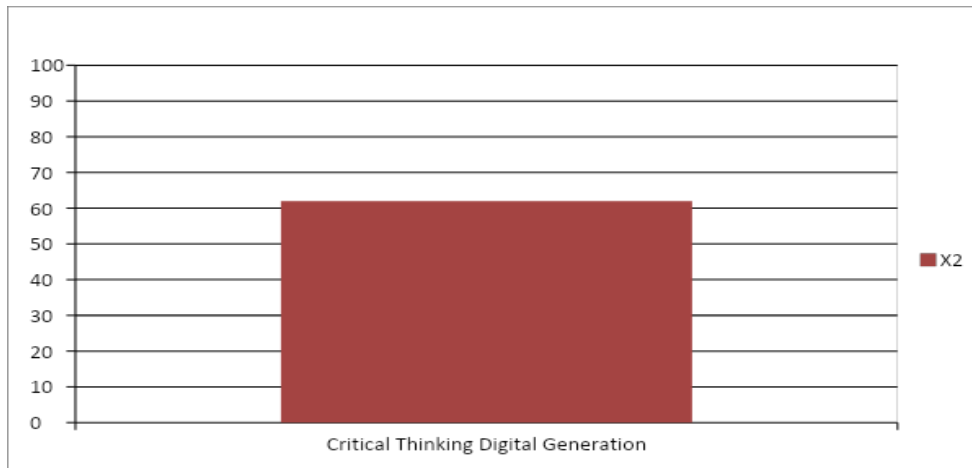
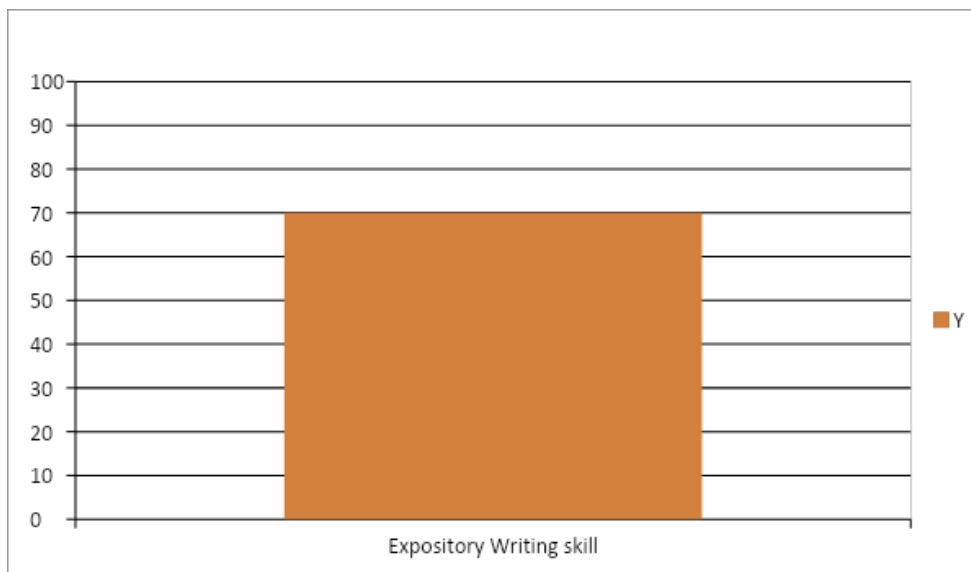


Diagram 3. Expository Writing score



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Meanwhile, how big is the simultaneous correlation of each variable X, Y and Y using SPSS 26 data processing, the correlation data from the management results is shown in the table below:

Table 7: Coefesien correaltion

Model Summary					
Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.575 ^a	18.252	2	27	.000
a. Predictors: (Constant), Critical Thinking Digital Generation, Metacognitive Transformation					

Based on the table, the degree of relationship can be explained in detail, namely if the F change sig value is <0.05 then it is declared correlated. The F change value obtained in the table is 0.00, meaning that the Sig F value is < 0.05, so it is stated that the correlation between variables X₁ (meta cognitive transformation) and X₂ (critical thinking digital generation) is simultaneously related to variable Y writing expository skills. To see the closeness of the relationship, it is shown by the R square Change score of 0.575, meaning that the Pearson correlation coefficient value of 0.6 to 0.90 is strongly correlated.

CONCLUSION

Meta cognitive transformation and Critical Thinking digital generation are simultaneously related to expository writing skills. This relationship is shown by the R square Change score of 0.575, meaning that the Pearson correlation coefficient value of 0.6 to 0.90 is strongly correlated. The value of 0.575 as a result of correlation analysis shows the direction of the relationship, the strength of the relationship and the significance of the strength of the relationship between variables expressed in statistical measures. The correlation between two variables both variables move simultanly. Therefore, one variable increases as another variable increases, or one variable decreases while the other also decreases. The results of the research provide basic considerations that can be used as reference material, especially for improving metacognitive transformation abilities, which is a fusion between pure human cognitive thought processes and the use of Artificial Intelligence (AI) to help develop thought processes. With the development of good metacognitive transformation, it can certainly improve the critical thinking process of the digital generation, where combining critical thinking with the use of digital tools will produce more competent critical thinking in line with the times.

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Readers' Theatre: An Effective Strategy to Improve Students' Speaking Skills

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Good speaking skills are fundamental for students to communicate in a global world, construct a confidence level, and further develop business and profession. However, the speaking ability of high school students in Palembang is still far from being adequate. To help improve the students' speaking skills, the researchers conducted an experimental study by employing the Readers' Theatre (RT) strategy at a public Islamic high school in Palembang. This study aimed to investigate whether there was a significant difference between students who were taught by using the RT strategy and those who were not, and to find out whether there was a significant improvement before and after the treatment was employed. Using a quasi-experimental pretest-posttest equivalent design, the study involved 66 students from two classes as the participants, 33 students from X IPA 1 as the experimental group, and 33 students from X IPA 3 as the control group. Independent sample t-tests and paired sample t-tests were conducted on data from pre and post-test administration to test the hypotheses. The findings showed that the p-output from the independent sample t-test (sig 2-tailed) was 0.010, indicating a significant difference between those who were taught by using the RT strategy and those who were not. The result from the paired sample t-test was 0.000, which was lower than 0.05, indicating a significant improvement in students' speaking skills. Based on these findings, the researchers suggest that English-language teachers incorporate the RT strategy in their speaking classes.

Keywords: Readers' Theatre; effective strategy; speaking skills

1. INTRODUCTION

Good speaking ability is crucial for successful communication. Rao (2019) argued that speaking skills are vital for English as a foreign language (EFL) background learners who study English to upgrade their profession, further develop business, construct confidence levels, and obtain better job opportunities. Nevertheless, most students in Indonesia, where English is spoken as a foreign language, consider speaking to be the most difficult skill to acquire compared to other language skills. This is because expressing ideas orally in a foreign language is a daunting and demanding task for non-native speakers (Brown & Yule, 1983 as cited in Wuryaningrum, 2018; Oxford, 1990). When asked to speak, EFL background learners are often unconfident, feel anxious, and have a hard time concentrating because they are afraid of making grammatical mistakes and lack English vocabulary to facilitate their speaking activities.

As evidence, many tenth-grade students in a public Madrasah Aliyah in Palembang have poor speaking skills. Their inadequate speaking ability is due to minimal vocabulary mastery, and poor pronunciation, causing them unconfident to speak in front of the class. An interview with one of the English teachers in the school revealed that students were lack of grammar and vocabulary knowledge, seldom practiced their English, and preferred to

use their first language mixed with their mother tongue when responding to the teacher's questions. These issues were further corroborated by the interviews with some of the students from the school.

To solve these issues, teachers should adjust from incorporating conventional to interesting and engaging instructions in their English-speaking classrooms. Literature suggests that the Readers' Theatre (RT) is one of the effective strategies for increasing students' speaking skills. Adams (2003) defined RT as a presentational performance to entertain, instruct, and persuade. Phrasing, pausing, and expressive reading of text communicated by the students involved in a drama is an outcome of the RT. It allows students to take virtually any piece of literature, analyze it, and adapt it into a script. The script can then be performed with a minimum of preparation, props, or scenery. Compared to conventional theatre where body and facial expressions are used, RT emphasizes mainly oral expressions to present a piece of literature. It involves learners in understanding their world, creating their scripts, reading aloud, performing with a purpose, and bringing enjoyment to both them and their audiences.

RT is an oral presentation of two or more readers (Patrick, 2008). It was originally developed to present literary works in dramatic form. RT is a teaching strategy constituting two concepts – readers and theatre (Hsu, 2011, as cited in Amyan, 2017). In RT, students read a script using their oral expression referred to as the 'readers'; while the readers or the students who performed in front of the class or public are referred to as the 'theatre'. The use of drama, i.e., an oral presentation of drama, prose, or poetry by two or more readers, makes RT an effective strategy for teaching oral skills (Patrick, 2010).

Patrick (2010) suggested five steps for the implementation of the RT strategy as follows:

1. Introducing the text: the teacher prepares a story or reading passage and starts to ask, define vocabulary, and do other activities to help students understand the story more deeply.
2. Writing the script: the teacher provides a scenario with the instructions for the script writing, and divides students into groups for the script writing.
3. Practicing the script: the teacher checks the script after students finish writing it, and instructs students to practice it.
4. Performing the script: students perform their script in front of the class recorded by using tape or a smartphone.
5. Reviewing the performance: students give comments on their own and peers' performance by listening to the recording played by the teacher.

RT provides many learning opportunities that are relevant, connected, fun, and purposeful. It allows choice and gets students connected with the world in which they live. RT works best for teachers when they consider the total needs of the students and use the differences among students to explore the similarities and to invite new learning (Dixon, 1996). RT emphasizes mainly oral expression which is different from traditional theatre. The combination of text, interpretation, and performance makes RT a valuable tool for language development. It is thus an enjoyable activity for students that motivates them to use the language without fear or anxiety. The oral repetition of meaningful texts involved in RT can help students increase different skills, especially in an EFL context. Thus, it is a highly motivating strategy that can be applied in different ways to develop various language skills, particularly speaking skills.

Several studies exploring the effectiveness of the RT strategy in increasing students' oral ability have been conducted. For example, Endarto (2013) investigated the effectiveness of the RT strategy in improving senior high school students' speaking skills. The study concluded that there was a significant improvement in the eleventh-grade students' speaking skills after being instructed by the RT strategy. Another study (Maryani, 2015) examined how RT could improve university students' speaking skills; the study found that RT helped students to be active in class using the language, involving not only speaking but also listening, reading, and writing skills. Amyan (2017) examined whether there was a difference in speaking skills between the experimental and the control groups after the implementation of the RT strategy. The findings of the study showed that the eleventh-grade students taught by the RT strategy performed better than those who were instructed by the traditional strategy. The last study, Musfar (2021), investigated how effective the RT strategy was in increasing ninth-grade students' speaking ability. Like in the other studies, the findings of the study indicated a significant increase in the students' speaking performance after being taught by the RT strategy.

RT is relatively new in EFL pedagogy. Despite the four studies discussed above, research exploring the effectiveness of RT strategy in improving students' speaking skills is still scarce in the literature. Given the potential of the strategy to improve EFL background learners' oral performance, further studies involving diverse groups of students from other contexts are worth conducting. Conducted in a public Madrasah Aliyah in Palembang, the present study aimed to find out (1) whether there was any significant improvement in tenth-grade students' speaking skills before and after treatments using the RT strategy, and (2) whether there was any significant difference in speaking skills between the students who were taught by the RT strategy and those who were not.

2. METHOD

This study was guided by a quasi-experimental research design, involving the assignment of its participants to groups, the experimental and control groups, in a non-random way (Creswell, 2012). It is a procedure consisting of treatment, impact measurement, and experimental unit, but does not use random assignment to create comparisons to conclude changes caused by treatment (Campbell et al., 2015). In particular, non-equivalent group design, one type of quasi-experimental type, was used in this research. The experimental and control groups were given a pre-test and post-test.

The sample of the study was selected purposively. The purposive sampling method is a technique employed to take samples based on the reason or characteristics (Sugiyono, 2012). Three characteristics were applied in the selection of the participants of the study, including class size, English classroom teacher, and students' English achievement. Based on the criteria, 66 students (33 students from X IPA 1 as the experimental group and 33 students from X IPA 3 as the control group) were chosen as the sample of this study.

To collect the data, a test was conducted to see how the use of the RT strategy improves the tenth-grade students' speaking skills. A pretest was given to both experimental and control groups before the experimental group received the treatment. The treatment (RT strategy) was given only to the students in the experimental group for 8 meetings. After the treatment was completed, both groups were given a post-test to measure whether there was a significant improvement after the treatment and whether there was a significant difference between the experimental and control groups in terms of speaking skills. The students were given a chance to perform their ability in speaking tests for at least 1 minute. The data

(pretest-posttest) were analyzed by two raters based on the rubric for oral proficiency categories from Brown (2004).

The data from the tests were computed using the IBM SPSS Statistics 26 for IOS. To measure whether the improvement is significant or not, a paired sample t-test was used for testing students' pretest and posttest scores in the experimental group. The significant improvement was accepted when the p-output (sig.2-tailed) was lower than 0.05. To measure whether the difference is significant or not, an independent sample t-test was used for testing students' post-test scores in the experimental group and post-test scores in the control group. The significant difference was accepted when the p-output (sig.2-tailed) was lower than 0.05.

3. FINDINGS AND DISCUSSIONS

The findings presented in this section were divided into two: (1) the result of the paired sample t-test and (2) the result of the independent sample t-test, as shown below:

Table 1 The Result of Paired Sample T-Test

By using RT	Paired Sample T-Test			H0	H α
	t	df	Sig. 2-tailed		
	9.031	32	0.000	Rejected	Accepted

Based on the table analysis, it was found that the p-output was 0.000 with df 32 = (2.036), and the t-output was 9.031. It could be stated that the null hypothesis (H0) was rejected and the alternative hypothesis (H α) was accepted. Therefore, there was a significant improvement in students' pretest to post-test scores in the experimental group taught by RT since the p-output was lower than 0.05 and the t-output was higher than the t-table.

Table 2 The Result of Independent Sample T-Test

By using RT	Independent Sample T-Test			H0	H α
	t	df	Sig. 2-tailed		
	2.669	64	0.010	Rejected	Accepted

Based on the table analysis, it was found that the p-output was 0.010 with df 64 = (1.997), and the t-output was 2.669. It could be stated that the null hypothesis (H0) was rejected and the alternative hypothesis (H α) was accepted. Since the p-output was lower than 0.05 and the t-output was higher than the t-table (1.997). It was concluded there was a significant difference in speaking skills between the students who were taught using the RT strategy and those who were not.

Based on the findings, several interpretations were made as follows. First, the findings showed that the students in the experimental group gained a significant increase in speaking skills after the treatment with the RT strategy. In teaching speaking for senior high school students, an effective strategy should be applied by the teacher to make their students enthusiastic and interested in speaking English. Among the teaching speaking activities is acting from a script, which is to act out dialogues or scenes that the students have written by themselves (Harmer, 2001). Such activities made the students participating in this study feel interested, fun, and easy to practice oral language. The RT boosted students' learning

motivation because it allowed the students not only to participate in the performance but also to create scripts. This was in line with Maryani's (2015) findings.

The result of the paired sample t-test on the pre-test and post-test in the experimental group indicated a significant improvement from students' pre-test and post-test scores in the experimental group. This suggested that the RT strategy could be used to improve the tenth-grade students' speaking skills. As can be seen from the independent sample t-test on the post-test result in the experimental and control groups, there was a significant difference between the students who were taught by RT and those who were not. The result was consistent with the findings of previous studies (Amyan, 2017; Endarto, 2013; Musfar (2021), which all suggested that the RT strategy was useful in increasing students' oral communication skills.

Students' difficulty in expressing sentences fluently due to the lack of vocabulary has become one of the issues among EFL learners (Amyan, 2017; Brown & Yule, 1983 as cited in Wuryaningrum, 2018; Oxford, 1990). The RT strategy is arguably effective in solving this problem since it provides thought-provoking learning stages such as reading, rehearsal, and performing stage. In particular, the three steps in RT's implementation – writing, practicing, and performing the script made by the students – were beneficial to increase students' vocabulary mastery (Maryani, 2015; Patrick, 2010).

Previous studies (e.g. Amyan, 2017; Musfar (2021)) have argued that students' fear of making mistakes in conveying English sentences was responsible for students' difficulty in speaking. The use of a script in speaking activities instructed by the RT strategy helps increase students' confidence and decrease their shyness (Patrick, 2010). Performing the story by reading aloud the script, during the RT's implementation made students easier and more confident to express the characters they were playing without fear of making mistakes (Dixon, 1996).

4. CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussions, several conclusions were drawn. First, from the result of the pre-test to post-test in teaching speaking skills by using the RT strategy, significant improvement in students speaking skills of the tenth-grade students in a public Madrasah Aliyah in Palembang was found. Importantly, there was a significant difference in speaking skills between the students who were taught using the RT strategy and those who were not. The strategy allowed students to practice oral language easily in enjoyment and fascinating ways. Their vocabulary problems could be solved through reading, rehearsal, and performing stage, which in turn boosted their level of confidence to speak. Therefore, it is safe to conclude that the RT strategy is one of the alternative strategies for teaching speaking in English-language classrooms.

In line with the conclusions, the researchers suggest that English-language teachers, especially the teachers teaching in the school where this study was conducted, should incorporate the RT strategy in their classrooms to help improve students' speaking skills. Further studies should be conducted by involving diverse students from a broad range of backgrounds so that more generalized results about the effectiveness of the RT strategy in improving students' speaking skills can be obtained.

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Navigating Language Learning Challenges: A Sociocultural and Motivational Perspective from a Taiwanese Student

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This study explores the impact of cultural influences and intrinsic motivation on the language learning journey of Taiwanese students, focusing on a case study of one student, Zhiwei (pseudonym). Through a qualitative narrative inquiry approach, the research delves into Zhiwei's experiences, highlighting the role of societal norms, communication patterns, and intrinsic motivational strategies in shaping his English language acquisition process. Drawing on Vygotsky's sociocultural theory and Self-Determination Theory (SDT), the study reveals the intricate interplay between cultural factors and motivational strategies in navigating language learning challenges and achieving proficiency. The findings underscore the importance of creating supportive and inclusive language learning environments that encourage active participation and nurture intrinsic motivation. The study concludes with implications for language learning and teaching, emphasizing the need for culturally sensitive pedagogical practices and the promotion of intrinsic motivation in language education.

Keywords: language learning, cultural influences, intrinsic motivation, Taiwanese students, sociocultural theory, Self-Determination Theory.

1. Introduction

Language acquisition has captivated scholars across generations, drawing the attention of linguists, educators, and researchers worldwide. Esteemed figures like Chomsky (1957) and Vygotsky (1978) have underscored its pivotal role in unraveling cognitive development and understanding social dynamics and cultural integration. Nevertheless, the journey of language acquisition for non-native speakers remains a compelling enigma, as emphasized by Aslan and Thompson (2018) and Krashen (1981) in the domain of second language learning.

This study embarks on a deep exploration of language acquisition intricacies, guided by the determined pursuit of English proficiency by Zhiwei, a Taiwanese student. Embracing the narrative inquiry approach advocated by Clandinin and Connelly (2000), Zhiwei's narrative serves as a beacon, revealing the formidable challenges confronted by non-native English learners, echoing the insights of Woore (2022) and Larsen-Freeman (2011). Furthermore, Zhiwei's narrative unveils the motivating forces that propel language acquisition within diverse cultural contexts, mirroring the core principles of Ryan and Deci's self-determination theory (2000).

Within the rich tapestry of Taiwan's linguistic and cultural diversity, this study unfolds an exploration of language acquisition nuances. With Mandarin Chinese reigning as the

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predominant language, the transition to English presents an array of challenges stemming from notable differences in grammar, phonetics, and syntax. Zhiwei's journey, as a Taiwanese student navigating the maze of English learning, sheds light on these linguistic hurdles while acknowledging the profound influence of culture, as articulated by Haregu, Filatie, & Chanie (2024) and Hymes (1974).

Through Zhiwei's reflective interview, a window opens into the intricate interplay of motivations and challenges inherent in English language acquisition. Drawing parallels with Creswell's qualitative methodology (2007), Zhiwei's introspections yield profound insights. His struggles with spoken communication resonate with Swain's empirical findings (1985), highlighting the chasm often separating classroom learning from real-world application. Cultural influence emerges as a salient theme; paralleling Zhiwei's experiences, Taiwanese students may find themselves ensnared by cultural norms, an aspect examined by Gu et al. (2014).

Driven by the aspiration of earning a Ph.D., Zhiwei's unwavering determination underscores the paramount importance of English in fostering global collaboration and knowledge dissemination. The research inquiries encapsulated within this study reflect Zhiwei's fervent drive and echo the essence of Gardner's integrative motivation concept (1985).

This study endeavors to unravel the intricate interplay between motivation and language acquisition, acknowledging the pivotal role of intrinsic motivation, as advocated by Ryan and Deci (2000) and Dörnyei (2001). Zhiwei's steadfast commitment to his learning journey serves as a testament to resilience in the realm of language acquisition, resonating with Long's interactionist approach (1996). Furthermore, Zhiwei's obstacles spotlight the necessity for tailored language education strategies crafted to address the unique needs of non-native English learners, aligning seamlessly with Orfan and Babcock (2020) and Nunan's insightful perspective (2003).

Despite the wealth of existing research on language acquisition, gaps persist in comprehending the experiences of Taiwanese students akin to Zhiwei. This study attempts to bridge this gap, offering profound insights into the motivating catalysts and distinctive obstacles encountered by non-native speakers. These insights not only enrich our broader understanding of second language acquisition but also hold tangible implications for educators.

2. Research Questions

1. How do cultural factors, such as societal norms and communication patterns in Taiwanese society, contribute to language learning challenges, particularly regarding speaking proficiency and motivation among Taiwanese students like the interviewee?
2. How do intrinsic motivational strategies, such as consistent exposure to English materials and creating an English-immersive environment, influence language learning outcomes, specifically in terms of speaking proficiency and confidence, as observed in the interviewee's experiences?

3. Literature Review

Cultural Context and Cognitive Development: Unveiling Language Acquisition through Vygotsky's Sociocultural Lens

Language acquisition is deeply influenced by cultural context, a core theme explored through Vygotsky's sociocultural lens. Vygotsky (1978) emphasized how language molds one's perception, social interactions, and worldview, aligning with this study's focus on Zhiwei's journey to English fluency and academic success.

This focus is in harmony with Gao (2021), Zhou et al. (2005), Cortazzi & Jin (1996), and Liu & Littlewood (1997), who stress the impact of cultural identities and communication patterns on language acquisition. Zhou et al. (2005) illuminate the dynamic interplay between language acquisition and cultural backgrounds, echoing Vygotsky's idea that language actively constructs cultural identity and cognitive development.

Despite extensive research, the complexity of language acquisition for non-native speakers remains a subject of profound interest, as discussed by Krashen (1981) in second language learning. Krashen's insights align with Mostafaei Alaei and Nosrati (2018) and Vygotsky's, emphasizing the interplay between language, culture, and cognitive development. This complexity is reinforced by Gao (2021), Zhou et al. (2005), Cortazzi & Jin (1996), and Liu & Littlewood (1997), who delve into the connections between language and cultural influences on cognitive development.

Cortazzi & Jin (1996) contribute by identifying Confucian values as contributors to reticence among Asian students in Western classrooms, a journey mirrored in Zhiwei's experience. Their research supports the idea that cultural values shape communication behaviors, impacting language acquisition. Additionally, Liu & Littlewood (1997) explore the interplay between linguistic identities and cultural backgrounds, revealing their influence within educational contexts. This alignment underscores the relationship between language, culture, and cognition.

The influence of Confucian values on Asian students' communication and participation in Western classrooms is a crucial insight from Cortazzi & Jin (1996). This insight emphasizes the need to consider cultural factors when designing language learning environments, ensuring inclusivity for all students.

Further, the examination of cultural norms and communication culture in Taiwanese society is explored by Chung & Huang (2009) and Hall (2004). These cultural elements lead to shyness and fear of mistakes among Taiwanese students learning English. These findings align with Vygotsky's theory, emphasizing that cultural context profoundly shapes language development and cognition. Chung & Huang (2009) delve into cultural norms promoting humility and discouraging assertiveness, contributing to shyness among Taiwanese students in English activities. Additionally, Hall (2004) emphasizes how communication culture influences students' willingness to take risks and make mistakes. The fear of losing face hinders engagement in spoken English activities. This research underscores the necessity of creating a supportive environment that encourages students to participate actively in language learning.

Moreover, Taiwan's linguistic and cultural context, examined by Hubbs (2013), shapes the challenges of English language acquisition for non-native speakers. Hubbs (2013) scrutinizes Taiwan's language policy shift toward multilingualism, reflecting efforts to navigate the globalized world while preserving cultural and linguistic diversity. Both

Vygotsky's and Hubbs's perspectives underscore the relationship between language policy, cultural identity, and cognitive development. The challenges of balancing English acquisition with cultural preservation add complexity to language education in Taiwan.

Recognizing cultural nuances and communication patterns can foster inclusive language learning environments, aligning with Ghavamnia (2020) and Ellwood & Nakane's (2009) perspective. They advocate for an inclusive approach that considers cultural diversity and communication preferences, emphasizing the importance of creating a classroom where students from different backgrounds feel comfortable expressing themselves. By embracing cultural nuances, educators can create a supportive learning atmosphere enhancing language acquisition outcomes.

Intrinsic Motivation and Language Learning: Navigating English Fluency through the Lens of Self-Determination Theory

The path to language proficiency is a complex journey intertwined with motivational strategies, foundational to success. This core concept, championed by motivational theorists like Dörnyei (2001) and Williams & Burden (1997), underscores motivation's central role in effective language learning, a central focus of our research. At its core, intrinsic motivation, the inner drive propelling language learners towards proficiency, resonates deeply with Deci and Ryan's (1985) Self-Determination Theory (SDT), which elucidates the power of intrinsic motivation in sustaining engagement and facilitating learning outcomes.

A closer look at motivation reveals its intrinsic link to personal aspirations and self-determination, a key component of SDT. Scholars like Teng (2020), Dörnyei (2009) and Norton (2013) have extensively explored this interplay between personal desires and self-regulation, aligning with our research on navigating language learning challenges. These researchers delve into the psychological dimensions of motivation, shedding light on the delicate threads connecting learners' inner motivations to their language learning journeys, all in harmony with the principles of SDT.

Within education, language educators hold a pivotal role in nurturing and cultivating learner motivation. Dörnyei's (2001) insights underscore their capacity as motivation architects within the educational ecosystem, as we highlight in our study. Educators' purposeful interventions, designed to ignite and sustain motivation, serve as the crucible for creating a supportive learning environment (McEown and Sugita-McEown, 2019)—an idea in alignment with our findings and SDT principles.

However, it's vital to acknowledge that the effectiveness of motivational strategies depends on the intricate interplay of cultural, ethnolinguistic, and institutional contexts. This perspective echoes Lou and A. Noels (2021) and Dörnyei & Csizér's (1998) advocacy for considering these multifaceted contexts when deploying motivational approaches, aligning with our study's focus. Recognizing context's significance, in line with SDT principles, underscores the need for culturally sensitive motivational strategies tailored to learners' diverse backgrounds and learning environments.

As the language learning journey unfolds, it involves navigating psychological factors that significantly influence the process, a point validated by this research. Among these factors, anxiety and willingness to communicate emerge as pivotal determinants of language learning outcomes, echoing the findings of Zarrinabadi, Lou, and Darvishnezhad (2023),

Cao (2011), Ferris (1998), and Kim (2006). These scholars delve into the emotional and cognitive dimensions of language learning, a crucial area examined within our study. Understanding the intricate dynamics of anxiety and communication willingness is essential for educators and practitioners aiming to create environments conducive to stress alleviation and enhanced engagement, aligning with SDT principles.

Furthermore, the integration of these psychological factors with public speaking anxiety (PSA) adds complexity to language learners' experiences, as indicated by this research. Studied meticulously by Hartono, Basthomi, Widiastuti, and Prastiyowati (2022), Daly et al. (1997) and Behnke & Sawyer (1999), PSA encompasses anxieties and apprehensions associated with oral communication, findings that align with our exploration of speaking challenges. The exploration of PSA unveils the multifaceted interplay between psychological factors, communication contexts, and language acquisition goals, offering a comprehensive lens through which language learners' challenges can be understood, consistent with SDT principles.

In the realm of language acquisition, intercultural communication competence (ICC) emerges as a crucial skill for navigating interactions within linguistic and cultural diversity (Byram, Holmes & Savvides, 2013). This insight is echoed by Munezane (2021) and Spitzberg (2015), emphasizing the need to equip learners with cross-cultural communication abilities, a concept resonating with our research. Cultivating ICC becomes fundamental for learners' participation in globalized, diverse communication landscapes, underscoring the intrinsic connection between motivation, proficiency, and intercultural communication effectiveness, supported by SDT principles.

4. Methods

Zhiwei's biography

Zhiwei, born and raised in Taiwan, carries with him a profound connection to his cultural roots. Throughout his formative years, which he spent alongside a sibling, he exhibited a remarkable zest for both academic pursuits and extracurricular activities, particularly in the domain of music. Zhiwei's involvement in musical performances flourished within the vibrant ecosystem of his school. Rooted deeply in Taiwanese culture, he internalized the values of propriety and familial honor from an early age. Maintaining an unwavering tradition of respectful conduct in all social interactions was of paramount importance to him, a principle reinforced within his family and the broader social context. The significance of excelling academically, in the presence of educators and peers, became ingrained in his character. An influential English teacher during his junior high school years sparked a desire to emulate this pedagogical model, though he initially grappled with reticence in English communication.

Zhiwei's journey in language acquisition has been characterized by a deliberate focus on grammar acquisition and rote memorization. His exposure to English predominantly revolved around written structures—words, sentences, and phrases—guiding him through the educational landscape. While dialogues were an integral component of the curriculum, they often took the form of memorized performances, lacking genuine engagement with the language. The pursuit of a Ph.D. marked a pivotal phase in Zhiwei's life, igniting a newfound determination to engage in cross-cultural conversations and establish connections with individuals from diverse backgrounds. He recognized that achieving an advanced degree necessitated a proficient command of English. Zhiwei's narrative unfolds

as a compelling chronicle of his journey in acquiring English proficiency, from junior high school to his Ph.D. studies. Notably, his renewed dedication to English during his doctoral pursuits was driven by the realization that linguistic barriers hindered effective communication with international peers. This commitment led him to prioritize English-medium courses over Chinese-language ones, extending beyond academia to caregiving responsibilities, family support, managerial roles, and teaching commitments. His multifaceted approach to language acquisition, encompassing online tutoring, face-to-face private sessions, and tailored learning paths, attests to his relentless determination to overcome linguistic barriers. In his leadership role at a cram school, Zhiwei's aspiration to introduce bilingual instruction underscores his vision for an enriched learning experience, embodying a deep-seated passion for pedagogical innovation and dedication to creating a bilingual learning environment.

Data collection and analysis

For this qualitative study, a narrative inquiry approach was selected to delve deeply into the intricate experiences of a Taiwanese student, exemplified by Zhiwei. To ensure a comprehensive understanding, we applied a purposeful sampling technique following Patton's recommendations (2002). This deliberate selection process led us to Zhiwei, a Taiwanese student pursuing advanced degrees, thereby ensuring a diverse representation of English proficiency levels and cultural backgrounds. This method was chosen due to its seamless alignment with the core concepts of Cultural Influences on Language Learning and Communication Patterns and Motivational Strategies and Self-Determination Theory (SDT).

Data collection commenced with obtaining informed consent from Zhiwei through a detailed consent form, affirming his willingness to participate in subsequent semi-structured interviews. These interviews were thoughtfully designed to uncover the transformative power of intrinsic motivation, as well as the sociocultural perspectives that Zhiwei believed played a pivotal role in achieving proficiency in English (Deci and Ryan, 1985; Vygotsky, 1978).

Upon completion, the recorded interviews were meticulously transcribed, laying the foundation for our comprehensive analysis. During this process, researchers were keen to identify instances of incomplete or unclear explanations related to Zhiwei's intrinsic motivation. To address this, we initiated an additional round of data collection, presenting Zhiwei with open-ended questions aimed at eliciting more detailed responses and providing deeper insights into his strategies. This approach, aligned with Pavlenko's perspective (2007), emphasizes the importance of unearthing individual learners' viewpoints that might remain hidden within more structured methodologies.

The data analysis process unfolded systematically, guided by the iterative, emergent, and interpretative analysis advocated by Barkhuizen, Benson, and Chik (2014). Researchers embarked on a cyclic journey between data collection and interpretation. This process allowed the emergence of natural themes and patterns within the data, while interpretative work delved into the underlying meanings and implications.

Building upon Clandinin and Connelly's (2000) framework for narrative analysis, exploration unfolded across three dimensions: temporality, place, and sociality. Temporality involved delving into how time shaped individual experiences, memories, and perceptions within narratives. Place examined the physical, cultural, and emotional

contexts, while sociality focused on interpersonal dynamics. As the journey continued, the thematic analysis techniques of Braun and Clarke (2013) came to the forefront. Beginning with data immersion and code generation, patterns emerged and evolved into themes, which were meticulously reviewed, defined, and named. These themes were woven into an analytical report, enriched with illustrative examples and quotes, revealing the multifaceted insights embedded in the data.

5. Findings

Cultural Influences on Language Learning Challenges

The interviewee highlighted cultural factors

“...for me...the difficult part is speaking because actually I have a lot of vocabulary...because in Taiwan we have...learned English...for many years but I find it difficult to use them into my daily life conversation...another words I can’t...think in English”. This excerpt underscores the impact of cultural norms on language learning, particularly the scarcity of English-speaking environments in Taiwan and the prevalent shyness among individuals when it comes to expressing themselves in English.

Taiwanese cultural tendencies towards shyness and cultural norms promoting humility

“...we always use Chinese to do our thesis or our...research even in the class we seldom use English...so that time...I didn’t push myself to learn English well...”. The interviewee’s experience reflects how cultural norms, such as a preference for using Chinese in academic and social contexts, may deter individuals from actively engaging in English language learning activities, contributing to a lack of proficiency in spoken English. In addition, the interviewee revealed that “maybe individuals are shy to express their ideas...it’s hard to say something to other...so that’s why we can’t use English very easier...very comfortable...maybe that is the...reason for our issues in learning English” and the interviewee further said that “...if we say...bad language or bad pronunciation...maybe others will laugh at us”. This finding highlights the scholarly perspective on how cultural values of humility and modesty within Taiwanese society can hinder assertiveness and confidence in English communication, further complicating language learning challenges for students like the interviewee.

The lack of English-speaking environment

“...for Taiwanese...we are...seldom...use English because we have no that environment...”. Emphasizing the absence of immersive English-speaking environments in Taiwan, this excerpt underscores the significant role of environmental factors in shaping language learning outcomes, particularly in terms of spoken proficiency and confidence.

Intrinsic Motivational Strategies and Language Learning Outcomes

Intrinsic motivation plays a crucial role

“...learning English is my dream...when I was a student I...wanted to learn English...but that time...my motivation was not...higher but now I am very motivated...”. The interviewee’s journey exemplifies the transformative power of intrinsic motivation in

driving language learning endeavors, transitioning from a less motivated state during earlier academic years to a highly motivated stance in pursuit of personal and academic goals.

Consistent exposure to English materials

“...I can say that I everyday get in touch and learn English if I have free time...for example, when I... get up around...six fifteen...I open...I turn on my...self-phone...to watch...listen...the YouTube...English channel because I want to train my ears and then I will try to... follow the video and I try to repeat...after them...because I want to...sound like native speaker...so I try...even I read wrongly or incorrectly...it’s never mind...I just read and read...and sometimes I will...talk to myself...I try to train my thoughts to think in English...so maybe...if you ask me how can I speak English like now I can just tell you I am very diligent, consistent...to learn English”. This finding underscores the importance of integrating English into daily routines and activities, highlighting the interviewee's deliberate effort to immerse himself in English language materials to enhance proficiency and fluency.

Engaging in online courses and taking courses taught in English and

“...I needed to push myself to learn more...so I tried to find international student to teach me. So, at first, we used LINE, LINE app to communicate...”. Furthermore, the interviewee narated that “...for my first semester in PhD course...I felt...not very good because in the class we...need to speak English but that time I cannot speak anything...just very short sentence and...I can only observed others who can speak very well...so I talked to myself ...that I have to improve English so...in my second semester I took all the class in English even I can take them in Chinese course but I push myself...I need to...take the courses taught in English...so...I try to let... my everyday activities to get in touch with English...”. The interviewee's proactive approach to seeking out opportunities for language learning, such as enrolling in English courses and engaging in online interactions with international peers, demonstrates the effectiveness of diverse learning strategies in improving language skills.

The interviewee's motivation to learn English increased during the Ph.D. program

“...for me if you are a PhD student but you can’t speak English you are not a good PhD student...in my thought...so I try to change my mindset...I try to improve my English language...If I am fortune to graduate from Ph.D. student, I can share my knowledge to others...I am also proud of being a PhD student and I can speak English well”. This excerpt highlights the heightened motivation experienced by the interviewee in the context of pursuing advanced academic degrees, where proficiency in English communication becomes essential for scholarly engagement and success.

Practice, consistent effort, and self-discipline

“...I tell myself that I need to do this thing...so...I always do my assignment very quickly because I need to practice how to...present...how to express my presentation...so...there is no secret or tips...I think just practice...just do it...I always tell myself...you can...you will be a good man...you will be a professional man so you have to do this thing...I always tell myself”. The interviewee's emphasis on practice, consistent effort, and self-discipline underscores the importance of active engagement and perseverance in language learning endeavors, reaffirming the role of diligent practice in achieving proficiency and confidence in English communication.

6. Discussion

Language learning is a multifaceted journey influenced by a myriad of factors, prominently including cultural context and intrinsic motivation. This study provides valuable insights into the experiences of a Taiwanese student, Zhiwei, shedding light on the intricate interplay between sociocultural influences, motivational strategies, and language learning outcomes. By exploring the research questions through Vygotsky's sociocultural lens and Self-Determination Theory (SDT), this study contributes to the broader discourse on language acquisition, particularly in the Taiwanese context.

Cultural Influences on Language Learning Challenges

Zhiwei's journey serves as a poignant illustration of the profound influence that cultural factors exert on the hurdles encountered in language learning, particularly concerning speaking proficiency and motivation. In the context of Taiwanese society, deeply ingrained societal norms and communication patterns have a substantial impact on individuals like Zhiwei. The prevalent cultural traits of shyness and an aversion to making mistakes create significant barriers to effective language acquisition. Furthermore, the scarcity of English-speaking environments exacerbates these challenges, leaving learners like Zhiwei with limited opportunities for immersive language practice and real-life communication experiences. These cultural dynamics not only impede linguistic progress but also shape learners' motivation levels, affecting their willingness to engage actively in English activities. The reluctance to assert oneself and the fear of appearing incompetent, ingrained through cultural conditioning, contribute to a pervasive sense of apprehension among Taiwanese students when it comes to participating actively in language learning endeavors. These observations align closely with the findings of prior research, notably Chung & Huang (2009) and Hall (2004), whose work extensively explores the influence of cultural norms on language learning behaviors and attitudes among Taiwanese students. Through a nuanced examination of Zhiwei's experiences within this cultural context, this study provides valuable insights into the complex interplay between sociocultural influences and language learning outcomes, shedding light on the multifaceted nature of the language acquisition process. Chung & Huang (2009) delve into cultural norms promoting humility and discouraging assertiveness, contributing to shyness among Taiwanese students in English activities. Their research emphasizes the need to create a supportive environment that encourages students to participate actively in language learning, aligning with the challenges faced by Zhiwei.

Hall's (2004) insights delve deeply into the intricate ways in which communication culture shapes the language learning journey, particularly regarding students' attitudes towards risk-taking and error correction. Within Taiwanese society, where the concept of "face" holds significant cultural value, individuals, including language learners like Zhiwei, are acutely aware of the potential embarrassment associated with making mistakes in spoken English. This fear of "losing face" permeates language learning contexts, exerting a profound influence on learners' willingness to engage actively in verbal communication activities. Zhiwei's experiences vividly illustrate this phenomenon, as his struggles with shyness and fear of making mistakes mirror the broader cultural dynamics highlighted by Hall. The fear of public embarrassment or scrutiny discourages learners from taking risks or experimenting with language use, thereby impeding their linguistic development. Consequently, the reluctance to engage in spoken English activities becomes a pervasive challenge for learners like Zhiwei, inhibiting their ability to practice and refine their speaking skills in authentic contexts. Hall's observations underscore the nuanced interplay

between cultural norms and language learning behaviors, emphasizing the need for educators and policymakers to address these sociocultural factors in designing effective language learning interventions. By fostering a supportive environment that encourages risk-taking and embraces the inevitability of errors as integral parts of the learning process, educators can help learners like Zhiwei overcome the barriers imposed by communication culture and develop greater confidence and proficiency in spoken English.

Zhiwei's reflections on the scarcity of English language practice opportunities in Taiwanese society shed light on a critical aspect of his language learning challenges. The absence of an English-speaking environment compounds the difficulties he faces, as it limits his exposure to authentic language use and meaningful interaction in English. This limitation is particularly significant given the importance of immersion in language acquisition, where learners are exposed to the language in natural, contextualized settings. In Taiwan, where English is not widely spoken outside of formal education settings, opportunities for such immersion are scarce, making it challenging for learners like Zhiwei to develop fluency and confidence in using the language. This scarcity underscores the need for interventions that can create immersive language learning environments, both within and beyond the classroom. Immersive environments can provide learners with the exposure and practice necessary to develop their language skills in authentic contexts. This can include activities such as language exchanges, where learners can interact with native or proficient speakers of English, as well as virtual immersion experiences facilitated by technology. By providing learners with opportunities to engage with the language in diverse and meaningful ways, educators and policymakers can help mitigate the challenges posed by the lack of an English-speaking environment and enhance learners' language learning experiences.

Intrinsic Motivational Strategies and Language Learning Outcomes

Zhiwei's intrinsic motivation serves as a powerful driving force, rooted in his deep-seated aspirations and the profound understanding of English proficiency's pivotal role in shaping his academic and career trajectory. His proactive engagement with the language manifests in various forms, ranging from consistent exposure to English materials to the intentional creation of an immersive linguistic environment. This proactive stance aligns seamlessly with the principles of Self-Determination Theory (SDT), emphasizing the importance of autonomy, competence, and relatedness in fostering intrinsic motivation and sustaining engagement. By actively seeking guidance from international peers, Zhiwei not only enriches his linguistic repertoire but also nurtures social connections that further reinforce his motivation and commitment to language learning.

Dörnyei (2001) and Williams & Burden (1997) emphasize the pivotal role of intrinsic motivation in driving successful language learning endeavors, a concept that resonates strongly with Zhiwei's journey. Intrinsic motivation, stemming from personal aspirations and recognition of the importance of English proficiency for academic and career advancement, serves as the driving force behind Zhiwei's proactive approach to language acquisition. These motivational theorists stress that intrinsic motivation is not only essential for initiating language learning but also for sustaining engagement over time. Zhiwei's increased motivation during his Ph.D. program serves as a compelling example of this phenomenon. As he progresses in his academic pursuits, Zhiwei becomes increasingly aware of the critical role that English proficiency plays in academia, leading to a heightened sense of intrinsic motivation to excel in the language. This alignment between theoretical frameworks and Zhiwei's experiences underscores the significance of intrinsic motivation

in facilitating language learning outcomes. It highlights how fostering a strong sense of intrinsic motivation can empower learners to overcome challenges, maintain perseverance, and ultimately achieve their linguistic goals. Furthermore, it emphasizes the need for educators and policymakers to design learning environments and interventions that nurture and sustain learners' intrinsic motivation throughout their language learning journey, thereby enhancing the effectiveness and sustainability of language education initiatives.

Zhiwei's proactive approach towards language learning not only underscores his intrinsic motivation but also highlights the crucial role of learner autonomy in the acquisition process. By assuming responsibility for his learning journey, Zhiwei demonstrates a profound understanding of the significance of taking ownership and actively seeking out opportunities for language practice. This proactive stance empowers him to navigate and overcome various challenges encountered along the way, showcasing the transformative potential of intrinsic motivation in fostering resilience and persistence in language acquisition endeavors. Through his proactive engagement, Zhiwei not only enhances his language skills but also cultivates a sense of self-efficacy and confidence, essential attributes for overcoming language learning obstacles and achieving proficiency.

Furthermore, Zhiwei's increased motivation throughout his Ph.D. program serves as a poignant illustration of his recognition of the indispensable role of English proficiency within academia. This realization not only aligns with the scholarly discourse on language learning, as articulated by Dörnyei (2009), but also highlights the intricate interplay between personal aspirations and self-regulation in the language acquisition process. Zhiwei's heightened motivation reflects a deep understanding of the academic landscape and the necessity to attain a high level of English proficiency to succeed in scholarly pursuits. This alignment with existing theoretical frameworks underscores the universality of the relationship between intrinsic motivation and language learning outcomes, particularly within the academic domain, where language proficiency is often a prerequisite for scholarly engagement and advancement.

The findings of this study underscore the pivotal role of intrinsic motivation in driving language learning success and highlight the importance of cultivating supportive learning environments. This emphasis on intrinsic motivation aligns with contemporary research in educational psychology, particularly within the framework of Self-Determination Theory (SDT), which posits that fostering autonomy, competence, and relatedness can lead to enhanced motivation and engagement. By prioritizing the development of intrinsic motivation and creating environments that facilitate active engagement with English materials and opportunities for meaningful language practice, educators can effectively empower learners to achieve their linguistic goals. Moreover, such initiatives not only contribute to improved language learning outcomes but also promote a deeper sense of ownership and satisfaction in the learning process, ultimately fostering lifelong learning habits and continued proficiency development beyond the confines of formal education.

7. Conclusion

This study offers a comprehensive examination of the complex interplay between sociocultural influences, motivational strategies, and language learning outcomes, using the experiences of Taiwanese student Zhiwei as a lens. By integrating perspectives from sociocultural theory and motivational psychology, we have gained valuable insights into how cultural factors shape language learning challenges and how intrinsic motivation plays

a pivotal role in overcoming these obstacles. The study underscores the importance of cultivating supportive environments that not only acknowledge cultural norms but also actively encourage autonomy, competence, and relatedness to sustain learners' intrinsic motivation. Through such environments, learners like Zhiwei can be empowered to navigate linguistic challenges with confidence, ultimately fostering greater proficiency and self-assurance in their language acquisition journey. This research provides valuable implications for educators, emphasizing the need for tailored interventions and pedagogical approaches that prioritize intrinsic motivation and meaningful language practice to optimize language learning outcomes and foster learners' overall linguistic development and success.

8. Implications for Language Learning and Teaching

The implications drawn from this study offer valuable insights for language learning and teaching practices. Firstly, acknowledging and accommodating the influence of cultural factors on language acquisition is crucial. Educators should design inclusive learning environments that respect learners' cultural backgrounds and communication styles, fostering a sense of belonging and comfort conducive to language learning. Secondly, prioritizing intrinsic motivation is essential, necessitating the development of engaging and personalized learning materials that resonate with learners' interests and goals. Providing opportunities for autonomy and self-expression further enhances intrinsic motivation, encouraging learners to take ownership of their language learning journey. Finally, integrating immersive language practice both inside and outside the classroom is essential for reinforcing language skills and promoting fluency. By creating authentic opportunities for language use and interaction, educators can facilitate meaningful language learning experiences that support learners' linguistic development and proficiency attainment.

9. Limitations and Future Research Directions

While this study offers valuable insights, it is important to acknowledge its limitations and suggest future research directions. Firstly, the reliance on a single participant, while providing rich and detailed data, limits the generalizability of the findings to a broader population of language learners. Future research could address this limitation by including larger and more diverse samples to enhance the study's external validity. Secondly, the qualitative nature of the study may restrict the depth of analysis and the ability to establish causal relationships between variables. Employing mixed-methods approaches or longitudinal designs in future research could provide a more comprehensive understanding of language learning processes over time. Furthermore, investigating the effectiveness of specific motivational strategies and instructional interventions across diverse cultural and educational contexts could offer valuable insights for language teaching practice. Overall, this study contributes to the ongoing dialogue on language learning and teaching and lays the groundwork for future research in this field.

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Slang Analysis Used by The University Students in The College Menfess Community On X

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This research aimed to analyze the types of slang words found in the university student community, College Menfess. Using a qualitative approach as the research methodology, the researcher examines community posts using Allan and Burridge's (2006) theory of slang words used as references. The results of the research show there are four types of slang words that are found in the College Menfess posts. Moreover, there are 26 slang words that the researchers found based on the Allan and Burridge theory including fresh and creative (2), imitative (2), acronym (20), and clipping (2). The most dominant of slang words is the acronym, which means there are so many students who made words by initials from a group of words or syllables and pronounced them as a new word—purposes to simplifying pronunciation and writing. Slang words that appear in community posts have a variety of meanings, although they are typically employed In casual contexts. In conclusion, slang terms can be found In a variety of community posts, yet primarily in casual contexts.

Keywords: Sociolinguistics, language, slang, community, x

1. INTRODUCTION

Language is a necessary tool for us to express our feelings, emotions, and ideas to one another in our environment. Our desire to share something with others is expressed through language. As long as there are speakers, researchers, listeners, and readers, language is useful. According to Haleem et al., (2022), the developments in science and technology today have an impact on people, especially in the field of communication.. The range of ways in which language is used to communicate in written and oral forms, as well as in their respective settings, is a result of this development. Qodriani & Wijaya (2020), stated that, depending on the circumstance, language can be employed in both formal and informal contexts. Communication is possible because language defines some ideas or concepts that may exist independently. In formal contexts, people typically speak in an official or standard manner; in informal contexts, they typically speak casually or informally.

Sociolinguistics studies the many contexts and situations in which language is used, as well as how language functions within society. Hall et al., (2021), stated that this area of study examines how language use and communication patterns are influenced by socioeconomic class, ethnicity, age, gender, and cultural background. For example, one of the main areas of sociolinguistics concentration is the previously noted distinction between formal and informal language. People frequently follow the linguistic conventions and standards that are anticipated in formal, professional, or official settings. On the other hand, language is typically more casual and may contain colloquialisms, slang, or regional dialects in

informal settings. Comprehending these subtleties is essential to the study of sociolinguistics, as it illuminates how social dynamics and interpersonal connections both influence and are influenced by language. Thus, one of the main areas of research in sociolinguistics is how communication technology innovations affect societal norms and language use.

Moreover, within the realm of sociolinguistics, the study of slang holds particular significance. According to Ulfah (2021), slang refers to informal language characterized by unconventional vocabulary and expressions, often specific to particular social groups or subcultures. It serves as a vibrant marker of social identity and solidarity among speakers. The adoption and evolution of slang can reflect broader societal changes and cultural shifts, offering insights into the dynamic relationship between language and social contexts. Understanding slang is thus integral to comprehending the complex interplay between language, identity, and society within the broader field of sociolinguistics.

The use of slang extends into modern digital platforms like X (Twitter), where concise and informal communication is the norm. X's character limit encourages the use of abbreviations, acronyms, and slang to convey messages efficiently. On this platform, slang serves multiple purposes—it facilitates rapid communication, fosters a sense of community among users who share similar linguistic practices, and contributes to the creation of internet memes and trends. The unique blend of slang and digital communication on X (Twitter) exemplifies how language adapts to technological advancements and how online discourse shapes contemporary sociolinguistic landscapes. Understanding how slang operates within these digital environments is crucial for exploring the intersection of language, technology, and society in today's interconnected world.

Regarding this, several researchers have examined the slang language used in the movie context (Kasitha & Ida Ayu (2022), Sinaga, Herman, Purba, & Hutahaeon (2020), Sulaiman & Syafitri (2022)) and in the social media context (Rezeki, Sagala, Panjaitan, & Juliantina (2019)). Kasitha & Ida Ayu (2022), study the use of slang in a movie context, the focus of the study is only focused on analyzing two types of slang namely compounding and clipping slang words, eleven data were found to be clipping, while seven data were found to be compounding. Compounding 39% and clipping 61% of the percentage. Six of the data are characterized as having a conceptual meaning, one as having a connotative meaning, one as having an affective meaning, and eleven as having a social meaning. Using the following percentages: affective meaning 5%, social meaning 61%, connotative meaning 5%, and social meaning 34%. Other researchers, Sinaga et al. (2020), examined the Partridge theory-based slang analysis and found that there were six distinct slang languages out of eleven categories. They included the theater, public house, cockney, workmen's, public school, and university. Sulaiman & Syafitri (2022), also study the use of slang in the context of movies, according to the research's findings, Ralph Breaks the Internet has four different kinds of slang words. Additionally, the study discovered 50 different sorts of slang words using the Allan and Burridge theory, including fresh and creative (24), imitative (17), flippant (7), and clipping (2).

In the context of social media, Rezeki et al., (2019), conducted a study related to the use of slang language on Instagram captions, thirty-one slang words were discovered in the Instagram captions of millennials, indicating that this generation employed slang language in their interactions. There were five different slang terms in these words: acronym, flippant, imitative, fresh and creative, and clipping.

Based on the above, X's users frequently use internet slang on X (Twitter) to connect with one another, which stimulated the writer's interest in investigating the kinds of online slang that users frequently use and the contexts in which they use it (Twitter). In accordance with the aforementioned criteria, the goal of this study is to categorize the slang used on Twitter (X) that is used by university students in the college menfess community based on the Allan and Burridge (2006) theory and find out the meaning of slang words used by university students. By analyzing the slang that is used in the university student community, the reader can comprehend the evolution and variances of slang used by users in X (Twitter), particularly in X. This research is anticipated to provide contribution to the sociolinguistic field of language diversity on the Internet.

2. LITERATURE REVIEW

2.1. Sociolinguistics

According to Wardhaugh & Fuller (2015), the study of language in everyday life, including how it is used in casual conversations, the media we consume, and the laws, rules, and customs that regulate language use in society, is known as sociolinguistics. In addition, Saputra et al., (2019), stated that the science that studies the role and function of language in society is known as sociolinguistics. In this instance, attempting to clarify how language varies depending on the situation and how individuals in one context interact with those in another.

Sociolinguistics, with its focus on language in society, is particularly interested in language use in informal settings, including everyday conversations, where slang is often used extensively. Slang is the term for colloquial expressions that are commonly employed in particular social circles or groups and frequently represent the cultural and social identities of the speakers. Because it illuminates the dynamic character of language and how it adapts to different social settings, this aspect of language use is vital to the study of sociolinguistics. For example, comprehending how slang spreads and changes over time can provide light on how various societies' identities, social structures, and linguistic inventiveness are formed.

Furthermore, slang studies highlight how language is flexible and adaptive, demonstrating how linguistic norms and conventions can change over time in reaction to social, cultural, and technological developments. Thus, sociolinguistics investigates language's dynamic and always-evolving informal aspects, like slang, which are essential to our everyday linguistic interactions, in addition to language's formal structures and laws.

2.2 Slang

Language plays a crucial part in communication since it is necessary to convey information. Sagala & Rezeki (2019), stated that in order for members of human society to communicate with one another, language is essential. The meaning of language is dependent on both the method of communication and the words used. A speaker must adapt their language when one language is insufficient to fully communicate their point in order to be understood.

Although no one can explain slang, everyone can recognize it. According to the Oxford Dictionary, Slang is a linguistic style that is literally defined as very informal idioms and concepts that are more commonly used in speech than in writing and are typically restricted to a particular setting or population. Holmes (2013), states that slang is a part of language

and conveys an individual's age. Additionally, slang is seen as a privilege of youth and is generally uncommon among elderly people. Furthermore, slang conveys the identity of a specific community. Another definition comes from Allan and Burridge (2006), in which slang is described as a group of people's markers. Examples include social groups (such as jazz musicians, hookers, drug addicts, or professional criminals) and communities that share experiences, such as kid groups at specific schools.

2.2.1 Type of slang

Allan and Burridge (2006), separated the five categories of slang terms into the following: fresh and creative, which denotes the use of new terminology to express things in casual settings; flippant refers to slang that consists of two or more words where the word composition has no bearing on its denotative meaning; imitative refers to a colloquial term that is modeled after or derived from a word in Standard English; acronym is a word that is created by taking the initials of several words or syllables and pronouncing them as a single word; clipping means a slang word is created by cutting out a portion of a longer word to create a shorter version that still has the same meaning. Allan and Burridge (2006) also explain that slang is used for seven distinct purposes: addressing, striking up a casual conversation, humiliating, creating an intimate environment, expressing an impression, revealing rage, and demonstrating intimacy.

Slang is becoming more and more common in the millennial generation; people who live in cities as well as rural areas are familiar with it, almost as though it's a millennial trend. Social media has contributed to the millennial generation's slang creation and dissemination, both in terms of its writing and pronunciation. Although learning grammar in an educational setting undoubtedly helps pupils, in practice, these students still tend to avoid using proper language and instead choose to communicate using slang. Slang is a dialect (words, expressions, and utilizations) of a casual enroll that individuals of uncommon bunches like young people, performers, or offenders support in arrange to set up gather personality. Slang is as a rule prevalent among the millennial era.

2.3 X (Twitter)

The well-known social networking site X has completely changed how people communicate and engage online. X, popularly known as Twitter, has become a global center for news, conversations, and individual expression because of its recognizable bird emblem and succinct structure. In 280 characters or fewer, users exchange ideas, updates, and multimedia content, creating a distinctive culture of immediacy and brevity. X (Twitter) is one of the social media that is often used by many people. According to Al-Khalifa (2008), on the social network X (Twitter), users engage with one another by responding to the question "What's happening?" and exchanging news and updates about their current activities.

X's influence goes beyond personal expression; it also influences public opinion, facilitates movements, and unites distinct populations on different continents. With its timelines, hashtags, and trending topics interface, which captures the social pulse of the time, X is an essential tool for remaining involved and informed in the digital age. With its ease of use and wide-ranging impact, X never stops changing the dynamics of online communication, whether it's by boosting voices, igniting discussions, or breaking news.

College menfess, a notable phenomenon within the X (Twitter) community, adds an intriguing layer to this platform's dynamic nature. College menfess involves anonymous

messages or confessions sent by students related to their college experiences. These messages are typically posted by dedicated college “menfess” accounts, allowing students to share thoughts, stories, or feelings anonymously. This practice fosters a sense of camaraderie among students, offering an outlet for expressing sentiments that may be challenging to voice openly. College menfess threads often spark discussions, resonate with fellow students, and provide insights into the diverse experiences within educational institutions.

Through the convergence of X’s platform and college menfess threads, Twitter becomes a canvas for both personal expression and communal engagement. This amalgamation exemplifies how X (Twitter) transcends traditional social media paradigms, evolving into a multifaceted space where individual voices intersect with broader narratives, fostering connections and understanding among users worldwide.

3. METHODOLOGY

3.1 Research Design

In this research, the researchers used the qualitative research method in case study design. According to Creswell & Creswell (2018), a case study is a type of inquiry where a researcher looks closely at a particular program, event, activity, process, or group of people. Case studies are used in many fields of study, including evaluation. This study's design is qualitative as well since it possesses a number of qualitative traits. The research is natural in the first place because the data was observed and gathered in a natural setting—that is, without changing the subject's utterance, the time, the location, etc. Second, rather than being represented by numbers, the data used in this study is in the form of a character's speech, or utterance. Third, because the researcher examines, interprets, records, and deduces a conclusion from the process, this study is conducted inductively. The researcher determines the type of slang by examining the data using Allan and Burridge's (2006) theory of slang language.

3.2 Data Source of Research

This study is focused on the use of slang used by university students in the “College Menfess (@collegemenfess)” community post on X. The data of this research is utterances that are pertinent to slang language. The data sources for this study are the tweets or posts on the College Menfess community on X (Twitter).

3.3 Instrument of Research

This research requires a competent instrument to collect data because its goal is to analyze the conversation. The best instrument for this research is the human instrument because it is the only instrument that is capable of completing this activity, such as a laptop, the internet, and the X (Twitter) app. Since it is not feasible to use other research instruments, the researchers themselves serve as the primary instrument for data collection and analysis.

3.4 Data Collection

The data was obtained from the discourse of 56 posts on the college menfess community on X (Twitter) posted by university students which contain slang.

3.5 Data Analysis

Content or document analysis was employed by the researcher to examine the gathered data. In order to understand human behavior, document analysis focuses on examining and interpreting recorded materials, such as public records, textbooks, letters, movies, cassettes, diaries, themes, reports, or other papers. According to Arikunto (2010), documentation is the process of locating and gathering information on various items, such as agendas, books, periodicals, newspapers, notes, reports, transcripts, etc. Similar to Arikunto, Al-Wasilah (2002) also stated that documentation may take the shape of written words, photos, or a massive amount of labor produced by one person or a group of individuals. The data was analyzed using multiple processes carried out by the researchers, which include: (1) Classification: Following data collection, the researchers group slang terms according to theory, determining which are most prevalent in the film and if they are fresh and creative, imitation, flippant, acronym, or clipping; (2) Reduction: the researchers are removing irrelevant data and data that is merely collected to use slang terms; (3) Description: Following the data's classification, the researchers describe the slang terms that they discovered among college students, including their types and meanings. (4) Conclusion: The researchers identify the most common slang terms and draw conclusions from their investigation of slang words used in the college menfess group.

4. RESULT AND DISCUSSION

The aim of this research is to discover and analyze the kinds of slang phrases that are used in the College Menfess community on X (Twitter), as stated in the objectives of the study. After gathering data, the researcher used Allan and Burridge's (2006) theory to analyze and categorize the slang words posted by university students in the college menfess community. This resulted in the identification of five different categories of slang words: acronym, clipping, flippant, imitative, and fresh and creative. The following is the data that has been examined:

Table 4.1. Type of Slang Used in The College Menfess

Type of Slang	Frequency
Fresh and creative	2
Flippant	0
Imitative	2
Acronym	20
Clipping	2
Total	26

The following is a list of slang words, along with a definition and classification:

Table 4.2. The Finding of Slang word and its meaning

Word or Phrases	Meaning	Type of Slang
S word	Skripsi	Fresh and Creative
Skripsweet	Skripsi	
Gaiss	Guys	Imitative
Coolyeah	Kuliah	

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Ovt	Overthinking	Acronym
Sempro	Seminar proposal	
Au	Alternative universe	
Semhas	Seminar hasil	
Kating	Kakak tingkat	
Dkv	Desain komunikasi visual	
Pp	Pulang-pergi	
Dapus	Daftar pustaka	
Dospem	Dosen pembimbing	
Ukt	Uang kuliah tunggal	
Mukbang	Eating show	
Grwm	Get ready with me	
Asmr	Autonomous sensory meridian response	
	Ketua divisi	
Kadiv	Dosen pembimbing	
Dosbing	Point of view	
Pov	Open recruitment	
Oprec	Satuan kredit semester	
Sks	Luar jaringan	
Luring	Want to ask	
WTA		
Univ	Universitas	Clipping
Sem	Semester	

The researcher attempts to examine and categorize the slang terms included in the community postings written by university students using the data above. Following a dictionary search and comprehension of the tweets' context, the researcher discovered just four categories of slang words based on Allan and Burridge's (2006) theory, which are fresh and creative, imitative, acronym, and clipping.

Fresh and Creative

The type of fresh and creative slang words can be either modern or obscure terms that people are unaware of, and they have a fresh vocabulary, inventiveness, and informal variation. The researcher then examined the novel and inventive types from the posts in light of that definition.

“Gmn ya ngehilangin rasa takut sm rasa malas ngerjain s word”

Since the slang word is unlike other slang words like flippant, imitative, acronym, and clipped, it is classified as novel and inventive. Additionally, this word is entirely new to me. The term "s word" refers to a word *skripsi* or thesis in the context of a community post.

Imitative

A word that originates by duplicating a regular English word, interprets a regular English word differently, or combines two distinct words to form a new word is known as an imitative slang word. as in the instance below.

“Sender sekarang smt 6. lagi di fase capek banget coolyeah ngerasa semua makul susah”

As the explanation about the imitative slang word above, creating a new phrase by fusing two distinct terms is one method to categorize this slang term. The word is from cool

and yeah. However, the word *coolyeah* in the post of the community that the meaning of it word is *kuliah* or it means go to college in English.

Acronym

Acronym can be made by joining the initials of many words or syllables to form a single word, or they can be made by joining the first letter of each word in a phrase to generate a new word.

"Sender bingung & ovt banget bisa ga ya sender ngelanjutin penelitian tugas akhir ini"

As explained above, acronym is an abbreviation formed from the initial letter or syllable and pronounced as a word. The word *ovt* is the abbreviation from the word *overthinking*. The students use a word *ovt* instead of a word *overthinking* purposes to simplify pronunciation and writing.

Clipping

Slang words that have had some of their meanings stripped out but still retain the same meaning as the original are known as "clipping." Slang expressions that omit words entirely are examples of how people use creativity and effort to communicate a certain idea.

"Halo guys, ada mahasiswa univ jember yang mau bantuin aku buka respository?"

Since the word "univ" is derived from the English word "*universitas*," or "university," some elements of the letter have been removed while maintaining meaning, making it a clipping.

5. CONCLUSION

The researcher came to the conclusion that four sorts of slang words—fresh and innovative, imitation, acronym, and clipping—appear in the college menfess postings based on the findings and conversations as well as the research questions that were established. About (26) slang terms, including 2 original and creative words, (2) imitative words, (20) acronym words, and (2) clipping words, were discovered by the researcher after analyzing the data. The meanings of those words are varied, as explained in the discussions. However, informal settings can be used to describe the main reason why slang words are used by college students. For ease of writing and pronouncing, the term "univ" in English stands for "*universitas*," or university. Instead of using the words *universitas* or *university* to communicate their thoughts, college students frequently use the word *univ* in everyday talks.

6. SUGGESTION

The researchers suggest that this study serves as a reference for future researchers who are interested in using slang phrases in their research, based on the conclusion mentioned above. Additionally, this study should provide information on slang words and expanding vocabulary for language learners.

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Portraying Vocabulary Learning Strategies; From Determination to Metacognitive, which Strategies Do Students Mostly Use?

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The purpose of this study was to know students' vocabulary learning strategies which specifically directed to some types including Determination, Cognitive, Social, Memory and Metacognitive strategies. This research was descriptive quantitative. The population of this study was all the eleventh grade students of MAN 2 Padang Lawas, North Sumatera, which amounted to 155 students, where the sample was taken as many as 61 students using a simple random sampling technique. In data collection, the research distributed the questionnaire to respondents to determine vocabulary learning strategies, consisting of 32 items made based on categories of vocabulary learning strategies. Based on overall data using vocabulary learning strategies questionnaire, the study found that the most often strategies used by students are cognitive strategies with a percentage of 20%, followed by 18% of determination strategies, 9% of memory strategies, 7% of social strategies, and 6% of metacognitive strategies.

Keywords: vocabulary; learning; strategies

INTRODUCTION

Vocabulary is one of the basic of the four skills in English. Vocabulary is an important skill in speaking, reading, writing and listening. Vocabulary has a significant role in master English, because it facilitates the students' foundation for learning English basic skills. Therefore, having a lot of vocabulary will make it easier for the students to communicate in English. Vocabulary learning strategies are the steps used by language learners to acquire new English words. Vocabulary learning strategies are important for students; students need to apply the appropriate strategy. Schmitt states that vocabulary learning strategies can empower learners and attract learners' attention in learning language in a way that will improve the learners' vocabulary development (Schmitt, 2000). The role of vocabulary learning strategies is to implement the students' language skills. Learning strategies play a very important role in creating a more effective learning in order to make students more interested.

Then, based on the researchers' interview to some students in MAN 2 Padang lawas, about their problems or their difficulties in learning English, learning English is so boring; it is not interesting at all. They said English a difficult lesson because they do not know how to learn it. Sometimes the teacher use English more than Indonesian, so it is difficult to understand. It means that, there are many students in MAN 2 Padang Lawas do not understand English, because lack of vocabulary. Therefore, students' find difficult in understanding the materials. In addition, there are many things that make it difficult for students to remember vocabulary, for example lack of interest, lazy to memorize, uninteresting learning process and others. However, some students can acquire the language successfully while others fail. This difference may be because of learning

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strategies applied by students. The students who have good vocabulary usually used their strategies to improve their vocabulary, while students who not have good vocabulary do not have specific strategies to improve their vocabulary; hence students need vocabulary learning strategies.

Vocabulary learning strategies are a part of language learning strategies which in turn are part of general learning strategies (Risqi et al, 2014). Vocabulary learning strategies are activities or processes that encourage learners to learn vocabulary by improving one of the strategies as stages or concepts. The strategy becomes equipment that enhances learners understanding of learning vocabulary and the importance received in a word. The learners require guidance on more reliable methods of learning vocabulary. Students need to decide which strategy is suitable. It is needed so that they can acquire vocabulary individually. In this process, the teacher can guide students to discover vocabulary learning strategies that inspire them to apply these strategies affecting their progress in depending language knowledge. Students need their vocabulary learning outside the classroom. The teacher can guide students to enhance effective and efficient vocabulary learners.

Vocabulary learning strategies activities are preferred by students to improve the language learning process. Obtaining a vocabulary learning strategy accepts vocabulary that is easier for students to learn independently. Vocabulary learning strategies focus on the students' perception, which students can apply by students to find, storage, retrieve, encode, practice, and apply words (Safii, 2022). The result of vocabulary learning strategies includes the natural learning process and indirect. There is significant correlation between students' usage of strategies and achievement in vocabulary. Teacher must manage the vocabulary learning strategies students apply and extend to support becoming independent vocabulary learners. It can be assumed that vocabulary learning strategy is significant element of supporting the learner to enhance vocabulary mastery based on which strategy the students prefer the most.

Vocabulary learning strategies can be defined as behaviors or action which learners use to make vocabulary learning more effective. There have been several attempts to develop the taxonomy of vocabulary learning strategies based on the strategies used by learners to understand their target language. Vocabulary learning strategies developed by Schmitt in two ways categories (Schmitt, 2000). First, definitions of the vocabulary learning strategies is divided into two major classes, strategies for the discovery of a new words meaning and strategies for consolidating a word once it has been encountered. Second, the strategies are further classified into five groupings. There are Determination (DET), Social (SOC), Memory (MEM), Cognitive (COG), and Metacognitive Strategies (MET), as follows:

Strategies for the discovery of new word's meaning

- DET Analyze part of speech
- DET Analyze affixes and roots
- DET Check for L1 cognate
- DET Analyze any available pictures or gestures
- DET Guess meaning from textual context
- DET Use a dictionary (bilingual or monolingual)
- SOC Ask teacher for a synonym, paraphrase, or L1 translation of new word
- SOC Ask classmates for meaning *Strategies for consolidating a word once it has been encountered*
- SOC Study and practice meaning in a group
- SOC Interact with native speakers

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MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, motives, newscasts, etc)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time (Schmitt, 2000)

METHODOLOGY

This research was conducted at the XI grade students of MAN 2 Padang Lawas in academic year 2023/2024. This school is located at Jl. Besar Binanga-Gunungtua, No.96 Binanga, Barumon Tengah, Padang Lawas, North Sumatera. The research was started from August until October 2023. This research is descriptive quantitative method. The populations of this research are all of the students at the XI grade MAN 2 Padang Lawas. The populations consist of sixth classes with 155 students. In this research, the researcher used random sampling for choosing the sample, all the number of sample was 61 students. In this research, the researcher used a questionnaire to collect the data of vocabulary learning strategies used by students. The questionnaire describes some questions for the respondents to know how vocabulary learning strategies are used by students at the XI grade MAN 2 Padang Lawas. This research used Likert Scale. Likert Scale used to know opinion, behavior and perception. Vocabulary learning strategies is measured by using several indicators. The questionnaire consists of 35 items. The indicator are taken from types of vocabulary learning strategies, they are determination, social, memory, cognitive and metacognitive.

As this research is descriptive, the data analyzed is based on several steps, as follows:

- First, calculating the total score of students answer to the questionnaire. Formula as follows:

$$T \times P_n$$

Where:

T = Total score of students answer

P_n = Choice of Likert Scala Score

- b. Second, calculating the total score of the sample for persentase by using a formula as follows.

$$P = \frac{\text{Total Score}}{\text{Ideal Score Maximum}} \times 100\%$$

Third, to know students vocabulary learning strategies, the researcher analyzed and concluded by using the calculation of tendency categories. Meanwhile, the mostly aspect of vocabulary learning strategies uses analysis by calculation the mean score of each aspect. The highest mean score is considered as the dominant types of vocabulary learning strategies.

- c. After finding out the mean of all the score, the result concluded based on the following criteria:

After finding the mean score of all students, it was concluded to the criteria as follows:

1. If the value of mean score is 81% - 100%, it can be categorized into very high.
2. If the value of mean score is 61% - 80%, it can be categorized into high.
3. If the value of mean score is 41% - 60%, it can be categorized into enough.
4. If the value of mean score is 21% - 40%, it can be categorized low.
5. If the value of mean score is 0% - 20%, it can be categorized very low

RESEARCH FINDINGS AND DISCUSSION

1. Strategies used in learning vocabulary at the XI grade students of MAN 2 Padang Lawas

In collecting the data of vocabulary learning strategies used by students, the researchers used a questionnaire. The items of a questionnaire were developed by Schmitt's taxonomy. The total number of items in the questionnaire was 32.

a. Determination Strategies

1. Students use dictionary (bilingual or monolingual)

Table IV.1. Item 1: I use the English-Indonesian dictionary to find out the English translation.

Number of Items	Score	F	Total of mean score	P(%)
1	Always (5)	21	105	43%
	Often (4)	20	80	33%
	Sometimes (3)	18	54	22%
	Rarely (2)	2	4	2%
	Never (1)	0	0	0%
Sum		61	243	100%

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The table IV.1 shows that from 61 respondents, 21 (43%) of respondents answered “Always” to statement with 105 total of mean score, 20 (33%) of respondents answered “Often” to statement with 80 total of mean score, 18 (22%) of respondents answered “Sometimes” to statement with 54 total of mean score, 2 (2%) of respondents answered “Rarely” to statement with 4 total of mean score, and no one respondents answered “Never” to statement. The sum score of the total mean score is 243 (100%). It indicates that the majority of students “Always” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.2. Item 2: I use an English-English dictionary to find out English vocabulary synonyms.

Number of Items	Score	F	Total of mean score	P(%)
2	Always (5)	8	40	22%
	Often (4)	13	52	28%
	Sometimes (3)	19	57	31%
	Rarely (2)	14	28	15%
	Never (1)	7	7	4%
Sum		61	184	100%

The table IV.2 shows that from 61 respondents, 8 (22%) of respondents answered “Always” to statement with 40 total of mean score, 13 (28%) of respondents answered “Often” to statement with 52 total of mean score, 19 (31%) of respondents answered “Sometimes” to statement with 57 total of mean score, 14 (15%) of respondents answered “Rarely” to statement with 28 total of mean score, and 7 (4%) respondents answered “Never” to statement with 7 total of mean score. The sum score of the total mean score is 184 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.3 Item 3. I use Indonesian-English dictionary and English Indonesian dictionary to find out the translation of English vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
3	Always (5)	18	90	37%
	Often (4)	27	108	45%
	Sometimes (3)	13	39	16%
	Rarely (2)	2	4	2%
	Never (1)	1	1	0%
Sum		61	242	100%

The table IV.3 shows that from 61 respondents, 18 (37%) of respondents answered “Always” to statement with 90 total of mean score, 27 (45%) of respondents answered “Often” to statement with 108 total of mean score, 13 (16%) of respondents answered “Sometimes” to statement with 39 total of mean score, 2 (2%) of respondents answered

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“Rarely” to statement with 4 total of mean score, and 1 (0%) respondents answered “Never” to statement with 1 total of mean score. The sum score of the total mean score is 242 (100%). It indicates that the majority of students “Often” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.4 Item 4. I use an English dictionary application to find out the translation of the vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
4	Always (5)	4	20	12%
	Often (4)	16	64	37%
	Sometimes (3)	19	57	33%
	Rarely (2)	8	16	9%
	Never (1)	14	14	8%
Sum		61	171	100%

The table IV.4 shows that from 61 respondents, 4 (12%) of respondents answered “Always” to statement with 20 total of mean score, 16 (37%) of respondents answered “Often” to statement with 64 total of mean score, 19 (33%) of respondents answered “Sometimes” to statement with 57 total of mean score, 8 (9%) of respondents answered “Rarely” to statement with 16 total of mean score, and 14 (8%) respondents answered “Never” to statement with 14 total of mean score. The sum score of the total mean score is 171 (100%). It indicates that the majority of students “Sometimes” use English dictionary application.

2. Students check for L1 cognate

Table IV.5 Item 5. I use native speaker English vocabulary pronunciation audio to check the pronunciation of new vocabulary that has been learned.

Number of Items	Score	F	Total of mean score	P(%)
5	Always (5)	3	15	9%
	Often (4)	8	32	20%
	Sometimes (3)	29	87	53%
	Rarely (2)	9	18	11%
	Never (1)	12	12	7%
Sum		61	164	100%

The table IV.5 shows that from 61 respondents, 3 (9%) of respondents answered “Always” to statement with 15 total of mean score, 8 (20%) of respondents answered “Often” to statement with 32 total of mean score, 29 (53%) of respondents answered “Sometimes” to statement with 87 total of mean score, 9 (11%) of respondents answered “Rarely” to statement with 18 total of mean score, and 12 (7%) respondents answered “Never” to statement with 12 total of mean score. The sum score of the total mean score is 164 (100%).

It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.6 Result of Determination Strategy

Total of Items	F	Explanation	P (%)
5	61	Always	18%
		Often	28%
		Sometimes	33%
		Rarely	11%
		Never	10%
Total			100%

Table IV.6 shows that from 5 items questionnaire and 61 respondents, it is found that determination strategy with the frequency “always” (18%), “often” (28%), “sometimes” (33%), “rarely” (11%) and “never” (10%). Thus, it concluded that 18% of respondents used determination strategy.

b. Social Strategies

1. Students Ask the teacher for a synonym, paraprased, or L1 translation of new word

Table IV.7 Item 6. I asked the teacher to translate English vocabulary that was difficult to understand into Indonesian.

Number of Items	Score	F	Total of mean score	P(%)
6	Always (5)	7	35	17%
	Often (4)	21	84	41%
	Sometimes (3)	23	69	33%
	Rarely (2)	8	16	8%
	Never (1)	2	2	1%
Sum		61	206	100%

The table IV.7 shows that from 61 respondents, 7 (17%) of respondents answered “Always” to statement with 35 total of mean score, 21 (41%) of respondents answered “Often” to statement with 84 total of mean score, 23 (33%) of respondents answered “Sometimes” to statement with 69 total of mean score, 8 (8%) of respondents answered “Rarely” to statement with 16 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 206 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

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Table IV.8 Item 7. I asked the teacher to provide synonyms or equivalents of English vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
7	Always (5)	4	20	13%
	Often (4)	9	36	23%
	Sometimes (3)	18	54	34%
	Rarely (2)	17	34	22%
	Never (1)	13	13	8%
Sum		61	157	100%

The table IV.8 shows that from 61 respondents, 4 (13%) of respondents answered “Always” to statement with 20 total of mean score, 9 (23%) of respondents answered “Often” to statement with 36 total of mean score, 18 (34%) of respondents answered “Sometimes” to statement with 54 total of mean score, 17 (22%) of respondents answered “Rarely” to statement with 34 total of mean score, and 13 (8%) respondents answered “Never” to statement with 13 total of mean score. The sum score of the total mean score is 157 (100%). It indicates that the majority of students “Sometimes” and “Rarely” Students Ask the teacher for a synonym and antonyms as one of the students strategies in learning vocabulary.

Table IV.9 Item 8. I asked the teacher to give me examples of sentences from English vocabulary that were difficult for me to understand.

Number of Items	Score	F	Total of mean score	P(%)
8	Always (5)	2	10	6%
	Often (4)	18	72	40%
	Sometimes (3)	21	63	35%
	Rarely (2)	14	28	16%
	Never (1)	6	6	3%
Sum		61	179	100%

The table IV.9 shows that from 61 respondents, 2 (6%) of respondents answered “Always” to statement with 10 total of mean score, 18 (40%) of respondents answered “Often” to statement with 72 total of mean score, 21 (63%) of respondents answered “Sometimes” to statement with 63 total of mean score, 14 (16%) of respondents answered “Rarely” to statement with 28 total of mean score, and 6 (3%) respondents answered “Never” to statement with 6 total of mean score. The sum score of the total mean score is 179 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

2. Students ask classmate

Table IV.10 Item 9. I asked my classmates the meaning of English vocabulary that was difficult for me to understand.

Number of Items	Score	F	Total of mean score	P(%)
9	Always (5)	7	35	17%
	Often (4)	18	72	36%
	Sometimes (3)	26	78	39%
	Rarely (2)	7	14	7%
	Never (1)	3	3	1%
Sum		61	202	100%

The table IV.10 shows that from 61 respondents, 7 (17%) of respondents answered “Always” to statement with 35 total of mean score, 18 (36%) of respondents answered “Often” to statement with 72 total of mean score, 26 (39%) of respondents answered “Sometimes” to statement with 78 total of mean score, 7 (7%) of respondents answered “Rarely” to statement with 14 total of mean score, and 3 (1%) respondents answered “Never” to statement with 3 total of mean score. The sum score of the total mean score is 202 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

3. Students study and practice meaning in a group

Table IV.11 Item 10. I asked about the meaning of English vocabulary through group discussions.

Number of Items	Score	F	Total of mean score	P(%)
10	Always (5)	6	30	16%
	Often (4)	11	44	24%
	Sometimes (3)	23	69	38%
	Rarely (2)	19	38	21%
	Never (1)	2	2	1%
Sum		61	183	100%

The table IV.11 shows that from 61 respondents, 6 (16%) of respondents answered “Always” to statement with 30 total of mean score, 11 (24%) of respondents answered “Often” to statement with 44 total of mean score, 23 (38%) of respondents answered “Sometimes” to statement with 69 total of mean score, 19 (21%) of respondents answered “Rarely” to statement with 38 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is

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183 (100%). It indicates that the majority of students “Sometimes” review the vocabularies that have been learned as one of the students strategies in learning vocabulary.

Table IV.12 Item 11. I practice English with my classmates

Number of Items	Score	F	Total of mean score	P(%)
11	Always (5)	4	20	12%
	Often (4)	12	48	30%
	Sometimes (3)	16	48	30%
	Rarely (2)	16	32	20%
	Never (1)	13	13	8%
Sum		61	161	100%

The table IV.12 shows that from 61 respondents, 4 (12%) of respondents answered “Always” to statement with 20 total of mean score, 12 (30%) of respondents answered “Often” to statement with 48 total of mean score, 16 (30%) of respondents answered “Sometimes” to statement with 48 total of mean score, 16 (30%) of respondents answered “Rarely” to statement with 32 total of mean score, and 13 (8%) respondents answered “Never” to statement with 13 total of mean score. The sum score of the total mean score is 161 (100%). It indicates that the majority of students “Sometimes” students practice meaning to classmate as one of the students strategies in learning vocabulary.

4. Students interact with native speaker

Table IV.13 Item 12. I practice English with people from abroad via social media.

Number of Items	Score	F	Total of mean score	P(%)
12	Always (5)	0	0	0%
	Often (4)	2	8	10%
	Sometimes (3)	5	15	18%
	Rarely (2)	5	10	12%
	Never (1)	49	49	60%
Sum		61	82	100%

The table IV.13 shows that from 61 respondents, no one of respondents answered “Always” to statement, 2 (10%) of respondents answered “Often” to statement with 8 total of mean score, 5 (18%) of respondents answered “Sometimes” to statement with 15 total of mean score, 5 (12%) of respondents answered “Rarely” to statement with 10 total of mean score, and 49 (60%) respondents answered “Never” to statement with 49 total of mean score. The sum score of the total mean score is 82 (100%). It indicates that the majority of students “Never” students interact with native speaker at a low frequency.

Table IV.14 Result of Social Strategy

Total of Items	F	Explanation	P (%)
7	61	Always	7%
		Often	21%
		Sometimes	31%
		Rarely	20%
		Never	21%
Total			100%

Table IV.14 shows that from 7 items questionnaire and 61 respondents, it is found that social strategy with the frequency “always” (7%), “often” (21%), “sometimes” (31%), “rarely” (20%) and “never” (21%). Thus, it concluded that 7% of respondents used social strategy.

c. Memory Strategies

1. Students image word form

Table IV.15 Item 13. I match the English understanding with the pictures.

Number of Items	Score	F	Total of mean score	P(%)
13	Always (5)	5	25	17%
	Often (4)	5	20	14%
	Sometimes (3)	14	42	29%
	Rarely (2)	19	38	27%
	Never (1)	18	18	13%
Sum		61	143	100%

The table IV.15 shows that from 61 respondents, 5 (17%) of respondents answered “Always” to statement with 25 total of mean score, 5 (14%) of respondents answered “Often” to statement with 20 total of mean score, 14 (29%) of respondents answered “Sometimes” to statement with 42 total of mean score, 19 (27%) of respondents answered “Rarely” to statement with 38 total of mean score, and 18 (13%) respondents answered “Never” to statement with 18 total of mean score. The sum score of the total mean score is 143 (100%). It indicates that the majority of students “Rarely” students match the English understanding with the pictures.

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2. Students connect the word to its synonyms and antonyms

Table IV.16. Item 14. I read English books while paying attention to the synonyms and antonyms of the vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
14	Always (5)	4	20	14%
	Often (4)	5	20	14%
	Sometimes (3)	15	45	31%
	Rarely (2)	24	48	33%
	Never (1)	13	13	9%
Sum		61	146	100%

The table IV.16 shows that from 61 respondents, 4 (14%) of respondents answered “Always” to statement with 20 total of mean score, 5 (14%) of respondents answered “Often” to statement with 20 total of mean score, 15 (31%) of respondents answered “Sometimes” to statement with 45 total of mean score, 24 (33%) of respondents answered “Rarely” to statement with 48 total of mean score, and 13 (9%) respondents answered “Never” to statement with 13 total of mean score. The sum score of the total mean score is 146 (100%). It indicates that the majority of students “Rarely” students connect the word to its synonyms and antonyms

3. Students grouping the words to study them

Table IV.17 Item 15. I group the English vocabulary that I have learned. For example, the names of objects in the classroom.

Number of Items	Score	F	Total of mean score	P(%)
15	Always (5)	8	40	18%
	Often (4)	29	116	53%
	Sometimes (3)	15	45	21%
	Rarely (2)	7	14	6%
	Never (1)	2	2	1%
Sum		61	217	100%

The table IV.17 shows that from 61 respondents, 8 (18%) of respondents answered “Always” to statement with 40 total of mean score, 29 (53%) of respondents answered “Often” to statement with 116 total of mean score, 15 (21%) of respondents answered “Sometimes” to statement with 45 total of mean score, 7 (6%) of respondents answered “Rarely” to statement with 14 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is

217 (100%). It indicates that the majority of students “Often” as one of the students strategies in learning vocabulary.

Table IV.18 Item 16. I made a list of English vocabulary and sentences.

Number of Items	Score	F	Total of mean score	P(%)
16	Always (5)	8	40	21%
	Often (4)	14	56	29%
	Sometimes (3)	23	69	36%
	Rarely (2)	11	22	11%
	Never (1)	5	5	3%
Sum		61	192	100%

The table IV.18 shows that from 61 respondents, 8 (21%) of respondents answered “Always” to statement with 40 total of mean score, 14 (29%) of respondents answered “Often” to statement with 56 total of mean score, 23 (36%) of respondents answered “Sometimes” to statement with 69 total of mean score, 11 (11%) of respondents answered “Rarely” to statement with 22 total of mean score, and 5 (3%) respondents answered “Never” to statement with 5 total of mean score. The sum score of the total mean score is 192 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

4. Students study the spelling of a word

Table IV.19 Item 17. I learn English vocabulary spelling by watching YouTube.

Number of Items	Score	F	Total of mean score	P(%)
17	Always (5)	2	10	7%
	Often (4)	3	12	8%
	Sometimes (3)	24	72	49%
	Rarely (2)	21	42	29%
	Never (1)	11	11	7%
Sum		61	147	100%

The table IV.19 shows that from 61 respondents, 2 (7%) of respondents answered “Always” to statement with 10 total of mean score, 3 (8%) of respondents answered “Often” to statement with 12 total of mean score, 24 (49%) of respondents answered “Sometimes” to statement with 72 total of mean score, 21 (29%) of respondents answered “Rarely” to statement with 42 total of mean score, and 11 (7%) respondents answered “Never” to statement with 11 total of mean score. The sum score of the total mean score is 147 (100%). It indicates that the majority of students “Sometimes” students study the spelling of a word.

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Table IV.20 Item 18. I use the Pronunciation Application to learn English vocabulary spelling.

Number of Items	Score	F	Total of mean score	P(%)
18	Always (5)	6	30	20%
	Often (4)	15	60	39%
	Sometimes (3)	10	30	20%
	Rarely (2)	3	6	4%
	Never (1)	27	27	18%
Sum		61	153	100%

The table IV.20 shows that from 61 respondents, 6 (20%) of respondents answered “Always” to statement with 30 total of mean score, 15 (39%) of respondents answered “Often” to statement with 60 total of mean score, 10 (20%) of respondents answered “Sometimes” to statement with 30 total of mean score, 3 (4%) of respondents answered “Rarely” to statement with 6 total of mean score, and 27 (18%) respondents answered “Never” to statement with 27 total of mean score. The sum score of the total mean score is 153 (100%). It indicates that the majority of students “Never” students study the spelling of a word by using application.

5. Students say a new word aloud

Table IV.21 Item 19. I learn English vocabulary by reading it aloud.

Number of Items	Score	F	Total of mean score	P(%)
19	Always (5)	4	20	13%
	Often (4)	8	32	21%
	Sometimes (3)	18	54	35%
	Rarely (2)	16	32	21%
	Never (1)	15	15	10%
Sum		61	153	100%

The table IV.21 shows that from 61 respondents, 4 (13%) of respondents answered “Always” to statement with 20 total of mean score, 8 (21%) of respondents answered “Often” to statement with 32 total of mean score, 18 (35%) of respondents answered “Sometimes” to statement with 54 total of mean score, 16 (21%) of respondents answered “Rarely” to statement with 32 total of mean score, and 15 (10%) respondents answered “Never” to statement with 15 total of mean score. The sum score of the total mean score is 153 (100%). It indicates that the majority of students “Sometimes” students say a new word aloud.

6. Students underline the word

Table IV.22 Item 20. I underline new vocabulary when reading English books.

Number of Items	Score	F	Total of mean score	P(%)
20	Always (5)	9	45	25%
	Often (4)	9	36	20%
	Sometimes (3)	20	60	34%
	Rarely (2)	14	28	16%
	Never (1)	9	9	5%
Sum		61	178	100%

The table IV.22 shows that from 61 respondents, 9 (25%) of respondents answered “Always” to statement with 45 total of mean score, 9 (20%) of respondents answered “Often” to statement with 36 total of mean score, 20 (34%) of respondents answered “Sometimes” to statement with 60 total of mean score, 14 (16%) of respondents answered “Rarely” to statement with 28 total of mean score, and 9 (5%) respondents answered “Never” to statement with 9 total of mean score. The sum score of the total mean score is 178 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

Table IV.23 Result of Memory Strategy

Total of Items	F	Explanation	P (%)
8	61	Always	9%
		Often	18%
		Sometimes	29%
		Rarely	24%
		Never	20%
Total			100%

Table IV.23 shows that from 8 items questionnaire and 61 respondents, it is found that memory strategy with the frequency “always” (9%), “often” (18%), “sometimes” (29%), “rarely” (24%) and “never” (20%). Thus, it concluded that 9% of respondents used memory strategy.

d. Cognitive Strategies

1. Students verbal repetition

Table IV.24 Item 21. I repeat the meaning of English vocabulary to remember it.

Number of Items	Score	F	Total of mean score	P(%)
21	Always (5)	18	90	39%
	Often (4)	19	76	33%
	Sometimes (3)	18	54	23%
	Rarely (2)	4	8	3%
	Never (1)	2	2	1%
Sum		61	230	100%

The table IV.24 shows that from 61 respondents, 18 (39%) of respondents answered “Always” to statement with 90 total of mean score, 19 (33%) of respondents answered “Often” to statement with 76 total of mean score, 18 (23%) of respondents answered “Sometimes” to statement with 54 total of mean score, 4 (3%) of respondents answered “Rarely” to statement with 8 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 230 (100%). It indicates that the majority of students “Often” as one of the students strategies in learning vocabulary.

2. Students wrote repetition

Table IV.25 Item 22. I practice writing English vocabulary over and over again to remember it.

Number of Items	Score	F	Total of mean score	P(%)
22	Always (5)	7	35	18%
	Often (4)	14	56	29%
	Sometimes (3)	27	81	42%
	Rarely (2)	10	20	10%
	Never (1)	3	3	2%
Sum		61	195	100%

The table IV.25 shows that from 61 respondents, 7 (18%) of respondents answered “Always” to statement with 35 total of mean score, 14 (29%) of respondents answered “Often” to statement with 56 total of mean score, 27 (42%) of respondents answered “Sometimes” to statement with 81 total of mean score, 10 (10%) of respondents answered “Rarely” to statement with 20 total of mean score, and 3 (2%) respondents answered “Never” to statement with 3 total of mean score. The sum score of the total mean score is

195 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

3. Students word lists

Table IV.26 Item 23. I made a table of English vocabulary along with translations.

Number of Items	Score	F	Total of mean score	P(%)
23	Always (5)	16	80	36%
	Often (4)	21	84	38%
	Sometimes (3)	14	42	19%
	Rarely (2)	6	12	5%
	Never (1)	4	4	2%
Sum		61	222	100%

The table IV.26 shows that from 61 respondents, 16 (36%) of respondents answered “Always” to statement with 80 total of mean score, 21 (38%) of respondents answered “Often” to statement with 84 total of mean score, 14 (19%) of respondents answered “Sometimes” to statement with 42 total of mean score, 6 (5%) of respondents answered “Rarely” to statement with 12 total of mean score, and 4 (2%) respondents answered “Never” to statement with 4 total of mean score. The sum score of the total mean score is 222 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

4. Students keep vocabulary notebook

Table IV.27 Item 24. I make English vocabulary notes during the lesson.

Number of Items	Score	F	Total of mean score	P(%)
24	Always (5)	9	45	23%
	Often (4)	16	64	32%
	Sometimes (3)	21	63	32%
	Rarely (2)	12	24	12%
	Never (1)	3	3	2%
Sum		61	199	100%

The table IV.27 shows that from 61 respondents, 9 (23%) of respondents answered “Always” to statement with 45 total of mean score, 16 (32%) of respondents answered “Often” to statement with 64 total of mean score, 21 (32%) of respondents answered “Sometimes” to statement with 63 total of mean score, 12 (12%) of respondents answered “Rarely” to statement with 24 total of mean score, and 3 (2%) respondents answered

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“Never” to statement with 3 total of mean score. The sum score of the total mean score is 199 (100%). It indicates that the majority of students “Often” and “Sometimes” as one of the students strategies in learning vocabulary.

Table IV.28 Result of Cognitive Strategy

Total of Items	F	Explanation	P (%)
4	61	Always	20%
		Often	29%
		Sometimes	33%
		Rarely	13%
		Never	5%
Total			100%

Table IV.28 shows that from 4 items questionnaire and 61 respondents, it is found that cognitive strategy with the frequency “always” (20%), “often” (29%), “sometimes” (33%), “rarely” (13%) and “never” (5%). Thus, it concluded that 20% of respondents used cognitive strategy.

c. Metacognitive Strategies

1. Students use English-language media

Table IV.29 Item 25. I listen to English songs to increase new vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
25	Always (5)	9	45	23%
	Often (4)	14	56	29%
	Sometimes (3)	24	72	37%
	Rarely (2)	8	16	8%
	Never (1)	6	6	3%
Sum		61	195	100%

The table IV.29 shows that from 61 respondents, 9 (23%) of respondents answered “Always” to statement with 45 total of mean score, 14 (29%) of respondents answered “Often” to statement with 56 total of mean score, 24 (37%) of respondents answered “Sometimes” to statement with 72 total of mean score, 8 (8%) of respondents answered “Rarely” to statement with 16 total of mean score, and 6 (3%) respondents answered “Never” to statement with 6 total of mean score. The sum score of the total mean score is 195 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

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Table IV.30 Item 26. I use an English vocabulary application to increase my vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
26	Always (5)	3	15	10%
	Often (4)	7	28	19%
	Sometimes (3)	17	51	35%
	Rarely (2)	17	34	23%
	Never (1)	17	17	12%
Sum		61	145	100%

The table IV.30 shows that from 61 respondents, 3 (10%) of respondents answered “Always” to statement with 15 total mean score, 7 (19%) of respondents answered “Often” to statement with 28 total of mean score, 17 (35%) of respondents answered “Sometimes” to statement with 51 total of mean score, 17 (23%) of respondents answered “Rarely” to statement with 34 total of mean score, and 17 (12%) respondents answered “Never” to statement with 17 total of mean score. The sum score of the total mean score is 145 (100%). It indicates that the majority of students “Sometimes, Rarely, and Never”, students uses vocabulary application.

Table IV.31 Item 27. I learn English vocabulary by listening to YouTube videos.

Number of Items	Score	F	Total of mean score	P(%)
27	Always (5)	2	10	7%
	Often (4)	7	28	20%
	Sometimes (3)	20	60	42%
	Rarely (2)	13	26	18%
	Never (1)	19	19	13%
Sum		61	143	100%

The table IV.31 shows that from 61 respondents, 2 (7%) of respondents answered “Always” to statement with 10 total of mean score, 7 (20%) of respondents answered “Often” to statement with 28 total of mean score, 20 (42%) of respondents answered “Sometimes” to statement with 60 total of mean score, 13 (18%) of respondents answered “Rarely” to statement with 26 total of mean score, and 19 (13%) respondents answered “Never” to statement with 19 total of mean score. The sum score of the total mean score is 143 (100%). It indicates that the majority of students “Sometimes” students use English-language media.

Table IV.32 Item 28. I watch English films to practice how to pronounce English vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
	Always (5)	4	20	15%

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28	Often (4)	3	12	9%
	Sometimes (3)	12	36	28%
	Rarely (2)	20	40	31%
	Never (1)	22	22	17%
Sum		61	130	100%

The table IV.32 shows that from 61 respondents, 4 (15%) of respondents answered “Always” to statement with 20 total of mean score, 3 (9%) of respondents answered “Often” to statement with 12 total of mean score, 12 (28%) of respondents answered “Sometimes” to statement with 36 total of mean score, 20 (31%) of respondents answered “Rarely” to statement with 40 total of mean score, and 22 (17%) respondents answered “Never” to statement with 22 total of mean score. The sum score of the total mean score is 130 (100%). It indicates that the majority of students “Never” students use English-language media.

Table IV.33 Item 29. I read English newspapers to increase my vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
29	Always (5)	0	0	0%
	Often (4)	1	4	4%
	Sometimes (3)	14	42	39%
	Rarely (2)	17	34	31%
	Never (1)	29	29	27%
Sum		61	109	100%

The table IV.33 shows that from 61 respondents, no one of respondents answered “Always” to statement, 1 (4%) of respondents answered “Often” to statement with 4 total of mean score, 14 (39%) of respondents answered “Sometimes” to statement with 42 total of mean score, 17 (31%) of respondents answered “Rarely” to statement with 34 total of mean score, and 29 (27%) respondents answered “Never” to statement with 29 total of mean score. The sum score of the total mean score is 109 (100%). It indicates that the majority of students “Never” students to read English newspaper.

2. Students use the spaced word practice

Table IV.34 Item 30. I read English novels and comics to increase new vocabulary.

Number of Items	Score	F	Total of mean score	P(%)
30	Always (5)	0	0	0%
	Often (4)	2	8	6%
	Sometimes (3)	20	60	48%

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	Rarely (2)	18	36	29%
	Never (1)	21	21	17%
Sum		61	125	100%

The table IV.34 shows that from 61 respondents, no one of respondents answered “Always” to statement, 2 (6%) of respondents answered “Often” to statement with 8 total of mean score, 20 (48%) of respondents answered “Sometimes” to statement with 60 total of mean score, 18 (29%) of respondents answered “Rarely” to statement with 36 total of mean score, and 21 (17%) respondents answered “Never” to statement with 21 total of mean score. The sum score of the total mean score is 125 (100%). It indicates that the majority of students “Never” students to read English novels and comics..

Table IV.35 Item 31. I always repeat new vocabulary that I have learned.

Number of Items	Score	F	Total of mean score	P(%)
31	Always (5)	9	45	23%
	Often (4)	11	44	23%
	Sometimes (3)	25	75	39%
	Rarely (2)	14	28	14%
	Never (1)	2	2	1%
Sum		61	194	100%

The table IV.35 shows that from 61 respondents, 9 (23) of respondents answered “Always” to statement with total of mean score 45, 11 (23%) of respondents answered “Often” to statement with 44 total of mean score, 25 (39%) of respondents answered “Sometimes” to statement with 75 total of mean score, 14 (14%) of respondents answered “Rarely” to statement with 28 total of mean score, and 2 (1%) respondents answered “Never” to statement with 2 total of mean score. The sum score of the total mean score is 194 (100%). It indicates that the majority of students “Sometimes” as one of the students strategies in learning vocabulary.

Table IV.36 Result of Metacognitive Strategy

Total of Items	F	Explanation	P (%)
8	61	Always	6%
		Often	10%
		Sometimes	30%
		Rarely	26%
		Never	28%
Total			100%

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Table IV.36 shows that from 8 items questionnaire and 61 respondents, it is found that metacognitive strategy with the frequency “always” (6%), “often” (10%), “sometimes” (30%), “rarely” (26%) and “never” (28%). Thus, it concluded that 6% of respondents used metacognitive strategy.

The result of the first question was about the strategies used by students to learning vocabulary. It was revealed that Cognitive strategies got the highest rank followed by determination, memory, social, and metacognitive strategies, whereas, Metacognitive strategies got the lowest score. This means that the students consider the first four vocabulary learning strategies namely determination, memory, cognitive and social as useful, simple, effective techniques that can be used to learn new vocabulary items. While they consider Metacognitive strategies as less used strategies to learn new words. Thus, learners who use metacognitive strategies decide on their own which words they will focus on and examine further. Learners also check their understanding by doing word test. Example of metacognitive strategies include using English-language media, skipping or passing new words, constantly studying new words, and testing oneself by using word tests or games. Based on the fact that students use sometimes this strategy. Students think that these strategies facilitate learning vocabulary and improve their communication skills. Students liked to learn new English words through using familiar strategies like translation, depending on their instructors when learning new words, and asking their teacher about meanings and pronunciations of new vocabulary items.

The second question was about the most frequently used vocabulary learning strategies employed by students at the XI grade MAN 2 Padang Lawas, the results revealed that the most frequently used strategies referred to Cognitive, Determination, Memory, Social, and Metacognitive strategies, whereas the least used strategies were related to Metacognitive ones. Students did not use it in real life situations. From this category, the researcher concluded that the students implemented the interaction with others people to improve their vocabulary learning.

The result of this research at MAN 2 Padang Lawas students use cognitive strategy as the most frequently used vocabulary learning strategies and Metacognitive strategies as the least frequently used. The researcher discussed the result this research and compared with related finding. The first, the research by Permatasari (2021) used SPSS 25 to analyze the data which the result showed that 604 total score with 3.45 mean score of the social strategy is the most frequently used and the least frequently used is the metacognitive strategy with 501 total score and 2.23 mean score. The second, the research by Damari (2019) shows the result of analysis showed that the determination strategy (M=3.12) as the most frequently used and memory strategy (M=2.28) as the least frequently. The researcher concluded that students prefer to find the meaning of new word by dictionary than judge the meaning from determination strategy. The last Abd and Ali (2021) found that memory strategies the most frequently used and metacognitive as the least frequently. The researcher concluded that ignoring metacognitive strategies by the students “indicate that the participants are not highly exposed to the target language (English) outside the class and they do not have a good opportunity to practice it outside the class”.

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